



Message from Secondary Principal



Gary Crumbie
Secondary Principal

Dear SBS International School Bangkok Families,

This week, our campus transformed into a living library as we celebrated our inaugural Book Week. It was a joy to see the world of literature come to life through the eyes of our students, reminding us all of the magic found between the pages of a good book.

A true highlight for me was welcoming Sarah Roberts to our school. As an eco-journalist, conservationist, and author, Sarah is a fantastic positive role model. She opened our students' eyes to the worlds of writing and journalism, sharing her own journey of resilience and adventure.

From her life story of travelling the globe to the challenges she has faced and overcome, including her famous "shark bite" encounter that inspired her writing, she showed our students that storytelling can be a powerful tool for change. Her passion for the planet left everyone feeling inspired to use their own voices for good.

Other highlights from the week include:

- **Storytime in Reception:** I had the personal pleasure of reading to our Reception class. Watching the students fully engage with the adventures of Little Blue Truck and his good friend Toad was a wonderful reminder of how stories spark early imagination.
- **The Power of a Pause:** On Wednesday, the entire school participated in a "Stop and Read" event. For 30 minutes, the hustle of the digital world was replaced by the quiet rustle of pages. It was a powerful testament to the value of slowing down with a physical book in hand.
- **Service Through Stories:** Our Secondary students officially launched their student-led Service Learning initiative. This new peer reading program saw our older students sharing stories with our younger classes, a heartwarming tradition that will now continue as a weekly event.
- Eco-journalist and conservationist **Sarah Roberts** led a workshop on apex predators, challenging students to debate the ethics of **alligator culling** and **shark diving** through the lens of field research and environmental storytelling.
- **Characters on Campus:** We wrapped up the week with our Book Dress-Up Day! From a very convincing "Willy Wonka" (better known as Mr. Bowley) to a vast array of beloved characters, the effort and creativity shown by students across all year groups was incredible.

As we close out this literary week, we shift our focus to the court. I want to wish our U13 Boys Basketball team the very best of luck as they compete tomorrow at BASIS International School. Play hard and make us proud, boys!





Highlights of the Week

Learn to Play the Liverpool Way

We are thrilled to announce that SBS International School Bangkok has officially signed a Memorandum of Understanding (MOU) with the Liverpool FC International Academy Thailand!

This landmark partnership is an opportunity for our students to develop their football skills under the same coaching philosophies and technical programmes used by the pros at Anfield.

Whether your child is a budding footballer or just loves the beautiful game, this partnership is designed to inspire the next generation of champions - both on and off the pitch.

Our Liverpool FC International Academy programme for Term 3 will be announced shortly.





Book Week

Our whole school went quiet this Wednesday as we downed tools and picked up our favorite books! With 30 minutes set aside for pure reading, it was the perfect chance for everyone to get lost in a story and remember exactly why we love the feel of a real book in our hands.





Superhero Readers

Our amazing team of readers used book week to kickstart their student lead initiative of reading to younger students.



Saipor - Y8 reading to Nursery B



Pichcha & Meya - Y7 reading to Y1A



Proud reading to Nursery B





Workshop with our visiting author - Sarah Roberts

In her workshop Sarah covered the controversial ways humans interact with two of nature's most misunderstood predators: sharks and alligators.

The Shark Crisis

The survival of shark species is currently threatened by both global markets and local fear:

Shark Fin Soup: A luxury status symbol that drives the practice of "finning." This creates massive ecological imbalances as millions of sharks are killed annually, often discarded alive after their fins are removed.

Shark Nets: Deployed to "protect" swimmers, these nets are often "death traps" for marine life. They don't create a total barrier but rather act as fishing gear that frequently entangles non-target species like turtles, dolphins, and rays.

Commercial Fishing: Beyond targeted fishing, **bycatch** remains the silent killer. Modern industrial methods are stripping the oceans of sharks faster than they can reproduce.

Sarah then posed the question - Shark Diving - Good or Bad? Is it "eco-tourism" that funds conservation, or does "chumming" (baiting) the water change shark behavior and create dangerous associations between humans and food?

Shark Bites: Sarah shared her own story and quite gruesome photo of her own shark bite. She explained that while terrifying, "attacks" are incredibly rare, yet they often trigger "knee-jerk" policy changes.

Before concluding, Sarah posed the question - Culling Alligators - Good or Bad?

Similar to shark culling, removing "nuisance" alligators is a common practice. Does culling actually make neighbourhoods safer, or does it simply open up territory for younger, more aggressive males to move in? Sarah explained that in Florida, humans have created the perfect environment for alligators to grow to exceptional sizes whilst living extremely close to residential areas.

Sarah concluded her session by sharing that she is a featured expert and contestant in the groundbreaking Netflix reality series, "All the Sharks."

For students looking to gain their Open Water Scuba Diving Qualification - keep an eye out for the launch of SBS Bangkok's Dive Club as part of the Active8 programme in Term 3!!





In the curriculum

ICT

Year 7 & 8 students have focused on managing data and using spreadsheets to organise and analyse information effectively. Managing data involves collecting, storing, and processing information in a structured way so that it can be easily understood and used. Students have been exploring how spreadsheets, such as Microsoft Excel and Google Sheets, are used to enter data into rows and columns, perform calculations using formulas and functions, and present information clearly.

This unit of study is helping students develop their skill of sorting and filtering data, as well as creating charts to identify patterns and trends.

DT

Students have engaged in an exciting hands-on learning activity by planning and building their first group project, which involved creating a birdhouse. The focus was not only on constructing a functional birdhouse but also on understanding its purpose and importance for providing a safe and comfortable habitat for birds. As part of the planning process, students designed their birdhouse using a three-dimensional approach, producing detailed drawings that included the top, side, and front view. Each drawing was clearly labelled with exact measurements, ensuring accuracy and precision.





Mandarin

This week, our Mandarin learning centred on the project “My Daily Routine”, helping students develop the ability to describe and communicate their daily life in Chinese.

Through a range of structured lessons and interactive activities, students learned how to express time in Mandarin (hour, minute, half past, quarter) using the 12-hour format, and practiced key time phrases such as morning, late morning, noon, afternoon, and evening + specific time.

Learning was carefully differentiated based on students’ proficiency levels:

Beginner students learned to ask and answer “What time is it?”, use the sentence structure “person + time + activity”, and create a simple daily routine list.

Students with HSK 1 foundation extended their sentences using sequencing and time connectors such as “first..., then...”, and “before / after doing something” to link activities.

Students with HSK 2 foundation further developed their language by using more complex sentence structures such as “although..., but...” and “because..., so...” to form clearer and more connected ideas.

Advanced students were encouraged not only to express their routines accurately, but also to extend their ideas by describing their feelings and reflections about their daily life. For their final outcomes, students completed differentiated tasks:

Beginner students worked on structured worksheets, whilst Intermediate and advanced students produced a project output, choosing between writing, video recording, or podcast-style presentations, with varying levels of challenge.

In addition to input and output tasks, students engaged in a variety of fun and interactive activities to reinforce learning. These included acting out daily routines for others to guess and expand into full sentences, as well as coordinated speaking and movement activities, where students described multiple actions while following gesture prompts. These activities created a lively classroom atmosphere, with lots of laughter while strengthening language retention and fluency.





Thai Language

This week, **Year 7** students learned about writing a reading log. They chose a book they were interested in, shared it with their classmates, and recorded their ideas in a reading log.

Through this activity, students developed their speaking, reading, and writing skills. Next week, they will create a poster to present information about their chosen book and share it with the class. We look forward to seeing their creative work.



Year 8 students created posters about food and desserts that interested them from The Poem of Admiring Savoury and Sweet Dishes (ภาพยี่ห้อเครื่องคาวหวาน), composed by King Rama II. They worked very hard, conducted research, and produced highly creative and engaging work. They also presented their posters in front of the class. We are very proud of their effort and creativity.





English - Year 7

We've shifted our focus from simple plot points to the nuances of character development, all while sharpening our writing skills.

Students have been busy analysing the personalities, motivations, and backgrounds of two key characters from Harry Potter and the Sorcerer's Stone. By comparing and contrasting, students are moving beyond "what happens" and starting to understand "why it matters."



To elevate their academic writing, we introduced the W-Start sentence structure. This technique helps students move away from repetitive sentence beginnings and adds variety and sophistication to their prose.

Example: **While** Harry finds solace in his new friendships, Draco Malfoy relies on his family's status to exert influence.

Writer's Toolbox & Membean

- **Writer's Toolbox:** Students are becoming much more intentional with their writing "tools."
- **Membean:** Our vocabulary power continues to grow! Students have been diligent in their daily sessions, and it's wonderful to see these new words starting to pop up in their class discussions and written work.

What's Coming Up?

As we wrap up our character comparisons, we will be looking at how setting influences character behavior. Keep an eye out for some creative descriptive writing tasks next week!

English - Year 8



Students reached a pivotal turning point in S.E. Hinton's *The Outsiders*. As we delved into Chapter 6, the atmosphere in the classroom shifted from simple plot analysis to profound ethical questioning.

The central theme of our discussions this week was coexistence. We challenged students to move beyond "black and white" thinking to explore how two seemingly opposite truths can exist within one person.

Specifically, we analysed Johnny Cade's trajectory:

- **The Taker of Life:** Acknowledging the gravity of the incident at the fountain.
- **The Saver of Life:** Discussing the selfless bravery displayed at the burning church.

Students grappled with the question: Can a single act of heroism redeem a past mistake?

Following the dramatic events at the church, we held a classroom forum on the legal implications for Johnny and Ponyboy. We discussed whether their status as "heroes" would (or should) influence the legal system's view of their previous actions. This led to some spirited debates regarding the difference between moral right and legal fact.

Vocabulary Building with Membean Our vocabulary "engine" continues to hum! Students are consistently engaging with Membean to broaden their lexicons. It is particularly impressive to see students attempting to use their new, more sophisticated vocabulary to describe the complex emotional states of the Greasers and Socs.

Looking Ahead

Next week, we will explore the aftermath of the fire and how these events have permanently altered the dynamics between the rival gangs. We will also begin drafting an analytical response focusing on the theme of "loss of innocence."



Maths - Year 7

Students completed the unit on percentages and took the unit assessment. They should now be able to convert between common fractions, decimals and percentages used in everyday life and identify percentages of shapes and whole numbers, including whole numbers and shapes that are less than 1% and greater than 100%.

Over the next two weeks before the Songkran break, we will be diving into Unit 11, focusing on Graphs. Students will learn to translate real-world situations described in words into linear functions like $y=x+c$ and $y=mx$ and vice versa. They will use coordinate pairs to create tables of values, allowing them to accurately plot these linear graphs. We'll also investigate special straight-line graphs, helping students identify those parallel to the x or y axes. Finally, the class will focus on reading and interpreting graphs that represent rates of change, specifically explaining how these real-world rates dictate the graph's unique shape.

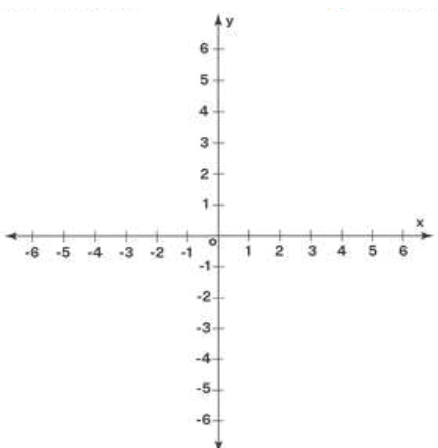
The Graphs unit is the foundational introduction to visualising numbers. Students learn the structure of the coordinate plane and how simple mathematical rules can create patterns in visual space. This year is all about mastering the core mechanics of plotting and interpreting basic structures.

Here is a breakdown of the core skills and concepts covered in Year 7:

1. The Coordinate Plane and Plotting

The first step is understanding the "map" for graphs.

- **The Grid:** Introducing the **x-axis** (horizontal) and **y-axis** (vertical), their intersection at the **origin** (0,0), and the concept of the four **quadrants**.
- **Reading & Writing Coordinates:** Students practice naming a point's location as (x, y) and plotting points given a set of coordinates.



2. Basic Lines from Rules

Before full equations like $y=mx+c$, students explore how simple verbal or numerical rules create visual patterns.

- **"Connect-the-Dots":** Students will be given a list of points (often collinear, meaning in a straight line) and practice plotting and connecting them to form a line.
- **Horizontal and Vertical Lines:** Mastering simple rules like y is always 4 (a horizontal line) or x is always -2 (a vertical line) and explaining why they appear parallel to the axes.

3. Reading and Interpreting Basic Real-World Graphs

Students begin to apply their skills to practical situations.

- **Conversion Charts:** Using a straight-line graph to convert from one unit to another, e.g., Centimeters to Inches.
- **Simple Time Graphs:** Reading a basic line graph that shows how something changes over time, like temperature or money in a bank account. Students focus on reading the coordinates to find information.

4. Key Terminology to Know

Term	Definition
Origin	The central point (0,0) where the axes meet.
Coordinate	A pair of numbers (x,y) that gives an exact position on the plane.
Quadrant	One of the four regions created by the intersection of the axes.
Collinear	Describes a set of points that lie on the same straight line.



Maths - Year 8

This week Y8 completed the unit on percentages and took the unit assessment. They should now be able to calculate and explain percentage increases and decreases as well as the concept of absolute change.

Over the next two weeks before the Songkran break, our class will dive into Unit 11 about graphs, bridging the gap between algebra and visual data. Students will learn to translate real-world scenarios into linear functions in the form $y=mx+c$ and vice versa. They will master creating tables of values to plot these functions accurately, recognising that m represents the gradient (steepness) and c represents the y -intercept. Beyond simple lines, the unit covers interpreting complex graphs with multiple components, where students will explain the reasoning behind specific shapes and the practical significance of points where lines intersect.

Unit 11 Focus Areas:

- **Modeling:** Turning a word problem (like a taxi fare or phone plan) into the equation $y=mx+c$.
- **Graph Anatomy:** Understanding how the "slope" and "starting point" change the look of a line.
- **Data Visualisation:** Plotting points accurately from a table to see the linear relationship.
- **Critical Analysis:** Identifying what is happening at the exact moment two different data lines cross.

Helping your child visualise these abstract concepts makes the algebra much more intuitive. Here are a few real-world scenarios and a practice problem that cover the core Unit 11 skills:

1. The "Taxi Fare" Scenario (Translating Words to $y=mx+c$)

The Situation: A taxi charges a flat "pick-up" fee of £3, plus £2 for every kilometer traveled.

- **The Equation:** $y = 2x + 3$
- **The Breakdown:** x is the distance (kilometers).
 - m is the **gradient** (cost per km (2)).
 - c is the **y-intercept** (the starting fee before moving (3)).

2. Practice: Creating a Table of Values

x (Input)	Calculation ($3 \times x - 1$)	y (Output)	Coordinate (x,y)
0	$3(0) - 1$		(0, -1)
1	$3(1) - 1$		(1, 2)
2	$3(2) - 1$		(2, 5)

Ask your child to complete this table for the equation $y = 3x - 1$: Goal: Once they calculate the y values, have them plot these points on graph paper (I've given students graph paper for home use). If the points don't form a perfectly straight line, they'll know there is a calculation error!

3. Interpreting Intersections (The "Two Plans" Problem)

The Situation: *Gym A costs £20 a month (flat rate).

- **Gym B** costs £5 per visit.

If we graph both, the lines will intersect at 4 visits.

- **Significance:** This intersection point (4, 20) is the "break-even" point. It tells us that if you go exactly 4 times, both gyms cost the same. If you go more than 4 times, Gym A becomes the cheaper gym!

Quick Check Questions for your child:

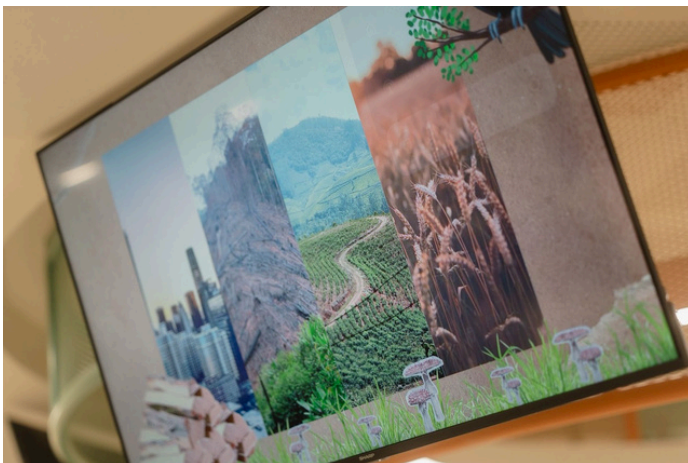
1. In the equation $y = 5x + 10$, which number tells you how steep the line is?
2. If a line is perfectly horizontal, what does that tell you about the "rate of change"?
3. Why does the line $y = 4x$ go exactly through the origin (0,0) while $y = 4x + 2$ does not?



Science TEDTalk

Our Science TEDTalk series continued this week with Ivy Y8 and Punn Y7 bringing a very important topic impacting us all - the effects of Deforestation.

All students left the session thinking about what more they can do (other than to raise awareness) to bring about a real change.





PE

This week marked the start of our new unit: Swimming. Students were introduced to essential water safety guidelines, class expectations, and pool rules to ensure a safe and positive learning environment.

The lessons also included an introduction to the front crawl, where students began learning the basic techniques, including body position, kicking, and arm movement. Emphasis was placed on building confidence in the water while developing correct form from the start.

To conclude the session, students participated in a short game of water polo, providing a fun and engaging way to apply their swimming skills in a team setting while encouraging communication, teamwork, and enjoyment in the water.

It was a positive and energetic start to the unit, with students showing great enthusiasm and participation throughout the lessons.





Upcoming Events

- Saturday 21st March (8AM-12NOON) - U13 Boys Basketball Team will be participating in the BISAL (Bangkok International School Athletics League) Basketball Tournament hosted at BASIS International School.

Next Week

- Friday 27th March - Blue Sharks' Birthday

Looking Ahead

- Friday 3rd April - End of Term 2
- Monday 20th April - Start of Term 3

Closing Note

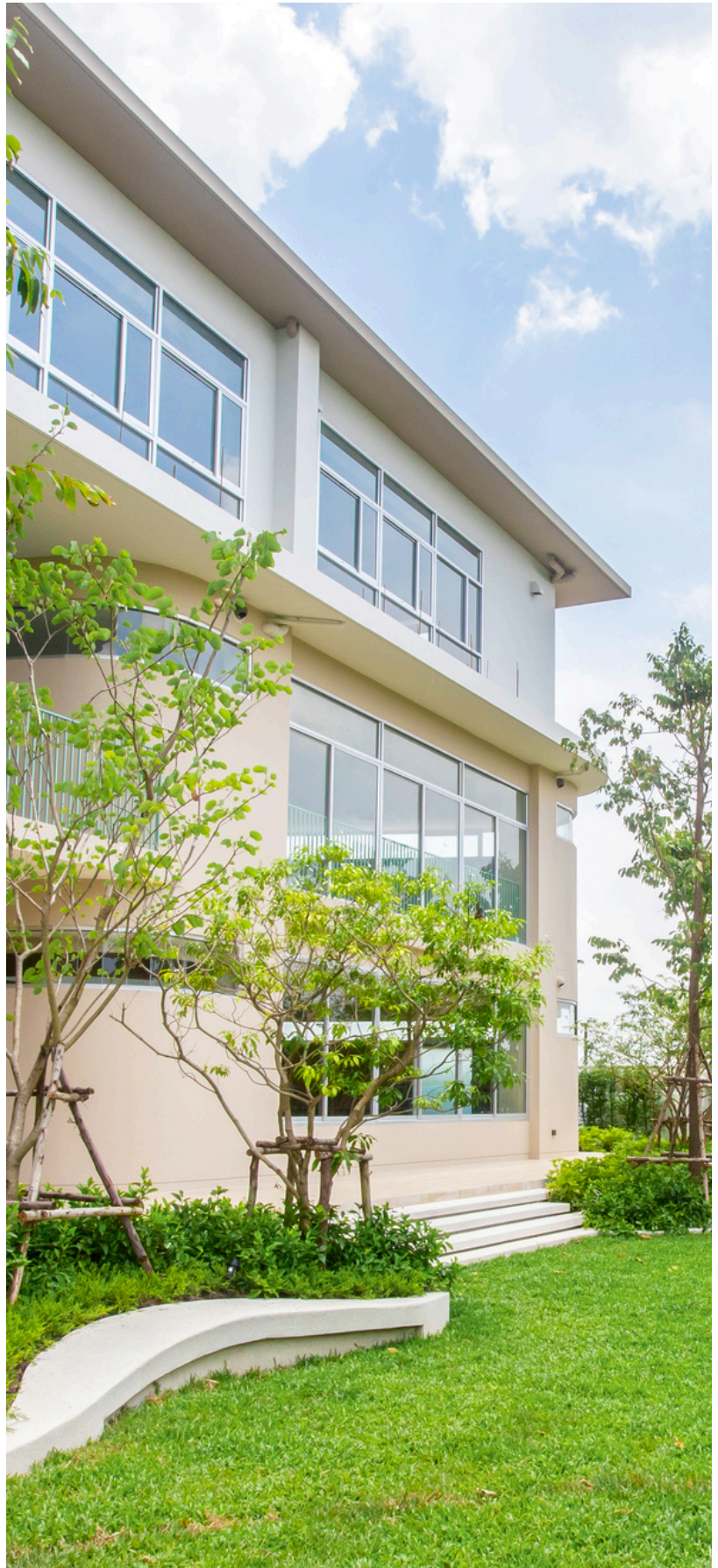
As we close out this wonderful week of literature and learning, we now shift our focus to the court. I would like to extend a special "good luck" to our U13 Boys Basketball team as they head out to compete tomorrow, Saturday, 21st March, from 8:00 AM to 12:00 PM in the BISAL (Bangkok International School Athletics League) tournament. Play hard and make us proud, boys!

Finally, a huge thank you to all the staff, parents, and students who made our first Book Week such a memorable success. Your enthusiasm and creativity are what make our school community so vibrant!

With just two weeks of Term 2 to go before the Songkran break, let's keep up this fantastic momentum.

Have a great weekend, everyone!

Warm regards,
Gary Crumbie
Secondary Principal





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Contacts

-  Info@sbsbangkok.ac.th
-  www.sbsbangkok.ac.th
-  +66 (0) 81 577 8222
-  @sbsbangkok

Admissions

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