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The newsletter that connects school life and learning.

ASB TIMES



ISSUE
3
MAR. 2022

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PUBLICATION INFORMATION

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Vision

Igniting inspiration from within to create a positive change in our world.

Mission

Preparing students to become adaptable, resilient leaders and mindful, global citizens who are effective communicators, independent and collaborative learners, critical thinkers and creative problem solvers, and technological innovators.

Motto

The School of Leaders

Slogan

Ignite Change!



ASB Learner Attributes



MESSAGE BY ASB DIRECTOR

Greetings! It is hard to believe that we are almost three months into the second semester of the academic year 2021 - 22. Since the last newsletter there have been many exciting developments and events at the school.

First of all we are extremely delighted to have all of our students back onsite in regular classes and activities. It has been fun watching them learning and interacting with their classmates while following the school's COVID-19 safety and prevention protocols vigilantly. Our after-school activities and team sports training have also been back in full swing. We strongly encourage ASB students to enroll for the enriching and fun-filled activities that are offered, and take part in the school's sports teams. By participating in school activities, students can enhance their skills, develop expertise in an area of interest, become well-rounded, and finally develop a good profile for future college applications.

Next, the construction of the new ASB Sports Complex is almost completed. This amazing facility includes a basketball gym, a swimming pool, jogging tracks, tennis courts, PE offices and storage spaces, and the Center Point. Some of our parents already took the opportunity to tour the facility with our administrators. Students and teachers have recently begun to use the basketball gym. Everyone is beaming with excitement with this new massive space. The development of this facility will help our sports and athletics program to grow immensely in the near future.

In February, our community members celebrated Chinese New Year in their bubbled homeroom classes by wearing beautiful national costumes or red colored clothing to mark the celebrations. Students watched a short video presentation with festive greetings by our community members, and then created some Chinese paper crafts and origami in their classes. A few days later they celebrated Valentine's Day in style. Red, white, and pink were the colors of the day. Students created crafts in their homeroom classes, and wrote poems and stories. The High School Student Council organized a Valentine's Day Cafe with food, beverages, and photo opportunities during their lunch time and Eagle Hour. It was amazing to watch our students having so much fun while learning about different traditions and holidays.

Towards the end of February we welcomed an accreditation team from WASC (Western Association of Schools and Colleges) virtually. WASC is a major accreditation agency that works with American curriculum schools in California, Hawaii, Guam, as well as American international schools throughout Southeast Asia. ASB has been working with WASC since 2000, and our partnership has helped us grow and develop in many ways. WASC provides its partner schools with a detailed system of self-examination, looking at all facets of a school, and how to help it improve. School leadership, teacher development, curriculum refinement, resource allocation, and student and community support systems are just some of the areas where WASC helps us to set goals and action plans that are in line with our school vision, mission, and Learner Attributes. The ASB Sukhumvit Campus submitted a mid-cycle report to the accreditation team this year for review, and we thank everyone in our school community for their involvement in the process.

Finally, we will continue through March with other activities. Designated as international reading month, the school's leadership team, in cooperation with teachers, have prepared many exciting activities to boost students' love for reading, and enhance language acquisition. Our teachers and students will be having fun reading in different nooks and corners of the school during the day. Happy Reading Month!

NEW OPPORTUNITIES

Over the past few years, the rapid development of the campus facilities has provided new opportunities for the ASB Community. For those of you who can remember the campus from its earlier days, or even as recently as three to four years ago, will recognize that the campus has grown in many positive ways. What do the new facilities offer us?

The completion of the new elementary building and sports field provided much-needed space. Space is a valuable commodity in Bangkok, and certainly inside the confines of any school. Space allows us to spread out, be creative with groups and pairings, be quiet, or be energetic and move. Space, in short, gives us options for learning. The learning environment is often referred to as the third teacher and is meant to be intentional in its use and design.

The new sports complex is getting final touch-ups and is quickly coming in to use for the students and staff at the school. Basketball players will get the thrill of running full-court drills or making a 3 pointer from long distance. PE teachers will have the choice of a turf field for soccer, a gym for volleyball, a pool for lengths, and a track for cardio. When we have choices that appeal to a broader student body and their varied learning styles, the quality of learning increases. The playing field or gym has always been a place that fosters endurance, problem solving, social-emotional skills, and leadership. The new spaces will help us all deliver a well-rounded education to all of our students. See some photos below.

In establishing a new athletic facility in this section of Bangkok we see the possibility of serving the broader community outside of school hours. Our students will always come first, but there will be community opportunities for events such as swimming lessons, yoga, basketball leagues, and tennis on the rooftop. The shiny new athletic complex will keep ASB in the role of the school of leaders in the Bangkok Community through athletics. It is a real win for all of us, and we hope that these improvements enrich your ASB experience.



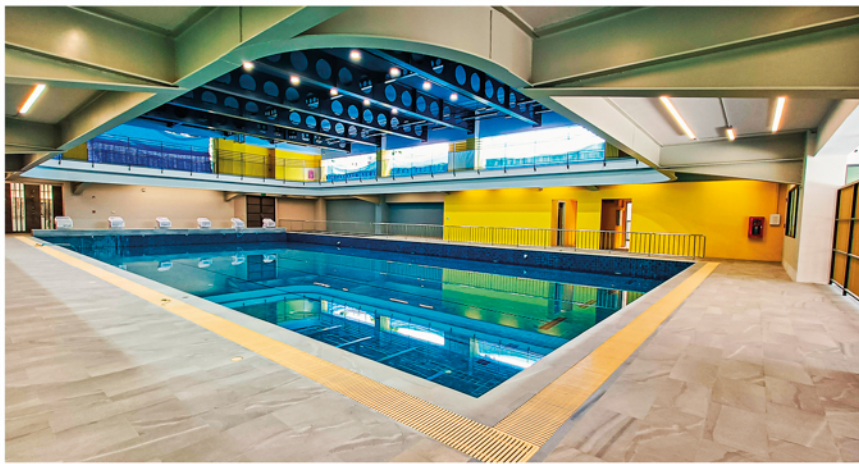
**Patcharalak
Didyasarin Tavedikul**
Director



Kevin Haggith
Head of School and
Advisor to The Board



THE AMERICAN SCHOOL OF BANGKOK SPORTS COMPLEX



COMMUNITY AND CELEBRATIONS

Spring 2022 had an unusual start to the term with all our staff and students beginning January online, then transitioning to a short term hybrid model, followed by all our community returning back to campus together. As we come back physically it seems to be the perfect time to consider what we celebrate and how that builds our sense of community here at ASB.

Recently, Chinese New Year was a part of the buzz and excitement here on campus. With lanterns hung in hallways, students and staff dressed in red or traditional Chinese clothes, our homeroom classes joined in on Year of the Tiger paper folding and cutting. We all celebrated the culture and traditions of many of our students through Chinese New Year, and hopefully there will be a rescheduled International Food Fiesta, which values the diversity and experience of our students and families.

Throughout the rest of the spring semester we will celebrate academic endeavors like our Science Fair, AP Exams, and the penultimate Graduation. We also look forward to cheering on our sports teams as they are able to use our new Sports Complex and play games in the coming months. Meanwhile our House Events continue with competitions in athletics, academics, and teamwork to continue to build out school spirit. These competitions are a manifestation of many of the parts of our school from academic, to athletic, to school spirit.

Although the rapid change at the beginning of this semester has brought transitions and adjustments, there is a feeling of being a community once again, which is the best celebration for us all!



Dr. Jenny Teresa Sabin
Principal
ASB Sukhumvit Campus

PARENT ADVISORY COMMITTEE MEETING

By: Veena Narula

The Third ASB Parent Advisory Committee (ASB-SK PAC) meeting for this academic year was held on Thursday, February 3rd, 2022. Attendees included: Mrs. Patamaporn Bekanan, Mr. Vinit Pathela, Mrs. Vipapond Benza, Mr. Raymond Au-Yeung, Mrs. Lilya Yakupova, and Mrs. Saruda Kang.

Attendees were provided with updates about the recent academic development, a summary of school events and after-school offers, the results of the stakeholders' surveys, and the continuous work for school accreditation.

The attendees also received the opportunity to tour ASB's amazing new sports facility, see the construction in progress, and get a glimpse of this exciting development to the school.

The American School of Bangkok expressed heartfelt thanks to everyone for their attendance to the meeting, and for their support for the continuity of student learning. Over the school year the ASB-SK PAC will meet again, and committee members will work closely with the School Leadership Team to provide input, serve as a liaison between families and the school to promote campus safety and student wellbeing, participate in school community activities, and help build community spirit within the school.



PROFESSIONAL DEVELOPMENT DAY

By: Lee Byron

On Saturday, February 19th, the entire faculty gathered at 8:00 a.m. in the canteen of the Sukhumvit campus for potluck, where staff brought in their own food from home and shared it for breakfast. They then made their way to the auditorium for a session led by Ms. Mary Elise and Dr. Jenny on academic rigor, strong practices, indicators, and teacher feedback.

This was followed by department meetings where departments met to discuss curriculum, assessment, and planning for spring 2022. The following is an overview of what went on:

- Kindergarten (parent events, sports day, end of year event)
- Elementary (student led conferences, report card rubrics)
- Math (proficiency scales for math assignments)
- Science (science fair planning, MS/HS curriculum alignment)
- English (Step Up to Writing Program, Proficiency Scale training)
- Social Studies (rubrics for persuasive and expository writing)
- Arts (exhibition planning, homeroom collaboration)
- PE (evaluation of facilities, Sports Day)
- World Language (language based PD sessions)
- Learning Support (data, plan for MAP accommodations)
- ELL (plan for exiting students in quarter 4, training on WIDA testing)
- Technology (MS Math/Science integrated units)
- Counselling (RJ, data for community wellbeing, student plans)

The staff then broke away for lunch, and after reconvened for division meetings - Kindergarten led by Dr. Jenny on the topic of showcases, Elementary discussed Science Lab Clean up, Ms. Mary Elise led the Middle School meeting on the topics of Student Led Conferences and Student Work Showcases, and Mr. Dan led High School on relevant topics such as supporting students of concern, cell phone usage, and tardies.

The day ended with teachers and admin playing hybrid ball, poster making, and cheerleading in a House Competition organized by Mr. James in the new sports complex. Here are the results:



HYBRID BALL:	CHANTS:	POSTERS:	TOTAL POINTS EARNED FOR HOUSE:
1 st - GOLDEN	1 st - HARPY	1 st - HARPY	1 st - 550 POINTS HARPY
2 nd - HARPY	2 nd - STELLER'S	2 nd - STELLER'S	2 nd - 400 POINTS STELLER'S
3 rd - STELLER'S	3 rd - MARTIAL / GOLDEN	3 rd - MARTIAL	3 rd - 350 POINTS GOLDEN
4 th - MARTIAL		4 th - GOLDEN	4 th - 250 POINTS MARTIAL

PARENT TRANSITION MEETINGS

By: Veena Narula

The ASB Sukhumvit Campus organized a Parent Transition Meeting on Thursday, February 24th, 2022 for Kindergarten 2 families in the school library. On the day, ASB administrators presented important information regarding transitioning into Grade 1. The following topics were discussed on the day: uniform requirements, grade 1 core subjects curriculum and syllabus, daily schedules and routines, literacy support and learning stations in the classrooms, the technology programs in classrooms, homework policy, Thai and foreign language requirements, standardized assessment or MAP Testing, lunch selection, drop off and pick up policies, after-school programs and parental participation in school events. Grade 1 families also received the opportunity to visit the Grade 1 classrooms and tour the new school facilities.

The school also organized two more transition meetings for Grades 5 and 8 students and families in the same week. ASB administrators presented important information regarding transitioning into middle and also into high school. The following topics were discussed on the day: uniform requirements, middle and high core subjects' curriculum and syllabus, daily schedules and routines, literacy support, the technology programs in classrooms, homework policy, Thai and foreign language requirements, standardized assessment or MAP Testing, bring your own device policies, attendance policies, after-school programs and parental participation in school events.

The ASB Sukhumvit Campus Leadership Team expresses heartfelt thanks to all attending families at all of these informative meetings.



LEARNING GOES ON



CHINESE NEW YEAR CELEBRATIONS

By: Veena Narula

Chinese New Year celebrations were held in homeroom classes on Tuesday, February 1st, 2022 for Grades 1 - 12 students, and on Friday, February 4th, 2022 for the Early Years students. Many students, teachers, and staff came beautifully dressed in colorful Chinese national costumes, or red colored outfits to mark the occasion. Students watched a short video presentation with festive greetings by our community members, and then created some Chinese paper crafts and origami in their classes. Thank you to the ASB Sukhumvit Campus Foreign Language Department for organizing another successful Chinese New Year celebration. Happy Chinese New Year! Gong Xi Fai Cai!



ELEMENTARY SCHOOL FUN

By: Alan Kleinschmidt

It has been an exciting quarter as classes have transitioned from virtual learning to being back on campus. It has been wonderful to have the energy and excitement that occurs when students work together and are able to express themselves.

Once again, students are able to work cooperatively and share their insights, which is such an integral part of learning and growing up. The teachers have all watched with joy as the students support not only themselves, but their classmates as well. Across the elementary school countless instances of students sharing and helping one another occur each and every day.

Both students and teachers have been able to return to small groups and differentiated learning which has been such a wonderful way to make learning accessible and fun for every student. Math centers, guided reading, interactive tasks and a variety of other learning opportunities have meant that students are continuously engaged with their learning.

Clubs have started and students are able to choose and support their interests through fun and unique projects. Examples of these pursuits include various sports, robotics, board games, and other ventures. In addition, students have had the chance to gain additional support through tutoring.

On top of all that, students have had the opportunity to celebrate their own accomplishments and cultural events. During Chinese New Year the students had the opportunity to share their well wishes through recorded messages, and they were engaged in a craft activity that taught them how to make an origami tiger.

With all this happening it is no surprise to see so many happy faces. All the students and teachers look forward to continuing the year on campus. The teachers would like to thank all the families for their support and energy during this quarter.



SORTING ROCKS WITH GRADE 2

By: Megan Litzinger

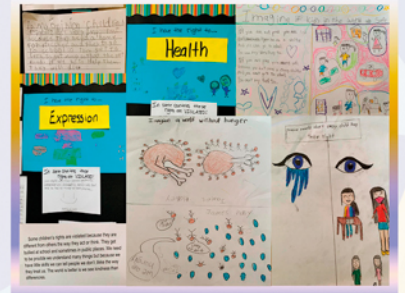
Grade 2 began their Pebbles, Sand, and Silt unit by discussing the properties of rocks. Students began by comparing different rocks. They looked at their size, shape, color and texture to sort them into different groups. Students noticed that most of their rocks were smooth. They learned that these were river rocks. Next they went into the ASB school yard to find their own rocks to compare. Students identified many similarities and differences between both sets of rock collections. Grade 2 will now use this knowledge to apply what they know about rocks to discuss erosion and the interaction between land and water.



LEARNING ABOUT CHILDREN'S RIGHTS

By: Megan Litzinger

Over the last few weeks grade 3 has discussed the importance of children's rights. Students discussed the meaning of rights, where and how they are being violated, and how we can help protect children's rights. We had many eye opening discussions about children, not only all over the world, but right here in Bangkok also. Students explored different situations where they wrote fiction stories, created posters to imagine a better world, and wrote opinion pieces to express their feelings. Children all over the world are suffering and we would like to show our empathy and manifest a world where all children's rights are recognized.



A PEEK IN THE MINDFULNESS CLASSES

By: Lilly

So far this academic year the students at ASB have been learning what mindfulness is, how a mindfulness practice can look for them and the importance of having a mindfulness practice to support their overall wellbeing both inside and outside the classroom.

In both ES and MS, the students have been learning how to sit for meditation and breath work and how taking some quiet time in our day can support our



mental and emotional wellbeing by reducing our stress levels, agitation, frustration while relaxing our mind and body, increasing our feelings of happiness and compassion and overall bringing us into a much calmer state of being.

Their lessons also allow time to learn about the brain and the different ways scientific research has shown meditation and breath work can change the way our brain functions, therefore making it easier to make well thought out and intentional decisions which not only benefit ourselves but also others in our class, family and community.

They have also been exploring emotions and how they feel in different situations, bringing awareness to their thoughts, emotions and physical sensations to begin to observe the links between the three and how they can influence and impact each other and in turn influence how the students choose to engage with themselves and others throughout their day.

ELEMENTARY STUDENT COUNCIL

By: Megan Litzinger

The last few years have been difficult for children all over the world. We have been in and out of school for almost 3 years! The effects of virtual learning, poverty, and the Covid-19 pandemic have become more apparent recently here in Bangkok. Since the beginning of the pandemic, the Education ministry records have recorded 238,707 child dropouts in Thailand. Students are dropping out of school at an alarming rate.

We as young leaders would like to do something about this. The Elementary Student Council plans to raise awareness and spread the word about these devastating numbers. Our project has started off by asking our classmates, 'What does education mean to you?' Each class created posters to express their feelings on education. Next we will inform our classmates on the situation in our community and take small steps to help.



VALENTINE'S DAY ACTIVITIES

By: Megan Litzinger

The American School of Bangkok acknowledges traditions from many different countries and cultures from around the world. The ASB Sukhumvit Campus celebrated Valentine's Day on February 14th, 2022. Red, pink, and white were the colors of the day. Students created crafts in their homeroom classes, wrote poems and stories. The High School Student Council organized a Valentine's Day Cafe during their lunch time and Eagle Hour. The event was a fundraiser for their upcoming prom. Tickets to the Valentine's Day Cafe include food and beverages and photos. All in all, it was a beautiful day with lots of love and smiles.



VALENTINE'S DAY STORIES

By: Lee Byron

Student's in Mr. Lee's classes were tasked with the challenge of creating a Valentine's Day story with a minimum word count of 750 in one block. It came as a nice break from the novel they are studying, *Amal Unbound*. Here is a selection of the stories.

DISCARDED

By: Nayami Alam, Grade 8A

Cupid swallows down the sob working its way up to her and feels it run down her throat. It burns.

She doesn't remember what it is, exactly, that she had said, or did, to scare them away. But clearly she did something awful, because her most cherished person had fled without a second thought.

Maybe, it was when she released her wings from her back, curving into the sky and framing her in the golden sun, or maybe it was when she had told her the truth - that she was a disciple of Eros, and not a human like themselves as she had spun the fallacy of being so many months ago. Or maybe this, maybe that, maybe it was nothing.

Cupid was never meant to fall in love; Cupid needed to make other people fall in love, needed to help form relationships and begin budding romances per the request of Eros, her god. She was only a servant in the grand scheme of love that he had made up for the world.

But a human had stood out to her from the millions, and she just couldn't resist, sinking into affection, which brewed, and brewed, and gave way to an infatuation which gave way to pure unadulterated obsession. Cupid had to have the human. Or her heart would give out; it would tear in two. It would tear in two. Valentine's day was Cupid's holiday. She knew she couldn't be rejected, she was Cupid, wasn't she? The sender of love across the Earth, it was impossible.

But now she's alone, left abandoned behind a convenience store as if she was nothing. Nothing, nothing could compare to the absence and all-consuming void that tore at her stomach lining and ate its way up, up to her heart, up to her throat, eating away at all that remained in its path. Cupid was rejected. Cupid, of all people, was rejected.

She knows why now; she should've brewed more love potions for the human. Should've shoved them down their throat, if she had to. Maybe if she had taken the reins and made sure it all went perfectly, this bitterness would've abated, or wouldn't have begun to fester inside her at all.

Cupid looks down at her fingers, stretched out and curled over a box of chocolates and in the other, a bouquet, bursting with roses and daffodils. Why didn't they love her back?

"Cupid."

She whirls around to face the voice - the one she's been hearing for millennia - and watches as her surroundings shift, as her feet gracefully plant down onto a tuft of clouds. Cupid looks up at Eros, whose lips curve into a knowing smile. Eros knows of all affairs regarding love, and he had played blind about this one for a while. First, for his Cupid, and second, because he knew that this wasn't true love.

He glances south - wilting flowers in one hand, a box full of the human's favorite chocolates in the other.

"It went badly, I assume?" She doesn't reply, holding her arms to her sides, gaze pinned downwards, liquid fire bubbling up behind her eyes and spilling in glistening tear tracks that catch in the light and glitter like foam.

"Cupid," he croons, bending on one knee to swipe away the tears that stream from her eyes. "They could've never loved you, really. They would've died within the next century, and you'd be all alone. This sadness was inevitable."

Cupid hiccups, and chokes on the sob that has finally made its way to her, wailing into her knees. It was all her fault, wasn't it? It was her fault she had fallen in love, her fault she had defied Celestial Law and gone away to see a human, her fault that Eros had no choice but to cast her deep into the pits of Tartarus.

He cradles her face in his hands, lips pursed in sympathy.

"You know what has to happen now, don't you?"

She nods, slowly inclining her head. This was the end.

He extends his arm for her to take. She links them as he leads her away, and lowers her down a spiralling staircase.

"Goodbye," he says. "My dearest, Gluttony."

She disappears.



• HAPPY •
Valentine's
Day

THE WRONG VALENTINE

By: Ravikarn Dechkard, Grade 8A

In a small village, Pete the squirrel is preparing chestnuts and flowers for his crushes on Valentine's Day tomorrow. Pete is crushing on Penny the elephant, Emma the giraffe, and Jessie the dolphin. Pete woke up early in the morning for his spectacular adventure. He has to swim 6,000 kilometers to give Jessie the flowers and chestnuts. Then he has to climb a tree that is 300 feet tall to give Emma his flowers and chestnuts. And then walk deep into the woods to give Penny flowers and chestnuts.

When he met Jessie the dolphin, his heart broke into pieces. He saw Jessie with another dolphin celebrating their three year anniversary. Pete swam back to the shore hopelessly with tears dripping down his flat face.

His next destination is high in the trees where Emma lives. Pete hopes that he won't have to deal with the same situation again like what he did with Jessie.

Pete climbs 300 feet up into the trees and his heart breaks again. This time it broke into ashes. Emma was happily celebrating Valentine's Day with her seven children, and husband. Pete has no courage to climb down 300 feet so he just jumped. He luckily didn't die, but broke one of his legs.

Pete took his time walking into the woods, but didn't expect to walk the wrong way. He lost his track and got lost in the deep woods. He found his way out before the sun set.

This was the most remarkable Valentine's Day ever! As years passed by Pete had still been heartbroken from what he faced. Day by day, Pete couldn't eat and live his life like before. He thinks he should get some rest and just relax, so Pete decides to fly to Australia. He heard there are many relaxing and peaceful places for a heartbroken person like him. A week before flying, Pete finally went home to pack his things and say goodbye to his parents. When Pete was little, his mother died, so from then on he lived with his father.

But then one day, Pete's father decided to marry a new family. Pete's stepmother had two children, James and Jack. His two step-brothers get a lot more attention from his father than Pete does. James and Jack would often like to bully Pete a lot but not even his biological father dared to punish them. Pete then spent a couple of years with his father and step mother and brothers. When his age reached seven, Pete ran out of the house and no one saw him ever again. Pete wants to take his opportunity to say hello to his family because he isn't sure how long he would spend his life in Australia.

It took Pete 157 days to cross the river, the desert, and the mountains to reach Australia. It was a long journey for him, but it was worth it. There were gorgeous landscapes everywhere. Looking to the right side there was a beautiful landscape of a lake. The tall trees, deers drinking water, and the clear blue lake water gave the vibe of a scene in a movie. Looking to the left, there were high and bold mountains covered with ice snow on the crest of the mountain. This all seemed like a dream to Pete. Well, one thing that made Pete curious was, where did everyone go? If this was paradise to everyone, shouldn't there be birds chirping, animals chasing each other? Pete couldn't stop thinking about it so he just took a little walk. He walked towards the left side where there was a beautiful lake. But suddenly, there was a coalition of cheetahs running towards Pete. Every second they came closer and closer. Pete was shocked, he couldn't move. But at the last moment, a creature almost the same height as him ran and grabbed him up into the trees first. He was saved by that creature. Pete was so shocked he fainted right away. Pete opened his eyes and saw a beautiful squirrel-like him, but white with long eyelashes. Pete fell in love with her. This time it's not like the feelings he had been crushing on Penny, Emma, and Jessie. Pete was definitely sure this was true love, but then when that white squirrel asked him 'how are you feeling' Pete was even more shocked, ran away, and went back to Africa.



ART - KINDERGARTEN TO MIDDLE SCHOOL

By: Elizabeth Bourne

It has been a wonderful time of art-making with our art students as they go above and beyond in every task. From Kindergarten through to Middle School, young artists continue to impress with the caliber of their work.

We have worked with a wide range of media and diverse topics and themes, which have engaged the students on a number of levels as they grow and develop themselves as artists.

Some of our highlights over the last few months have been seeing our Grade 5s develop intricate and involved space scenes, linking to their work in science class, while our youngest students have been playing with paint, guided drawings, and process art to develop their awesome masterpieces.

It is a great joy to be back in the art class with the kindergarten classes, and we enjoyed our first classes together by celebrating Chinese New Year.

I look forward to growing and glowing in the art class for the months to come.



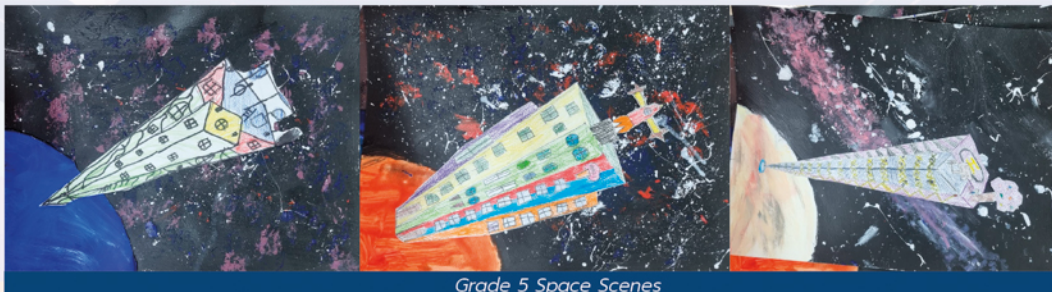
Kindergarten: Year of the Tiger.



Grade 1 Royal Self Portraits



Grade 2 Collaborative Bee Hive



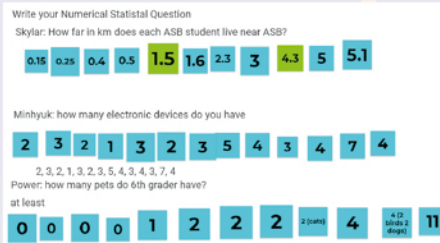
Grade 5 Space Scenes

VIRTUAL MATH AND THE REAL WORLD APPLICATION

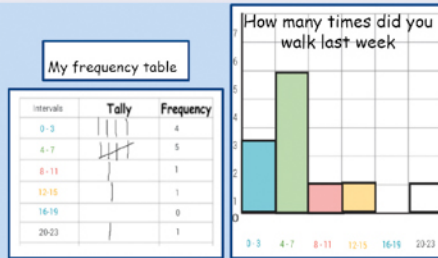
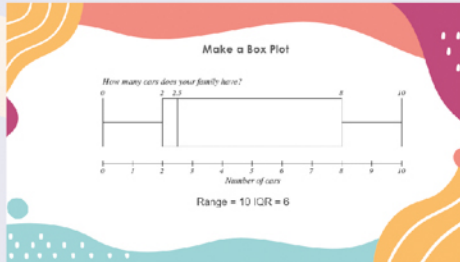
By: Nick Skirrow

Learning online comes with a multitude of challenges. It has been fantastic to see 6th grade students rise to, and surpass these challenges. The year started with statistics, which led to the students coming up with their own questions they had. Using a Jamboard students could ask their questions and get raw data.

Students used a variety of techniques to display and calculate the spread and distribution of the data.



Using this data students did a great job at creating virtual presentations which were engaging, and incorporated all aspects of statistics we have been learning.



HOMEROOM ACTIVITIES IN GRADE 8A

By: Lee Byron

This year sees the return of a very welcome homeroom period, four days a week. This time is set apart so that homeroom teachers and students can really get to know each other, and explore different avenues as to how best to utilize the time.

In 8A we discussed this as a class and brainstormed ideas to see what we could come up with. There have been many uses of this time, however the most popular is when pairs of students plan an activity, and then deliver it on a certain day. The first activity was planned and delivered by Kitty and Fahsai (with help from their friend Nadia).

The activity was a combination of charades (where you are given a word and act out the word while two teams guess what word it is), and Pictionary (the same, except drawing and not acting). Adding to the excitement was the chance to take the points, or try to increase them by playing their invented game of 'trashketball'. In trashketball, students got one shot to throw a ball into a clean trash bin. Points were awarded as to how far the thrower was to the bin.

These student-led activities have proved so popular that we have added an extra one every week.



AFTER-SCHOOL ACTIVITIES AND TUTORIAL PROGRAM

By: James Hanham

The ASB After-School Program is up and running. Students are enjoying participating in many exciting activities, be they academic enrichment, sports, or performing arts.

Here is the list of activities: Art, Drama, Dot Painting, Robotics and Coding, Swimming, Basketball, Muay Thai, Gymnastics, ASB Football Academy, Pop/Rock Band, Musical Instruments, Yummy Cooking, Board Game, Role Play Game, Advanced Lego Inventor Program, Elementary E-Design and 3D Printing, Cryptocurrency and Financial Literacy, Hip-Hop Dance by World Star Academy, K-pop Dance by World Star Academy, Spanish, Arabic, and Chinese.

We are still accepting registration for the program. Here are the quick links for signing up for our after school clubs and tutoring sessions:

After-school Activities and Sports



After-School Tutorial Program



If you have additional queries regarding the After-School Activities program / Tutorial sessions offered at Sukhumvit Campus, please contact Mr. James Hanham at jhanham@asb.ac.th



Established since 1983

After School Activities 2022

SCHOOL LEADERS



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PROGRAMS

Art	Elementary E-Design and 3D Printing
Muay Thai	Cryptocurrency and Financial Literacy
Drama	Hip-Hop Dance by World Star Academy
Dot Painting	K-Pop Dance by World Star Academy
Robotics and Coding	Advanced Lego Inventor Program
Swimming	Role Play Game
Basketball	Musical Instruments
Pop/Rock Band	Spanish
Yummy Cooking	Arabic
Board Game	Chinese
ASB Football Academy	Gymnastics



For more information, contact Mr. James Hanham at jhanham@asb.ac.th



DESIGNING TOTEM POLES AND TIKKI FACES

By: John Rush

In high school, we have been looking at some tribal artwork - Totem poles and Tikki faces. Totem poles are native American monuments, and Tikki faces are of Polynesian culture. They both have powerful meanings and the students spent some time studying them. The goal was to design their own totem pole and tikki face. Here are some of the students' designs.



A PEEK INSIDE THE ELA DEPARTMENT

By: Kristin Wood

Whether we've been online or in the classroom, we have managed to make the most of our time together this year and enjoy a lot of insightful discussions, creativity, and great books! We are looking forward to finishing out this school year strong, no matter what lies ahead for us.

9th Grade English

Freshmen in both English I and Forms of Literature enjoyed reading and analyzing *Animal Farm*, finding all the connections between Orwell's allegory and true historical events. We've recently started a study of *Romeo & Juliet*. For many of the students, this is their first experience with Shakespeare, and they are pleasantly surprised by how humorous and relatable his work can be.

English IV

The seniors in English IV started off the year with some interesting genre novels, from the absurdism of *Kafka* to the dystopian world of 1984. We looked at how these pieces reflected the philosophies and political beliefs embraced by their authors. Now we are transitioning to Shakespeare's *Hamlet*, giving the students the chance to perform the story themselves and see a famous piece of literature come to life.

AP Language & Composition

The AP Language & Composition students are always up for a challenge, and they have been making excellent progress this year tackling the concepts of persuasion and rhetoric. Learning to recognize the effects of certain rhetorical choices and the traps of logical fallacies has developed their ability to see clearly even when the author of a work is communicating from a biased perspective. They've been able to apply these skills to a variety of texts, from historical speeches to modern day social media posts.

Creative Writing

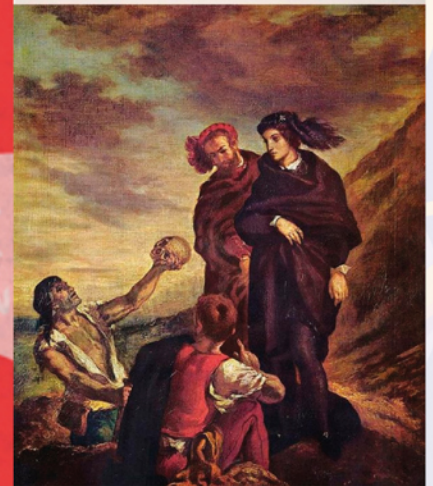
It is always fun to spend a lesson exploring the possibilities language holds when we embrace creativity and start thinking outside of the box. Providing students with this space to forget the "rules," find their own voice, and tell their own stories is what this class is all about. We are looking at all the different approaches we can take to tell a story, and encouraging each other to find new approaches and share them proudly.

ANIMAL FARM
GEORGE ORWELL



HAMLET

WILLIAM SHAKESPEARE



AP ENGLISH LANGUAGE AND COMPOSITION

Identify and describe components of the rhetorical situation

Benefits of Creative Writing



ASB'S SCIENCE FAIR AND EXPOSITION

By: Travis Reynolds

On behalf of the science department, we would like to introduce this year's Science Fair and Exposition, where students in all grades have the opportunity to explore scientific ideas through experiments or models.

This year, we have another strong showing and we would like to invite everyone to plan ahead to join us during the event. For students, the event will be held during Eagle Hour while parents and the rest of the ASB community may join from 3-4 PM on Thursday April 21, 2022. In case we need to move this virtually, we have already prepared instruction for students to submit their projects digitally. Students, parents, and teachers are all encouraged to join us for this scientific exposition.

Students and teachers may be wondering how to seek help and guidance. Mr. Reynolds, the high school biology teacher, will be available every Monday between 3 and 4pm, unless otherwise notified, in room L301.

Finally, it is not too late to sign up. We would like to extend the sign up period for an additional week to encourage all of you to have the chance. Just talk to your homeroom teacher if you're in elementary school, or one of your secondary science teachers to help sign you up.

If you're searching for ideas, <https://www.sciencebuddies.org> is an excellent resource for students of all ages. The science fair committee is looking forward to seeing all your exciting ideas come to fruition.



HIGHLIGHTS IN MR. REYNOLDS SCIENCE CLASSROOM

By: Travis Reynolds

Students in Physical Science spent the beginning of the third quarter learning foundational chemistry. Many students are experiencing the joys and pains of the periodic table as we prepare to move into bonding and understanding chemical reactions. We continue to challenge ourselves to achieve a higher level understanding of the periodic table and what makes each element unique. Up next - chemical naming and chemistry labs.

Biology 1 students were introduced to genetics this quarter. We started by discussing DNA/RNA as a macromolecule composed of a nitrogenous base, a phosphate group, and a sugar. The hardest part was understanding the depth and complexity of the central dogma of genetics. This is the idea that genes (DNA) are copied into messenger RNA, which then combines with both transfer RNA and ribosomal RNA to form a polypeptide chain of amino acids (building blocks of proteins). Next, we start discussing heredity.

AP Biology, similarly to Biology 1 with more rigor, worked on mastering concepts in cell communication and began to unravel the mysteries of genetics. Students are tasked with completing a handful of practical assignments that are designed to help with content memorization. Now that desk groupings are allowed, students can expect a much more hands-on lab experience for the remaining year.



WHAT'S COOKING IN SOCIAL STUDIES CLASSES?

By: Michael Colby

Coming back from Winter Break the Social Studies Department was excited to continue providing our students with challenging and engaging learning opportunities. We are even more excited to now have all our students back on campus, allowing them to socialize and participate in team building group activities. Our middle school and high school scholars are doing a lot in Social Studies.

World History I

We are exploring ancient India and China focusing on how these civilizations developed their cultures. Students are applying the concepts they have learned about how civilizations were formed in Mesopotamia and Egypt to the civilizations in the Indian subcontinent. Through readings, discussions, group activities and projects, they learned about how people migrated to the Indus River Valley, transformed from a nomadic to settled civilization, and used technology to build well-organized cities with complex drainage systems. Next were the Aryans who developed the rich religion of Hinduism with a variety of holy texts and deities. Students learned how this civilization developed the caste system and how it is connected to the Hindu religion. After learning about Buddhism, we will move on to the wonders of Ancient China.



American Studies

We started this semester by looking at the causes of the American Revolution. Previously students created a Colonial Travel Agency Commercial to attract other European immigrants to their American colonies by describing its history, geography, and demographics. With that background knowledge we moved into analyzing the various reasons why colonists began seeking independence from the British Empire. Students researched the different Acts placed on the colonies by the British Parliament, and



how the colonists reacted to what they felt was tyranny. That led us to learning about the events surrounding the Declaration of Independence, and students demonstrated their understanding by creating and acting out News Reports on those events. Now that we are back to in-person learning, there will be more opportunities for authentic learning experiences like the News Report roleplay to help bring history alive for our students. Moving forward we will be looking at how America, as a newly formed country, put together a nation built on individual freedom and rights that would eventually become the new world super power.

Civics

With the new semester we have started a new subject, Civics. Students are learning about the foundations of government and the origins of democracy. We are continuing to use group discussions and projects to understand the new concepts being introduced. We are also continuing to research and find real world connections to the topics we are reading about. Luckily as an international school our students come from diverse backgrounds and provide different perspectives on governments and how they function in different parts of the world. Being back on campus is allowing for smaller group discussions and research projects that help develop important teamwork skills.



AP Seminar

This semester our students are putting into action what they have learned and practiced during the first semester. In groups, students are doing college level research on topics including cryptocurrency, juvenile justice systems, effects of video games, and labor exploitation. Using peer reviewed scholarly sources, students read and analyze the data based studies to identify the different stakeholders and their perspectives. They will write individual reports on their research and work together with their team to create and present a multimedia presentation on their overall findings. After this task, students will begin learning how to identify and analyze arguments presented in various documents. These valuable academic and life skills will be extremely useful and beneficial as they continue their journey through education and the professional world.



Grade 6 Humanities

During the second semester, Grade 6 students have been investigating the cultures of Ancient Egypt and the Kingdom of Kush (Nubia) to examine the rich relationships created through commerce and trade. Students have been able to identify resources that were unavailable in each area and to determine what was traded in order to get these resources. Since Kush was at a crossroads for trade between Northern Africa and Sub-Saharan Africa, the Kushites were able to trade with African tribes for exotic animals, furs, ebony, as well as ivory. The Kushites then took these items into Egypt to trade for grains, jewelry, cotton cloth, papyrus, and glass beads that were needed in Kush. This system of commerce caused interdependent relationships to develop between the early civilizations. These relationships were expanded through peace treaties and royal weddings that bound these civilizations together. Aside from the trading partnerships, students have also explored the geography of each kingdom to determine how each civilization had unique geographical characteristics that provided protection from invaders, as well as necessary resources for its success. This included deposits of gold and large supplies of iron ore used to create valuable iron weapons and accessories. These resources were added to the supplies that were traded for food, completing the cycle of supply and demand. Our modern world owes much to the innovations and understandings of these ancient civilizations.



World History II

Our 10th graders started the year wrapping up a unit on nationalism as it spread through Latin America in the 1800's, leading to the rise of new, independent countries. We've now moved onto the Age of Imperialism as students explore how both nationalism and the Industrial Revolution caused Western European nations to rapidly expand their own colonial holdings across the world. Students will continue by studying the impact and legacy of imperialism on Africa and Asia.



Asian Studies

Our seniors have been exploring key empires and civilization across the East Asian region. We started off with the Mongols as they expanded their empire and established the Yuan Dynasty in China. Students then explored the cultural impact that China and the Mongols had on the region, comparing how Chinese ideas such as Confucianism and Buddhism spread east to both Korea and Japan. Students have been discussing the concept of what makes a culture, comparing the cultures of the Koryo and Choson dynasties in Korea with the Heian and Tokugawa shogunate in Japan.



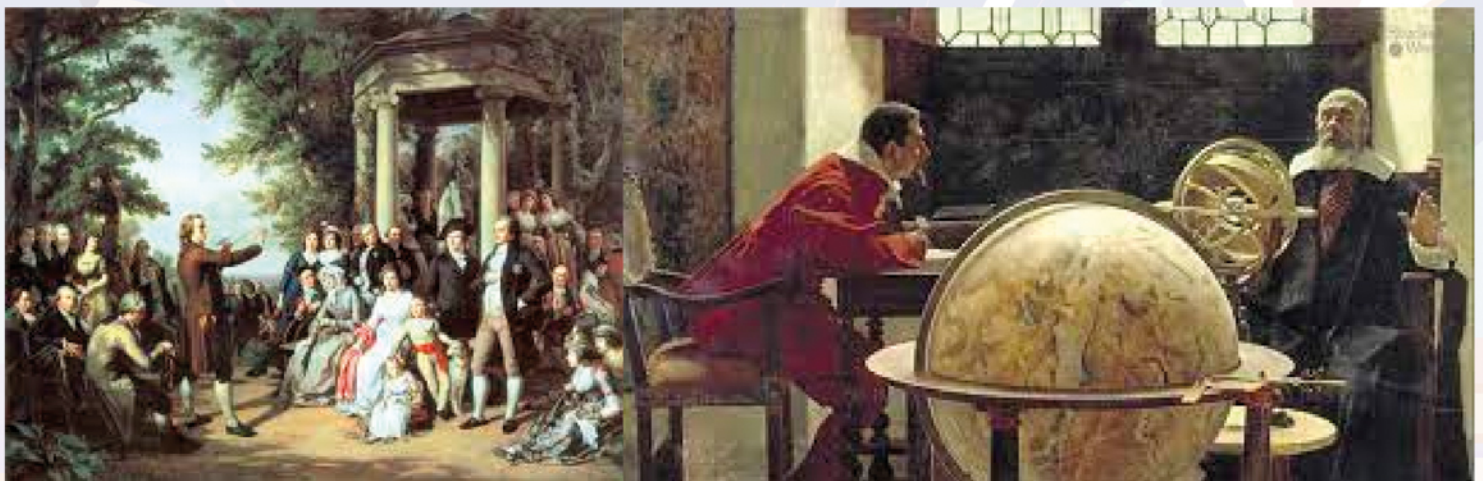
AP Psychology

Our juniors and seniors have been studying a topic they're all too familiar with: standardized testing. After finishing the related topic of cognition and memory, students began exploring theories on intelligence, such as the theories of multiple intelligences, emotional intelligence, and triarchic theory of intelligence. They are now exploring the validity and reliability of IQ tests, along with standardized testing, such as the SAT and ACT. We have debated the meaning and importance behind testing as well as the significance of test scores.



AP World History

Students started the year off strong by doing a deep dive into writing a Document Based Essay regarding global silver trade patterns from 1450 to 1750. They then shifted into the new period 1750-1900, and began reading Primary Sources of the Enlightenment. After analyzing the philosophies of Enlightenment figures such as John Locke, Montesquieu, and Voltaire, students explored how these ideals had a direct impact on the Atlantic Revolutions and their successive new governments. Students have now begun studying the Age of Imperialism, discussing the various causes that led to rapid European expansion during this time period, as well as exploring indigenous responses to European expansion.



TRANSFORMING ACADEMICS INTO SERVICE ACTION

By: Daniel Poetscher

At ASB we take pride in developing international-minded global citizens who are not only able to communicate effectively, but can also consider the ethical implications of their words and actions. In Mr. Daniel's LA Skills class, students have been working on their argumentative essay writing skills, practiced giving short oral presentations, and engaged in mini debates on, "What makes us happy?" and, "How does happiness relate to our culture and the way we understand the world we live in?"

At the end of our unit, students worked on a collaborative project and initiated a, "Mental Health & Happiness Awareness" campaign on campus. As a group, the students created a mental health awareness wall. The students planned and designed posters using recent happiness studies from Harvard University and explored ways of communicating messages in non-verbal ways. The Happiness Infographics they outlined and generated helped our students practice conveying information visually and will hopefully help them become even more Effective Communicators, Mindful Global Citizens, and Adaptable Leaders in the future.

Student Reflections:

"Before I created this poster, I did some extensive research on how to be happy using empirical evidence from the field of psychology in order to support my statements. The most difficult part was the Planning Phase. When I was planning my content, it was very difficult to write more detailed information that I have researched. But in the end, I was able to include good content in my poster." - Sakino Seo, Grade 11C

"While creating the poster, I could review what we learned from the whole Happiness unit and rethink what 'Happiness' means to us. As a reflection, first, it took time to think about the design. When making a plan, I planned the order of content and what information to put, thus, it was easy to think what I wanted to put and show to the readers/viewers. I like creating a poster regardless of the topic, hence, it was a fun activity!" - Miyu Imai, Grade 12

"We have discussed what happiness is in class based on textbooks and videos. One thing I found in this topic is that happiness can be defined in various ways and they are some key elements that greatly help lead a successful and fulfilling life. In the planning process, I decided to instruct teenage readers in bullet points focusing on 3 main aspects to make it easier to understand. The problem I faced in the designing process is that I did not exactly follow the plan I made. The goal for the next project is to come up with a more effective plan so that I can clearly tell the purpose of the poster to the readers." - Manami Noda, Grade 11



FOSTERING INTERNATIONAL-MINDEDNESS THROUGH LITERATURE

By: Daniel Poetscher

In our unit "Migrations," Mr. Daniel's LA Skills class explored ways minorities have been treated unfairly and suffered from unjust policies in the past. Using the story, "Follow the Rabbit-Proof Fence," students learned about The Stolen Generations, a period in Australia's history where Aboriginal children were removed from their families through government policies. Based on a true story, the book is a personal account of an Indigenous Australian family's experiences as it tells the story of three young Aboriginal girls and their forced removal from their families.

In this unit, students learned how people with power, who see themselves as being decent, self-righteously attempt to wipe out an entire race. We also discovered how in the movie the director Phillip Noyce has skillfully portrayed strong and independent Aboriginal characters who challenged the authorities in Australia in the 1930s, for the Aboriginal people's human rights.

In literature circles and in a Socratic Seminar, we first discussed literary elements of this treacherous journey by analyzing characters, drawing plot diagrams, and discussing concepts such as bias, prejudice, learned and shared beliefs, and how this story narrates ways of different cultures interacting with each other. In the end, students created questions and pretended to interview Doris Pilkington (Nugi Garimara), the writer of this story. Through writing and acting out these interview scripts, our students have become more Mindful Global Citizens, Effective Communicators, and Independent and Collaborative Learners. Students had an opportunity to show intercultural competence, examined an unusual text type (interview), and were able to work together in groups.

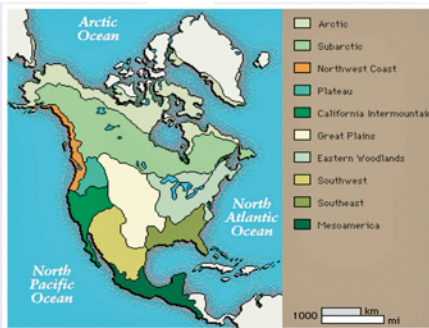


INSIDE MIDDLE SCHOOL ELL HUMANITIES CLASS

By: Agnes Delubiar

Middle School Humanities started the semester with ancient cavemen who walked to North America and gradually spread to many different regions such as The Northwest Coast, the Great Plains, Eastern Woodlands, and the Southwest. In the pictures below, the students are showing the locations of various regions on a map.

In addition, students have created a colorful totem pole mini-project. These objects were used to honor their ancestors and the animals to which they are connected. They are very excited about the next unit of study which will be the Mesoamerican region.



THE WAYS OF LEARNING

By: Ayana Numata, Grade 11

Nowadays a lot of schools incorporate virtual learning instead of studying on campus all over the world due to the COVID-19 situation. ASB is also one of them, but recently most students have come back to on-site learning.

Virtual learning is a great way for students to study. Even though they could not go to school, they could learn through online applications. However, there are some disadvantages. The first one is communication with the teachers and other students. When students have questions in classes, it is hard to ask. The second one is the internet connection. According to this problem, sometimes taking classes could be difficult. After coming back to school, students could see the teachers and their friends. This is my first year at ASB so I was kind of nervous to go to school. However, everyone was kind to me and I have many friends and enjoy school life.

Through the experience of two ways of learning, I think on-site learning is better than virtual learning because students communicate with each other and understand the contents of classes more easily. Online learning is a good way, but there are some things that could be improved.

I am happy to go to school. I think most students also feel it. Thus, I hope the serious situation of COVID-19 is over soon and we can all go back to a normal life.



COMING BACK TO ASB

By: Vorawalun Tangmettattakul, Grade 9

Learning virtually had good things and bad things. Someone might think that it looks not that hard and the work might be relaxed, and I thought that in the first place, but after I got some low grades in almost all of my subjects, I started to feel bad about it and my work routine slowly got destroyed. I was getting too overworked and my head was spinning for most of the time. But at the same time, I felt scared and nervous about going back to school, even though it was not my first time going to school. I was scared that if I went back to school I wouldn't have many friends, but it was just me who was overthinking. I made so many new friends because I came to school again. I have got a lot of new friends and I have to go to hang out with some of my new friends too. When I am doing online learning, I feel nervous to ask the teachers about the questions that I have. But when I come to school I feel like it is getting better than doing the online one because if I was doing the online learning I don't know the way I should ask the teachers too. That's why I prefer onsite learning to online learning.

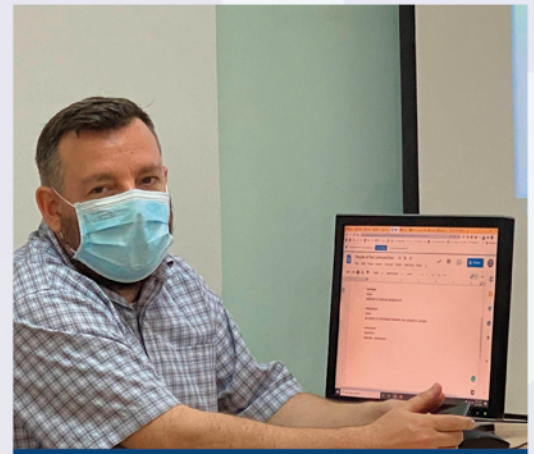


A YEAR LEARNING AT HOME

By: Hirona Yamabe, Grade 11

I had been doing virtual learning for about a year, so when I got an email from the school telling me that all 11th and 12th graders should go back to school, I didn't want to go back at first. With virtual learning, it was not easy to ask the teacher again when I didn't understand what the teacher said. Therefore, the class would go on without my understanding. When I didn't understand, I always asked my friends.

Finally, the day came when I forgot to get ready for school because I had been doing virtual learning for about a year. When I arrived at school I was very nervous because I had spent the whole year not knowing how to talk to the students I had never met before, and the teachers I had never met before. However the day seemed to fly by. At first, I thought I didn't want to go, but when it was over, I felt happy. It's been a week since school started and quizzes and assignments have been tough, but I've made new friends and now I'm glad I came to school.



Mr. Richard watching me working hard at my independent studies.

BACK TO SCHOOL

By: Yuzuki Tabata, Grade 9

First of all, I was glad to meet my friends and have fun. Because the first thing I felt was that I was glad to have met my friends and teachers. And with virtual learning, I think it's very difficult to stay focused on your studies, and in class it's easy to learn English, raise your hand, speak English, listen to English, do school activities. Of course, it's fun to talk with friends at school, but with virtual learning it's hard to talk with friends.

There are many positives to virtual learning, for example, you can learn anywhere, subtitles appear in conversations to help you understand what is being said, etc. For me, when I joined ASB, that MEET subtitle feature was very useful. So, if your English is not very good and the conversations at school are very difficult, I think online learning is an option for you for the first 3 months or so.

Finally, I found that while online learning is good, it is a disadvantage for me, and I find that face-to-face and books are more suitable for me, both in learning English and in my friendships and relationships. Thank you for really getting me back into face-to-face learning.



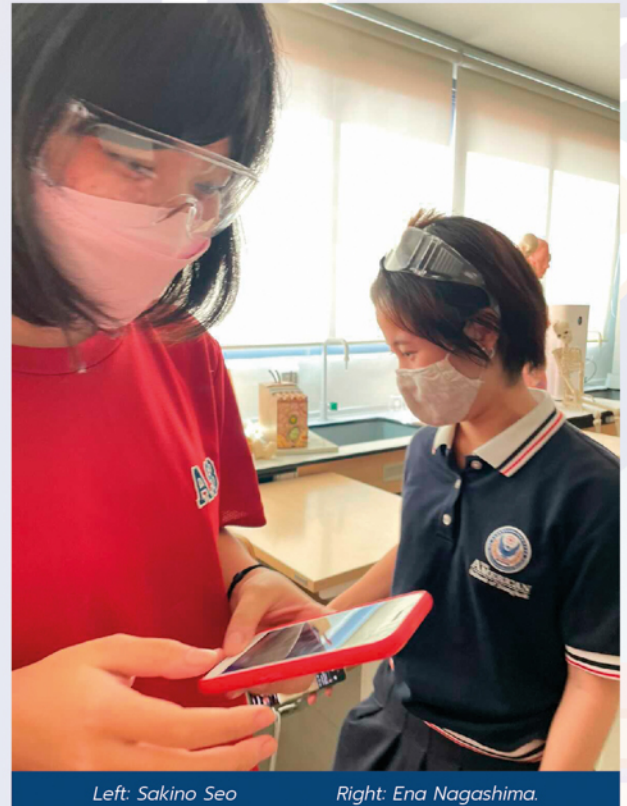
VIRTUAL LEARNING VS. LEARNING AT SCHOOL

By: Ena Nagashima, Grade 11

This year, the school opened online first. Some new students came to school, but I didn't have any conversation with them until I got to school. In online classes, it was difficult to talk and there was no chance to have a conversation. I felt much stressed because I was sitting in front of my laptop all day with little conversation.

After coming back to school I met with my friends after a long time. I enjoyed having conversations in person with my friends and teachers. In addition, I think I'm healthier now that I move more, unlike online. I can't take a nap during break time at school, but what my friends and teachers teach me is easier to understand than virtually.

However, some of the people I know got the virus. We still can't take off our masks because there is a risk of the virus there. I want to take off my mask and start living the same life as before. If this situation becomes safe, I want to go see my friends in Japan. I hope that everyone in Thailand and my home country will be healthy.



Left: Sakino Seo

Right: Ena Nagashima.

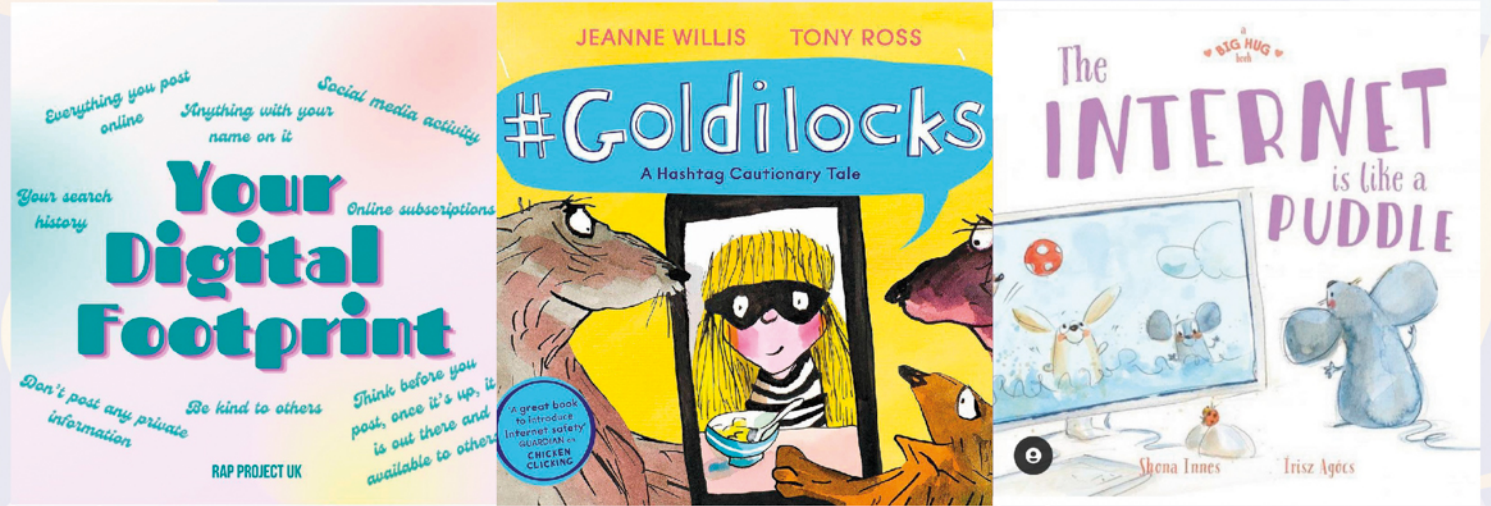
SOCIAL MEDIA AND THE PROS AND CONS OF THE INTERNET

By: Lynn Heron

Over the last few years our students' online presence has become more prevalent than ever. The opportunities kids have to socialize online come with both benefits and risks. While being able to access friend groups through social media has been a great way to keep in touch over the last few years through the covid lockdowns, the internet and social media sites can also expose students to bullying, inappropriate content, and lead to computer and gaming addictions. Over the next few months our SEL classes in middle school will be targeting both the positives and negatives of social media, and discussing the topic of being a mindful digital citizen. At home parents can also get involved with internet safety. Here are a few quick tips to help your child build the skills and knowledge they need to identify and manage safety risks.

1. Step into their world - get involved and ask questions about the websites your child is visiting.
2. Set house rules - decide how much time you are comfortable with your child being online and discuss the rules with them.
3. Teach them to protect their privacy - setting strong passwords, not giving out personal information, and not responding to mean comments they may encounter.
4. Location is key - keep the computer in a central location in the house so it's easier to monitor what is going on.
5. Be their go to - Let them know that no matter what is going on they can talk to you about it.

We are working with our students to teach them that what you put on the internet stays there forever. Here are some fantastic books to introduce internet safety to our younger students



RESTORING OUR COMMUNITY USING CIRCLE TIME

By: Miltos Bikakis

As a result of the ongoing pandemic, people have experienced severe disruption in many life domains. More and more studies are emerging that show the pandemic has increased the prevalence of social isolation and loneliness. A recent Harvard study showed that teenagers expressed surprisingly high levels of loneliness that are often associated with depression and anxiety.

Since we began our staggered return to full onsite learning last October, I have been joining Elementary and Middle schools classes to facilitate weekly 'Circles.' Restorative Circles, as they are officially known, have been used for decades in schools as a way of fostering peer-relationships and strengthening community spirit. Initially the Circles

have an informal teaching element to them before they eventually become a space where students can share their thoughts and feelings about issues that affect them on a daily basis. Regular use of Circle Time helps students understand the rippling effect that behavior has on each other, and this often reduces the amount of inappropriate incidences in the school environment.



TAKING MINDFULNESS FROM THE CLASSROOM AND INTO OUR LIVES

By: Puri Tantajina, Grade 12B

Since students' schedules are already packed with work, it would be easy to dismiss mindfulness as yet another class that needs to be taken, and another thing added to a busy schedule. Ironically, having mindfulness in the curriculum can actually help with that workload, and the stresses that come with it.

If students participated in the activities they would get an opportunity to utilize mindfulness. Additionally, like some other skills learned in school, they have to be applied in our daily lives, or else they would be pointless. By taking mindfulness techniques learned in the classroom into our daily lives, we may be able to find peace in an increasingly busy world and improve our overall quality of life. And for those who are skeptical, does it really hurt to try?



NATIONAL SCHOOL COUNSELING WEEK

By: Veena Narula

National School Counseling Week is always celebrated the first full week in February Worldwide. The celebration highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. The theme of 2022 was 'School Counseling: Better Together!'

ASB students expressed their gratitude and presented special certificates to all stakeholders: administrators, counselors, teachers, and support staff for their love and care, and the collaboration in helping the students reach their highest potential.



EAGLE HOUSE ACTIVITIES

By: James Hanham

The school continues to organize and host Eagle House events on a weekly basis. In December and January all of these events were organized virtually, however due to the easing of covid-19 guidelines in February, we have now started doing activities outdoors.

During February we have been able to do a few activities on the school field, which included airplane making and testing competition for middle school, a mini football tournament, and a handball tournament hosted by Harpy house for high school. During February we also voted in a new middle school captain and vice-captain position to help middle school students have a greater voice in their activities, and organize teams for a fun-filled second semester with sports such as basketball and volleyball. Other elective style events such as design tech and art will take place before and after the Songkran break.

With the schools motto being, 'The School of Leaders' it is only fitting that we provide as many opportunities for our students to practice and gain key leadership experience, therefore, congratulations to our new middle school captains.

GOLDEN Co - Captains: (Tempo) and Amornvit Narula (Veer)

HARPY Boys Co-Captains: Jake Spingler and Cody Spingler
Girls Captain: Puttiwan Vorasetakarnkij (Fara)

MARTIAL Boys Captain: Elijah Neil Sabin (Eli)
Girls Captain: Pwarisa Jombunud Na Ayudhya (Risa)

STELLER'S Boys Captain: Karnwarit Singhakan (Cooper)
Girls Captain: Peyton Jean Gatehouse

Since the beginning of this school year, students across ASB have taken part in over 100 events, and the current scores as of February 15th, 2022 are as follow:

- 1ST PLACE: HARPY (11,756 POINTS)**
- 2ND PLACE: STELLER'S (11,239 POINTS)**
- 3RD PLACE: GOLDEN (11,150 POINTS)**
- 4TH PLACE: MARTIAL (9983 POINTS)**



SPORTS UPDATE

By: Linda Reinhart

Physical Education

Students in Physical Education have been incorporating health and skill related components to develop their personal fitness plan. Students have been introduced to various modalities to help guide them to individualize their workouts. In addition, students in Ms. Linda's class participate in Tune Up Thursday Fitness Workout and Fitness Friday. In Fitness/Weight Lifting classes students have had an opportunity to develop programs using a stability ball, bands, mini rebounder/cardiovascular, ladders, hurdles, dot drill, medicine balls, jump rope, and outdoor plyometric. Students are also learning about the technical aspects of volleyball.

Middle School Recreation Sports

Students have been introduced to Flickerball and Omni ball. These two sports being newly introduced pose a challenge for the students. One sport students are excited about participating in is team handball. In the future such sports as spikeball, floorball, scoop ball, badminton, and table tennis will be introduced.



ASB FOOTBALL ACADEMY

The American School of Bangkok is pleased to introduce the ASB Football Academy for the Sukhumvit Campus, which includes training by professional soccer coaches.

The ASB Football Academy is offering football training sessions on campus during the week (after-school hours) and on Saturday mornings. These sessions consist of technical and fun football training and friendly games among players. The football training sessions will be conducted under strict COVID-19 guidelines and regulations (including administering and submission of results of antigen testing by all participants prior to coming on campus for training).

Boys and girls ages 4-12 years old are welcome to join these sessions. If your child(ren) are interested to join the training sessions offered by the ASB Football Academy, please call the following numbers for more information and/or to register:

- Coach Simon (For English or French): 080-169-4101
- Coach Renato (For English or Portuguese): 087-712-4240
- Ms. Pai (For Thai): 082-642-1314

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TEACHERS' DAY

By: Lee Byron

Teachers' day this year was affected by the Covid 19 pandemic, however it did not stop the students from celebrating their teachers as the Foreign Language Department helped coordinate students to write essays and make cards for their teachers to express their thanks and appreciation for all their teachers do for them, not just academically, but also in general. As teachers we all take the holistic approach to our students, which means not only teaching them academics, but shaping how they grow as individuals, as part of a group, and looking after their overall wellbeing.



MY TEACHERS

By: Naso Isaiah Thanavisuth, Grade 11

As we all know Teachers' Day is here. We want to celebrate it by thanking our teachers for helping us and teaching us all this knowledge. I have been able to learn many new things from many different teachers from my past schools and from ASB. This led to different viewpoints in many things and also getting to know new things that I have never learned before. In this essay I would like to talk about how much I appreciate all my teachers that taught me before, and are still teaching me until this day.

I grew up not knowing what school would be like. I was scared and afraid to go to my first ever school. I was afraid that I would get bullied and would not fit in with other kids in school. When I went to my first day of school the only person that treated me very well and cared for me was my homeroom teacher. She was my first ever friend in school and always helped me with every struggle I had. She was extremely kind and showed me how to do many new things and taught me a lot of things.

Then when I moved on to elementary school I went to a new phase of my life. Many of my teachers taught me how to be more responsible and I got to learn many new things. Some new things such as being more social with other people and also developing new techniques in speaking in public. This made me become a more extroverted person which in a way is pretty good because I made a lot of new friends during the process.

Later on I moved to middle school and high school which made me move to a newer phase in my life. This one is really important because it will really determine my future. Having all these amazing and supportive teachers helping me out really guided me in the right direction for my future. I was really happy that I know what I will do for my future. Teachers have always been there for me and supported me not just at school but in real life too. I will always be grateful and remember every single teacher who helped me along the journey of my life.

MY TEACHER

By: Puri Tantajina, Grade 12

Teachers form a core part of the lives of children in their developmental years. Without them, we would be without modern knowledge and skills. My teachers have given me valuable knowledge that I still retain and continue using today. Teachers' day is a holiday set up to honor and thank teachers for their positive contributions to society. In Thailand, teachers' day is celebrated on January 16th every year. The dates of the actual celebration may vary from one school to another. Traditions include bowing down to teachers and giving them flowers. Flowers represent the sharpness and intelligence of children.

My teachers are important people in my life. They provide me with knowledge, prepare me for the future, and inspire me to become a successful adult. I would like to use this opportunity to thank all my teachers for making me who I am today. Finally, it should be noted that showing gratitude to teachers can happen every day, not just on teachers' day.

TEACHER'S DAY

By: Ravikarn Dechkerd, Grade 8A

Teacher's Day is a day of gratitude, to show our appreciation to the ones who help shape us. Very few people have the capability to educate someone, and I think that everyone is awesome at their job. Not only do teachers educate us in our subjects, but they also guide us through the tough times we have, both from home and at school. We are always inspired to do our best and to strive for our goals. The influence that teachers have on students will go beyond the classroom and will be utilized for the rest of our lives. And as someone once said, "Teachers are like candles, in the sense that it consumes itself to light the way for others." Thank you for everything, and Happy Teacher's Day.

ESPECIALLY FOR MS. KRISTIN WOOD

By: Par Chandragholica Grade 9

Thank you for a great first year of high school. With things changing around us all the time, we have always had comfort in your class as a place where we have had the ability to enjoy our work without added pressure that some other teachers give. I have talked to someone else about how we have less motivation to work when we are forced to work, but in your class, we have never felt this. Thank you for being the most kind and caring teacher we have had in our first year of high school. Also, you should never listen to Ivor's music because his taste in music is terrible.

FOR YOU-MR. EDWARD BAGARES

By: Jessica Rothbrust, Grade 10

Happy teacher's day!! Thank you for making math fun. We learn a lot in your class but it's never boring, which makes your class very enjoyable. I think it's great that you trust us enough to let us talk to each other during class or listen to music because that gives us the freedom to help each other out while doing work, making it even more fun. Even so, we still learn a lot. During virtual learning, I still feel like I learn a lot in your class, so thank you for being such a great teacher during these horrible circumstances. Thank you for always being willing to help us out with our work and being very patient while explaining it to us, even if sometimes, it isn't even the work that you assigned to us yourself. Thank you for always being kind to us students. We really appreciate it! Thank you for everything you do for us and everything that you have to put up with. Happy teacher's day!



WAI KHURU TEACHER'S APPRECIATION

By: Peyton Jean Gatehouse, Grade 7A

I am grateful to my teachers for giving me education and knowledge every day. I also appreciate the effort they put into their work and explanations to provide us a safe and fun learning environment. Because of them they have gotten me to learn more about a certain subject better than I would have. Their positivity and encouragement brightens my days and they always make me and the other students feel welcomed to every lesson. My teachers also helped me see that I can be more confident to dream big. I also appreciate their patience for me throughout the semesters. They also inspired me to learn new things and be more determined to learn every day and to do my best. I am thankful for them to be one of the few educators of my life that will live on forever in everyone's hearts and minds of the students whose lives they have made a difference to. My teachers are an inspiration to students and other teachers alike. They've activated the want for knowledge and wisdom, inspiring me to plan my future and become a better individual. Which is why I'm very thankful for my teachers. They have been more than a teacher to me and my classmates - they have been our mentor, our support and our guide. The teachers are always smiling, energetic and ready to start a new day. Their charisma gives me the strength to persevere in all my work. Therefore, I would like to say a heart-felt "thank you" to the teachers who provided us all with support, guidance and precious life lessons. I and my classmates will always find them as an inspiration. As them being my teachers, they have given me the tools I need to face my future. They made me realize that I now can be anything I was as I have the power of knowledge they have provided me with! I feel so fortunate to have been placed in this amazing class with amazing teachers, they have amazed and inspired me daily for that I am thankful because my teachers are truly wonderful. Thank you!

NATIONAL TEACHER'S DAY

By: Yanlin Wu, Grade 7A

My favorite teacher will be my math teacher, Mr. Klumpp. Many call him Mr. Ben but I prefer to call him Mr. Ben. I like math and I like solving problems in math so this will be the reason for him being my favorite teacher. He always encourages me. When every time we are doing check in, he always asks me if there is a F1 race this weekend? Because he knows I like watching these races. Sometimes I look like I'm not feeling so good, he really cares about me, and he will come to ask what happened to me. Mr. Klumpp is from Texas and I had been there before and I like the view and the people living or from this state.

Another one of my favorite teacher will be science teacher, Ms. Amanda. I am not so interested in science, but she let me now feel okay for science and also for the labs. When I don't understand how to write the hypothesis and questions on variables, she will always come and help me, and if I still don't understand she will teach me again very patiently. I like her, she's nice



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