



**"Adapting to a Changing World"**

**Model United Nations:**

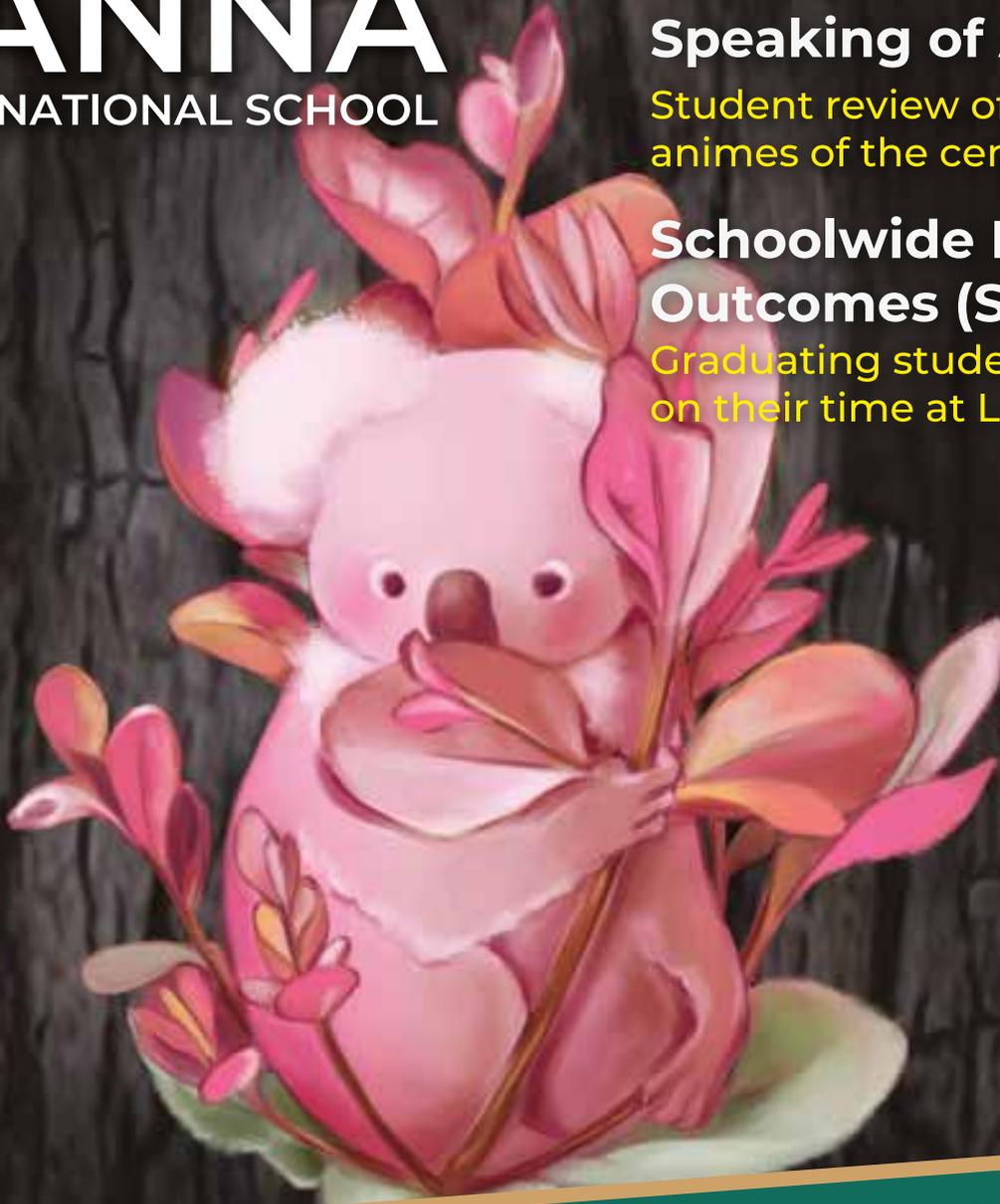
Why get involved with MUN?

**Speaking of Anime...**

Student review of underrated animes of the century

**Schoolwide Learning Outcomes (SLOs):**

Graduating students reflect on their time at LANNA



**Learning Leadership... Through Sport!**  
Our new internationally-recognised leadership qualifications



# Editor's Drum

Tee (Year 11)



Hello, fellow reader! Thank you for picking up, or clicking on, the latest LQ issue! I think we can all agree with how chaotic this past semester has been. Without a doubt, this time has been difficult for everyone—students, teachers, staff and even parents. I too sometimes wake up forgetting what day of the week it is!

Coincidentally, the theme that we chose for this issue just so happened to be *“Adapting to a Changing World”*. Could this theme be more appropriate in light of recent events? I’m sure we can all say that major adaptations have been made in countless ways due to the global COVID-19 pandemic as most of the world attempts to #stayathome and practice #socialdistancing. On top of that, as much as we want to get a taste of the outside world, the toxic air pollution in Northern Thailand has made it impossible on most days for us to open our windows. This recurring nuisance even prompted us to cancel our much-anticipated Secondary School Camp—even before the coronavirus madness!

Many schools around the world, including LANNA, had to implement online learning. Fortunately, we live in a day and age where technology has allowed us to connect with one another conveniently. Students and teachers had to switch their learning and teaching styles overnight, relying on video conferencing and Google Classroom to ensure students were given the best education possible. Despite technical struggles and difficulties that we may have encountered at first, we were fortunate enough to successfully transition our studies online.



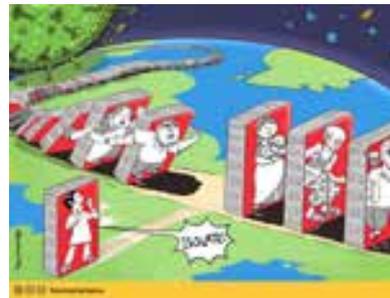
*The tragic forest fires in Mae Hong Son province resulting in the horrid pollution*

Changes are being made all around the world, whether they be for the better or the worse. Who can say what long-term political and economic consequences will emerge? Though change may be scary, it is important we understand how and when to change ourselves in response to a changing environment. We will dive deeper into this theme throughout this issue.

In addition to coverage of LANNA during these strange times, articles on school events that occurred before the closure will be featured as usual. To brighten up the mood, this issue also offers fun articles on topics such as anime, puzzles and a film and TV review.

A big round of applause for everyone who helped make the LQ possible. Thank you to the student writers, teachers, and most importantly Mr Nathan, for helping the 23rd issue of the LQ come to life while all working from home.

I hope everyone is coping well and staying safe. Remember to practice social distancing and wash your hands frequently!



*The importance of social distancing in limiting the “domino effect” of spreading the virus*

## EDITOR'S PICKS

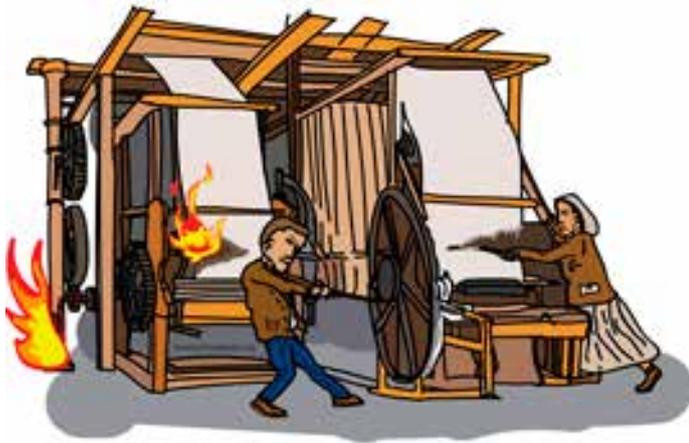
Arts Week .....	12-13
Sports Leadership Course .....	16-17
Anime Review .....	20-21
MUN .....	22-23
Crossword Puzzle .....	24
International Award .....	26-27
Film and TV Review .....	28-29
Online Learning .....	32-33
SLOs .....	34-38

# The Roy Report

Mr Roy Lewis, Head of School

## Will This Be the Decade of the Neo-Luddite?

Just over 200 years ago, in the midst of the British Industrial Revolution, skilled textile workers smashed new automated looms that were replacing them in the factories. The machine-breaking spread throughout the woollen and cotton textile area of England. Machinery was smashed, mills were burned down and pitched battles were fought with the British army. These workers took inspiration from a fabled General Ludd or King Ludd living in Sherwood Forest (of Robin Hood fame). His fanciful name may have come from Ned Lud, a young weaver, who in the late Eighteenth Century was rumoured to have smashed two stocking frames.



18th Century Luddites tried to Stop Progress

Today after all this time we still use in our conversations the word “Luddite.” It’s a popular comment to somebody who appears to be struggling to operate their new smartphone or who refuses to buy the latest piece of technology: “You’re such a Luddite!” On the other hand, there are many in society who take pride in being called a Neo-Luddite. They aim their anger at artificial intelligence, robots and even the smartphones in our pockets. Extreme members of this group include Ted Kaczynski, the American Unabomber who over a period of 18 years sent 16 bombs to targets including universities and airlines, the people who attacked and vandalised tech labs in Eastern France (2016, 2017), and the bomb attack in 2011 of the Monterey Institute of Technology & Higher Education, Mexico. Less extreme are those who withdraw from the modern world to live alternative lifestyles. At the other end of the spectrum are those who realise there is a psychological cost to constantly checking, swiping and staring at their devices and thus have ‘no phone’ times, don’t instantly sign into the cafe wifi, or even have weekends away without their computers.



We are not far away from the era of the driverless car. Undoubtedly this will create lots of new and very well-paid jobs, especially in robotics, machine learning and engineering. For those with the right qualifications, that’s great but what about all those taxi drivers and lorry drivers? What will their employment prospects be? Will they stand by and passively let this happen? Will they react as the Luddites did 200 years ago?

Of course, no one wants machines smashed or letter bombs. The wreckers failed 200 years ago and will fail again now. But the irony is that as the speed of technological change accelerates, the term “Luddite” has never been more necessary. A little Luddism in our lives won’t hurt. The realisation that technological change isn’t always beneficial nor inevitable is long overdue, and that doesn’t mean jettisoning all the joys associated with modern technology. The good thing about Luddism is that it enables us to reflect critically and evaluate the world we have built and are building. We should all take time to evaluate how those technologies we take for granted influence who we are and can be. Some Luddism is important for society. Nobody is a fogey for thinking there are times where being disconnected is good for you.

After all, we are just not a machine!



# Sarah's Say

Ms Sarah Reynolds, Primary Principal



## What Does It Mean to Be a *Global Citizen*?

Bill Gates, founder of Microsoft said, *"We live in an increasingly interconnected world. The 21st century is about having a more global view. Where you don't just think, "Yes, my country is doing well!" but you think about the world at large."*

We live in a period of unprecedented change. The rapid development of artificial intelligence technologies means that every aspect of life in the future will be different. The World Economic Forum estimates that 65 percent of children today will end up working in careers that don't even exist yet. So how do we prepare them for the unknown?

Knowing that they will inherit an even more interconnected world than the one we live in today means that to be successful, our young learners will require remarkable insight into people and cultures across the world, and an unprecedented concern for the well-being of the global community.



Nurturing a greater global consciousness is a key aspect of the Primary curriculum. We aim to promote knowledge, skills and understanding that foster in our learners a predisposition towards adaptability, flexibility and collaboration because, in a world where the future of employment, industry and commerce are all uncertain, these are the essential skills that our young people need if they are to be future-ready.

International mindedness can be hard to define and for us to be able to see it in others we first need to recognise it in ourselves. So as you sit here reading this article, I would like each of you to reflect on the ways in which you consider yourself to be internationally minded.

For me, I know I'm being internationally-minded when...

- I actively listen to the ideas of others.
- I question whether a viewpoint I hold is culturally specific.
- I accept that people will view my actions differently depending on their cultural backgrounds.
- I seek to understand the point of view of others.
- I realise how little I know and I am excited by how much I still have to learn.

The ability to see things from more than our own perspective is a central aspect of being a global citizen and being internationally-minded. If we want to nurture open-minded, curious learners with empathy for others, we have to model that behaviour at school and at home.

To demonstrate this, my story below is about perspective.

*Jayden loved playing in the woods on the edge of his village. As it was beginning to get dark, he knew it was time to go home but he realised that he didn't recognise where he was and couldn't remember which way to go. Jayden was worried! Frustrated, he sat down on a rock and put his head in his hands. As he wondered how he was going to find his way home, Jayden noticed something glittering out of the corner of his eye. He got up from the rock and cautiously approached the object half-hidden underneath the leaves. Stretching to reach, Jayden discovered a small pair of round, glittering glasses. Picking them up carefully, he opened the glasses and placed them on his face. Through the lenses, everything looked different! The trees seemed taller and their leaves seemed fuller. The sun shone in a way he had never seen before. The whole world was brighter and more beautiful than he could possibly have imagined. Jayden began to turn in a circle to try to take it all in.*



*As he turned, he noticed a path of light through the trees. Jayden began to walk along the path, and after only a few minutes, Jayden saw his house in the distance. The glasses had led him home. As Jayden walked out of the woods, he took off the glasses and placed them in his pocket. He couldn't wait to show his friends at school the next day.*

*The following morning Jayden was tired from his long adventure the day before. He began to close his eyes when, suddenly, he remembered the glasses! Quickly reaching under his bed, Jayden smiled as his fingers brushed against them. They were real. He quickly got ready for the day and tucked the glasses into his backpack. When Jayden arrived at school, he put the glasses on as he walked towards the playground. Everything looked more magnificent than ever before.*

*Walking towards his friends, Jayden noticed a path of light leading in a different direction. The path was just like the one that had led him out of the woods only this time the path led to the monkey bars. As Jayden approached, he noticed a boy who seemed upset and began to talk with him. Jayden found out the boy's name was Amit and that he was new to the school and didn't know anyone.*

*While Jayden and Amit were talking, some older boys came up to them and began to tease Amit. Jayden looked at the boys through his glasses and felt sorry for them. He also knew it wasn't nice to tease, so very politely, Jayden asked the boys to stop picking on Amit. Surprised that anyone would call them out on their actions, the boys stopped teasing Amit and walked away. Amit was speechless. He had never met anyone as brave as Jayden. Jayden told him that his new glasses helped him see the right way to go and the best way to treat*

*others. Then Jayden took off the glasses and handed them to Amit. Amit smiled from ear to ear as he put on the glasses and saw how beautiful everything looked. As Jayden watched Amit, he realized that everything still looked beautiful. Something about wearing those glasses had changed the way that Jayden saw the world and he knew that he would never be the same again.*

International-mindedness and being a Global Citizen isn't something that can be taught in just one or two lessons, it's a 'frame of mind' and as such needs time to develop. It involves the ability to see things from a different point of view, to be compassionate, to have empathy and to be able to look beyond our own immediate needs and wants.



# Kevin's Corner

Mr Kevin Pugh, Secondary Principal



## Teenagers and the Challenges of Online Learning



The sudden move to online learning has not been easy for anyone, and although teenagers are in many ways quite resilient and can often embrace change, it has not been easy for them, or indeed for their families. Few of us want to be the endlessly nagging parent, constantly reminding our teenage children what they should (or should not...) be doing with their time. So, how can we avoid this? How can we effectively help and guide our teenage children during this difficult time?

Teenagers, in common with most of us, don't really like being told what to do—certainly not on a frequent basis. A good way to reduce the need for our frequent reminders is to automate the process as much as we can. Teenagers' phones are a source of frustration for many of us; often used in ways that we deem inappropriate, and with far too much playing games—at least as we see it. They have, however, got some really exceptional organising functions built-in to them than can be a huge boon in improving organisation and punctuality.

How about sitting down with your child and setting a series of repeating alarms to organise their school days: "Get up", "Really, get up!", "Mon P1 Geography", "Mon P3 Maths", etc. With my teenage son, I have them set for the beginning of every class, repeating each week. This really helps with his organisation, although I still find the need to be there for the "Get up" reminder!

Being punctual for their classes is, of course, not the only challenge that your teenage child is facing. What about all of that screen time? How are they managing that? It's a necessary evil that online learning involves a lot of time with computers, but the burden can be eased somewhat. What does your child do at break time and lunchtime? This is a great place for parents to step in and have their own daily alarms set to go and lure their child away from their computer at those times—a chance to eat together, leave the house and take the dog for a short walk, or be outside lying in the hammock—just not still at the computer. I have friends working with computers in the UK who are obliged to take short frequent breaks and "stretch their eyes", looking out of the window at distant objects. I think that right now this is also very good advice for the rest of us, perhaps with a cup of tea and a biscuit in hand—a truly British experience!



# TEEN



Another way to reduce screen time is to make greater use of printing and scanning. Instead of always reading from the screen, you might encourage your child to print information and read from the paper instead. This also provides opportunities to develop skills of highlighting key information, adding notes, posing questions, creating mind maps, etc. They can also be handwriting their classwork and scanning what they produce (with a phone scanner app, this is easy) before submitting the image electronically.

I am aware that not everyone has a printer, but black and white laser printers are not very expensive any longer and are generally very low maintenance (unlike inkjet printers with the endlessly dried-up nozzles if not used every day). You might find it a good investment for your home if you don't already have one.

Online learning is never going to be ideal for a teenage child. Most miss the human contact with both their teachers and their peers, and they are, of course, missing out on the time they have in the schoolyard to socialise and develop the social skills that are so important in life. I very much hope that we are nearing the end of this current situation and will be all back in school in August. In the meantime, we are committed to doing our best to provide a high-quality educational experience for your children, even if we cannot physically be together. The current situation is very stressful for all involved and I want you to know that we very much appreciate the patience, support, and understanding of both students and parents as we have moved together into an entirely different way of learning. Thank you, LANNA community.



# Kate's Update

Ms Kate Elizabeth Fenton, Early Years Principal



## Helping Young Children Adapt to Change

*"She stood in the storm, and when the wind did not blow her way, she adjusted her sails."*

- Elizabeth Edwards

Children who have had experiences of needing to adapt to change throughout their lives are more flexible and adapt to change more naturally and smoothly as adults.

A high percentage of our Early Years students are coming from overseas and there are many more challenges and changes these children need to go through, in addition to the usual modifications they would need to make if attending a school in their home country.

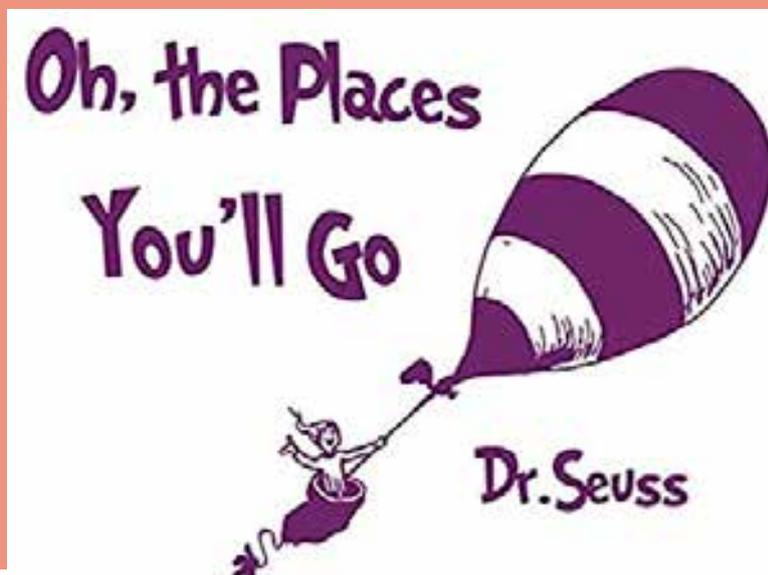
We as parents/teachers try and create a world of structure and predictability for our children. We start off the school year with rules and routines and consistent expectations. In the past, we were able to guide children to a future that had more certainties; for instance, if they wanted to be a dentist then this is what you need to do... However, jobs that exist now might be replaced with AI (Artificial Intelligence) or something else and times are becoming less predictable. By fostering a positive attitude, alongside rules and routines, we might actively support children in times of change. We need to teach them to embrace diverse ideas, to accept feedback and to develop their own 'inner voice' of ideas and share them with others. This is where spending more time on STEAM activities (Science, Technology, Engineering, Arts and Math) can expose students to *innovation, trial and error* and *thinking outside of the box*.

We hope that as they develop through to adulthood these early experiences will be ingrained into them and they will be resilient in a constant world of change.

Towards the end of January, I started to pay more attention to the BBC

news reports of a contagious coronavirus (COVID-19) in Wuhan, China. As the days and weeks went on, the reports were cases of this virus spreading around the world. Schools were closed in China and Virtual Distant Learning had begun. I had empathy towards what everyone was going through, but especially teachers and how overnight their work had changed and how positive the teachers were to adapt to this change and seek out innovative ways to ensure their students' work continued. In early March, we began planning for the possibility that we too would need to turn to online learning, but were still confident this wouldn't happen anytime soon. On the night of Sunday 15th of March, we were informed that the school had been closed and to switch to online learning. We experienced a few days of working things out and planning how to support students best and the varying levels of tech skills that we had as a team. We have, to date (whilst writing this article), completed 3 weeks of Virtual Distant Learning and team meetings via Zoom ourselves and by no means has this been a walk in the park! I'm impressed by the learning that has happened and I have seen all that work the children have been doing at home and that they are still learning and having fun no matter how undesirable this situation is.

A skill that most successful people have—although how we determine what success is could be debated—is resilience, a skill we hope to foster in our Early Years students so that they can recover quickly from failure or life's difficulties. Developing resilience at a young age and being able to carry this with them as they grow, along with the ability to get up each time life knocks us down, will ensure our children are on their way to achieving great things and *"Oh, the places you'll go!"*



# L'il Munchkins

*Ms Kate Elizabeth Fenton, Early Years Principal*

## Virtual Distant Learning



Virtual Distant Learning started for our L'il Munchkins on the 16th of March. As you can see from these photos, our students from Pre Nursery to Reception have been guided by their teachers' activities each week to support them in learning from home. Pre Nursery have learnt how to plant seeds and document their growth and keep strong by stretching their bodies through yoga poses and eating healthily. Nursery students have been listening to their teachers' virtual stories and bringing book characters to life through creative crafts like making spiders. In Reception, they have been measuring capacity through fun activities like emptying water bottles in containers and seeing how many they need to fill them. In music, they have been creating homemade instruments to play along to songs and experimenting with new recipes through cooking at home.

Although we would all prefer to be at school together during this unknown period of school closures, we will all keep calm and carry on!

  
**KEEP  
CALM  
AND  
STAY  
SAFE  
ONLINE**

## PTO Activities

The LANNA PTO have been busy!

While we are all at home dealing with the many challenges we are currently facing, we have been all been working hard to keep the PTO active and supportive of both the school community and our city.



*PTO members unanimously voted to use some of the PTO budget to donate supplies for firefighter heroes combatting the Doi Suthep forest fires and fighting for our right to breathe clean air in Chiang Mai.*



*We think that LANNA families need to support each other in tough times—even with business! Advertise your business via the PTO Market Place available on our PTO Facebook Page: <https://www.facebook.com/groups/lannapto>*



*The PTO sponsored two 80s-style glamaerobics videos with our friend “Tyrone” exclusively for LANNA students, staff, and families to keep fit at home.*



# Do What You Can

Because of... everything that's going on right now, we have all had to make some drastic alterations in our lives. How are you doing with that? OK? I hope so. I really do.

Now that the dust is starting to settle, some of us have been coming to terms with the notion that this is going to be our reality for a little bit longer than we hoped. It's not going to be forever. Just a little bit longer than we were all hoping it would be. But at some point in the future, it will change again. So hang in there. With the realisation sinking in, a whole set of new challenges are looming. It's easy to stare in the face of something so big and become overwhelmed by the question...



## What can I do?

Now say that in your head. How does it make you feel? If it makes you feel a little sad, I can assure you that it's perfectly normal. Now take a deep breath and say it again, but this time, put your emphasis on the last word.

## What can I DO?

Focus on something small. Small things really count right now: something that you are good at (and preferably that you like!), something that makes it a little bit easier for someone else. It does not have to be a grand gesture that benefits the whole community (although if you can do that, please do!). You cannot fix everything, but there are so many small ways to help.

The simple answer to the question of 'What can I do?' is this:

## Do what you can.

It can be as simple as making phone calls and sending texts to check in with people. It can be as simple as making some extra food and taking it to a neighbour, inviting your friend's kids to share a Zoom/Skype/whatever-app storytime or game with your family, tidy your bedroom, or do your own laundry without being asked. (You may be surprised just how much your parents will appreciate this!)

There are so many small ways you can make things better. So many people are already doing this. If you are one of them, then thank you, carry on. If you want to be one of them, keep looking at ideas and something will fire your imagination. Don't put too much pressure on yourself to do everything. You can't. Just do what you can.

If you are reading this and thinking 'there really is nothing I can do', 'I have nothing to give that will help', or 'I don't have time to do this', then please reach out to someone, anyone, because there are lots of people out there who are waiting to do what they can and help.



# Celebrating Our Creativity!

Cast your minds back to last November, when all was well; school was functioning normally (none of this online stuff) and the COVID-19 virus was nowhere to be seen! Instead, in the Secondary Arts Department, teachers and students were busy preparing for the very first Lanna Arts Week—a showcase of the best creative talents in drama, music and art. We organised activities to happen all throughout the week during homeroom, break times and even after school, such as competitions, quizzes, displays of student work and a performance showcase.

The performance showcase consisted of all IGCSE Drama, Music and Art students collaborating for the very first time in a performance that was open to parents, students and their friends to come and enjoy. The year 10 and 11 drama students performed some of their IGCSE coursework pieces: Ms Kelly's class showed their devised (which they had created themselves from scratch) work, and my class performed an abridged version of the published play 'DNA' by UK playwright Dennis Kelly. The audience enjoyed these shows in the drama studio classrooms over in the Humanities block, which have been specially redesigned to work like a black box theatre space.



*Year 11 IGCSE Drama students' devised performance based on 'Jack the Ripper' and influenced by the style of 'Splendid Theatre Company'*



*Year 11 IGCSE Drama students' devised performance based on 'The Trial of Derek Bentley' and influenced by the style of 'Splendid Theatre Company'*



*Year 10 IGCSE students' performance of gritty British drama, 'DNA'*



*Year 10 IGCSE students' performance of gritty British drama, 'DNA'*

# Lanna Arts Week 2019

Ms Natalie



*Year 10 and Year 11 IGCSE Music students rocking out on the big stage*



*Mr Lindsay and Angelo (Year 10) trading guitar licks during full-band jam*



*IGCSE Year 11 Art students created their pieces as the audience looked on*



*Students use a variety of materials in their artwork*



*Year 10 IGCSE Music student, Shaun, performs his solo piece*



*Year 8 students professionally escort our audience to their seats*

Then, during the interval, everyone migrated over to the lunchroom to watch Mr Lindsay's talented IGCSE Music students perform a range of pieces on the big stage. Whilst all this was happening, Ms Terrea's art students were working away on creating pieces of visual art that the audience members could watch coming together before their very eyes! It truly was two wonderful nights of creative and entertaining talent from all of our young performers and artists!

The Lanna Arts Week was a fantastic way to celebrate the arts and allow us time to be creative and imaginative in many ways. We look forward to hosting the next one and can't wait to see you all get involved in your creative side!

## JV Boys Basketball

*Stephen (Year 11)*

This season for CMAC, LANNA's JV Boys Basketball team improved more than I ever thought possible. This was my second year on the team and I was the power forward starter this season. After a disappointing last season, I knew every single person on the team wanted to go back and prove ourselves. Truthfully, I didn't have much hope at the start. The team had improved over the offseason, but after some practice matches, I realised our biggest problem was that we didn't have any consistency. With some new faces on the team, we had to focus on fundamentals at first. Some progress was made, but the first games put us to the test. These matches made me see the real problems we had. Our offence was not up to standard and there were many problems that needed fixing, but I knew we could improve. The moment we came back from the winter break, we got a new big man on the starting lineup: Bon Burton. When we played that next match I saw a miracle, the team playing as one. The starters fit perfectly and the subs even started getting their footing together. We were competitive now and became more confident with advanced tactics. After that, we pushed other top CMAC teams to the limit but still couldn't finish it off. Next came the PREM tournament. I was surprised that they invited us since we weren't known as a major team. We knew we had to make a showing there, or else no one would take us seriously. That day, we proved all the other teams wrong, only losing each game by a couple of

points. We did lose, but it was now known that LANNA is a force to be reckoned with. Lastly came the CMAC playoffs. By now I saw a solid team that knew how to play the game and work together but still had its kinks to work out. Our first match went well against APIS, getting another win against them. Then the final game of the season came, an away game at UCIS. It was that match where I saw everyone pushing themselves to the limit. We played our best basketball yet, but after some heart-breaking misses and devastating foul calls, we lost in the final seconds. Even though we didn't win that much throughout the season, I feel the team developed themselves into better players and better people. Going through those moments together made us come closer, make new friends, and form a family of players. Some of the players have said that they've gained confidence after joining the team and even made closer bonds with the most unexpected people. For me, it made me feel better in my life, having some way to get exercise and have fun while taking the stress off everyday school.

I'd like to thank our captain, Khiri (Year 12), for never giving up on us, as well as Than (Year 11) for also taking the lead when Khiri was unavailable. I learnt a lot about teamwork, about the game and how to be a better player for my team. Next season, I believe that we will be pushing teams to the edge again, but this time... OVER the edge. With new blood and hard work, next season we will do our best to win those matches for LANNA!



# U14 Girls Football

Pinky (Year 8)

## ***New Friends, New Skills... and CHAMPIONS!***

Football season this year was absolutely incredible, with everyone taking home a gold medal! I like signing up for football because it's great for socialising with friends and learning new skills like dribbling, passing and tackling the ball. I'm getting better every year and so are my teammates. We finished this season by successfully winning every single game! Our first game was really close and we just came out with the victory, thanks to our amazing goalie, Alice K, who seemed to carry us through the whole season. We had some new additions to the team this year who improved immensely with the guidance of our amazing coaches, Ms Laura and Ms Sadie. The CMAC tournament was a long day of running and sweating, but each minute was so worth it! The last game was extremely close and even went into extra time. After that it was penalties, and everyone was so nervous because we knew how good CMIS was at shooting, but yet again we were saved by Alice, who had her eyes lurking on the ball and wouldn't let it get by her. There was an uncountable number of people watching this final penalty shootout, which put more pressure on the players and made the atmosphere very intense. In the end, we all left the tournament proud of ourselves and happy that every single person contributed to the team's success. I'm really looking forward to joining the team next year and learning new skills while making new friends!



*Scan here to watch the video highlights from the championship game!*

# U12 Girls Football

Mr Hugh



Huge congratulations to our U12 Girls Football team, who won a very well deserved 3rd place medal in the recent CMAC U12 Girls Championship. With many of the girls new to the sport, their learning curve was massive—learning the rules and skills in a short time before heading to the tournament. The girls never gave up and got better with every game. A victory against APIS saw them qualify in fourth place and have a shot of a third place medal against GIS. Despite having lost earlier in the day to them, our girls threw everything at GIS, finishing (after extra time) locked at 0 - 0. In a nerve-racking penalty shootout, Samantha managed to save 2 of their 3 shots, making Anna and Bella's successful shots enough to make for a fairytale ending to the season. Well done to our squad of Bella, Noodee, Eva, Thiri and Cindy (all Y7); Hannah, Anna, Michelle, Samantha, Alice and Aliza (all Y6); and Kara and Ariel (Y5).

# Learning Leadership... Through Sport!

Sarah (Year 13)

## LANNA Secondary's new internationally-recognised leadership qualifications



The sports leadership course is a program where students get educated and official qualifications in leadership... through sport. Mainly students, like me, learn how to lead sports-related sessions to people of different backgrounds, from children to senior citizens.

Our class had a lovely opportunity to visit Maesot, Tak, to get more experience in teaching our original games and activities with the help of the PlayOnSide community to Burmese migrant children, as well as to learn more about their community and the social obstacles they face in comparison to us. PlayOnSide is truly an amazing organisation; they offer both education and job opportunities to the migrant communities in Maesot through football while promoting gender equality. Ms Laura, head of the PE department, was able to organise this trip and had us work with PlayOnSide as a part of this new course.

The trip itself felt like a week but lasted around three days of constant activity.



On the first day, thankfully we didn't get thrown right into teaching the migrant kids after a long day of driving from Chiang Mai. We instead got to meet the PlayOnSide team and learn the history of the organisation, the community of Maesot, and their purpose. We were also treated to a friendly game with the team. Our boys (including Mr Ash) were, obviously, psyched to show off their football skills and I was... interested. Everyone had a blast together, laughing off stumbles, and bonded with the staff at PlayOnSide.

The second day of business, however, wasn't quite as relaxed as the evening before! We, sport leadership people, were brought into a local Burmese school in the midst of a football tournament. There were kids running and laughing in all directions, and cheering on their friends in the match. Our job was to lead activities for the kids in between matches, and the fun part was that not one of us could speak Burmese. We were told very few of these kids could speak Thai, so we were assigned our small groups of 6-8 kids on this plain dirt field. We tried our best to teach these fun and simple games despite the language barrier and, honestly, had lots of fun! Everyone was excited about us being there and it was lovely to watch everyone giggle at a miming game or a daring game of freeze tag under the beating sun of a clear day. Needless to say, we went back to the hotel covered in a thin layer of red dust and a thicker layer of sunburns on less protected areas. Never forget to apply sunscreen to the back of your legs.

Day three! We went to visit Green Island and the Thailand/Myanmar border. We learned precisely how privileged we were as international students of LANNA. Green Island is basically a community centred around a recycling facility in Maesot, where families earn their living by digging through garbage for recyclables. PlayOnSide worked with the head of the community to build the football pitch as well as other important facilities to support the Green Island community. We were also given a tour of the border, which was surprisingly less enforced than we expected, and the culture in the area was so vivid! All of this I will never forget, and it makes me so thankful for PlayOnSide for helping us with our course and for the work that they do in Maesot.

Please check out PlayOnSide on their Facebook or website ([playonside.org](http://playonside.org)) and consider donating football equipment or money in the future so that they can expand even further.



## Ms Laura, Athletic Director

LANNA currently offers two Leadership pathways. The courses are awarded by Sports Leaders UK, an organisation that specialises in sports and leadership courses for students both in the UK and abroad.

1) The Leadership course is undertaken by all of our Year 11 students. The award is an internationally recognised qualification equal to a GCSE.

2) The Sports Leadership course can be chosen as an option during Years 12 and 13. This is a specialist programme which leads to a Level 3 award, equal to an A-Level Pass.

The courses aim to break leadership down into a series of learnable and attainable skills and behaviours. Whilst the general Leadership course focuses on learning to lead through designing classroom-based sessions and activities, the Sports Leadership course develops the skills required to lead practical-based sports sessions and activities.

Students are then required to plan, lead and assess their own leadership abilities through a series of carefully planned and supervised activities. As part of the Sports Leadership course, students are also required to lead activities with a range of different groups outside of the school community, which develops their confidence and ability to interact with new people.



You can find out more about the courses by visiting our new LANNA Leadership website here:

<https://sites.google.com/lannaist.ac.th/lanna-leadership/home>



# Parents v Teachers Cricket

Mr Hugh

Our teachers and parents once again did battle at the Gymkhana Club in the annual 'Parents v Teachers' cricket match. With both teams having 3 wins each, an opportunity to lead this long running series was up for grabs. The teachers batted first. Mr Lindsay hit a quick 8 runs, Mr Hugh scored 18, Mr Matthew 14 and Mr John 3. Mr Kieran and Ms Zoe both utilised the 'can't get out first ball' rule, grabbing some late runs. But it was the CMSCA coaches of Mr Martin (15) and Chatree and Ton who helped the teachers scramble 127 for 7. The bowling attack of parents Sompol Chairprathum, Andy Brown, Cameron Ewart, Leandro Da Silvieira and Nikil Shah were all difficult to negotiate.

Despite the very useful scalp of John Rogerson early, the writing was on the wall for the Teacher team. Nikil Shah, Nick Lock, Ant Robertson and Nanda Kishore all got good scores before Cameron Ewart and Ben Henessey brought the game home for the Parents, winning with 2 overs to spare at 128 for 5. Congratulations to our Parent Team and thank you to everybody who participated and joined the occasion.



# ‘Speaking of Anime...’

Zhuli (Year 10)

## Underrated Animes of the Century

### What is anime?

2019 has brought us many TV series and movies, but the most absorbing and intriguing shows that came out (with respect to Netflix) were the new anime shows. Anime is also known as Japanese cartoon, but animated. It comes in various forms of genres, themes and even differs in art style. If you're ever at home and finally bored of binge watching whatever show is trending, try watching some anime. Here, I'll recommend some of the most fascinating yet underrated anime I have watched, and hopefully you can break out of your shell and try some new things. If you're a huge fan already, this could be an opportunity to explore a new genre!



### **Vinland Saga**

Genre: Adventure, historical fiction

Rating: 9/10

Episodes: 1 season, 24 episodes (possibly an upcoming season 2)

Does gore and bloodshed fascinate you? Besides being the next psychopath, you might just fall in love with Vinland Saga! The show is a modern (2019) anime television series adaptation by Wit Studio based on the original historical Japanese manga—which is also known as Japanese drawn art/cartoons in book form. The story is set in Dane-controlled England at the start of the 11th century, which features the vikings. The plot itself revolves around a young son of an ex-viking commander, Thorfinn. Thorfinn's peaceful life ended when his father was punished by an unforgivable crime committed by a viking. Ever since then, Thorfinn swore to avenge his father by constantly challenging his commander to duels, in hopes that he would defeat him someday. Vinland Saga not only has some of the best animations ever created, it also pays considerable attention to the development of the characters. Throughout the journey, many characters

find their true selves in the cruel world of the Middle Ages, and what may seem impossible before, now becomes feasible. I would highly recommend this to those who don't mind crying while watching 2D become reality.

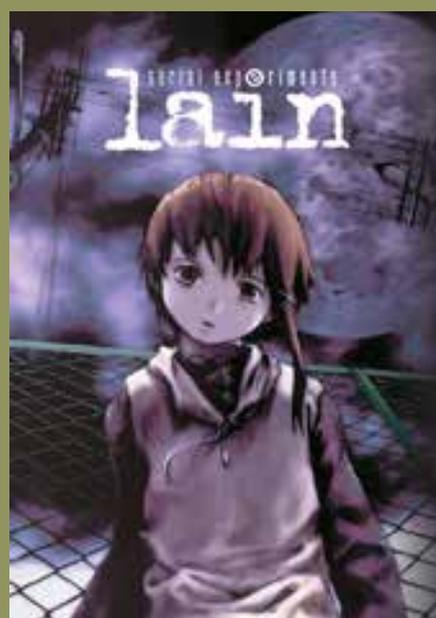
### **Serial Experiments Lain**

Genre: Cyberpunk, psychological

Rating: 9/10

Seasons: 1 season, 13 episodes

'Lain', you can practically hear it in the name. An engrossing and spectacular watch, a mixture of the dark ends of the cyber world and the innocent curiosity of a 14-year-old girl called Lain. Lain is ordinary—much too plain and dull for her classmates until she evolves into a very much 'foreign' girl. She would explore the virtual reality network known as 'The Wired' and discover the depths of truth which lie between the mortals and the coded world. The anime itself is quite slow; however, the pace really accentuates the details and profundity of what the characters perceive as real and true in their world, adding an immaculate touch. It's definitely very interesting how some of the art is depicted throughout and the functions of some of the dialogue between the characters. I would highly recommend this to people who love a bit of dark and gloom entertainment for a relaxing Saturday night. It also has one of the best opening songs that really fits the style of the plot. However, since the show did air in 1998, the animation is quite limited and not very modern. Of course, you don't have to see this as a bad thing; this retro/vintage feel may even add 'taste' to the anime and considering the beautiful visuals, it's barely noticeable. As I said before, if the horrors and fantasies of science and technology excite you, this is your go-to.



## ***Jojo's Bizarre Adventure***

Genre: Adventure, fantasy, supernatural

Rating: 9/10 for my favourite season, season/part 4 - 'Diamond is Unbreakable'

Seasons: 5 (may need to read manga for the newest updates as the animation is still ongoing)

Of course, many would call Jojo's Bizarre Adventure overrated, but I can guarantee you that many haven't even passed season 1. Season 1 undoubtedly was not the best, but it wasn't the worst. If you manage to pass by season 1, regarding the fact that it provides essential background information to the protagonist, the seasons keep getting better and better. Ranging from the genre of fantasy to the supernatural and moments from comical to riveting, this show imperatively needs to be considered an absolute masterpiece. The protagonist differs among seasons; however, they often always have connections to the Joestar bloodline, hence the anime's title. The plot begins with the OG, Jonathan Joestar, who finds himself rivalling his non-biological brother Dio. Many dazzling yet sorrowful events take place after this, and over time this narrative would transform into an underlying legend for the rest of the Jojos and remain relevant to all the adventures that would take place later on.

The art style is exceptionally special and differs completely from the norm of anime and all the new, fresh and fascinating characters in each season just keep weighing up to be one of the best anime I've ever watched. Jojo's Bizarre Adventure is really worthwhile watching, so give it a chance and have extra fun referencing its quotes in other anime you come by!



## ***Honorable Mentions***

**Hellsing/ Hellsing Ultimate:** You don't know what bloodthirsty means until you watch this. The anime itself has some really epic fight scenes.

**K-Project:** Amazing soundtrack and a compelling fantasy story filled with futuristic and magical abilities, a bit slow but definitely worth it.

**Initial D:** Race cars and speeding? Watch an ordinary delivery boy hit the tracks and become one of the best racers in Japan.

**Drifters:** The Drifters are a league of exemplary warriors from across history, brought together to destroy a common enemy. Very unique artstyle and an engulfing plot.

**Terror in Resonance (Zankyou no Terror):** One of the best psychological anime thrillers revolving around terrorism and injustice out there. Truly astonishing soundtracks and a heart-gripping ending.

# Model United Nations

Rebecca (Year 10)



On March 3rd 2020, over 40 LANNA students set out to Prem for the annual March Chiang Mai Model United Nations (MUN) Conference. Our school had the largest single school body of delegates attending this conference. Out of the seven years of the March MUN conferences, this was the biggest conference yet with over 160 delegates attending, despite the outbreak of COVID-19. It was special to see so many new delegates—around 35, which was more than the size of our entire usual group! Since more students than ever are trying MUN at a younger age, they will be able to spend more time gaining experience and preparing for leadership roles, in which they can continue to develop throughout their academic careers.

## What is Model United Nations?

Model UN is an authentic and academic simulation of committee sessions held in the United Nations. Current affairs and issues are discussed, deliberated and debated upon in five different committees that are actively attempting to solve the issue at hand. The objective is to compile a document, known as a resolution, that includes courses of action and legislation to be implemented by countries in the form of preambulatory and operative clauses aimed at solving the issue. Students represent their countries as delegates and attempt at conveying and protecting their country's stance without being influenced by other delegates. Each committee is presided over by two Chairs who are the parliamentary heads that conduct the committee sessions according to the Rules of Procedure and ensure that all matters are dealt with in an orderly, efficient manner. Through sessions of speeches, as well as moderated and unmoderated caucuses, the committee votes on all matters to reach the most coherent and efficacious resolution to be discussed along with resolutions from other committees in the General Assembly.

This was an extremely successful conference, where cogent resolutions were written for all committees and constructive and fruitful debates took place for each resolution. The topics that were discussed in the committees were:

**Security Council & Human Rights Council:** *The question of persistence of trafficking of women, men, girls and boys for the purpose of involuntary servitude, including prostitution, forced marriage and debt bondage.*

**Economic and Social Committee:** *Question the use of mass surveillance programs and databases for governments and the effects they have on personal privacy.*

**Special Political and Decolonisation Committee:** *The question of the militarisation of space and commercialisation of resources in space, updating the Outer Space Treaty of 1967.*

**Environmental Committee:** *Addressing the issue of worldwide deforestation and its effects on the environment and the local flora and fauna.*



*New delegate of St Vincent and the Grenadines presenting a speech regarding the Yemen crisis to the Security Council*

Model UN is a unique experience that allows you to practice not only your diplomatic skills but develop and expand your public speaking, leadership, communication and critical thinking. The issues discussed in Model UN are not imaginary but are current events. Model UN has always been an intellectually enriching experience for me and has allowed me to stay informed and educated on current events, topics in international relations, diplomacy, and the United Nations agenda. It is also an amazing experience to meet new people from other schools. I personally have met so many people in Model UN that I still keep in touch with and have made countless memories during my past five conferences. If you are interested in attending the next conference, there is a two-day conference in November that will be hosted by CMIS.

LANNA was also successful in terms of awards and had numerous achievements. In the words of Mr John:

**“Lucy Lu, Year 12**, participating as the Delegate of Australia, received recognition as the Best New Delegate in the Economic and Social Council (ECOSOC) for her speechmaking on the topic of mass surveillance and information privacy.

**Alice Cavaliero, Year 9**, participating as the Delegate of Myanmar, was Best New Delegate in the Human Rights Council (UNHRC) for her resolution writing and negotiating skills on the topic of eradicating human trafficking.



*Chairs of the Human Rights Council presiding over debates regarding human trafficking and its violations of the Universal Declaration of Human Rights*



**Zhuli Jin, Year 10**, participating as the Delegate of St. Vincent & the Grenadines, was Best New Delegate in the Security Council for her diligent behind-the-scenes work coordinating international responses to the Yemeni Civil War and Libyan Civil War.



*Chair of the Security Council perusing through the resolutions provided regarding the issue of the Yemen crisis*

**Rebecca Yoo, Year 10**, served as Chair of her committee, the Human Rights Council. She also served as the Delegate of Yemen in the General Assembly and gave several well-received speeches. In addition to these roles, Rebecca served as our organisation’s leader for this conference.



*Delegates of France and Norway discussing the environmental impacts of deforestation and actively participating in the writing of a resolution*

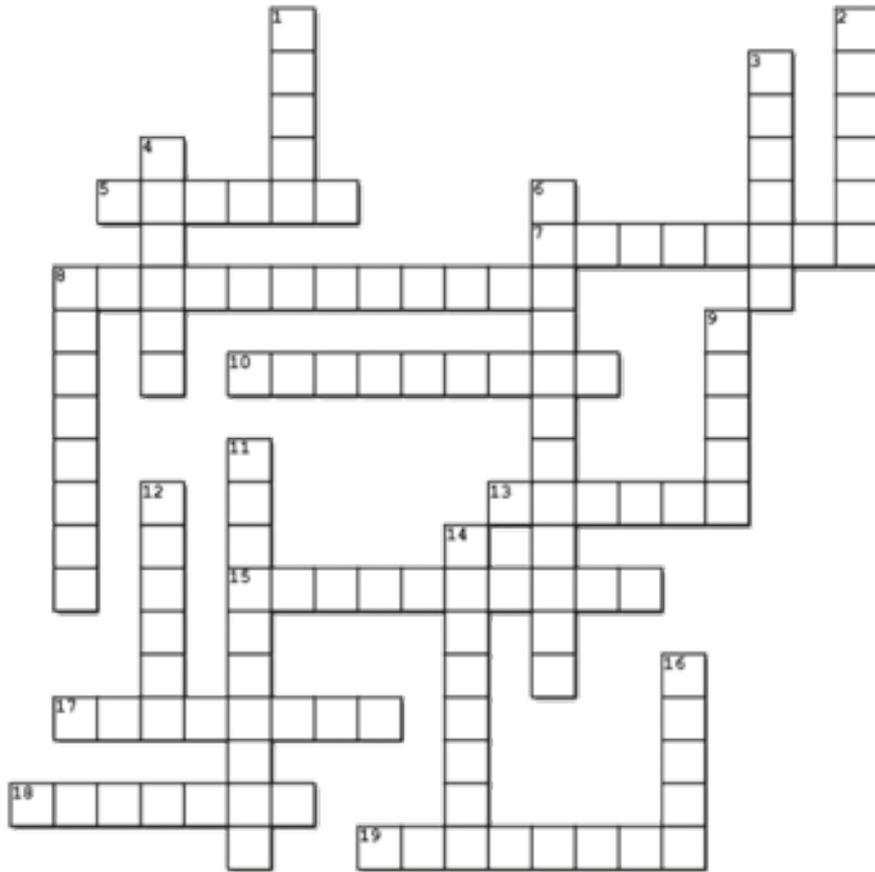
**Tony Ma, Year 12**, served as Chair of the Security Council as well as the Delegate of Saudi Arabia in the General Assembly. He was named Best Delegate of the General Assembly (out of approximately 160 student delegates), one of the most prestigious honours.”

As someone who has been a delegate several times with advice and experience on writing position papers, opening speeches and formulating resolutions, I would be happy to help with preparation for any future conferences. To finish off, I would like to thank Mr John for dedicating his time and effort in assisting all the delegates with their preparation and giving them encouragement and advice. Thank you to the Secretaries-General and the advisors at Prem for organising yet another successful Model United Nations conference! If you would like to read the finalised resolutions in the General Assembly, find more information or to take a look at photos from the conference, please visit [www.cmmun.org](http://www.cmmun.org).

# Check Your Spelling!

Alice K (Year 8)

## Can You Correctly Spell These Jobs Without Using Your Phone?



### Down

1. A person whose job is to take care of people who are ill
2. A person who vocally performs music
3. A person who creates books, stories, or articles as a job
4. A person who is qualified to advise people about legal issues and represent them in court
6. A person trained to treat diseased or injured animals
8. A person who is responsible for managing the finances of a movie or music album
9. A person who makes bread and cakes
11. A person who owns or manages a small store
12. Someone who is qualified in medicine and treats those who are ill
14. A senior official who discusses affairs with another country on behalf of his or her country, usually working as a member of an embassy
16. A person who operates the flying controls of an aircraft

### Across

5. An artist who moves their body to music
7. A person who uses scientific and mathematical knowledge to design, construct, and maintain engines and machines or structures
8. An expert who studies the human mind and tries to explain why people behave in the way that they do
10. An expert swimmer employed to rescue people who get into difficulty in a swimming pool or at the beach
13. A person who performs hip-hop music
15. A person whose job is in public service, especially a member of parliament or congress
17. A person whose job is to organise the sales of a business by deciding on prices, distribution, and advertising
18. A person who instructs students
19. A person who campaigns to bring about political or social change

Answers  
1. Nurse  
2. Singer  
3. Writer  
4. Lawyer

5. Dancer  
6. Veterinarian  
7. Engineer  
8. (down) Producer / (across) Psychologist

9. Baker  
10. Lifeguard  
11. Shopkeeper  
12. Doctor  
13. Rapper

14. Diplomat  
15. Politician  
16. Pilot  
17. Marketer  
18. Teacher

19. Activist

## Are Libraries Redundant in a Technological World?

Whilst I was reading my Twitter feed for professional research, I came across a suggestion that “instead of school libraries it would be cheaper to just buy every student a Kindle.” Obviously, as a professional school librarian, I was pretty offended by that and also appalled to consider that people, in general, might actually think in this way. Yet one of the most frequent questions I am asked when I introduce myself as a librarian is along the lines of, “Surely libraries will become obsolete in the next few years, isn’t everything online now?”

I have said before (and will say again!) how important reading for pleasure is for children, and how all the research points to the fact that students who read for enjoyment perform better across all subjects. But this doesn’t just happen. Children have to have access to books that they’re going to enjoy. Yes, a Kindle could be loaded with hundreds of books, but who is going to guide the child to what they might like to read, to talk to them about which book comes next in the series, or tell them if they enjoyed this book then they’ll love that book? And yes, you could argue that Amazon’s algorithms can suggest books, but this is only a small part of a school librarian’s role.

In this ever-changing world of technology and information, now more than ever, it is important for school libraries and librarians to provide carefully curated collections to make sure the library is filled with books that have accurate, up to date and

accessible information for students to use. In the world of fake news, students need to learn how to assess the validity of information and know where to find reliable sources.

Libraries are far from obsolete or redundant, and people who suggest that they are have probably not been into a library for a long time. Libraries have adapted; they are no longer the silent, gloomy rooms full of dusty old books that they once

library and, more importantly, have access to a dedicated member of library staff to guide them on their reading journey. A Kindle hasn’t read the books it’s providing, a Kindle can’t have a conversation with you about the book you’ve just read, and a Kindle does not promote a reading culture across the school community!

I am passionate about my job. I love being able to open up the world of

books and information to students every day, but I have to say that it’s a particularly great day in the year when I get to bring a real live author in to talk to students. In November, LANNA Primary Library organised a visit from author and poet Nick Toczek to inspire the students about reading, writing and books, and to help develop their skills and enthusiasm. This was jointly funded by the LANNA Parent Teacher Organisation (PTO) and LANNA Library Service. Years 1 to 4 were thoroughly



were. In designing and furnishing the Primary and the Secondary Libraries at LANNA I have made them multi-purpose spaces—areas to read in, to study, to research, but also places to play board games, relax, or share books with friends and parents. LANNA school libraries are not silent places; they are buzzing with energy. We have computers, ebooks, Kindles, audiobooks and MP3 players to lend out, but we also have staff to encourage, nurture and support a love of reading and learning. Every student from Year 1 to Year 9 has at least one lesson a week in which they can access the

entertained by Nick reading poetry, performing magic tricks, and using puppets too! Years 5 and 6 were lucky enough to have workshop sessions where Nick gave them many tips and ideas for writing their own poetry and stories, as well as some magic tricks in between. Children were also able to buy copies of Nick’s poetry books, in which he signed and wrote individual messages. It was lovely to see both students and staff so engaged and delighted by Nick’s performances and discovering a new love for poetry—what a fantastic use of PTO funds, thank you!

# Lessons From A Long Hike

Angelo and Harry (Year 10)

The Duke of Edinburgh award is composed of four components: the development of a new skill, improvement in a sport, completing community service, and also a series of hikes. In these hikes, we would go through thick jungles, up and down hills, along high peaks with grand views. The most recent and most gruelling one both improved us physically and taught us some important lessons.

It is incredible how integral technology has become to us. It has only been a few years, in the grand scheme of things, since the first iPhone was released. I find it interesting how quickly phones, tablets and computers have become a mainstay to any person's life. As a society, we have become increasingly dependent on our phones, laptops and tablets—and for good reason. Technology is a true benefit to society. Information is available to us mere clicks away, so we are never bored since entertainment is readily available and we may never get lost since we have a working map and GPS in our pockets. Unfortunately, with these benefits come just as significant drawbacks. Excessive usage of phones is connected to higher stress levels, higher levels of anxiety, depression, and impaired concentration. A study conducted by the International Journal of Environmental Research and Public Health on the effect of phone use on university students found that those who send and receive texts more often were the ones who tended to have higher rates of anxiety. This trend is the same for those who call and receive calls. This was their conclusion: *“The results indicated that the intensity and modality of mobile phone use could be a factor that can influence causal pathways leading to mental health problems in the university student population.”* It is no reach to say that being connected makes us more anxious or depressed; by being continuously reachable, we are always prone to argument and conflict.

But on this hike, we had no phone and, by extension, no connectivity. This lack of connectivity gave our minds a break. It was extremely helpful. Even if for only two days, we were away from our normal life below the mountains. There was a real sense of solitude. An aloneness that was not negative or scary, just gentle. There was not a single thought that sparked stress or anxiety up there. I was purely focused on the present. My mind was perfectly blank. I found stillness. This stillness is a sensation like no other, quite different to any other sensation. It is the combination of silence, lack of stimuli, pure undistracted effortless attention. I felt a soft feeling of contentment. I was in what some people would call the state of flow.



Group photo of the hikers reaching Doi Pui Peak



A wild insect resting on the hands of a human



The night view of the gorgeously lit city of Chiang Mai

Where time distorts, performance is heightened and a joyous feeling is achieved. During the hike, I was meditating without knowing it. It was as if the thoughts, the stress, the anxiety and the frustration could not reach me up there in the mountains. I was, in those moments, wonderfully still. It was not only on the hike. Once we got to the campsite, the view was different but just as poignant.

Now that we're disconnected from technology, we have time to socialise and communicate with our friends. Being away from the screens has really given us time to talk and get to know each other. It was not just good to talk to each other, but it was quite necessary. When our legs hurt we would sometimes need a distraction. Without phones, the only distraction left would be our friends. The pain in our legs would fade away when we were talking and creep back when we were quiet. Being on a phone, you don't realize how little energy and effort we put in towards what we want to find. We don't get to experience the feeling of being outside and putting in effort towards a goal. We don't get the experience of immediate gratification from using our phones. At one point we even created a chant, shouting "Easy Day!" just to get through the hike and make it at least enjoyable. Without it, the hike would have been gruelling; with it, we laughed and cheered each other on. We were all collectively 'in flow'. Even though our legs were hurting, we were enjoying each other's company and collectively in awe of nature and the views. These feelings and group experiences are rarely present anywhere else. At the campsite, we shared the familial experience of cooking and eating with each other. We even bonded over our mistakes, such as when one of our friends burnt our tarp.

*"We made mistakes together and we were able to stick to it, and that made us closer together."* - Jump

*"Guys you shouldn't put ethanol on a tarp."* - Angel (after burning a tarp)

Sometimes, disconnecting can be one of the most powerful tools of learning. I'm sure everyone can benefit from a long hike in nature every once in a while.



*The brilliantly red and orange sunset*



*Natural trees standing with the vast mountains in the background*

# Film and TV

*Ben (Year 13) & Kurt (Year 12)*

## MINDHUNTER



### David Fincher's *Mindhunter* by Kurt (Year 12)

**M**indhunter is a grounded criminal drama set during the creation and development of the FBI Academy's Behavioural Science Unit in the 1980s based on the true-crime book by John E. Douglas. It was released in October of 2017 to large praise from critics and viewers alike. From the creator of *Fight Club* and *Gone Girl*, the show explores the process in which FBI agents Holden Ford (Jonathan Groff) and Bill Tench (Holt McCallany) interview and dissect the psychological mindsets of real life serial killers with the help of psychologist Dr. Wendy Carr (Anna Torv)—as the name suggests. Through its 2-season run, the series takes several episodes to delve deep into the character studies of notorious killers like Edmund Kemper (aka the Co-Ed Killer) and David Berkowitz (aka Son of Sam). The character portrayals of these criminals are considered as the most impressive aspect of this whole show as the acting and actor choices are almost spot-on with the real murderers. Kemper (Cameron Britton) is able to shape himself to the same physically intimidating, yet deceptively polite, Co-Ed Killer, which communicates a surreal and chilling experience for the characters and audience.

With large focus on the psychological aspect of twisted killers, *Mindhunter* takes inspiration from shows like *Criminal Minds* and *Hannibal* with incredibly dark themes that reach beyond murder. This requires me to say that this show isn't for everybody despite its fantastic direction and engaging storytelling. While it doesn't explicitly show viewers the crimes carried out, it doesn't hold back in expressing the effects the crimes leave on people and

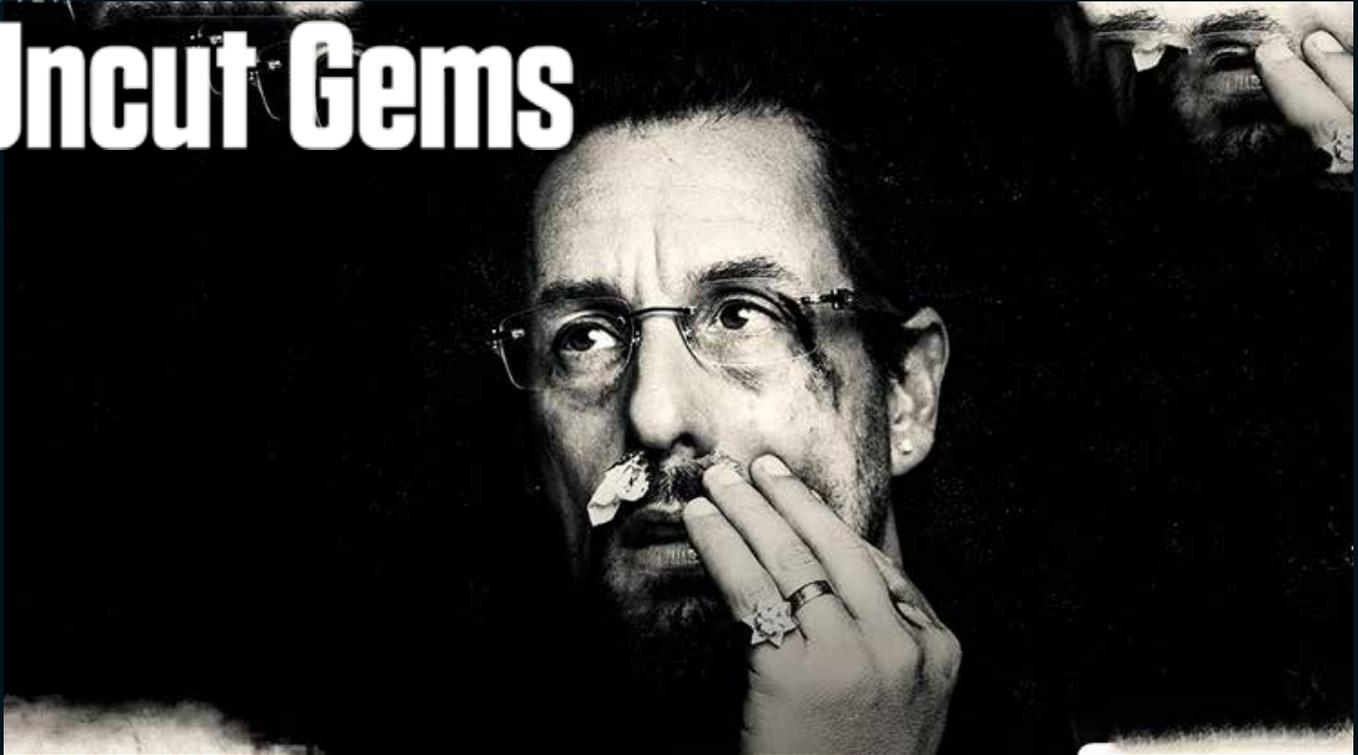
the general public (as well as the horrific retelling of said acts from the killers). In the same respect, the occasional ambiguity on the specificity of certain acts lets the viewer put the crimes together on their own, creating a strong disconnect between the perceived reality of the murders and the horrifying realisation of the truly disturbing mindset behind the act.

David Fincher's direction for the show with the excellent writing from Joe Penahall, Elizabeth Hannah, and Joshua Denen, focuses largely on the three main characters of Ford, Tench, and Carr, specifically on how they develop their approach in interviewing the criminals to help aid in current investigations. *Mindhunter* follows a loose structure of presenting the protagonists with a seemingly impossible crime to trace and then using the behavioural information gained from interviewing past criminals to use in ongoing investigations. This format allows for consistently interesting discoveries in the world of crime and psychology for both the characters and the audience. As the crimes become increasingly disturbing, and the stakes even more so, the characters become considerably affected by their discoveries in different aspects of their lives.

This is a good show. If you want something to binge watch and be disturbed by while consistently delivering interesting and engaging episodes, check it out. *Mindhunter* may not be a critically-acclaimed masterpiece, but its thought-provoking and mature approach to the world of crime psychology may be a stepping stone for those interested in subjects related to it.

N FILM

# Uncut Gems



## The Safdie Brothers *Uncut Gems* by Ben (Y13)

**U**ncut gems is an obnoxious movie. It seems to relish in making the viewer feel anxious and uncomfortable. Watching it will wear you out and a sense of relief will wash over you when it's over. It's also one of the greatest films ever made.

*Uncut Gems* follows Howard Ratner, a slave to his impulses working in the Diamond District who claws his way through New York City trying to make his next big score. The film doesn't hesitate in gripping the viewer with tension as the depths of Howard's debts are shown right from the start as he is pursued by two threatening goons. He's bombarded from every direction by people he's wronged, by his haggling customers, and his aggrieved wife. The constant stream of abuse that the viewer witnesses creates a consistent sense of unease as the pressure threatens to finally break Howard. The stakes are raised higher as Howard continues to put himself into more danger, which creates a sense of hopelessness as the threat of Howard finally being punished for his self-destructive tendencies become more and more likely.

In the film, money has become irrevocably associated with the concept of victory. It doesn't matter if Howard's family relations are strained, or all of his friends eventually come to despise him. Howard only needs the rush of winning to be satisfied. It would be typical for a film with this framework to deliver a sanctimonious message about how "money can't buy you happiness" but *Uncut Gems* is so transfixed on its characters worldview it completely buys into his ideas. This makes it absolutely clear that Howard's dangerous pursuit of greed is unstoppable, giving little in the way of hope for an end to the anxiety until the rolling credits.

Adam Sandler is a great actor. He's always managed to play manic and obnoxious characters well but it takes a talented filmmaker to utilize his talents properly. The Safdies started writing the script a decade ago; they have always envisioned him playing the role. Howard navigates New York City like a rabid dog, led by pure animalistic instinct rather than logic and Adam Sandler does a phenomenal job portraying this. He seems to draw upon his earlier performances of unlikable man children moving with a sense of childlike excitement, which perfectly communicates Howard's hedonistic nature.

The film is completely focused on wearing down the viewer. Its set design is claustrophobic. Howard's showroom is segmented into small spaces that make the characters erratic movements look like caged animals banging against their enclosure. The camera zooms uncomfortably close to the characters faces perpetuating the sense of claustrophobia in the film as well as allowing the audience to see hostility and anxiety boil underneath their expressions. The viewer is bombarded with noise, the overlapping dialogue, the dense soundtrack becomes deafening as the film goes on and the cutting door buzzer that sounds anytime someone enters Howard's store becomes foreboding as it always comes with the promise of more confrontation.

*Uncut Gems* is an exceptional film. At the tail end of the previous decade, many directors have emerged with bold new visions for the future of cinema that promise continuing innovation in the medium. With this film, the Safdies cement their abrasive approach to filmmaking as one that can achieve masterful heights and with such a brief discography. I am foaming at the mouth to see what they do next.

# Poets Who Know It!

Ms Zoe

**A** HUGE congratulations to our Secondary Poetry Competition winner Sang Yu and our runner-ups Natalie and Mark. Also, a big thank you to all our other entries. We had a fantastic response and competition was tough!



**Mark (Year 7)**

*My dusty head is strung with cobwebs and bits of aged fluff.  
My brain wrinkled and sore with disuse.*

*Drifting through my hollow noggin are random bits of stuff.  
Fragments of thoughts slugging through my skull.*

*Words forming and disbanding in an estrange spectacle.  
Not able to manifest a poem.*

*Five more minutes,  
Five more minutes,  
Five more minutes.*

*The demanding teacher peeks at my blank screen and frowns.  
My keen fingers tapping the table.*

*My brain powers up and phrases streak through my frantic eyes.  
I scramble to complete my poem.*

*My fingers plucking out the phrases from my frantic mind.  
And the last word is typed just in time.*

*The time is up,  
The time is up,  
Hand in your poems.*



## Winter is in me

By: Natalie (Year 7)

I don't mean to  
But my bones are cold and  
Hard my glaciers break shard by  
In and then avalanches are starting to begin, everyone's eyes glow bright but mine  
Show no light, I'll try to explain but I'm feeling more pain, my vision is getting  
Frosty and blurry but no need to worry, I imagine myself skating on a  
Frozen lake and I catch a falling flake, within me, I feel a harsh  
Breeze but I try not to freeze, my feelings I try to hide  
But it's hard to push aside, at times my feelings  
Will appear and I can't get it clear, I feel  
All my blizzards and storms but  
All I know is I liked it a  
Lot better when I  
Was warm  
>-<



## Present: Not found.

By: Sang Yu Wan (Year 9)

The sun we see upon our eyes  
Is the sun from 8 minutes ago.  
The moon sheathed upon our gaze  
Is the moon from 1.3 seconds ago.  
The buildings,  
Monuments,  
Skyscrapers  
Those navigating in our passing crowds,  
Were all the existence of 5 microseconds ago.  
Even if you-  
Even if you were within less than a meter,  
From where I stand,  
I will always see the 'you' in the past.  
You, from 3 nanoseconds ago.  
We,  
Are all seeing the past.  
We  
Are all becoming the past.

## Interviews with LANNA teachers and students about distance learning

Worldwide notorious celebrity ‘COVID-19’ has locked us in our own houses. Accordingly, all the schools had to close. Since then, LANNA has been educating its students with online learning. Whether you like online learning or not, we have no choice. Some students might be bored, or missing their friends. Therefore, our respectful teachers have tried to engage us by trying out web conferencing sites such as ZOOM, Discord, Padlet, Google Classroom, etc. Like Ms May, teachers have been creating quizzes, Google Forms, and more to keep learning interactive.

To sum up my interviews, both teachers and students reported a number of communication and organisation problems they have had to overcome, such as power outages, internet connection problems, lack of IT knowledge, and more. Kindly, Ms Kelly recognised that well and said, “I think it’s important to remember that students will have lots of adjusting to this online teaching too.” Technical skills and organisation skills are crucial to adapting yourself to online learning—there is no more ringing bell to signal the start of the next class!

Accordingly, I interviewed LANNA students to find out their stances towards online learning:

### 1. Was there any problem during online learning? Were you able to solve the problem? If so, how did you solve it?

*“I don’t have any problem, and I’m getting on well with it. However, a lot of people are having problems and having a lot of pressures, and I’m helping them to go over their questions.” (Bella, Year 8)*

*“Yes, there were problems with online learning since I am particularly bad with technology. I didn’t know how to do most of the tasks that were assigned to us online and had to resort to printing out the assignment instead of doing it online.” (Em, Year 11)*

### 2. What do you think about your engagement towards online learning? Do you think you are steadily following up the lesson and satisfying teachers’ expectations?

*“I think it is hard to work online since we are in the comfort of our homes, in which I find harder to concentrate, but I do like having the place to relax...” (Mary, Year 8)*

### 3. Do you have suggestions for the teachers about improving online learning? If so, what are they?

*“Maybe teachers can start using the same app like Zoom. When the class starts, there are times for me that I get messed up with different meeting apps.” (Bella, Year 8)*

### 4. Do you prefer online learning or learning in school?

*“I prefer learning at school, because at home my mind is not really engaged, and I feel like it is easier to ask for help at school than trying to email teachers.” (Mary, Year 8)*

*“If IGCSE exams were still going on, I would 100% prefer to learn at school since I would be able to ask more questions directly, and overall be more focused during school time. However, since IGs are cancelled, I would rather stay at home and take my time studying...” (Em, Year 11)*

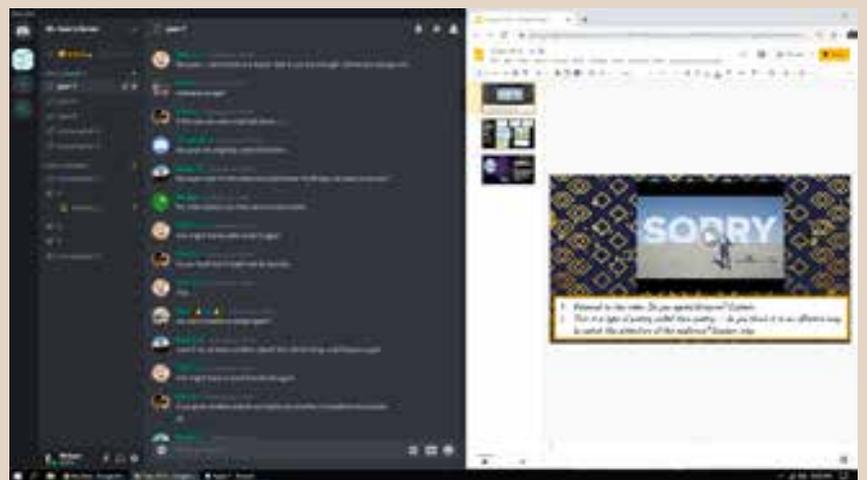
As a student at LANNA, we should show a good example of online learning and show the teachers that we are concentrating. Cooperation is what we need, and we should be more diligent than how we normally are in order to follow the usual pace at school. I hope you all stay safe from COVID-19!



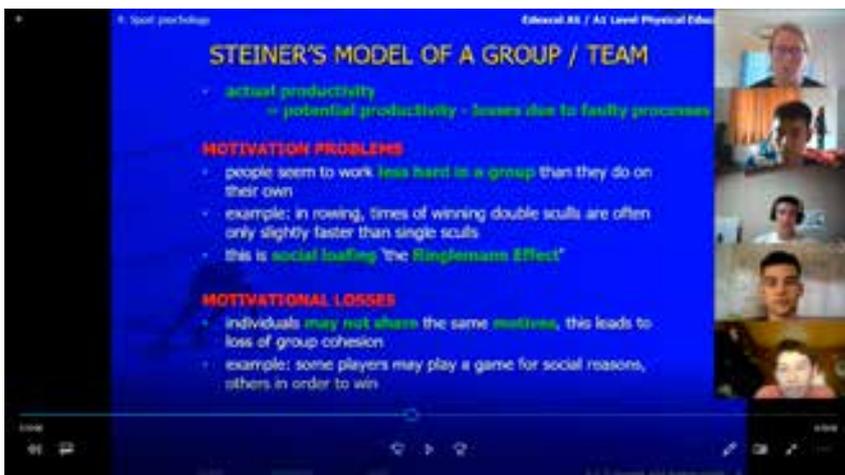
Online learning isn't always easy in a practical-heavy subject like science—but for our nutrition unit, Year 8 cooked and had brunch together!



Ms Anna's class gathering together for an online Zoom session



Year 7's English slides accompanied by Mr Sean's impressive Discord server



AS Level PE students learning through screen sharing by Ms Laura

# Schoolwide Learning Outcomes (SLOs)



Mr Alan

## Senior Student Reflections

SLO is a 3 letter abbreviation that is seen every day by students and parents visiting LANNA. There are posters in every classroom, a large poster in the walkway, and a copy printed in the student and parent handbooks.

SLO stands for Schoolwide Learning Outcomes, and LANNA has stated four:



There are probably by now two key questions that you may want answered:

### 1) Why do we have SLOs?

As part of our accreditation as an International School, the Ministry of Education demands that we are accredited by an outside agency they recognise—in our case, the Western Association of Schools and Colleges (WASC), based in California U.S.A. WASC accreditation requires that every school determines its own SLOs and publishes them for all stakeholders to view. The current SLOs were determined some years ago by the school leadership in cooperation with teachers, parents and students and have stood the test of time. They are still seen as relevant and applicable in the current world climate.

### 2) What are they for?

SLOs are the stated Learning Outcomes we want our students to be competent at by the time they graduate from LANNA. They provide the knowledge, life skills and awareness to be able to enter the outside 'real' world and function as a valuable, globally aware citizen.

# Explorers & Learners

Mr Alan and Barali/Jinmin (Year 13)



Our aim here is to make students lifelong learners, critical thinkers and problem solvers by seeking information from many various sources available and selecting from it the parts that help. LANNA students should have the ability to work individually and cooperatively to complete a task while listening to ideas, evaluating them, and making suggestions for improvement. Lesson time and extracurricular activities provide plenty of opportunities to develop these skills.



## **Barali**

Every year since the beginning of time, Year 10s from LANNA undertake a journey to Thaton, Chiang Rai. I remember on my short 5-day trip, we explored the forests, rivers and cultivated farms in Northern Thailand. We learned how to lay down a transect, measure the pollution level in rivers through identifying the inhabited invertebrates and the dangers of monoculture. One of the most memorable things about that trip for me was how most of the learning we did took place outdoors. Being able to put the topics we learned at school into practice as well as learning new skills was a wonderful opportunity. Additionally, at the end of the trip, we wrote up a field report to conclude what we did over the course of the week and why. All the experiences and skills I gained on the Thaton trip have been useful and even after 4 years, I haven't forgotten.

## **Jinmin**

As an individual who finds athletics difficult, I pride myself upon my ability to push myself out of my comfort zone; for example, I took part in a very well known worldwide program called the 'International Award'. I had always envisioned myself taking part in this award as previous students in the year above would say that it was an amazing opportunity. They spoke highly of how it allowed them to form tighter bonds with friends and motivate them through the most exhausting times, as well as self growth and having a goal to strive for. Case in point, this programme involves developing new skills, helping the community, becoming fitter, planning, training and completing an expedition. By accomplishing each step to achieve the bronze award, it has naturally helped me shape myself into an explorer as well as a learner. Before an expedition, we had to train ourselves by measuring our walking distance of 100m in steps, constructing different sized tents, practicing basic first aid, using a compass to read bearings on different points on the map, and preparing route cards. The expedition was especially challenging for me as no matter how well we prepared our route cards, we still had to think on the spot and explore what we were surrounded by in order to continue our walk in the right direction. This programme gave me the opportunity to find myself exploring and learning new things as well as seeking to polish my skills to avoid getting lost on the expedition! Overall, this was a fun experience that helped me find a new side of myself.

# Communicators

Mr Alan and Jenny/Alina (Year 13)



For Communicators, we expect students to be able to talk, write and read English and other languages at an achievable level for that student. With these skills, we hope students can express themselves clearly to others and possibly even larger audiences. The modern workplace requires this, and higher education across the globe requires students to be skilled in digital technology and visual presentation.

## Jenny

In 2016, there was a programme called “English is All Around” hosted by Chiang Mai University, cooperating with our school. The programme aimed to help university students in Chiang Mai develop their English skills. We were given time to have conversations with them in English in order to help improve their conversational skills and, in the process, we developed our own communication skills as we had to converse with strangers. After that, everyone was split into groups; each of us was given a task of performing something to the rest of the group to show how useful and important English is in our lives. The opportunity of being a part of this project helped me express myself better when I socialise with everyone around me, regardless of whether I know them or not.

## Alina

Being part of the Student Council for the past four years has really been integral to my growth. As President of the Student Council, you really come to realise how important effective communication is. It struck me that no matter how well you plan an event or how beautifully you decorate the school canteen, if no one actually knows about the event, it makes things a tiny bit more difficult—in other words, no one turns up. This is where the role of the Homeroom Representative comes in. Their job is to effectively deliver information from the Student Council meeting to the rest of their classmates. This means that students as young as Year 7 are already learning to express ideas and information to their friends. Doing this for two years helped me build my communication skills and prepared me for my role as Event Coordinator and then President.

As President, the importance of communication is further heightened. In an attempt to be a good leader, I had to make sure that there was a steady flow of communication in order for everyone to know what they had to do. This included delegating jobs to the executives, keeping Mr Kevin and Mr Roy in the loop about our plans and decisions, and regularly updating the student body through emails. I quickly realised that when everyone knew what was going on and communicated well, plans came together much more easily. This is often quite obvious; what’s not obvious is how to actually communicate well. How can I effectively let the event coordinators know how I want the dance decorated or how to pitch an idea to the council despite it not being fully formed yet? Though it is something I definitely haven’t mastered yet, being put in a position where I had no choice but to find a way has definitely sharpened that skill.



# Global Citizens

Mr Alan and Bonita/Jinmin/Jenny (Year 13)



We aim to make LANNA students aware that this world has hugely diverse cultures, religions, ethnic groups, customs and beliefs. All must be regarded and treated with equal respect. They will encounter a wide range of people with different physical ability, mental ability and appearance, but again, all should be treated with equal respect. We want them also to be aware that the actions of individuals or groups will have consequences to others, to ecosystems, and to the planet as a whole.

## **Bonita**

MUN (Model United Nations) encompasses all SLOs. Participating in MUN already requires you as a delegate to research your country's position (Explorers and Learners and Global Citizens—check!) and present speeches and resolutions to committees or the general assembly (thereby checking off the rest of the SLOs!). MUN helped me become a global citizen by increasing my awareness of different political stances on global issues. It helped me understand how different countries with different cultures, religions, races and histories approach these global issues and their differentiating mindsets. This broadened my thinking and opened my mind to other perspectives. Skills I learned from MUN such as analysing information, constructing arguments, communicating confidently and many more were not only useful for MUN. From personal experience, the skills have been extremely helpful in a large majority of my IGCSEs and A levels. Furthermore, this experience allowed me to become a more open-minded person whilst still being able to stand up for what I believe in without being too afraid to share my opinion.

## **Jinmin**

Being an international student at LANNA gave me the opportunity to respect and experience a variety of cultures around the world. Many of my friends who study back in Korea have a different mindset and have difficulties in understanding different cultural activities as well as acknowledging 'different' appearances. I've always felt as if a part of me was missing because being a Korean in Thailand has made me accept Thai culture and live the way of a Thai, rather than adopting my country's mannerisms. However, I was ready to learn more because of how interested I have always been in all my friends' cultures as well as my own. Students in our school are aware of a variety of cultures and traditions as they all have international friends and take part in many cultural activities during the year (due to the many traditional events that happen in Thailand), which ensures that students shape themselves into global citizens.

## **Jenny**

Our school consists of 31 different nationalities speaking over 20 languages. This means that all of us have been placed in a situation where we have to associate with a wide variety of people from diverse cultural and family backgrounds. The opportunity we have of studying at an international school has allowed us to adapt to and accept cultural differences, which naturally makes us global citizens as well as better communicators.



# Confident & Healthy Individuals

Mr Alan and Bonita/Barali (Year 13)



We would like to make 'dreams come true' for our students' futures by making them believe in their own abilities and strive to reach what they wish to achieve. Life can be tough, so we try to build resilience into their thinking so as not to give up when problems or disappointments inevitably arise. Part of this will be making students aware of the role of their feelings and gain more understanding of themselves. We wish our students a long healthy life by making them appreciate the role of fitness and exercise and having awareness for the need to make intelligent choices to provide a healthy balanced diet.



## **Bonita**

Health doesn't refer just to physical health but mental health as well. There is a gathering that happens every once in a while called The Forum, where issues such as living in North Korea, LGBTQ+ and eating disorders are discussed. The Forum is a space where you can learn about more issues and gain a deeper understanding whilst also feeling comfortable to talk about your own experiences and gaining support. In one meeting we discussed eating disorders such as anorexia and bulimia. Although I do not have much experience, the meeting was incredibly helpful in helping me become more aware of warning signs of the disorders if any of my friends were to develop them. It helped me understand how important support is as well as mental health. Having a space such as The Forum to gain said support is an invaluable asset that not many schools can provide.

## **Barali**

I have participated in the LANNA Girls Football team every year since I first enrolled in 2016. Despite not having a proper football field on campus, the school has ensured that we still have as much access to professional training as possible. The facilities and sports equipment at our school have never been something we let limit ourselves and our abilities. Sports at LANNA, especially football, has always been a main focus with plenty of support from fellow students, teachers and parents. I remember when I was in Year 11 and we were in the midst of mocks, I decided that I didn't have enough time to go to football practice, as I needed to study. My coach, Ms Laura, said she understood but she encouraged me to come anyway as exercise would be a welcome break for my brain and help me focus even better later. Listening to her advice, I went to practice and she was right! The SLO for a healthy confident individual is shown in the school's sports program. As the school competes in many CMAC tournaments with different sports, all of the athletes get to meet people from other schools. Personally, I feel this has improved my confidence and social skills. However, apart from exercise being healthy for us physically, we were also taught how important it was to our mental health.



The biggest challenge for schools today is preparing students for a tomorrow that is ever-changing. Think back just ten years ago to what your worldly experiences were then. Very different to the present, I expect. Now think about just five years ago or even one year ago! How about predicting what your world will be like in one year, five years, or ten years from now. Easy? I wonder what you would be thinking. My grandfather was born in 1886, fought in the Boer War at the age of 14, and died in 1970. What changes he saw, what different technologies, what a different world he saw! How would his school have prepared him for 1970?! We will do our best for your sons and daughters through the SLOs we use in lessons and in our extracurricular programmes, but it is not easy to prepare them to go into the world with the pace of change and uncertainties that prevail.

Mr Alan (Science and WASC coordinator for the last two accreditations)

# LANNA STARS

School tours are a great way for potential students and families to get to know about LANNA, but for a visit to be enjoyable and meaningful, we need tour guides who can talk about what goes on here and all of the fun things we do. Who better to do that than...our LANNA STARS!

LANNA STARS are our Student Admissions Representatives, they know all about LANNA, they have stories to share, they're friendly and helpful, and best of all they are excited about showing families around our Primary campus every week.

Introducing our LANNA STARS for 2019-2020:  
Year 6 - Mickey, William, Nora, Alissa M, Aiko, Linda, Asia W and Kevin. Year 5 - Kara, Arkira, Ariel, Grace, WaWa, Molly and Chan.



# Why Join?

# LANNA?

- Proven track record of success with IGCSE, A Level, SAT, IELTS and TOEFL

- Widest range of A Levels and IGCSEs in Chiang Mai

- Individuality, creativity and confidence through drama and music



- Freedom to learn alongside happy students who also want to learn!



- **Graduates attending top universities worldwide**



- **Leadership, teamwork and sportsmanship through our Sports Programmes**



- **Building strong leaders through community service, Model United Nations (MUN), the Duke of Edinburgh's International Award, and brand new UK Leadership Programmes**



✦ Blog



[www.lannaist.ac.th/about-us/news](http://www.lannaist.ac.th/about-us/news)

Instagram



[lannainternationalschool](https://www.instagram.com/lannainternationalschool)

# FOLLOW US

Facebook



[@lannaist](https://www.facebook.com/lannaist)

YouTube channel



[Lanna International School Thailand](https://www.youtube.com/channel/UC...)



Congratulations  
CALANNA Class of 2020!

# Now Enrolling Pre-Nursery to Y13 Academic Year 2020-21



- New classes opening in Early Years and Primary
- Graduates attending top universities worldwide
- Widest range of IGCSE and A Level Secondary School subject choices
- Waived enrolment fee for Y12 and Y13
- Y12 scholarships available

**Apply Now**

