



LANNA INTERNATIONAL SCHOOL

JANUARY 2023 ISSUE NO.28

Sprouting Spirits



LIPSO Presents!

Debate on whether LANNA should be an English-only campus

World Scholar's Cup:

Secondary students academic challenge in Bangkok

Digital Leaders at Primary:

Primary students teaching digital literacy

Cover art by Alice (Year 12)



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School's News Blog



www.lannaist.ac.th/about-us/news

Our YouTube Channel



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

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Editor's Drum

Mae (Year 13)

For many of us, the last few years have been a whirlwind of disruption and hardship. On a global scale, this is predominantly due to COVID, along with the restrictions, regulations and fear it embodied. However, through perseverance and patience, I believe it is finally a good time to say we have managed to come through it. The signs are all around us, from celebrating the end of mask regulations implemented at school, to a more general positive *sprout* in personal welfare. This LQ edition's theme, ***Sprouting Spirits***, encapsulates this theme of personal growth, second chances, balance, and breaking out from our comfort zones—all of which are factors needed for lifelong change and improvement.

Whether it be facing the COVID pandemic or simply managing one's school work, a study from the Sri Ramakrishna Arts and Science College found that maintaining a healthy balance between stress and relaxation (work and personal life) is necessary for harmonious wellbeing. In this way, the benefits

gained from each area are able to support and strengthen the others. The study is especially relevant to the situation we are in **right now**. As we return to face-to-face learning at LANNA, the shift back into normality can be daunting for many of us now habituated to learning and interaction via a digital screen. Re-entering the real-world serves to challenge us in many ways—from pushing us out of our comfort zones to managing a positive relationship between face-to-face studying and leisure activities.

In many respects, this is particularly the case for the younger years, who may have missed a very important time in developing their social skills, with possible long-term negative consequences. For example, it can be harder for them to make friends, be proactive in class, and build confidence in their daily interactions. During this time, it is therefore crucial to take into account the circumstances of others and offer second chances.

I want to sincerely thank the assistant editors, Angelo and Sammy, for their help and cooperation in constructing this term's magazine and never failing to bring new ideas and suggestions to the table. And, of course, I'd like to thank Mr Nathan for his commitment and support in guiding us through this process, as well as inspiring us to become the editors for the LQ!

Finally, thank you for picking up this LQ magazine issue, and enjoy your read!





Rob's Rundown

Mr Rob Stewart, Head of School

Sprouting Spirits is a timely concept as we move out of the contained pandemic environment we have been enduring since 2020 and start to spread our wings and indeed sprout out new shoots in new directions. This current year we are all excited to see the growth and sprouting of new programmes, new staff, and new challenges.

I'd like to start by describing how exhilarating the **PTO** have been this year. The appointment of new staff brilliantly led by Ms Astrid (PTO President) and supported by her very capable and talented executive team has resulted in the first real social get together between parents, staff and students in recent years. The upcoming PTO BBQ will undoubtedly sprout new spirits in connectivity, belongingness and relationships as we all identify ourselves as LANNA Community members. Well done, PTO!

The second observation is the spouting of new programmes and none more so than the commencement of several high-level **Sport Academies** this year. We are very clear that student skill development and game awareness is best developed regularly over a long period of time. We intend to develop academies with the following sports: basketball, football and volleyball. We also want a Swim Club to be established, which will be supported by the school, but run by sports club executives made up of parents, coaches and staff. The academies will enable our students to develop high-level skills that will enable LANNA to be a leading school in sports development across Chiang Mai and beyond.

Finally, we address **new challenges** as we return to school from the world of isolated online learning environments, controlled group gatherings, and social distancing. Also, the mandatory wearing of masks, which hide facial expressions and hinder language

development, has been lifted. This has been seen as liberating and joyous in every aspect. However, there have been consistent observations across all school yards and classrooms around the world that our students have lost many complex social skills. Skills and understanding that were organically learned and practiced in daily life suddenly stopped in 2020. Students are finding it challenging to reignite friendship groups, to deal with different opinions, and to deeply understand what friendship is all about and what good friends do and don't do. As a team of parents and school staff, we will work together to explicitly reset the social skill barometer in our children and guide them through rekindling socially appropriate ways to communicate, share and care for each other.





LIPSO **DEBATES** **MODEL**
PERFORMING ARTS **UNITED**
TEDYOUTH **NATIONS**
EVENTS

Develop your public speaking skills at LANNA



Where are they now?



Isabel, Class of 2022
Veterinary Medicine
University of Bristol (UK)

Hi, my name is Isabel and I graduated last year. I've just started my first year of Veterinary Medicine at the University of Bristol and I'm really enjoying it! It's definitely busy and can be time-consuming, but it's worth it when you go into your practicals and are able to handle live animals. If you're considering Veterinary Medicine, I think you should definitely go for it. There's a lot of recap on A Level Biology and Chemistry, so don't think you've escaped it once you've graduated. Plus, if you didn't think it could get any better, they also give you these super cute overalls which I'm modelling for you in my photo. Good luck to everyone with their studies and I hope you continue to enjoy your journey at LANNA!



Rene, Class of 2022
Gap Year (Sydney, Australia)
Applying to Technische Universität München (Germany)

What am I up to? Currently, I am taking a gap year in Australia as I am waiting to apply for German university programmes next summer. I am working as a store-man member at Sydney Domestic Airport Loading Dock with ARE (Airport Retail Enterprises). I chose this to increase my exposure to the fields I want to study in which are logistics, management, and technology. Working in this field shows me that coordination is key as you need to be able order the stocks from manufacturers/processors needed for upcoming days while having sufficient stocks to deliver to the stores when called upon. In addition to this, not only do the company's desired budgets need to be factored in, stocks must be rotated and ordered in a timely manner so that the items don't expire (most items are food/beverages). I am applying to TUM (Technische Universität) for their Management and Digital Technology programme, Georg Simon Ohm Technische Hochschule Nürnberg for International Business and Technology, and FHWS (University of Applied Sciences Würzburg-Schweinfurt) for Logistics. Lastly, if you seek to explore working life and gain some experience, come to Australia as it has many opportunities for students and the diversity is great here.



Stephen, Class of 2022
Commerce
University of Toronto (Canada)

Hi everyone! In the time since I left LANNA, I have been freezing in Canada at the University of Toronto. All jokes aside, it has been a great experience being here so far. After a couple of weeks of getting used to how the university courses are structured, I've been able to manage myself properly. The workload is worlds ahead of what LANNA gave me and it's keeping me busy, so it becomes hard to find a breather here and there. Time management is your best friend here.

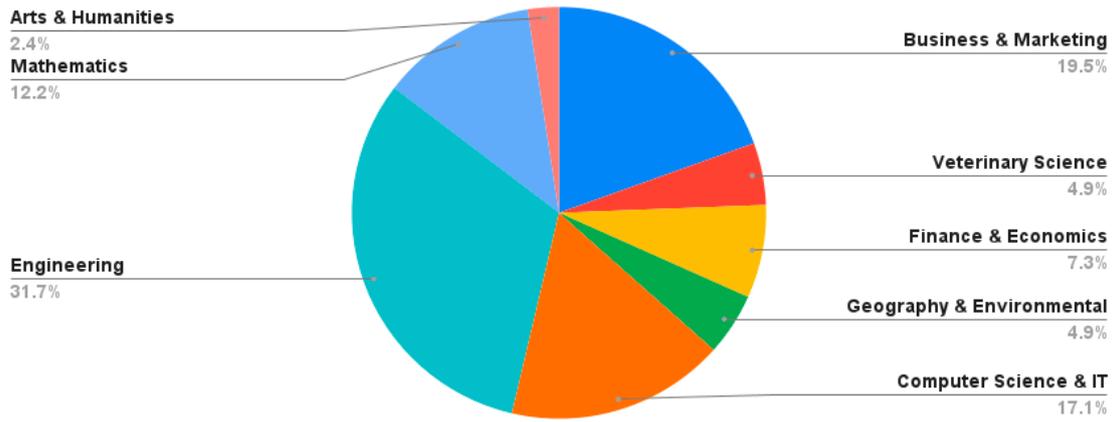
My microeconomics class has probably been the most interesting one, where we have been calculating values for opportunity cost and consumer surplus of everyday decisions. Finding friends as an international student was fairly easy, too. Everyone is trying to make friends at the start of the year and as long as you put yourself out there, you will be fine. Good luck with your studies everyone, and be sure to make the best of it. You won't know how much you miss it until it's gone!



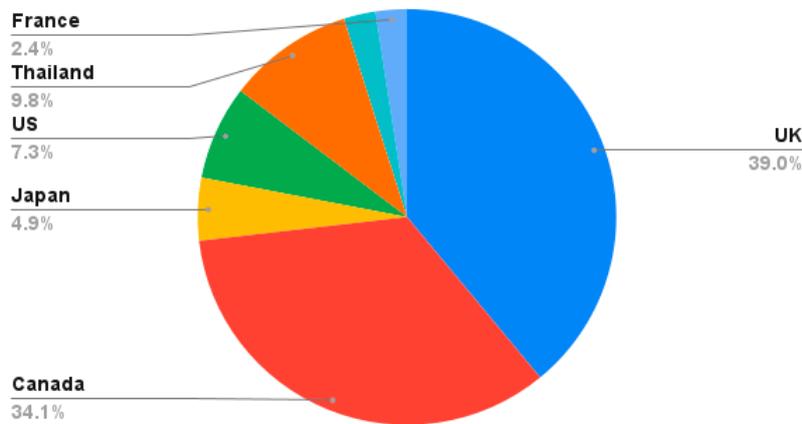
Tee, Class of 2022
Mathematics, Financial Analysis,
and Risk Management
University of Waterloo (Canada)

I am currently taking math, computer science, and finance courses in my first term. I look forward to deepening my understanding of how to apply mathematical tools to the world of finance by completing internships later on through Waterloo's co-op program and hope to reach either the CFA (Chartered Financial Analyst) or PRM (Professional Risk Management) designation post-graduation. Aside from academics, I like to hang out with new friends, explore the city of Waterloo, and participate in non-academic clubs such as dance, arts & crafts, and board games. Not only am I adjusting to academics, but I'm also adjusting to the chilly weather here!

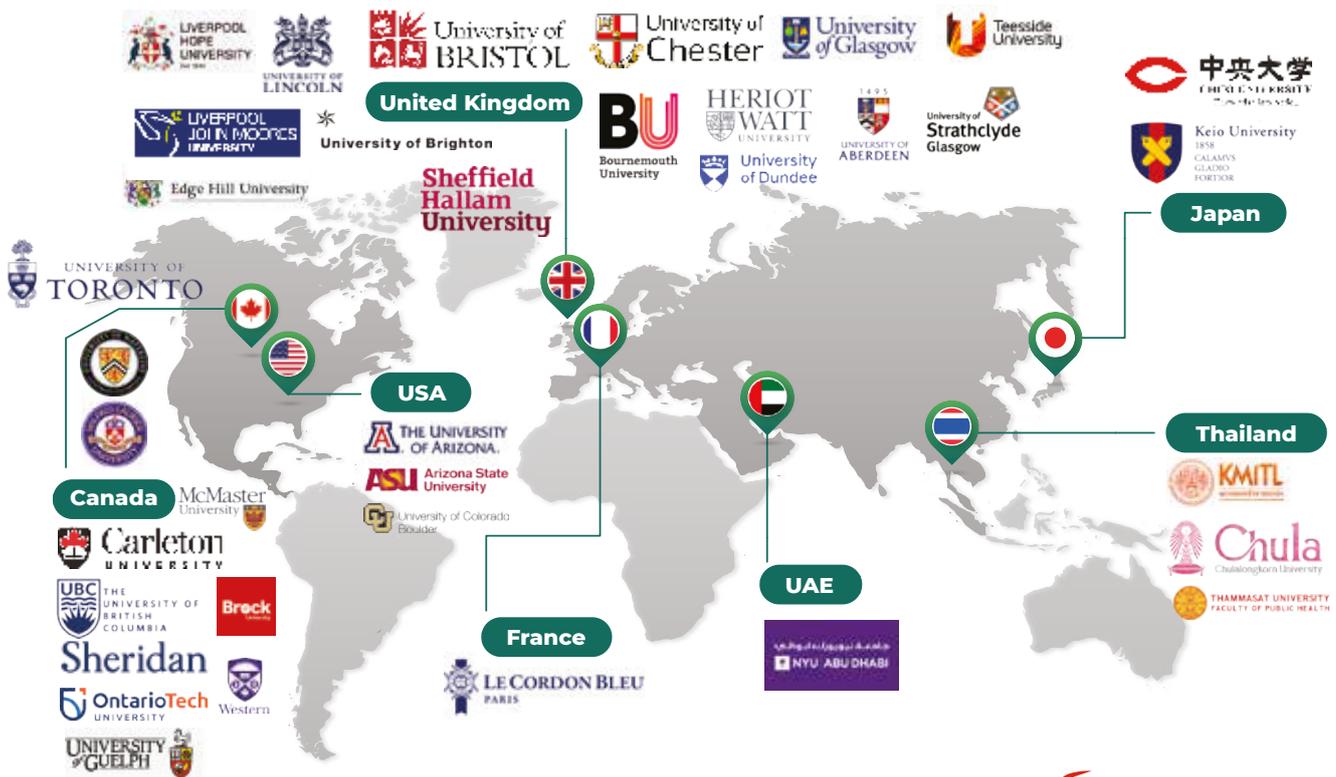
Class of 2022 University Offers by Subject Area



Class of 2022 University Offers by Country



CLASS OF 2022 UNIVERSITY OFFERS





Kevin's Corner

Mr Kevin Pugh, Secondary Principal

Understanding our Teenage Children *...a little better, at least!*

After nearly thirty years of working with teenagers it would be reasonable to assume I have a pretty good handle on how teenagers think, and how they change as they grow. Sometimes I even begin to believe this myself, but then I have the pleasure of working with teenagers every day to dispel such myths!

There are many things I do know about teenagers, of course. I know that most, just like the rest of us, don't like being told what to do. Who does? So, what's to be done when a teenager is doing things that we see as wrong, but they refuse to listen to us, their parents? Why do they appear to be so unreasonable at times? Is it their fault? Is it just a phase? How do we deal with this?

So many questions.

There is some interesting research regarding who teenagers listen to, and I guess it is no surprise to most of us that teenagers often seem to listen to their parents least of all. This hardly seems fair... we give them love, and we cater for their every need as they grow and develop. We spend a small fortune on their education. And in return... they won't even clean their room or wash a few dishes without a major drama. Are we just hopeless parents? Where did we go wrong?

Fortunately, there is plenty of research that can help us understand what is going on. A recently published article in the Journal of Neuroscience considered the brain activity of young children in response to their parents' voices. What they found was that young children's brains are tuned in to listen for and respond to the sound of their parents' voices, BUT, as they become teenagers this shifts and they start to tune into new and different voices, relegating the importance of the sound of their parents—effectively 'tuning them out'.

I'm sure that for many of us this is no revelation that our teenage children stop paying so much attention to us, their parents, but instead seek out new voices—their peers, their friends, their teachers. These become the important sounds in their lives. Parents lose influence; others gain it.

In evolutionary terms, this makes a great deal of sense as they head into the world, seeking out new experiences, ideas and influences. We wouldn't want them to be just like us anyway, would we? We want them to grow, find their way, and become independent young people. BUT, wouldn't it be nice if we could regain some level of attention—or at least get their rooms cleaned and dishes washed!

UGH! Parents..
what do they know?

Will they ever listen to us again? What can we do?

We do know that over time our relationship with our teenage children will change and in all likelihood they will eventually begin to seek our advice and want to hear our opinions once again. After all, it's a truism that (with any luck) we will know our children much longer as adults than we will as children—an interesting thought to contemplate when considering our developing relationship with them.

Many teenagers go through a stage where they appear to think that they know everything, but often by their later teens this has, thankfully, passed. This was certainly the case for me. I bought an engraved wooden spoon from a craft stall 32 years ago with the inscription 'Mum, when I was 16 I thought I knew everything. I'm 21 now, and I can't believe how much you have learned in the last 5 years'. I bought it and gave it to my mum as an apology for my arrogance of youth. Sorry, mum!

So, much of this is out of our control, but we can regain some influence and be listened to a little more if we are considered in how we act with our developing teenagers.

One important thing that we must do is be honest and open, including about our own failings. Teenagers can sniff out lies and hypocrisy from a mile away. If they see that we are honest and open with them they are much more likely to reciprocate.

We also need to be people that they actually want to listen to, just as they want to listen to the new voices in their lives. Maybe we can reinvent ourselves and become worthy, in the eyes of our teenage children, of being listened to through our actions. Are we taking any actions towards a better world, or are we not worrying about what we pass on to our children? Are we actively supportive of teenage issues such as equality? Are we seen to be doing these things? Are we worth listening to?

Maybe we can also begin to listen without being judgemental? We don't judge our friends every time they tell us something they haven't done, or a mistake they have made. Maybe we should be careful not to do it with our own children, too. Maybe then they will actually want to talk to us—honestly and openly.

Are we constantly in conflict with our teenage children, or do we seek to be their ally and support them in their endeavours? Who wants to talk to someone who is constantly adversarial? In that situation, perhaps it is better for them just to keep quiet, say nothing, and save conversation for friends and people who are their allies? This is just what teenagers do if we don't appear to 'be on their side', their ally.

I, for sure, don't have all of the answers, but I am equally sure that I don't want to live my life in constant conflict with my teenage son. I am always honest with him... I wouldn't even tell him 'lies' about Santa when he was young! I think I am also good at listening to him without being judgemental, whilst still proffering my opinion and guidance—for what it may be worth...

I'm probably not so good at avoiding the ongoing adversarial 'nagging' and could do a much better job of being an ally. I could also certainly work harder at playing my role in working toward a better world—an important issue for many teenagers, and a great way to become an ally.

What about you? What could you do to build the relationship you hope for with your teenager? Maybe it's not all their fault? Maybe we need to model what we want to see, and be 'better' ourselves, too.





Sarah's Say

Ms Sarah Reynolds, Primary Principal

The Primary Department consistently works on 'Sprouting Spirits' with our learners. We have a curriculum that is broad and balanced that meets the needs of our students and matches the school vision of 'Academic Excellence, Caring Community'. Students are at the heart of our strategic development planning in Primary with a particular focus on teaching and learning.

Lanna International School has been a proud International Primary Curriculum (IPC) member school since 2000. The IPC extends knowledge, skills and understanding, develops personal attributes and supports an international perspective in a way that responds to revised ideas about learning. The curriculum provides a balance of different types of learning. Over the past 3 years we have begun to implement and embed the IPC with the Cambridge Curriculum (CC) and our staff are currently working on furthering their Knowledge, Skills and Understanding of the IPC and its pedagogy. The IPC is designed for the holistic development of our learners—academically, personally and socially with internationalism woven throughout the curriculum. The learning journey that our students are on is ever changing and as professionals we facilitate each student's journey through their Primary years.

The IPC personal goals refer to those individual qualities and dispositions we believe children will find essential in the 21st century. They help to develop those qualities that will enable children to be at ease with the continually changing context of their lives. At LANNA, the personal goals include the 21st century learning skills of communication, collaboration, creativity and critical thinking—as well as the Schoolwide Learning Objectives (SLOs).

The IPC International Learning goals help children begin to develop a sense of 'international mindedness' and include learning-focused activities that help children start to develop a global awareness and gain an increasing sense of themselves, their community and the world around them—as well as inspiring positive

action and engagement with global issues.

The personal dispositions we form as individuals do not come from reading about them in a book or discovering them spontaneously. But rather, they are established over time with constant use and rehearsal, and that's how we view our children's learning of personal skills.

So instead of 'add-on' lessons about such elusive personal skills as critical thinking or respect, the opportunities to experience and practice very specific personal dispositions are built into the learning tasks within each IPC unit. In addition, many of these tasks are group activities which encourage children to consider each others' ideas and opinions, share responsibilities, respect other people's views and communicate effectively.

As a team, we have unpicked what this looks like for our Primary students in our Student Learner Profile (see below) in each MilePost so we consistently are 'Sprouting Spirits' in our learners. It is this that guides us in your child's learning journey to ensure we are developing lifelong learning skills and students who have 21st century learning skills to be able to succeed when they have graduated.



Primary Student Learner Profile

	MilePost 1 (Year 1 & 2)	MilePost 2 (Year 3 & 4)	MilePost 3 (Year 5 & 6)
Communicator IPC: Personal Goals <ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Thoughtfulness</i> ● <i>Cooperation</i> ● <i>Respect</i> 	<p>I am able to listen to others and understand that there are multiple ways to communicate (eg, body language, writing, and drawing).</p> <p>I am able to follow simple verbal instructions.</p> <p>I am able to take turns when speaking and respect others' communication abilities.</p>	<p>I am an active listener and am able to listen and respond to what I have heard.</p> <p>I am able to follow verbal instructions and simple written instructions.</p> <p>I am able to speak clearly and can explain my thoughts and ideas so that others can understand.</p> <p>I am able to speak politely to others.</p>	<p>I am a good listener and I can respond appropriately.</p> <p>I can follow written and verbal instructions.</p> <p>I am proficient in a range of communication methods.</p> <p>I am able to speak confidently and express myself clearly and eloquently, using ambitious vocabulary.</p>
Global Citizens IPC: Personal Goals <ul style="list-style-type: none"> ● <i>Enquiry</i> ● <i>Resilience</i> ● <i>Morality</i> ● <i>Communication</i> ● <i>Thoughtfulness</i> ● <i>Cooperation</i> ● <i>Respect</i> ● <i>Adaptability</i> 	<p>I am kind and honest.</p> <p>I can work well with my friends.</p> <p>I respect others' cultures.</p> <p>I keep the school community clean.</p> <p>I am mindful of surroundings.</p>	<p>I am able to work with any children in the class, not just friends.</p> <p>I show responsibility towards the environment.</p> <p>I am learning about new cultures and experiences.</p> <p>I am supportive of peers.</p>	<p>I am a role model.</p> <p>I am a responsible member of the school community.</p> <p>I respect other cultures and I am aware of global issues.</p> <p>I collaborate with peers across classes and year groups well.</p>
Explorers & Learners IPC: Personal Goals <ul style="list-style-type: none"> ● <i>Enquiry</i> ● <i>Resilience</i> ● <i>Morality</i> ● <i>Communication</i> ● <i>Thoughtfulness</i> ● <i>Cooperation</i> ● <i>Respect</i> ● <i>Adaptability</i> 	<p>I am creative and I see new ways of doing things.</p> <p>I am curious and I like to ask questions.</p> <p>I find information in books and by using technology.</p> <p>I am able to take risks.</p> <p>I don't give up.</p>	<p>I am creative and imaginative.</p> <p>I am alert and willing to learn.</p> <p>I am able to develop my research skills by reading books in a variety of different ways.</p> <p>I continue learning outside of school and I motivate others too.</p> <p>I am willing to fail when trying new things.</p> <p>I am able to overcome my mistakes.</p>	<p>I am innovative and take initiatives.</p> <p>I am able to apply the things I learned.</p> <p>I am able to share my ideas with others.</p> <p>I am decisive and I make good decisions.</p> <p>I demonstrate a strong sense of common sense.</p> <p>I take pride in my work and school and work to make it better.</p> <p>I am able to deal professionally with failure or victory.</p>
Healthy & Confident Individuals IPC: Personal Goals <ul style="list-style-type: none"> ● <i>Enquiry</i> ● <i>Resilience</i> ● <i>Morality</i> ● <i>Communication</i> ● <i>Thoughtfulness</i> ● <i>Cooperation</i> ● <i>Respect</i> ● <i>Adaptability</i> 	<p>I eat healthy food.</p> <p>I'm physically active.</p> <p>I have good hygiene habits.</p> <p>I try new things.</p> <p>I believe I can do it.</p> <p>I am proud of what I do.</p>	<p>I know how to make healthy choices at school.</p> <p>I choose to participate in sports at school.</p> <p>I know how to look after my body and have good hygiene habits.</p> <p>I am prepared to take risks in the things I do.</p> <p>I take pride in my decisions.</p>	<p>I choose to eat healthy food at school.</p> <p>I join sports events and school sports teams.</p> <p>I look after my body through good hygiene habits.</p> <p>I am in control of my decisions.</p> <p>I am proud of my own opinions and respectful of the opinions of others.</p>



Kate's Update

Ms Kate Elizabeth Fenton, Early Years Principal

IEYC Entry/Exit Celebration of Learning

'Alone we can do so little, together, we can do so much!'

-Helen Keller

Throughout the year in Early Years, we host International Early Years Curriculum (IEYC) Entry and Exit events to capture the students' curiosity as well as celebrating and reflecting upon learning at the end of each unit.

The **Entry Point** is designed to 'hook' our students' interests and set the new unit in motion for them to want to learn more. The IEYC process of learning provides a strong implementation structure; sequencing each unit within the proper environment balances child-initiated and teacher-guided learning.

A good example of hooking our students' interests into a new unit is just this week: Reception planned their Entry Point for their *Going Places* unit. The teachers issued our students passports and the children boarded the planes to several destinations: Thailand, England, South Africa, America and Singapore. The classrooms represented these countries, and once the students and parents stepped inside each country, their senses came alive with the music, delicious food and crafts of each destination.

The **Exit Point** at the end of each unit helps our students to reflect upon, share and celebrate what they have learnt. Last term the teachers in Early Years combined their ideas for planning the Exit Point of the *This is Me* unit, as it was the first unit taught this academic year and is the same topic of study for all year levels. The teachers supported their students in showcasing their learning and to understand that they joined as 'me' and ended the unit as 'coming together as one family.'

At LANNA since opening in 1993, we have always put a lot of effort into creating and retaining our sense of community spirit with our families. When parents send their children to the Early Years, it's often their first experience of LANNA. We grasp every opportunity in inviting parents to our events to connect with them and teach them how we learn and start the ball rolling with establishing relationships early on, which are the building blocks to joining our wider LANNA community.





L'il Munchkins

Sprouting Confident & Healthy Young Learners

'Children are not people to be moulded but are ones to be unfolded.'

-Jess Lair

It's not always easy being a child. There are lots of new challenges that they can face every day from separating from their parents at the school gate to making new friends.

At LANNA Early Years, from the first day of school we are supporting our students to be confident and healthy learners by working on their personal, social and emotional skills (PSE). These are the most important skills that our students need to work on and grasp before delving further into the other areas of development.

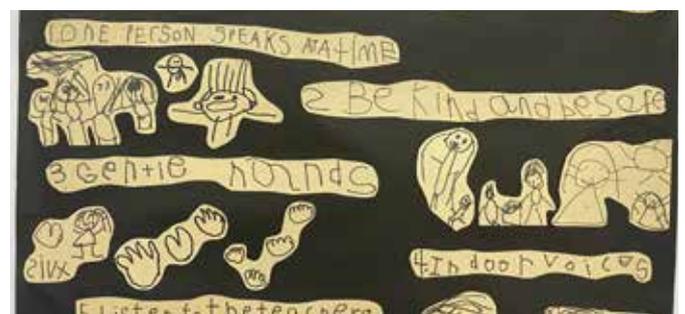
We encourage our young learners to work on their confidence every day—from participating in circle time activities to performing on stage during events throughout the year. In order to build our students' confidence, our teachers praise them for good character traits, being courageous and doing things outside of their comfort zone rather than just praising the outcome, talents and achievements.

We allow our students to take age-appropriate risks and to do what they are personally curious about—even if they might get hurt. We are teaching the children that they can make their own decisions in a safe environment and that they can learn through trial and self-correction. Giving them this freedom to make choices teaches them to be confident decision-makers as they grow. As teachers we all enjoy watching our students sprout in their own unique way!

We also need to equip our students with problem-solving skills and the confidence to be able to work out issues themselves. We model this by teaching them how to face a problem, and how to stand up for themselves respectfully using their words and not their fists. *'If children know they deserve to be treated*

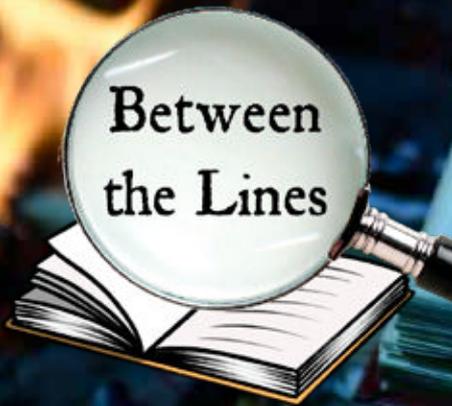
with respect and kindness, their self worth will not be affected when someone is mean to them.' Students who can be themselves will grow in self-confidence. We teach our students about emotions and how they feel and to comfortably express how they feel. This teaches them to be a good listener and that they are being listened to as well.

A healthy diet is also important for students' concentration. It's well known that without the right nutrients students are more likely to struggle with their concentration and less likely to achieve their full potential. This is why our teachers support our students in teaching them about a balanced diet and encouraging them daily to try a variety of food. *'Your diet is like a bank account. Good food choices are like investments.'*





Ms Joanna Whitehouse
Head of Library Services



Celebrating Banned Books

October 2022 saw the 40th anniversary of Banned Books Week. Started in 1982 to highlight the increase in challenges to books in libraries, schools, bookstores and elsewhere, Banned Books Week is now an international celebration of the freedom to read.

And this is what we are trying to teach students at LANNA—that they should have the freedom to read what they want, without judgement. I have lessons with every student from Y5 to Y9 once a week, in which they are encouraged to explore new and interesting books that *they* want to read. Obviously there are limits, and my job is to ensure that our school libraries are carefully curated to contain suitable, age-appropriate reading material. However, I do believe that students should be allowed to choose (with some professional guidance) books for themselves.

As parents and educators, it is easy to think about that with horror, and assume that we should put restrictions in place to ensure that our children are reading the 'right' books. But I honestly believe that students are pretty good at doing that for themselves. I don't stop younger students from borrowing Adult Fiction books, as I think they will most likely find out for themselves that the book is not written for them, and will be bored by a book they are not ready to understand.

Well-written books are also very often able to be read on several different levels. Children might not understand the darker undertones of some books, but that's okay. We should be encouraging our students to challenge themselves, whilst always keeping in mind that life is too short to read boring books!

All the research shows that as long as children (and

adults too!) are engaged in what they are reading, reaching that stage in a book where you are so involved you forget where you are, that this is where all the many benefits of reading on our learning and wellbeing come. And we all know that if you are forced to read something you've not chosen, you are much more unlikely to get to that level of engagement.

There are so many classics and modern classics that come under the banner of 'banned books', such as *Of Mice and Men*, *To Kill a Mockingbird*, *The Adventures of Huckleberry Finn*, *The Giver*, *The Color Purple*, the *Harry Potter series*, *The Witches*, *Lord of the Flies*.... to name just a few. I am proud as a librarian to have all of these books in the library!

What I believe we need to do is to trust our children, and to teach them to know themselves, to ask questions, explore new ideas, challenge books for themselves, and most importantly, that they can put a book down at anytime if it is upsetting, triggering, too much for them in any way, and yes, of course, if they find it boring. As adults, we need to support this, model this, and reiterate it.

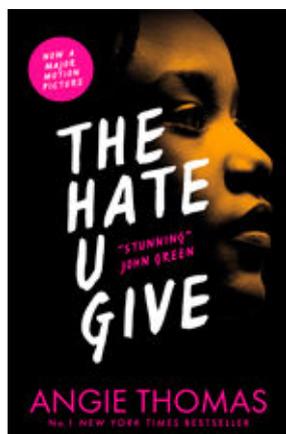


The theme for Banned Books Week 2022 is 'Books Unite Us. Censorship Divides Us'. Sharing stories important to us means sharing a part of ourselves. Books reach across boundaries and build connections between readers. Censorship, on the other hand, creates barriers. Banned Books Week is both a reminder of the unifying power of stories and the divisiveness of censorship, and a call to action for readers to push back against censorship.

Yes, words have power. This is a good thing. Our children should have access to that power.

Here are some books that might really get students to think about themselves, about others, about the world we live in, and oh, they've also been banned...

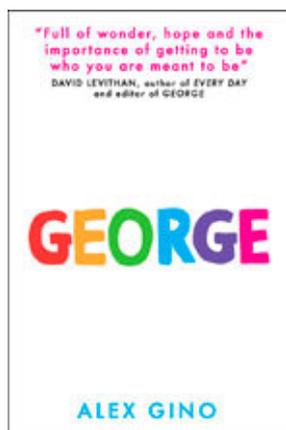
Angie Thomas, *The Hate U Give*



Starr is a black teenager finding her way in two very distinct worlds: the streets of the poor area she lives in, and the suburban prep school she attends in the 'good' part of town. Her life changes irrevocably when a white police officer shoots dead her best friend Khalil, and Starr is the sole witness to the shooting. Ostensibly challenged or banned due to its language and sexual

content, one commentator noted, 'A quick scroll of related tweets suggests it is the book's thematically uncomfortable material that led to the ban. In other words, racism and police violence.' Angie Thomas's reaction on Twitter was blunt: 'I'm saddened to hear that a school district in Texas banned #TheHateUGive, but I'm also empowered—you're basically telling the kids of the Garden Heights of the world that their stories shouldn't be told. Well, I'm going to tell them even louder. Thanks for igniting the fire.'

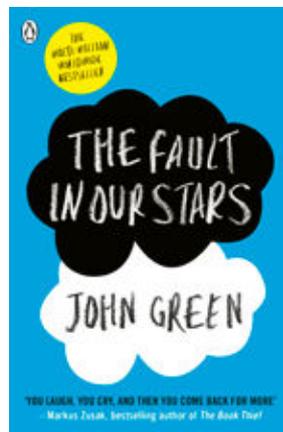
Alex Gino, *George*



When people look at *George*, they see a boy, but *George* knows she's a girl named Melissa. Resigned to living with the secret, her school's production of *Charlotte's Web* gives her the chance to reveal who she really is. After she comes out as transgender to her best friend Kelly, they devise a plan for her to play Charlotte. The book was banned or censored

essentially for containing transgender characters. In response to the question 'Is there a banned book

you believe everyone should read?', author David Levithan nominated *George* because 'I think it shows why the notion of banning a book is so ridiculous. It is a sweet, moving, ultimately upbeat story of a girl who the world sees as a boy—but that's their problem, not hers. It is a call for openmindedness and openheartedness.'

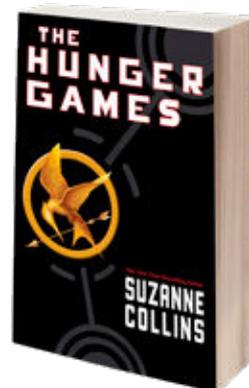


John Green, *The Fault in Our Stars*

Two teens with cancer, Grace and Augustus, meet at a support group. After reading each other's favourite novel, they try to find out the fate of one of the characters in Grace's choice. The book was not only slammed for its inclusion of offensive language and sex, but even for covering death and cancer. As one reviewer

said 'The thing that bothered me about The Daily Mail piece [which condemned the book] was that it was a bit condescending to teenagers. I'm tired of adults telling teenagers that they aren't smart, that they can't read critically, that they aren't thoughtful.'

Suzanne Collins, *The Hunger Games*



To represent your district in the annual Hunger Game is a fight to the death on live TV. But 16 year-old Katniss has been close to death before and survival, for her, is second nature. Challenged or banned on grounds of insensitivity, offensive language, violence and for being anti-family, antiethnic and occult/satanic, Collins describes her trilogy as being like an extreme reality TV program where voyeuristic thrills and desensitisation mean the audience doesn't respond to real tragedy in the way it should. She said, 'One of the most memorable things I hear is when someone tells me that my books got a reluctant reader to read. That's just the best feeling. The idea that you might have contributed to a child's enjoyment of reading.'



Guess Who?



Which LANNA teachers do these baby photos belong to?

Take a guess, then see page 26 for the answers!



ROOM



Room 101 is a reference to the BBC comedy show and George Orwell's novel *1984* where we ask our teachers what they would like to persuade you to **consign to oblivion forever** by sending it to their Room 101. In other words, the top things that they despise and would like to rid this world of.

Ms Karen, Secondary AEP Teacher

Starbucks: This company has consistently negotiated down the price of coffee beans for farmers while increasing the desirability of coffee as a status symbol, therefore pushing the price up to a ludicrous level. In multiple blind tastings, their basic coffee comes out as being inferior, but the taste is heavily disguised with a bunch of over-sweetened and overpriced syrups. And Starbucks cups aren't fully recyclable, contributing to the ever-growing problem of plastic waste. There is a wealth of small independent coffee shops that would appreciate your support instead.

Rudeness: Politeness costs nothing and goes a long way. There is no excuse for rudeness, especially when it is directed at service people like security guards, cleaners, restaurant staff, and supermarket workers. You can tell so much about the character of a person by the way they speak to other people. A simple 'please' and 'thank you' should not be too much to expect.

Pineapple on pizza: Yeah, I know people like Hawaiian pizza but it isn't even Hawaiian. It was invented in Canada by a Greek immigrant! Pineapple does not belong on pizza—just ask any Italian. I would extend that to other fruit crossovers too—sultanas and raisins in fried rice, and apples in Japanese curry are just two such offenders. Just stop it now! Yuk!!!



Mr Warrie, Year 2 Teacher

Chaotic electricity wires: When I first came to Thailand, I found the dangerous bundles of electrical wires hanging from poles in the street exotic and fascinating. But as I am settling into my forties, I find myself wishing they were banished to history. However, I do think we should preserve a few though for memory's sake. They'd make great selfie spots, I'd imagine.

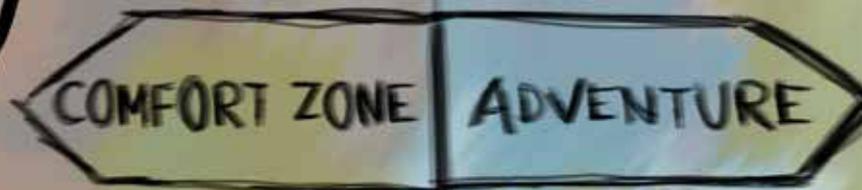
Gender division in fashion: Another rather outdated oddity I'd like overhauled is that of Men's, Women's, Boys' and Girls' sections in clothing stores. Now... before the mainstream fashion police loose their fabulous arrows in my general direction, let me clarify: I am not saying we should banish skirts, heels, brogues or boxers. Rather, they should be strewn around the shop along with a much greater selection of clothing that blurs the lines, so to speak.

Caramel & cheese popcorn: This last idea might be quite a controversial one, but if I were the Ultimate and Supreme Leader of the World, I would ban sugary sweet popcorn and cheesy popcorn from every cinema on the planet. 'But what's it to you, Mr Warrie? Just order the one you like. What difference does it make if you are not eating it?' you might say. Well, I cannot think of a single trip to the movies during which time I haven't happily devoured almost every kernel of my delicious buttery salty popcorn only to have it be ruined by a stray cheeky cheesy or sickly sugary imposter invading my box. Enough of the madness!!!!!!!!!!!!!!!





Life begins at the end of your comfort zone!



Escaping Comfort Zones

by Hebe (Year 9)

Everyone always has something that they wanted to do for a really long time. However, some people just don't have the courage to do it. They might think that it's too embarrassing, that they would get laughed at, or that they are just not good enough.

It's all about getting out of your **comfort zone** and doing what you love or what you've always wanted to do. Trying out a new sport, joining a band or participating in the school production are some of the things you could do to get out of your comfort zone. However, it's not always that simple. The best thing to do is to take small steps towards your goal because taking a huge step forward might hurt you in the long term. If you work towards your goal, you will eventually get there no matter what.

First, you will need to **think about things that you have never tried** or are uncomfortable with. You can get a piece of paper and write down at least three things. For example, you have always wanted to join a sport team but haven't been able to because you think that you are not good enough.

Second, **think deeper about why** it is outside your comfort zone. What are your fears and what is stopping you from doing it? What are you insecure about?

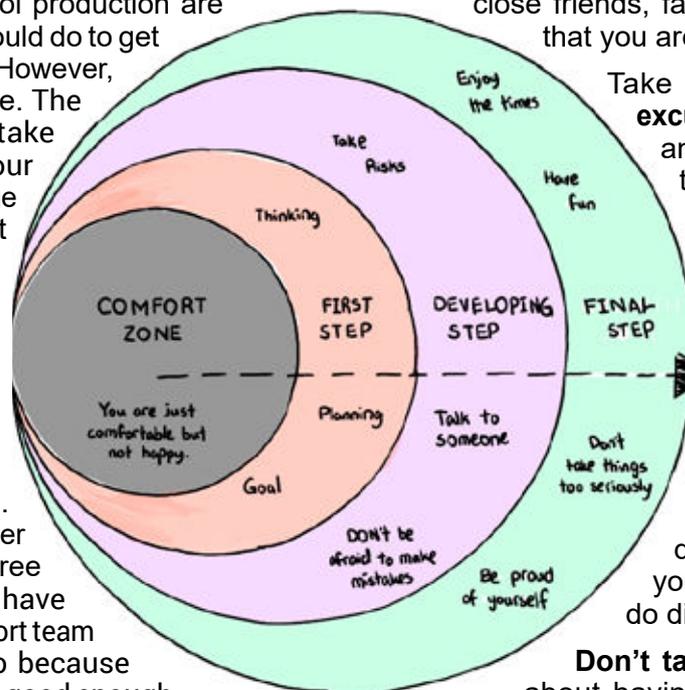
Don't be around people who make you feel insecure. Be proud of yourself. Write down things that you did well and things that you are good at.

Third, try to **overcome your fears**. Don't be afraid to make mistakes and always remember that everyone makes mistakes whether it be at the best or worst times. Try to set goals for yourself and get comfortable with them. Try to get inspiration from quotes, websites, close friends, family members or a teacher that you are comfortable with.

Take risks and **don't make up excuses**. Try to take your first step and don't tell yourself negative things. Always remember that 'The biggest risk is to take no risk.'

After taking your first step and overcoming your fears, think about **the things that you have done** and the things that you have overcome. Think on the good side, the benefits of a happy and healthy life. Write down or tell someone what you did well and what you will do differently or improve.

Don't take it too seriously. It's all about having fun and doing what you love. After all, having fun is all that matters and continue to do things that you enjoy.





Limitless
LIONS



VARSITY + JV FOOTBALL (BOYS AND GIRLS) - MR ASH

The Lanna Lions Football Teams were back in action for their first full season of CMAC in over two years! Despite their time off, they got right back into their old habits of championship glory and incredible, fast-paced football.



Their first challenge of the season was the Prem Fall Classic 7-a-side tournament where the Lions did superbly well on day one of the event, securing their place in the Boys and Girls finals. However, over night the heavens opened and rain poured for the next 24 hours turning the pitches into swamps. Sadly this severely

affected the quality of the matches and both sides lost 1-0 in the final to Grace (Girls) and to Chiang Rai International Christian School (Boys). That said, it was a great experience for everyone involved and now both teams know how to cope with what can only be described as very British weather conditions!

Next up in Season 1 was the Junior Varsity Football Championships where the Boys secured their **4th championship in 5 years** and erased the heartbreak of losing the previous final in this competition a couple of years ago. There were some very tough games in this tournament with the tactical game plan of counter-attacking football proving enough to beat a very strong Varee side in the opening game, and a very hard fought 1-0 victory against UCIS in the Semi-finals where fatigue was beginning to set in. By the time the Boys got to the final they could already smell victory as their opponents were CDSC, who they had already beaten in the group stages. The final ended up 4-0 to the Lions, who displayed outstanding fitness, teamwork and skill to become champions yet again.



To conclude the football season were the Varsity Girls and Boys CMAC Championships. The format had changed this year to a Round Robin style where every team played each other to see who could accumulate the most points and goals. Sadly LANNA were undone by both Grace teams and had to settle for second place as the Lions managed to beat all other opposition except Grace, whose home

field advantage and superior squad depth proved to be too much. Nonetheless, both Varsity squads proved what excellent football teams they are as they confidently beat all other opposition and were the only team who were able to push the would-be champions to the limit. All of this bodes well for the Futsal season that is coming up at the end of the year!

A fantastic return to action for all our Football teams! Well done to all involved and the coaches who gave up their time to help continue our proud tradition of excellence in CMAC Football!

U12 + U14 BASKETBALL (BOYS AND GIRLS) - MR NATHAN

Season One saw our LANNA Lions back in action again. The U14 Girls Basketball Team, led by Captains Hebe (Year 9) and Marinda (Year 9) had a very fun and exciting season with many new players taking up the sport for the first time. We had a wonderful time training with the slightly older IGCSE PE students and competed in the CMAC tournament with a skeleton crew of seven players. Despite that, the girls had a great result—qualifying for the semi-finals after a thrilling win against Prem and narrowly missing the bronze medal in the final seconds of the game against CMIS. Lastly, a special thanks to Coach Eric, who once again has volunteered countless hours in developing LANNA's basketball programme in recent years.

The U14 Boys team were led by Captains Romeo (Year 8) and Evan (Year 9) alongside a group of players who, again, had very little experience with basketball but a keen interest. After struggling through the regular season games in matches against tough, well-trained teams, the U14 Boys hit the courts at the CMAC tournament with something to prove—and prove it they did! They stormed their way to the finals match, getting sweet vengeance against their CMAC rivals, and took home the 2nd-place silver medal—a very respectable result for our Lions! Many thanks to Mr John, who has for years continued to devote his time and mentorship to our student athletes.



The U12 Boys Basketball Team, led by Captain Siyan (Year 6), were very happy to win 3 times competing in the CMAC tournament. After a thrilling win against Grace, they narrowly missed the bronze medal in the final seconds of the game against Prem, finishing fourth overall. Many thanks to Ms U for her work with the team, and a special thank you to all parents who have supported our basketball teams this season!

CMAC SWIMMING - MS NICOLA AND MS REBEKAH

The Senior CMAC swim team did extremely well this season, claiming 2nd place in the CMAC Swimming Tournament. Our swimmers did exceptionally well during their individual events, taking 1st place for most. It was an amazing day competing against all the different schools at Prem. Congratulations to Chan (Year 8) for receiving the most gold medals. The girls really performed well during their events. A big thank you to Ms Rebekah and Ms Nicola for coaching the swimmers this season where students had the opportunity to join swim training 3 times a week.



LANNA ART

PRIMARY



Yoyo (Year 3)

Human Art

Pencil and colour pencils

Year 3 have been exploring how artists create human portraits. We have discovered a variety of artists and techniques. Yoyo has exceptional skills for age and has produced some magnificent results for this project.



Zelyn (Year 5)

Still Life Art

Oil Pastels

Zelyn has been experimenting with different materials and tools in her Still Life drawing unit. She was inspired to create through using oil pastels and felt this was her choice for her end of unit assessment. The image shows her experimentation and her final artwork.

T GALLERY

'Outline techniques helped me work out the size and shape of the dog...however to make my work better I should have done more shading ('Value' - which inspired me the most this unit) as well as grid work to identify where the features of the dog should be drawn.' - **Emkay (Year 6)**



'Shading inspired me the most as it makes the picture look more realistic. I think I did well on the eyes and hair, however I found the nose, mouth and ears quite hard to draw. This is my first time using grid method so I think I did quite well.' - **Jasmine (Year 6)**



Emkay, Jasmine, and Iris (Year 6)

Lifelike Drawing

Pencil

For our first unit in Year 6, we learnt what makes drawing lifelike. We used a variety of techniques and research to gain knowledge and skills. The final step of the unit was to create a lifelike drawing, these are only some of the excellent sketches that were produced.

LANNA ART

SECONDARY

Jiamei (Year 11)

Coloured pencils on paper

In the painting, the woman is facing upwards towards the surface with bubbles ascending along her body. Jiamei has produced an art piece inspired by Samantha French's *Ascending the Surface* which depicts the fragility of water when in contact with us humans.

'First I took some reference pictures with my mom underwater with a gopro (my favorite part), then chose the composition I liked most. I sketched the overall composition with a pencil then went in lightly with coloured pencils. Starting from the face, I added layers of light coloured pencils to achieve gradients of colours. After the face was done, I moved onto the background and the water ripples on top. Lastly I went in with white acrylic pens to create the bubbles!' (Jiamei)



Noodee (Year 10)

Watercolour on paper

Noodee has produced an exquisite watercolour painting inspired by artist Eugenia Gorbacheva. It took her many hours to create the desaturated layers of watercolours to create the right mood and ambience.

T GALLERY

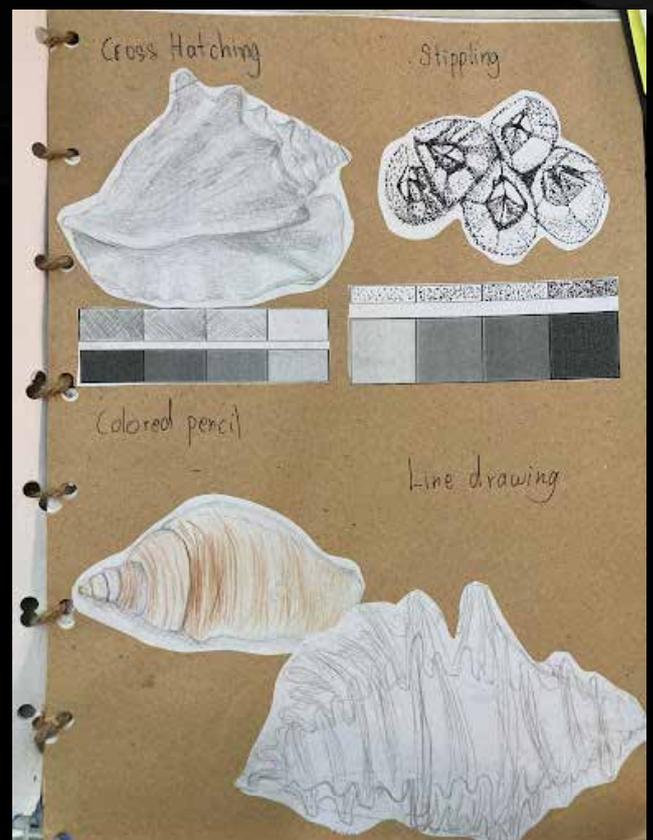


Hannah (Year 11)

Digital painting

Hannah has created a digital painting inspired by *The Sniffer* created by artist Marco Mazzo. She has taken a photo of a friend and made a digital version linking with Mazzo's theme. Here is her analysis.

'In *The Sniffer*, we could see numerous flora and butterflies which seem to be growing from a woman's face in the centre of the painting. The use of low saturation and cool colours (mainly blue and purple) in this piece expresses the sombre state of the woman who is being consumed by the flora. The lines going downward also indicate the depressing atmosphere of the painting. Mazzoni rarely sketches the eyes in his paintings, which are typically viewed as a portal in the soul. This may indicate that she has been used and therefore she is decaying.' (Hannah)



Amy (Year 8)

Mixed media sketchbook

Amy has created a page in her handmade sketchbook of observational drawings of shells. We have been exploring a variety of media and also techniques from line drawing, stippling, cross hatching, tonal, pen, water colour, pastels and coloured pencils before deciding on a media and style for her final picture.



How Cycling Changed My Life

Criss (Year 8)

What it did for me and what it can do for you.

Cycling is the only thing more valuable and meaningful to me than learning (no offence, I still do my work). The first thing I do after school is to change and go out cycling. Why? In this article, I will explain to you why and how cycling affects people in both physical and mental ways.

I wasn't a very good person before I cycled. I was swearing, fighting and doing 'gangster teenager' stuff. But one day my mother bought me a very cheap road bike, and soon I fell in love with cycling after only a few rides. I love how the wind blew past my ears and how I pushed myself forward. I soon changed to a better road bike and did a lot of modifications to it. My bad thoughts had disappeared by then. I started joining cycling groups on social media and riding long distances. I crashed several times and left myself with mental and physical damage, but because of my love of cycling, I quickly healed and got back on track. I started going deep into the mountains and got bruised and battered. But I didn't stop going because of that. Cycling was the only thing that got me up early and had me riding into the mountains for 12 hours straight. In short, I think that cycling has made my life better and more meaningful.

Okay, enough of my own story. It's time for some real data. Long-distance cycling gives you better and more linear muscles, which makes your legs look well-proportioned and strong (and in my opinion makes you look great). Cycling also improves your cardiovascular and aerobic capacity if you ride long distances. Lastly, if you want to lower your body fat, cycling is a great choice as you efficiently burn the fat off your body in a short amount of time.



LANNA INTERNATIONAL SECONDARY SCHOOL PRESENTS

7 PM AT DEMUTH HALL-
PRIMARY CAMPUS

Holes

Adult: 200.-
Children: 100.-

15TH-17TH
FEBRUARY 2023



A journey waiting to unfold

Elizabeth (Year 7), Kate (Year 11), Mary (Year 11)

Introduction

Kicking off with this year's school production, Holes, is an incredible opportunity for everyone involved to grow strong teamwork and blossom into superior actors. Currently, over 60 secondary students and a bustling backstage team from the LANNA Community are putting their time and effort into rehearsing, crafting and producing a lively and one-of-a-kind performance that you do not want to miss!



Holes is an award-winning novel written by American author Louis Sachar which takes you on a journey between the wild west and the present day. So let's get our shovels ready, and we shall begin the journey!

Synopsis

The story begins with a boy called Stanley, whose last name is Yelnats (or Stanley spelt backwards). His family has been cursed due to his deeply flawed 'no-good-dirty-rotten-pig-stealing-great-great-grandfather' which has been brought down generation by generation.

Now Stanley has been misunderstood and wrongfully sent to a boys' detention centre, Camp Green Lake, where ill-fated inmates are disciplined to hone their character by digging holes exactly five feet wide and five feet deep every single day.

Contrary to the camp's name, there is no actual lake in Camp Green Lake, let alone green scenery. In reality, this camp is a pathetic desert, ridden by an overwhelming lot of holes that were actually extremely inviting for any desperate boy to plan an escape... but the boys know better than to do so.

Unbeknownst to Stanley, behind this whole callous facade of senseless discipline lies a dark secret to the Warden's insatiable need to uncover the mission. But what exactly is hidden under this parched lake that was driving the Warden's absurd search? Stanley tries to uncover the truth in this ingenious and wryly hilarious narrative of felony, discipline and atonement—only to find out that there is more than meets the eye ...



Watch out for Holes! And make sure to stay tuned for this razzle-dazzle performance, out on the 15-17th February 2023, at the Demuth Hall.

For further information please contact kellyholliday@lannaist.ac.th

LIPSO Presents! Should LAN

Proposition

Archie (Year 9)



LANNA is classed as an international school. Students range from every continent on the planet and therefore speak a range of languages. This is why I am here to defend the rights of the students to speak their native languages and dialects.

Firstly, the right to freedom of speech can be defined as the right to impart information and opinions bereft of subjection—whether that be in their native language or in English. This directly portrays how LANNA is obliged to allow students to speak the language(s) they wish to. If we state that students are forbidden to do so, we are breaking their right to speak freely in the way that they want. On condition that LANNA wants to be the progressive and future-minded school it is currently, they cannot allow this to happen. Furthermore, allowing students to speak multiple languages can assist them in multiple aspects. Well, how is this possible? To begin with, creating an environment where students can freely speak may assist in other students learning new languages or genuinely helping a student trying to learn a slang.

Secondly, with the influx of new students, it becomes more and more unlikely that every student feels confident in their ability to speak English. A study from LSE (London School of Economics) shows that the number of non-native language speakers has increased by over a third in a decade in just the UK. Coming from personal experience, learning a new language is difficult, especially when you need to speak it in daily conversation. We should not be ridiculing these students but rather allowing them to speak a range of languages.

This will allow them to progress in their English but also give them the liberty of expressing themselves in their own language.

Thirdly, the language we associate with is a form of cultural expression. LANNA indicates that it is a school that embraces its students' traditions and it would be hypocritical and contradictory to then ban a form of cultural expression. LANNA has restricted many forms of articulation, such as clothing, resulting in language automatically becoming the given form of expression. Whether it be someone from China, Guatemala or Brazil they should without a doubt be able to show their patriotism using the outlet of language.

In conclusion, LANNA should allow multiple languages to be spoken because it helps with inclusivity, it is a basic right and lastly, it is a form of national identity and should be embraced—not cast away.



Mr Gary



Ms Sue

Guess
Who?
ANSWERS!

LANNA be a multi-lingual campus?

Opposition

Nora (Year 9)



LANNA is an established testing centre for Cambridge International Examinations. English is mandatory for all students in Cambridge's top-level educational system; students will not be as motivated to ace English without regulations for speaking other languages. Despite being an international school, students will still need to be driven to step beyond their comfort zone and acknowledge the reality that they will not fully experience other cultures if they merely speak their native dialect. Therefore, I will be reinforcing and exhibiting evidence supporting my argument.

Firstly, giving students the freedom to speak foreign languages only serves to divert their attention away from learning and utilising English. Giving pupils the opportunity to communicate in their native language might assist in assuring them. Still, LANNA is an international school, and what comes with that is the priority to acquaint the students with an English-speaking society while accommodating them to enhance their language abilities. Why would learners endeavour to improve their English if they suddenly receive the benefit of speaking the language that they are already accustomed to?

'Learning is not a spectator sport,' stated Donald Blocher, a member of the American Psychology Association.

The opposing side can contend that implementing the English-speaking rule would simply increase learners' feelings of apprehension and insecurity. However, these ideas only arise due to the fact that these students are unfamiliar with the language; thus, LANNA should establish an English-only rule to guarantee that students will not feel alienated from any interactions or activities. Pushing students out of their comfort zone is a profound part of the learning process, and it is how we can achieve an inclusive community.

Secondly, the installation of an English-only policy benefits students' communication skills and stability in a variety of ways. Most learners who select to enrol in an international school possess intentions to grow and mature into global citizens, who would eventually contribute to the betterment of our society. Students will not speak English if the school does not compel the English-only mandate. The students' futures will be seriously hindered if this follows, and they will not be capable of interacting sufficiently in their professions if they are not used to an English-speaking environment. Around the world, English is spoken as the official language in 67 different nations and 27 non-sovereign entities. This does not include the numerous other countries where it is spoken but not as the official language.

The argument of 'students might not want to learn English' exists, but why would they voluntarily enlist in an international school in the first place? Pupils should never have registered in an international school intended for students to develop their English if they wanted to profess in their own language. By becoming a member of LANNA, students are evidently stating that they would like to be involved in an English society that will prepare them for their future.

In summary, enabling pupils to speak whichever language they want will plainly drag down the rest of the LANNA community. It directly contradicts the fundamental aim of an international school, which is to raise learners' levels of English. Even if doing this could entice overseas students, it does not improve us in any other manner. Why should we permit something that just contributes to continuously slowing us down?



LITERARY LEGACY

In the Dawn of the Moon

Quin (Year 13)

The ground shook. One final earthquake, and then all was silent and still. Within the bunker inside the mountain that had once been a valley, Hope cautiously breathed a sigh of relief and opened her eyes. She had been living in the bunker for a year now, trying to survive the violent cataclysms, but now it was all over.

The dim glow of the monitor she had been watching brushed past the soft falls of dust from the cracks in the ceiling, giving faint light to the sparse concrete walls. Hope looked to the edge of the light to the door. It was a solid steel vault door, and she wondered if it would still open.

"I think it's time," she whispered to herself.

Hope tightened the straps of her tattered white jumpsuit with the faded 07 on the back. She checked back at the readings on her monitor. All clear. She got up and walked over to the door, wincing a little as the blood rushed out of her head and into her legs. Her frail, malnourished hands grasped the vault wheel and tried to turn it, but it wouldn't budge.

For a moment she thought of sending a message for help, but then she remembered that she was alone. All of her contact with the rest of the bunker complex had been lost months ago during a particularly dreadful earthquake. Large sections of the complex had caved in, and she had stayed in her sealed room ever since. It was the only place she had trusted not to collapse. Now it would be her tomb.

A wave of panic began to well up in her. She grabbed some rags to use as grips for her hands and tried again. The wheel would not turn. Hope cried out in desperation and pushed with all of her strength. Slowly it began to revolve, grating and creaking, but turning nonetheless. Then everything snapped into place and the vault door crawled halfway open. Stale air moved in to replenish the oxygen levels of her room. She collapsed with exhaustion against the half-opened door and breathed a sigh of relief.

Eventually, she pulled herself up and crept out into the hallway. It was all much more damaged than her

room. The whole hall was at a tilt and several inches deep in water. All of the fluorescent bulbs had stopped working, leaving the hall in near darkness. The only light was the faint echo of her monitor through the half-opened door. She called out, but unsurprisingly no one replied. Undaunted, Hope slowly walked into the maw of the dark, hand on the fractured wall for guidance.

After what seemed like hours of her feet sloshing in dirty water, she reached a step. She hesitantly climbed it and found another one. And another one. And another one. Her legs ached and her feet hurt, but still she pressed on, slowly ascending out of the pit. The only survivor. Up ahead she saw dim light shine through the mangled ruins of the final entrance. When she reached it, she was forced to crawl on her stomach beneath the collapsed rubble of concrete and steel. It could have caved in at any time, but Hope was determined to reach the surface. Finally, she squirmed out from under the last boulder and stood.

Light blinded her. The wind tore at her.

She ate it all in, and tears of joy welled up in her tightly shut eyes. When she opened them, a sight greeted her that had not yet been seen by any human.

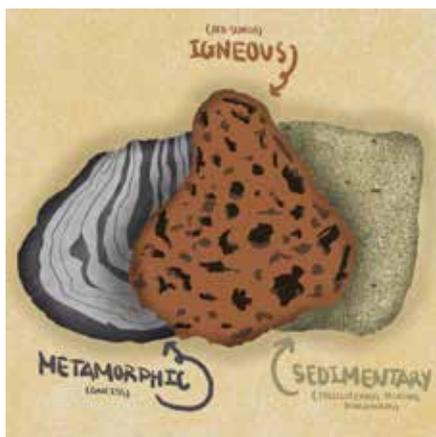
The debris of the destroyed moon had been painted across the sky; a ring of light arcing far above the planet and into the night. The wind whipped her hair as she stood on the mountain and gazed up. Beyond the great arch, a myriad of stars shone brightly, their gaze illuminating the broken planet below. Beams of light that had travelled 2.5 million lightyears landed on a small green stem in the dirt. Earth was broken, but alive.

Hope did not know if anyone else had survived the destruction of the crashing moon, but she was grateful that she did. The aftermath was so beautiful. A great calm filled her, and resolve strengthened within her mind. She would survive. She would look for others and together they would rebuild. Humanity, like a phoenix, would rise from the ashes beneath the ringed sky.

The Oddly-Wonderful Cycle of Rocks

Fight (Year 13)

Have any of you ever strolled along a beach or taken a hike in a forest and wondered where all the rocks you walked past came from? Are they fragments of asteroids from outer space, or are they just pieces of hardened dog poop? The truth is, rocks are formed from other rocks, which were also formed from other rocks... Basically, most of the rocks you have come across were recycled through many different stages and processes. From igneous to sedimentary, and back to igneous again, we have what's called the 'rock cycle'.



Let's start with igneous rocks, where the process begins 410 kilometres deep inside the Earth. The transformation begins either near the pieces of the Earth's crust, plate boundaries, or 'hotspots', areas with abnormally hotter magma. There are 2 types of igneous rocks, intrusive and extrusive. These names are given to rocks depending on where they cool. First, intrusive rocks are

formed in the Earth. Magma that is trapped inside the Earth rises upwards, sometimes feeding into volcanoes. Those that remain trapped inside the Earth take thousands or even millions of years to cool and solidify, forming intrusive igneous rocks. Since it takes longer to cool, small mineral grains have longer time to grow and thus they are usually large in size, making these rocks have a coarse texture. Moving on, we have extrusive rocks which are formed on the outside of the Earth's crust. Basically, when magma exits a volcano or the Earth's crust, it is instantly cooled and solidified, forming more fine-grained or even glassy rocks. Some extrusive rocks also have holes on the surface as hot air bubbles are often trapped within the lava when cooling. As these igneous rocks are buried deep within the Earth, they can be re-melted into igneous rocks or even transformed into metamorphic rocks.

Formed due to immense heat, pressure, and hot mineral rich fluids, metamorphic rocks are also created deep within the Earth where tectonic plates meet. The process itself doesn't melt the rocks, but instead transforms them into much more compacted and denser rocks. These rocks would have previously been igneous, sedimentary and other types of metamorphic rock. Now as metamorphic rocks are exposed above the Earth's crust, they are vulnerable to many more processes such as weathering or

erosion, and they can then be broken down into smaller sediments which will eventually form sedimentary rocks.

Sedimentary rocks are probably my favourite as they are also formed from the remains of living organisms such as fossils of animals. There are three main types of sedimentary rocks: common, clastic, and biologic. As sediments in rivers, lakes, and oceans are buried, they lose water and are cemented to form common sedimentary rocks. Clastic sedimentary rocks are probably what most people think of when they think of sedimentary rocks. When pieces of rocks are fragmented due to weathering then buried along with other sediments and get compacted, they form a new rock. Last but not least, biologic sedimentary rocks are formed when large numbers of living organisms die, pile up, and then are cemented together.

In reality, this cycle is much more complex as there isn't a determined future for these rocks. What I mean is, igneous rocks can skip their metamorphic phase by being subjected to weathering, forming a sedimentary rock, or metamorphic rocks can skip their sedimentary phase by being melted into igneous rocks. This is what I find fascinating about rocks where one simple rock can tell a story about all these different processes it experienced that take up millions and millions of years.



World Scholar's Cup

Anita (Year 8)

Trying new things can be awkward or difficult, but we mustn't fear them, as they can turn out to be wonderful and exciting. I was hesitant to join academic events because I never liked them and preferred other things, but after joining the World Scholar's Cup, I have completely changed my mind.



I participated in the Chiang Mai regional round of the World Scholar's Cup (WSC) and the Bangkok global round just a month ago. You see, back in May I went to the Chiang Mai round at Panyaden with my teammates along with other teams from LANNA. Now, I think the teachers and students were all very proud that almost all of the teams from LANNA that attended qualified for the Bangkok round in September, and that most teams that went to Bangkok qualified for the Yale round in November. LANNA was the

biggest delegation there at Panyaden, and every team did extremely well. May I also add that almost all the qualifiers were from LANNA, and I think that just goes to show how amazing our community and staff are. I also just wanted to take this opportunity to thank Mr John, Ms Anna, the PTO and Ms Lei Lei (my mother) for making these rounds of the World Scholar's Cup possible and accompanying us on this journey this year, along with the entire WSC team—as well as Panyaden for making this experience possible and enjoyable.



What is the World Scholar's Cup?

The World Scholar's Cup (WSC) is an academic competition where students join teams of 3 and compete against one another in a series of competitions. The students are asked to partake in a number of tasks:



- **Team Debate:** A debate where you research, plan, and battle with other scholars over a predetermined topic against other teams
- **Collaborative Writing:** A writing challenge surrounding a topic of your choice
- **The Scholar's Challenge:** A quiz that almost everyone cries over
- **The Scholar's Show:** A completely optional talent show
- **The Scholar's Bowl:** A high-pressure show-like quiz encompassing a variety of academic topics



It may sound a bit boring at first, but after you experience it, it becomes incredibly fun, and for many, a brand new experience. One of the things I like most about these events is that students give each other feedback on scholarly improvement, whilst normally it is the teachers offering us feedback in

school. However, in the WSC, students help each other and because of this it really does help you feel equal to your fellow scholars.

Oh! May I also mention that the events listed above are just the ones at the regional rounds? There are way more at the global rounds! There is also...

- **A Scholar's Ball:** Where you can dance (or not dance) with your friends
- **A Scavenger Hunt:** You're put with people you don't know and have to work together as a team to try and win
- **The Awards Ceremony:** The part where you're given awards

To summarise, the WSC is a great experience for those who love new encounters and enjoy working with others and meeting new people. It may seem scary at first but it truly isn't, as the staff and all the other scholars are all very warm and accepting to newcomers. It may be competitive during debates and some other events, but after the competitions, everyone is always very nice and welcoming to each other—there's nothing to be afraid of! I hope to see you joining us next year!





Developing Digital Leadership

Ms Ashley, STEM Coordinator

With the COVID lockdown lifted and LANNA students returning to the classroom, we were finally able to reestablish a team of digitally responsible and passionate students from Year 4 to Year 6 who are motivated to promote Digital Literacy and Digital Citizenship throughout the whole of Primary. After a thorough application process, requiring interested students to create a digital submission of how they would demonstrate strong technology and leadership skills, our team of 17 Digital Leaders was selected.



These students have made a commitment to learn, practice, teach, and model the skills required to be good Digital Citizens through planning and implementing technology-focused events and activities to support the development of Digital Literacy at LANNA. The Digital Leaders team meets once to twice a week to discuss new projects and to collaborate on creative ways to develop a strong technology focus at LANNA.

In their work so far this academic year, they have explored the meaning of brand identity and discovered the qualities of a strong logo with the goal of collaborating to design a Digital Leaders logo that would be used to identify the members of the team as technology and leadership experts in the school. Working through the Design Thinking Process, each member of the team contributed one logo for appraisal. After discussing and providing feedback to each other, students created final logo iterations, which were voted on, and finally selected one logo to represent the Digital Leaders team at LANNA.



The Digital Leaders also observed and identified technology usage problems occurring at school and developed a Technology Expectations Training Program that they delivered to all primary classrooms in order to inform all staff and students of the responsibility required when using shared technology resources throughout the school.



With more events on the calendar including planning for Computer Science Education Week and Hour of Code as well as Safer Internet Day, the Digital Leaders Team will be busy promoting and encouraging the staff and students at LANNA Primary to continue to develop their digital literacy skills while becoming responsible and confident creators and users of technology.



Trials and Tribulations of ROTC

Angelo & Harry (Year 13)

ROTC (Lor Dor), a mandatory cadetship program, can be a shock to the system for many people. To have much of your autonomy and freedom taken away so suddenly, it can be a very jarring experience. Although it only spanned a week, the effects and changes, most of which were mental, were still apparent. In actuality, the normal span of time that cadets should train is 12 days and not 7. I can quite confidently state that after twelve days, if we let ourselves get moulded and shaped by the experience, we would come back instilled with new and immensely beneficial traits. The program was designed to cultivate qualities such as discipline, leadership, confidence, order and toughness.

Despite the simplicity in routine, this schedule is highly effective as it is not the tasks themselves that change the cadet; it is the constant surveillance of instructors, which leads to vigilance. The lack of control from a student standpoint must inevitably lead to toughness; otherwise, complacency, irritation and frustration will eat away at you. So the logical choice is to accept the current situation and control some of the few things that people always have command over: their attitude and mind. A cadet may have little to no choice in terms of *what* they do and *how* they do the things they are instructed to do. Nevertheless, if a recruit can allow themselves to laugh with their friends, life becomes much easier. If one can focus on the task at hand rather than constantly mulling over the many days and the numerous harsh possibilities housed in them, they will not torture themselves with what could be and thus enable themselves to handle the current situation better.

The level of meticulous order demanded from instructors infused into regular mundane tasks such as showering, walking and eating successfully but subtly soaks into our minds. Before we shower, we must quickly disperse from formation, get our buckets, soap, clothes and towels, then quickly get back into formation. You were not allowed to come out with a towel over your waist or shirtless, and laughably there were many who violated this simple instruction. Then you had two minutes of time to use water from a pool formed from a tiled cement square. The water was sometimes cold and some people would still have shampoo in their hair. Walking to anywhere of significance such as the canteen or to the training area turned into marching with loud chants and loud counts.

'The Reserve Officer Training Corps (ROTC) put me in a position where I was responsible for other people and how they would improve within our own system. This program taught me that leadership is an art and a process that could be taught rather than just a trait or role, and it is important that we teach everyone what it means to be a leader and what makes a leader. ROTC is all about building future leaders, and developing character.'

'There was some classroom work—the topics consisting of Military History, Strategy, First Aid and Weaponry. Oddly enough, these were the most gruelling parts of ROTC. The fear of being caught snoozing and having to perform guard duty was worse than standing in the sun for hours.'

'Overall, I gained some excellent training, had a good time and now have a better appreciation of the men and women who serve.' - Harry (Year 13)





Mae (Year 13)

Award-winning series *Breaking Bad* is an American crime drama television show created and produced by Vince Gilligan. Set and filmed in Albuquerque, New Mexico, the series follows Walter White (later known as Heisenberg), a high-school chemistry teacher. On discovering he has cancer, Walt decides to get into the meth-making business to repay his medical debts and financially support his family.

Walter ('Walt') White was a normal family man—married to Skyler White with a son, Walt Jr, and a daughter on the way. Following a terminal lung cancer diagnosis, however, he realises that the life his illness is taking from him does not align with the life he wanted. Humiliated and disrespected at school, White later becomes financially unsettled, and emasculated by his brother in law, Hank Schrader (ironically a policeman). After grasping the fact that life is a death sentence from the beginning, he teams up with ex-student Jesse Pinkman to cook methamphetamine. Walter's invented pseudonym, Heisenberg then becomes his alter ego, a fantasy for him to live out his love of risk power. Beneath both sides of his personality, he views the world in the rarefied scientific terms of chemistry. Over the course of five seasons, we therefore watch the transformation of White from domesticated Dad into notorious drug kingpin.

(SPOILERS from here on...)

Early in the series it becomes clear that Walter has a speciality for making meth with a consistent purity of 99.1%. This quickly leads to his products in demand from the most notorious criminals, the first being Emilio and Krazy-8. However, on arriving at

their cook-up (a live-in van) they believe that Jesse has set them up to be busted by the DEA and a fight ensues in which Krazy-8 holds Walt at gunpoint. To save his life, Walt offers to show them how to cook meth, but in reality creates a chemical reaction that kills Emilio and knocks Krazy-8 unconscious. This leads to Walter strangling Krazy-8 in his basement and then dissolving his body with the help of Jesse. When Walter arrives home, we are faced with a distinct switch in character. His quiet, domesticated family man persona has flipped into a morally ambiguous, dishonest and fearless man. The change is very obvious given how his new identity is so strongly juxtaposed against the cosy, snug environment that his family home embodies. This marks the beginning of the fall of Walter White, and the rise of Heisenberg—a shift exacerbated visually as Heisenberg shaves his head, and invests in a pork pie hat and sunglasses in order to detach himself from Walter.



Further into the series, we stumble upon White's main antagonist, Gus Fring — the owner of the fried chicken company "Los Pollos Hermanos" used as a cover for manufacturing and distributing meth. Their equally powerful capabilities quickly lead to skyrocketing tensions throughout most of the remaining series. Meanwhile, Jesse has fallen in love with his neighbour, Jane Margolis, a recovering drug addict who quickly relapses with Jesse and they begin to regularly shoot up heroin together. Her and Walt swiftly come to the conclusion that



they are getting in the way of each other's wants from Jesse. One night, Walter walks in on Jesse and Jane in a drug-induced haze, and as he attempts to wake Jesse, he inadvertently moves Jane onto her back. She begins choking on her vomit and Walter simply watches her die. This reveals a new depth of selfishness to Walt that foreshadows the divide between him and his family.

Jesse being absent due to drug usage results in Walter almost missing an important meth transaction with Gus. This leads to Gus questioning Walter's punctuality when it comes to the meth-making business. In order to win against Walt, Gus later declares his plans to 'interfere' with Hank and threatens Walter with the statement, 'If you try to interfere... this becomes a much simpler matter. I will kill your wife. I will kill your son. I will kill your infant daughter.' This results in Walt carrying out his master plan, planting a bomb in Hector Salamanca's wheelchair with the latter's tacit consent, killing both himself and his arch-rival, Gus.

As we near the end of the series, Walt has become a different man; desperate and a fugitive, he has to evade the police at all costs, though we sense it's only a matter of when he gets caught now. The margin between right and wrong has become blurred, with the consequences weighing heavily on Walter's family, something visually conveyed through their home becoming bathed in thick, merciless shadows.

This is made apparent when Walt says, 'I am the danger,' to a very shocked Skyler. As Walt tries to manage the adoption of Gus' top position, his ventures become increasingly precarious. Although, outwardly he is on top of the world when it comes to the meth business, with his product now being the most sought after on the market. He splits the business three ways, between him, Jesse and Mike (a former police officer who worked for Gus as a private investigator and hitman) and flaunts his power, instanced when he states, 'Say my name,' to a meth distributor, demanding to be called Heisenberg. Later in that episode, Mike refuses to hand over the names of Gus' imprisoned men, and Walt shoots him.

Meanwhile, Hank is on the most strenuous hunt for Heisenberg, at a loss at the fact that the person he was searching for is none other than his own brother-in-law. However, at a family gathering, he finds a book of Walt's that is inscribed, 'To my other W.W. It's an honour working with you,' and soon after hastily goes after him. In the last episode, Hank arrives at the scene where Walt is surrounded by another criminal gang led by Jack Welker. After a long shootout, Hank is wounded. His last words to Walter as the latter demands Jack to refrain from shooting him are, 'You're the smartest guy I've ever met, yet you're too stupid to see he made up his mind ten minutes ago,' Hank is then shot and killed, and Walter crumbles to the floor in complete despair.



Walt, out for revenge against Jack, decides to rig a machine gun in his car trunk and sets off, killing all the men present at Jack's hideout. Jesse points his gun at Walt, almost killing him for all the pain he has put him through, but sees that Walt is wounded from a shootout. He says, 'If you want to die, you'll have to do it yourself,' and flees the scene into freedom (or so we think). The final scene shows Walt exploring his lab for the last time, surrounded by all the precious machines and devices he used to cook his infamous meth. It was where he felt most alive, and it was where he eventually was to die.

PTO Matters

Ms Astrid, PTO President

Greetings to you all on behalf of this year's Lanna International School Parent-Teacher Organisation (PTO) Board. We have a number of members, some new (including myself!) as well as some who have been heavily involved and dedicated to making a positive difference for a number of years. Regardless of if we are new or not, this school year we are all heavily focussed on ensuring a great, productive and open relationship between parents and the school, a thriving school community and, most importantly, that each of our children and their friends have a wonderful childhood school experience. After a quiet few years as a result of Covid, I'm delighted the PTO Board is now up and running and raring to go!

I'm from the UK but have been living in Asia for around 8 years including in Hong Kong, Vietnam and now Thailand, of course. I have been involved in a few committees in the past including a local Parish Council, operating as a Company Pension Representative and as a member of former school PTOs. Whilst I come to LANNA's PTO with some prior committee experience, I'm also eager to learn and to apply my fresh pair of eyes. I have two daughters at the school in Primary, with one of them due to embark on Secondary next year, so being able to be closely involved in how their experience of both campuses really excites me. I'm very keen that we have a fantastic year.

Over the last few months the PTO Board have been busy getting to know each other as a new team, attending formal monthly meetings, event planning and considering ways in which we can best support the school and its activities.

All parents were invited to the PTO General Meeting back in September, where we covered a number of items including the role of the PTO, an introduction to its Board members, an update from the school on campus development, the PTO's finances, and upcoming events for you and your children to look forward to.

Since then, we've held two successful bake sales across Primary and Secondary—big shout out to our Bake Sale Coordinators and of course to all of you who donated goodies for sale and your time manning the stalls! We coordinated parent volunteers to celebrate Loi Krathong and arranged a successful BBQ with hundreds of students, parents and staff attending for great company, yummy food, entertainment, and more! Another massive thank you to all the project organisers, volunteers and, to those of you who purchased tickets to attend in support of ensuring we have a great school community. Despite our school's growing size, I think it's vital we still find opportunities to all get to know one another—across year groups and cultures—and forge really close relationships.

Remember that all our parents are automatic PTO members, so if you have suggestions to share or want to get more involved in events, we would love to hear from you. Please email ptopresident@lannaist.ac.th or contact any member of the PTO Board. Here's to a great January 2023 and beyond!



Meet the PTO Board!



Ms Astrid
President

ptopresident@lannaist.ac.th



Ms Jeab
Vice President

ptovicepresident@lannaist.ac.th



Mr John
Secretary

johnwatson@lannaist.ac.th



Ms Noon
Treasurer

ptotreasurer@lannaist.ac.th



LANNA COMMUNITY ADS

Editor's note! The LQ Team feel that supporting local businesses is an excellent way to support sustainability, so we have offered these two pages for free ads for the greater LANNA community. Please support these local businesses!

BY ANTHONY



RAFA ZOO



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Rafa Zoo

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Written and directed by Kelly Holliday

Dark Horse Theatre Co

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