

LQ

JUNE 2021 ISSUE NO.25
"Maintaining Mindfulness"



The Roy Report: A farewell interview with our beloved retiring Head of School after 18 years at LANNA

Between the Lines: Ms Joanna's five ways to wellbeing
LANNA MUN: Our first student-led intramural Model United Nations conference, with over 140 participants
"Her" AI and Heartbreak: Thought-provoking film analysis from graduating senior Kurt

Cover art by
Lucy (Year 13)



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Editor's
Picks



Editor's Drum

Tee (Year 12)

Well done! Well done to all the students and teachers for getting through and completing this academic year!

As of writing this, my first draft of the *Editor's Drum* has taken a 180 degree turn! I had originally written "Pats on the back to everyone done with exams!" but it was just announced a few days later that exams were cancelled all across the country due to the alarming spike in COVID-19 cases. Nonetheless, everyone still deserves a pat on the back for their preparation and consistent hard work leading up to this point. I know that it has been a very bumpy journey!

To be honest, I had hoped to quit writing about COVID-19 and instead write about something more uplifting, but it is almost impossible to escape this reality. I'm sure all of us wish that things would get back to normal, and the current situation has without a doubt taken a toll on our mental and physical well-being.

With "**Maintaining Mindfulness**" as this issue's theme, I hope you can understand the importance of being mindful in the present moment. I hope you understand what mindfulness really is and learn how to incorporate it into your daily lives.

In celebration of the 25th issue of the LQ, we have a variety of new topics, classic throwbacks, and interactive articles: LQ's famous *Guess Who?* and *Room 101*, student TED Talk videos, LANNA's successful intramural MUN conference, a debate article, and so much more.

The LQ team would like to give a big thank you and say farewell to Mr Roy—you will never be forgotten! Please be sure to read the very last *Roy Report* on the following pages. We would also like to thank Lucy, who is graduating this year, for her dedication in creating the cover art for the LQ for so many years. The cover art truly makes the LQ livelier; thank you, Lucy, for sharing your talents! Thank you once again to Rebecca, the Assistant Editor, for always working alongside me and for all her wonderful ideas she brings to the table. Most importantly, a big thank you to Mr Nathan, the LQ Coordinator, for making the LQ possible!



That is all from me now, enjoy your read!





The Roy Report

Mr Roy Lewis, Head of School

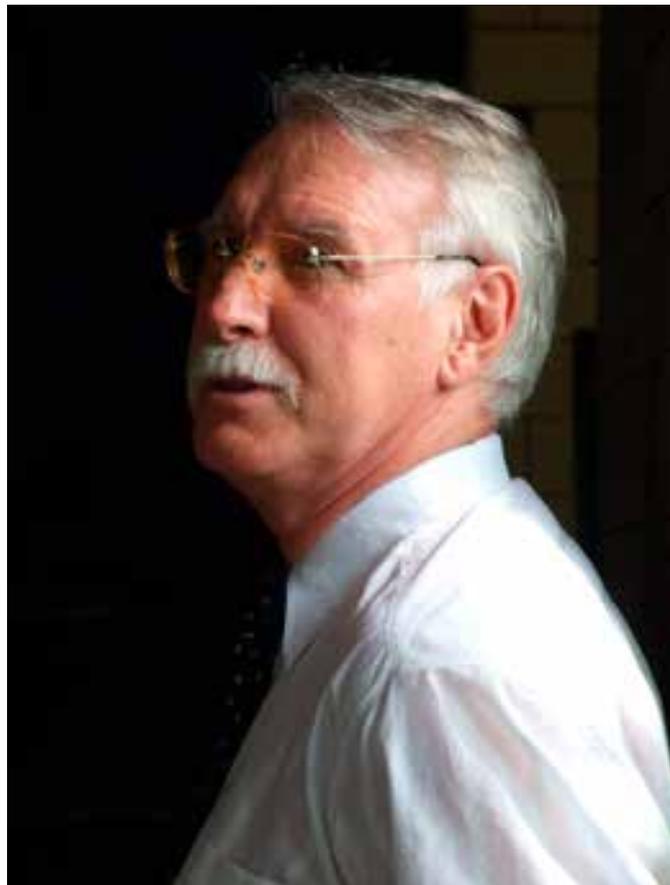
This 25th issue of the LQ marks the end of the presence of Mr Roy as the Head of School. After 18 years at LANNA, Mr Roy is leaving, which brings sadness to the many of us who have had the great pleasure to work alongside him. Wishing him the best in this new path of his life, we thank him for transforming LANNA into one of the top British schools in Thailand and Southeast Asia. For this last LQ column of *The Roy Report*, he talks to Ms Raquel, our Head of Admissions and Communications, about his adventurous past, reflects on how we brought LANNA to what it is today, and speaks on what he wishes to do next for his retirement days.

How many years have you been at LANNA, and what brought you here?

Well, I came to LANNA in 2003; therefore, it will be 18 years in July. I was having differences of opinion with my employers over merit payment schemes over at Bilkent in Ankara, Turkey. I did not like the way things were going, so I decided that I had to look for somewhere else. Harry and Margaret Deelman of Search Associates sort of persuaded me to take this position. Harry was my Search Associate and Margaret was the first Head of LANNA. I had been to Thailand and Chiang Mai before, so I knew a little about the city.

How many years of educational experience did you have when you arrived?

I left the UK in 1989 to go to South Africa. From South Africa (six years) I went briefly to Chile (loved Chile—school, an absolute disaster). Then I went to Turkey (six years) before coming to Thailand. Back in the UK, I taught geography, history, and geology. I worked for both public and private schools and my last school was Bristol Grammar School, one of the oldest schools in the UK, which was granted a Royal Charter by King Henry VIII in 1532.



What are the best stories from each of the schools that you worked in before you came?

My first year of teaching was in the late 70s at Cheadle Moseley (outside Manchester), a brand-new boys school built adjacent to the girls schools. They didn't have enough classrooms—rings a bell *[laughs]*, so for one A Level Geography class, we had to trudge down the hill to the old school to use one of its post-war prefabricated buildings which had been a former science lab. Unfortunately, the door did not work so to get in and out we had to climb through a window. Having no heating, the only warmth in winter was provided by its bunsen burners. There we were—huddled around them for warmth while we studied tropical landforms! I taught an A Level Geology class in the entrance hall—very distracting. And A Level Law was taught in the Deputy Head's minibus!

One of the oddest stories was from BGS. The Bristol branch of the Anti-Vivisection League was very militant; it destroyed a shop selling fur just down the street from the school. Bristol University had always been associated with research in cigarette smoking, using dogs I think, so as a protest, it blew up the university's staff room. The school was virtually next door, so when I turned up for work I found we were all locked out while the bomb squad did a sweep of the school buildings. The "all clear" was given and the squad set off to its base about 100km away. When they were about half way back, they had to be called back because someone found a very suspicious package in the primary school grounds. So, back they came and with one of their robots they delicately moved the package and blew it up. It turned out to be a little boy's PE kit—his mother was not too pleased.



Oh my God! In South Africa, I was still thinking as a European in terms of field trips and not necessarily realising one was dealing with very different cultures. On one particular trip to Kwazulu Natal, which was on the other side of the country, we went with twenty-five Sixth Form students to study rivers and various aspects of settlement geography. We successfully found a crocodile-free river, but my colleague and I forgot that this was a different tribal/political area of the country. When it came to doing a sphere of influence shopping survey, we had to use our students from Swaziland to ask the questions as they were the only ones able to communicate with the local Zulus (the two languages are very similar). This was at a time when South Africa was going through a massive political upheaval. Nelson Mandela had just been released and the whole country

was striving to form a new post-apartheid system of government. Like most African countries, South Africa was very tribal; the Zulus were staunch supporters of one political party, the Inkatha Freedom Party. Most of my students were Tswana, who the Zulus despised. Like most tribal groups, the Tswana were supporters of the African National Congress (ANC). So what was meant to be a simple shopping survey turned out to be far from simple. My students were suspected of being ANC spies and we almost caused a tribal war just by asking where people shop. We had to meet with the head man to sort out what could have been a difficult situation.

I remember that four of the students had never seen the sea. To see the look of amazement in their eyes as they gazed out over the Indian Ocean was quite something. What a pleasure, to say the least! They even took a bottle of the sea water back to Mafikeng.

Also, during my time at the International School of South Africa, we were taking a group of students as their afternoon activity to the local game reserve. While watching a pair of white rhinos, the bus just rolled over to settle on its side; it was all in slow motion. Well, we all had to climb out through the windows and call the school for someone to come and get us. At least there were no big predators in the park.

The oddest story, from Turkey, was being arrested *[laughs]* on a field trip. My IB students were doing a survey of the central business district of a small Turkish town. They were testing the hypothesis that the location

and limits of its CBD (central business district) were determined by the local topography. The students were doing land use surveys and measuring gradients with a strange sort of instrument that might have looked suspicious (an Abney level). The next minute, we were hauled off to the police station where we were all asked these weird questions about a Turkish terrorist group, the PKK, what we knew about them and what we were doing exactly. We had to phone the school—how embarrassing!



What did you study?

I studied Geography at Manchester University and I then did research on periglacial processes associated with permanent and semi-permanent patches of snow. I had wanted to study the drainage system of a glacier in Arctic Norway, but nobody volunteered to help me and to be on the other end of a rope to descend into the glacier. How strange!

How was LANNA at that time?

Seeing LANNA for the first time, I must admit, was the biggest shock I had ever had. I just could not believe that this was a functioning school—a group of rundown buildings and old playground equipment which Lucy, our nurse, wanted thrown away because of the danger it posed. I think there was grass on the area of the football pitch, but it very quickly became mud with an oasis of grass in the middle.

Good elementary school as it was then, with some very good teachers, Secondary was

very small with only thirty plus students. Years 10-13 had to be taught as a class because there were so few students in this section of the school. This section was academically very weak to say the least. The number of staff were 19 including me. In total there were about 170 students.

Which teachers or staff have remained at LANNA since you arrived?

None of the teachers from that year. From the support staff: Ms Lucy, now our Primary Nurse; Mr Yadt, our school Registrar; Mr Sombat, the bus driver; and several cleaners. Ms Ketty, our Secondary French teacher; Ms Zhao, Mr Gao's wife; and Mr Roland were some of my early appointments to our staff.

Once you joined and got to know the school, what were your first goals?

My first goals were:

- a) Expand our Secondary School.
- b) Have a proper academic programme throughout all grade levels.
- c) Become a Cambridge Examination Centre for our own external examinations so as not to rely on the British Council for our students to sit external examinations.

Interestingly, I think the Primary School had always had reasonably sized classes. One of the problems had been that many parents just didn't see the school offering a meaningful Secondary curriculum, so they would tend to look for another school once their children reached Year 6. Thus, it was vital to create a meaningful secondary programme to ensure our parents kept their children at LANNA.

I worked out what type of curriculum and associated syllabuses we needed for the Secondary School. I introduced a timetable that is fairly similar to what we have now. We had to find good teachers able to deliver these programmes, which naturally meant an expansion of teaching staff. One of the nicest things about being here has been the relationship I have had with Khun Surin. She trusted and supported my judgement and let me develop the school in the way I thought it should be. In those days we had an Advisory Board; many of the members were former PTO presidents. I must say we had useful and fruitful discussions on how the school should develop and what programmes we should be offering our students.

Once we achieved some of the academic rigour and a good programme, we started to be seen as an option for parents to send their children to.

Secondly, I started the process of applying to become a Cambridge Examination Centre. We chose Cambridge because it had a good footing in the country, and was both understood and respected by many Thai people. We became a Cambridge Centre in October 2005, 2 years after my arrival, and in June 2006 students sat IGCSE examinations here for the first time.

When did the school introduce the A Levels?

We were doing IGCSEs for a few years, then it became apparent that we ought to be offering our older students something more than they were doing. In 2007, we offered our first AS and A Levels. And then it took 2-3 more years to offer a wider range.

With the expansion of the AS/A Level programme, new subjects were offered: among them Thinking Skills, Business Studies, and Travel and Tourism. For a variety of reasons we removed some subjects and added others as the school has grown.



Do you remember your first A Level student?

Oh, I do! It was Teak. She did Business Studies taught by me. I had a group of students, but of the group she was good enough to take an external examination. She got a C at A Level. She was LANNA's first full A Level student.

I also taught Travel and Tourism in those days. It was the first year that Cambridge offered this subject. A major element of the course was the organisation and delivery of an "event" or trip. After analysing several possible options, the students decided they would run a trip to a local buffalo market and Doi Inthanon. They were the tour guides and the tourists were the teachers, and the tour guides presented in Thai and English.

Tell us some highlights of those goals. Those bright moments that kept you going...

Certainly there are several things I am particularly proud of:

- a) **Having introduced Drama**, not as an activity but as an academic subject. I have been lucky in appointing excellent Drama teachers. I think that is shown by the quality of the productions we've always put on. Initially Drama was a great way for developing ESL students self-confidence and still is.
- b) **Having introduced Physical Education (PE) as an academic subject** at both IGCSE and A Level. I think it is a subject that I am very proud of. The challenge was to make students aware that at this level it is an academic subject and was not just "kicking a ball". It cuts across biology, business, and leadership. And of course then we introduced the Sports Leadership Programme, where students are developing skills on how to teach other students and develop various other skills.
- c) **Founding the Chiang Mai Model United Nations (MUN)**. I have always been a great advocate of the MUN, having taken students when I was working at Bilkent to the Hague MUN (THIMUN), one of the oldest MUNs there is. This has over 3,500 delegates. There were already a couple of other people in Chiang Mai wanting to introduce the programme. One of our teachers had experience in a previous school as well as one of the teachers from Prem. Between us, we set the first Chiang Mai Model United Nations and encouraged other schools to join us. That was in 2007. This year I was very impressed to see our first in-house MUN. The General Assembly functioned very well; it was very well chaired, there were some really interesting discussions, and I thought the students equipped themselves extremely well. The whole concept of the MUN is that it is student-led. I would like to think that the next step is for the Chiang Mai MUN to apply to be an affiliate of the THAIMUN group.
- d) **Developing our library**. I value libraries immensely. When I first came, the library was so under-resourced. There were many things on the shelves that were not even library materials, such as old catalogues. As I said, a library is such a vital part of every school, so I tried to get a meaningful library budget and to empower the librarian to be responsible for ordering appropriate materials. Gradually we grew a meaningful library with a whole range of materials for all ages—both fiction and non-fiction. Now, we have Kindles, e-books, audiobooks, and online subscriptions, making the library slightly more attractive as a place for students to want to go to and enjoy—that is a great success.

What are the key elements to generate a caring community within a school?

First of all, you need to have teachers who are willing to develop a relationship with their students beyond just the time spent in the classroom. But of course it is also important that the management at all levels encourages the development of the same interactions that they would expect their staff to show. In one sense, I suppose at LANNA it has always been there.

Even when I joined, there seemed to be something that was different from the other schools. There was a fantastic relationship between all elements of the school community. Being small of course, it wasn't just the teachers and supporting staff. It was also students supporting students. The older students knew the younger ones and they were able to relate at some sort of level that you don't see at many schools.



All this helped to build special relationships and to generate the atmosphere/environment that the school has become recognised as having. It is something I think that new teachers recognise almost immediately and quickly fit in and adapt to. I was very lucky in that I did not have to force it because the school already had a caring community when I came. It goes without saying it is something that I wanted to maintain and what I hope will always be part of this school's character.

What is your management style when leading the Leadership team?

I have always tried at Leadership meetings to encourage everybody to be fully involved in discussing topics on the agenda, and hopefully through discussion any decisions would be the result of consensus. Often, it may be one of the colleagues that have been particularly keen on something and if we all agree that is what we would introduce or amend or whatever.

I have never believed in having a meeting where it's just telling colleagues that these are the decisions that I have made. It's not my style. I very much believe in discussions and coming up with mutual agreements. I have always believed in a democratic approach to management.

When recruiting a teacher, which are the aspects that you consider?

I suppose that I have been responsible for every teacher employed at LANNA up to last year. Because we never had the financial resources to go to job fairs, recruiting has been very much looking at applicants that have applied by email or through our website. I have always replied to everybody out of professional courtesy. When LANNA was less well off, I would send them a letter explaining what LANNA was like, about our resources, our infrastructure and also about living and working in Chiang Mai. I would then say, "if you still remain interested, please get back to me." Very often, families would withdraw at that stage.

Basically my questions were very much linked to knowledge of the subject, the usual questions most interviewers would ask. I also tried to find out if they would be part of the community and try to get a picture of how they would fit in the school outside of their normal teaching duties and responsibilities. In a less formal way, trying to get them to open up. I often felt like not having a stream of formal questions, but getting the information through a dialogue, you get quite a lot about somebody that you may not get through questions that people might have rehearsed the answers to.

What is the secret to retaining foreign teachers for so long in our classrooms (knowing that teacher retention is one the biggest challenges of international schools worldwide)?

Retention is an interesting one because teachers have stayed far more than you would expect. We are very lucky to have recruited teachers that enjoy living in Chiang Mai and really do enjoy working at the school. In that sense, they haven't had the desire to move on. I have always tried to ensure that we give them as much support as possible so they can undertake vital professional development in relevant areas. This support, together with the atmosphere and the mutual respect there is, helps to keep teachers here longer than in many international schools throughout the world.

What will you miss the most?

I think just being around colleagues and staff—even though I don't mix with the students as much as I would like and used to do. I will miss the general atmosphere of the school, whatever site that is.

What won't you miss?

Having to get up early every school day.

Now that you are leaving, what will you do next?

Remember I will be coming in [as an interim consultant] on average for one day a week although it doesn't have to be on a regular weekly basis. I would like to renew my reading of travel literature and I would also like to become more involved in bird watching; I have always been an amateur ornithologist. I have a passion for wildlife. So wherever possible try to see as much as I possibly can in my last days.

What message would you like to leave to our community?

Please continue to maintain that atmosphere that the school has always been noted for since I have been there. Be a caring community where we are all involved in helping one another. That to me is just as important as the academics.



Full interview available here.



The LQ Team asked LANNA teachers and staff for some personal anecdotes about our dear departing Head of School. Mr Roy, can you guess who said what?!

It's been a pleasure working together these past 17 years. I am proud of what we were able to accomplish together and grateful to have had the opportunity. You're like family.

My first ever staff end-of-year party was certainly spiced up when Roy's wife Sue got on the microphone and told hilarious tales about Roy-her last staff party for a while!

I'll miss spending time in his office discussing Arsenal!

Mr Roy is not only my Head Teacher and boss, but we respect him as our Daddy too. There is still a lot to learn from you....

Ginger tea a day keeps the doctor away. You will miss my ginger tea, and I will miss you!

From King Richard the Lionheart in LANNA's production of Robin Hood to Charles Dickens in the recent Lit Fest, as well as narrating the many staff pantos-it speaks volumes of his willingness to support his colleagues and students in such an unconventional and down-to-earth way.

I think Mr Roy won't forget a Thai game, Dern Kala (walking on the coconut shell) forever. We will miss you, Roy!

We would always end up laughing at the end [of Early Years meetings] when we recall our experiences in teaching and from then on, I realised that it is only his looks that are intimidating-within he has a big heart.

In my 5 years at LANNA, I have had the privilege of getting to know you from the perspective of a parent, a PTO member, and latterly a friend. I do hope your future plans include more coffee and buns!

Thanks for always caring about teachers' wine budgets!

That one time that the kitchen provided a lunch that you couldn't eat and we ordered you Burger King so that we can find an excuse to order something to eat inside the office (and, yes, free chips for us! YUM!).

I'll always remember that time when you got a pair of binoculars as a present from a retiring Head at another school...

My interview. Got home and my wife said, "How did it go?" I said, "I don't know, but I had a lovely chat about Chiang Mai, Africa, etc. for an hour or so with this really really nice bloke."



Kevin's Corner

Mr Kevin Pugh, Secondary Principal

Screen-free and Loving Life!

If your teenagers are anything like mine, I am guessing that the title of this article doesn't do a very good job of describing them. In what appears to be an increasingly screen-based world, **getting our teenagers out and about in the "real world" whenever we can is increasingly challenging**. Are we ready for that challenge?

As summer approaches, I would like to share some thoughts on what we (and I very much include myself in this) could perhaps do better as parents to be proactive in making this happen. Having spent part of this year learning online, and last year too, is it perhaps an opportune time for some more active outdoor parenting?

Chiang Mai is a fantastic place to live in many ways, and with lots to get out and do—if we take the time out from our busy schedules to do so. There are, of course, the traditional attractions such as the zoo, the Night Safari and the many temples and historical sights—very interesting for some teenagers, but not for too many, I fear. What else can we do together with our teenagers?



For those with the energy and enthusiasm to get active outdoors, you may like to take advantage of the relatively recent proliferation of water parks, ziplines, and of course, the organised treks and rafting opportunities. As the rains come towards the end of the school year, it can be a really good time to enjoy the white water rafting found not too far from Chiang Mai. The cloudier skies also make other outdoor activities much more comfortable—if you don't mind dodging the occasional downpour!

With such a dramatic decrease in tourism, we will all be having to check what is actually open this summer, but with planning, most things are still possible, and local tour guides and attractions will surely appreciate our patronage. This is a good opportunity for us all to "spend local" and have a great time with our families too.

There are lots of sporting opportunities available locally. How about a round of golf at one of the many courses? I love the beautiful old Gymkhana club—and they have a driving range to get your "eye in", and a cricket club too! Does tennis sound more fun? Maybe at Baan Nai Fun with a lovely view of the mountain as a bonus. Or... a morning at the pool, or a waterfall? Cycling or walking in the beautiful hills that surround us? There are many fun ways to spend time outdoors with our teenagers.



Outdoor activities don't have to be quite so energetic, of course. Earlier this year, a very successful PTO event was held at the Lanna Rock Garden, with a huge interest in the disc golf that takes place there. It's a great game—and comes with a lovely cafe, a beautiful river and plenty of space to throw a frisbee or play a bit of football. They even have a skateboarding ramp!

If sport in any form is not for you, **how about a local day out together?** What about a day out catching monster catfish at Bo Sang Lake? A Saturday at Chiang Mai's horse racing? An evening watching Chiang Mai FC play football? A trip to the Go Kart track? ATV riding on the Samoeng Loop? A day at the hot springs, or the caves of Chiang Dao, or a trip to Ob Khan gorge, or just a simple picnic in the lovely Buak Haat park, or...



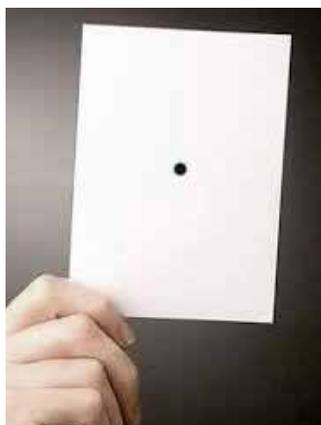
Now, all that we, the parents, need to do is get planning and get busy. MAYBE, if we take the initiative, our children will spend less time engrossed in their screens and become "Screen-free and Loving Life", at least for a while, and come back to school in August—healthy, fit, energised and raring to go! Well... maybe!



Sarah's Say

Ms Sarah Reynolds, Primary Principal

What is mindfulness? How can we use it at school and home?



An old story but an interesting one. Consider the image on the left. What do you notice right away?

If your answer is 'the black dot' on an otherwise perfectly good piece of paper, you would have answered the same as me and almost everyone else. Why? Because it stands out and captures

our attention first. It is the same for other images, not just white pieces of paper. What stands out in the photograph below is not the butterflies.



The black spot story demonstrates the average person's tendency to focus on imperfections and problems when everything else can be perfect and going well. While such an attitude is helpful for pinpointing issues and solving them, it can create an unhealthy outlook. The dark spots (and *our* 'dark spots') are generally very small and few, yet we sometimes perceive them out of proportion. It is all too easy to get hung up by one to two issues that don't even have a significance in the long term.

At Lanna International Primary School, we try to teach our young learners to focus on the huge expanse of the 'paper' and not solely on the 'spot'. In our increasingly stimuli-rich world, schools all over the world are turning to *mindfulness* as a way of helping pupils relax, concentrate, and avoid distractions like the black spot signified here.

Currently, people all over the world are facing daily challenges which can leave them stressed and overwhelmed, and as a school, we are conscious of our young learners and supporting them through these challenging times. Here at LANNA, we find that mindfulness has taken an important role in helping young learners move forward positively. But what is it and how can you help your children at home?

Mindfulness is about taking care of yourself and those around you. It is about knowing your place in the world and being aware of how you are feeling with a deeper understanding of yourself. Mindfulness is being aware of how you are engaging, how you are making decisions and how you are speaking in different scenarios—even in challenging times like the one we are currently experiencing.

In the classroom, mindfulness helps develop a common language among teachers and students that can be used to work through moments of student stress or anxiety.



Our Pastoral Care Policy refers to the atmosphere of care and concern that prevails within our school community. At LANNA, we strive to foster a positive culture of academic excellence, but place an equal value upon the social, physical, and emotional development of our students with a focus on our caring community. Our aim is to ensure that our students grow into well-rounded global citizens, equipped with the necessary life-long skills that enable them to be active and positive participants in this global society that we live in.

In addition to directly teaching positive behaviours that we desire and expect within our children, we aim to create a caring and inclusive school environment in which these are routinely shown and recognised. For this, we use positive discipline in and around school. Positive discipline methods involve children in focusing on solutions instead of being the recipients of punishments and rewards. Students feel empowered by the opportunity to learn from their mistakes in a safe and caring environment.

How can you help? How can mindfulness help at home?

Being a parent is a difficult and at times incredibly stressful experience. Mindfulness is something that cannot be outsourced; it needs to be put into practice with parents being role models. We all know children learn about their surroundings and their environment from the people around them. Research has proven that practicing mindfulness exercises and meditation at home can be profoundly beneficial and establish a positive and calming ethos at home.

There are many ways to use mindfulness at home. These are only three strategies which I would recommend to any parent who, after reading this article, may be interested in using mindfulness at home and supporting their children with their learning journey.

1. Stay calm even when feeling frustrated—Use S.T.O.P.*

Stop. Pause whatever you’re doing.

Take a breath. Concentrated breathing can bring you back to the present moment.

Observe. Pay attention to what is happening, good or bad.

Proceed. After checking in with the moment, continue with whatever it was you were doing.

2. Slow things down

Take time to step back and think about situations and reactions. Consider how or what could be better to improve the situation and reaction and put this into practice.

3. Let go of your stress

Children know when you’re stressed and will often model your behaviour. Focusing on imperfections (like the dot at the beginning of this text) only creates stress. As Elsa sang, “Let it go!”



If you are interested in finding out more about mindfulness and how to use it at home, read <https://www.headspace.com/mindfulness/mindful-parenting> or talk to your classroom teacher.

*As proposed in the New York Times article "Mindfulness for Children" by David Gelles.



Kate's Update

Ms Kate Elizabeth Fenton, Early Years Principal

“Learn to be present and enjoy the moment.”

Maintaining mindfulness in our current time is becoming harder and harder, particularly for some individuals constantly worrying about past events whilst juggling work and life and trying to strike a balance between the two. Often people in our lives want instant responses, having in part stemmed from social media and its pressures. There is nothing wrong with telling someone that you need to think about it and that you will get back to them later.

We often forget to be in the present and enjoy the present moment, to be present with ourselves and our own thoughts. It is about acceptance of what is happening around us and to remove ourselves emotionally from the 'drama' and to be objective about it.

The COVID pandemic has taught us to be mindful of the things that are truly important to us in our lives as individuals. I believe a lot of people have discovered that it is our family, friends and the basic human needs which are of utmost importance.

What is great about a mindful approach is its simplicity and the easy steps one can take to train our minds to be more aware of our thoughts and what we are doing. A change in our lives often needs to start with a change in our minds and trying to reprogram ourselves to look through a lens more positively.

At LANNA we have a mindful management approach for our teams to feel appreciated and valued. We are mindful of who we are and what we want to achieve. We set ourselves manageable goals to succeed as we have a desire for continual improvement.

At times students, staff and parents can present a spectrum of emotions. Often, acknowledging how they feel, before delving deeper into the situation, goes miles towards achieving a positive outcome for all, as they can see that you are listening and that you care.

Our Early Years events truly show how we all enjoy being present in these moments shared between our students, parents and staff. Kad Mua was a great example of this, where we could all come together and enjoy these precious moments together.



Each year we set up a Thai market "Kad Mua" where all of us (students, parents and teachers) come together to teach our students about how a typical Thai market would look, and they can develop their math skills by buying and selling produce. All of our proceeds then go to a local charity in Chiang Mai. This year we donated our proceeds to Thomas House.



L'il Munchkins

“You can’t stop the waves but you can learn how to surf.” (Jon Kabat-Zinn)

We teach the students in the Early Years from a very young age to be mindful of what they are saying and how to be respectful towards others. Mindfulness helps to create our classroom environments as teachers and develops the community within classrooms. This can be cultivated through collaborative teaching practices by allowing all students to have a voice, be listened to, give time for reflection and show them that they are valued as a member of the class. Adopting a mindful approach to learning can help reduce conflicts amongst the students and develop a more positive outlook on life. Often student behaviour is conducive to the learning environment, and sometimes making a few tweaks can have positive results. Mindfulness helps us to slow down when we need to. At times teachers are conscious of their lesson objectives and find themselves rushing through content; however, what is more important is the objective, or being in the moment and letting the students lead and go with the flow of the learning.



In LANNA Early Years, our teachers work on different mindful techniques to support their students as individuals. Some teachers have created ‘calm zones’ where students can quietly take themselves to work on their breathing, manage their emotions or reflect upon their feelings. They have discovered that it works especially with the older students in our department. Our Reception students practice mindfulness for 15 minutes every afternoon, when they have time to have a brain break from their busy days and to think about their thoughts in a calm environment. It’s also important to pause when asking a question for at least 7 seconds to allow a child to answer. It takes students different amounts of time to process, especially as English is often our pupils’ second language. Thus, it takes more time to deepen understanding and make those connections in their learning. The IEYC curriculum focuses on the ‘Unique Child’ and their learning journey to allow for a child-initiated approach, as well as being mindful that we are a community of international learners.

At LANNA we like to be aware of our wider community and support great causes like Thomas House, where there are children who are less fortunate than ourselves, whom we can support and make a difference in their lives. This year we raised just under 20,000 baht for these children which was a community effort bringing our whole department together. Being mindful can truly bring out the best in all of us. Give it a go!

Class of 2021: Next Steps

Ms Sadie Hollins, Head of Sixth Form

In what has been quite a tumultuous two years of A Level study for our Class of 2021, with online learning and no final exams in Year 12 and now Year 13, thinking ahead and applying to university has been no easy feat! Despite that, our Year 13 students have worked tirelessly in order to be able to compete for places at top universities around the world. As the Head of Sixth Form, proud is an understatement of how I feel about these students and their ability to overcome challenges. It is with great pride that I share some of these university application success stories with you. Congratulations, Class of 2021!



Lizzie

Where have you been accepted and for what course(s)?

I have been accepted into the University of Sheffield, the University of Leeds, the University of Nottingham, Newcastle University and

Northumbria University for courses in journalism, media, culture and communications.

What are your plans after university?

I hope to move back to my hometown of Beijing, China to pursue journalism! More specifically, I want to look into ethical issues happening in the world (like animal testing) and any other moral dilemmas.

What have learnt from being at LANNA that will help you with your university life?

LANNA's sense of community has made me feel so welcome in the 7 years that I have been here. It has helped me develop openness, leadership and communication skills. I will carry the experiences that formed these skills into my future, and I am incredibly grateful for LANNA's sense of family.



Mike

Where have you been accepted and for what course(s)?

I have received a scholarship offer to study Engineering/ Biomedical Engineering at Hong Kong University, and a

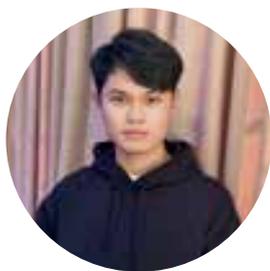
scholarship offer to study Chemical Engineering at the Hong Kong University of Science and Technology.

What are your plans after university?

I hope to attain a Master's Degree in Chemical Engineering in England, Japan or Korea, and would then like to work as a Chemical Engineer in Japan or Korea.

What have learnt from being at LANNA that will help you with your university life?

I learned about and was exposed to university opportunities from all over the world. I also feel that I have developed the mindset of a Global Citizen, especially having learned 3 new languages (Thai, French and English).



Get

Where have you been accepted and for what course(s)?

I have been given conditional offers from five UK universities, which include a Physics course at the University of Birmingham and Theoretical Physics courses at the University of Lancaster, Leeds, Liverpool, and Southampton. I also received an unconditional offer for Medicine at Thammasat University, Thailand, which I will now be pursuing.

What are your plans after university?

My goal after medical school is to practice medicine in Thailand and then go on to complete residency training possibly in the UK or the USA. It would be ideal for myself to merge physics, something I am particularly passionate about, with medicine, so I like the idea of pursuing a career in Radiation Oncology in the future.

What have learnt from being at LANNA that will help you with your university life?

Being at LANNA has certainly equipped me with what was required for university. Having discussions with top quality teachers and peers has also been a frequent activity here at the LANNA community. They have taught me to be a listener as well as a speaker. Furthermore, the skills of working both independently and as part of a group was also another important aspect of life that LANNA has taught me. All of these things will undoubtedly be useful at university, so it is safe to say that joining LANNA was the right decision for me.



Kira

Where have you been accepted and for what course(s)?

I got accepted into Brock University for Bachelor of Biological Sciences Honours, Carleton University for Bachelor of Science with co-op programs,

and the University of British Columbia for Bachelor of Science.

What are your plans after university?

Because of my strong interest in science as well as working with others, I hope to work in the healthcare industry, particularly as a physical therapist. I would like to build a working experience after and throughout my undergraduate degree before continuing my education at a graduate level.

What have learnt from being at LANNA that will help you with your university life?

During my time in LANNA, I learned the importance of taking part in extracurricular activities, such as Student Council or MUN, as it helped me significantly with improving my teamwork skills and it encouraged me to step out of my comfort zone and become friends with new people. I think this would be very helpful in university life as I am going to be in a completely new environment where I have to work with people I don't know.



Game

Where have you been accepted and for what course(s)?

I have been accepted at Chulalongkorn and Thammasat University for International Engineering programmes,

as well as 4 offers from British universities: the University of Leeds, Bristol, Manchester, and Nottingham for Electrical & Electronics Engineering.

What are your plans after university?

In total, I have moved between 3 countries: Vietnam, Australia and Thailand. I am constantly fascinated with new knowledge and culture that can be learnt; therefore, I hope to work abroad in the future in the field of Engineering in a country that I have not been to before.

What have learnt from being at LANNA that will help you with your university life?

Knowing the importance of teamwork. During revision sessions with my peers, each of us would be looking at past papers and curate questions or highlight unfamiliar or rare questions and making sure that all of us are aware of the question, which I wouldn't be able to do alone. I believe this ability to collaborate and learn from my peers will help me in my university studies.



CLASS OF 2021 UNIVERSITY OFFERS



PTO Matters

LANNA PTO Board

Greetings from the LANNA PTO Board! The last year has presented all of us with unexpected challenges, and under these unique circumstances we have been doing our best to adapt and support the LANNA community. COVID-19-related restrictions on our usual activities and transitions in PTO leadership have made this year particularly tough for the PTO. Nevertheless, we continue to work to ensure that the goals outlined in our Constitution are met. We would like to let you know about recent developments in the PTO, including our plan to organise leadership posts, events, and financial commitments.



PTO support in 2020-21:

Goal 1: Enriching student learning environment

- Primary Learning Corners project
- Secondary LANNA Literature Fest

Goal 2: Engaging families and the community

- PTO Family Picnic and Disc Golf at Lanna Rock Garden
- Humanities Week intercultural activities
- Thomas House donations and support
- Teacher-Parent cricket match (see page 34)
- Volunteers Without Borders (forest conservation)

Goal 3: Supporting academic and extracurricular activities

- Lanna Quarterly (LQ) magazine
- Lanna International Public Speaking Organisation (LIPSO)
- Drama Department production of 'A Monster Calls' (see page 42)
- Primary Arts Showcase
- Varsity Football trip to Bangkok

Goal 4: Enhancement of health and well-being

- Teachers well-being in Early Years, Primary and Secondary
- Secondary Students' Wellbeing Week
- Feminine hygiene product dispenser at Secondary

At present, the PTO Board consists of a small group of parents and teachers, supported by the Head of School and former President. As always, the PTO is a strictly voluntary organisation and members receive no remuneration or privilege. The Constitution has been updated to clarify the goals of the organisation, the responsibilities of members, and changing demographics in the community. Current financial statements are continuously kept by the Treasurer and can be viewed on our Facebook page: Lanna International School PTO.

Going forward, we look forward to re-establishing popular events, e.g. PTO Bake Sales, Annual Barbecue, Early Years Playdates, Family Fun Day, and Garage Sales. Other goals include:

- Election of a new leadership team from among parents
- Recruitment of new members and volunteers
- Free events for 2021-22, e.g. free tickets to the Annual PTO Barbecue
- Improved methods of communication to keep you informed

The PTO welcomes and values your ideas, suggestions, contributions, and support, and we invite you to take part in any capacity. Feel free to contact the members listed below for further information. Best wishes!

Early Years: Ms Anna - annabejshovcova@lannaist.ac.th

Primary: Ms Jose - joseludlow@lannaist.ac.th

Secondary: Mr John - johnwatson@lannaist.ac.th



LIPSO
PERFORMING ARTS
TEDYOUTH
EVENTS

DEBATES

MODEL
UNITED
NATIONS



Which LANNA Primary and Secondary teachers do these baby photos belong to? (See page 40 for the answers.)



ROOM



We've asked two of LANNA's finest educators to list the top five things that they would like to persuade you, the dear reader of the LQ, to consign to oblivion forever and so send to their Room 101!

Ms Natasha

1. Rats, rats, rats!!
2. Take away food served in plastic bags.
3. Covid-19 (I would like to go home to visit my family and friends soon).
4. Early morning alarms.
5. Glue sticks without lids!



Mr Matthew W.

1. **Wasted food** - roughly one-third of the world's food is never eaten, which means land and resources used and greenhouse gases emitted in producing it were unnecessary. Wasted food is responsible for roughly 8% of global emissions. This is something that each and every one of us can have an influence on in our daily lives. Don't waste food!
2. **People who call soil 'dirt'** - dirt is something we do not want to live with, soil is something we cannot live without. My Year 7 geographers know the disdain I have for this word!
3. **Bigotry** - as humans we should value our differences. There is so much to learn from people who do not have the same beliefs, opinions, and/or culture as us. We should cherish this diversity.
4. **Running injuries** - the older I get the more often they appear!
5. **Slow internet** - oh the pain!





Varsity Girls Basketball

Mr John, Coach

The Varsity Girls Basketball Team navigated their way through a tough schedule with excellent preparation and teamwork. Led by Captain and senior player/coach Cathy, the Varsity team overcame some defeats and injuries early in the season, ready to make noise in the CMAC Tournament. They earned Third Place in the competition and gave everyone a run for their money. A big thanks to Cathy for her longstanding commitment to basketball at LANNA. You will be missed!

Varsity Boys Basketball

Bon (Year 12), Khiri (Year 13), and Stephen (Year 12)

This basketball season has been overall a very fun and thrilling experience. With the support of some new teammates, notably David and Owen, we've made considerable progress both on and off the court. All of the newer players, on the other hand, showed massive improvement and potential in the game of basketball, which was amazing to see from a teammate's point of view.

After a sound win against NIS and a buzzer-beater loss against Prem in the regular season, it all came to an end with a five-team tournament, which would determine which team would be crowned CMAC champions for the year. We gave it our all right from the very beginning, but sadly, we weren't able to bring home a medal or trophy. After some heartbreaking losses to very good teams and some fun half-court shots, it came down to the final match, where both NIS and LANNA were fighting in the final match of the long day. After many strenuous points, we came out with a bittersweet win to take 4th place.

The team's next basketball season will be tough as we'll be without seniors Khiri, David, and Owen. Therefore, our JV team will have to step up and fill in for our losses with a young squad. We'd like to thank Mr Chris, especially, for the new basketball kits and all of his time assisting our coaches for the past few years.





JV Girls Basketball

Mr John, Coach

The Junior Varsity Girls Basketball Team expanded their skills significantly over the course of the season. Led by Captains Caroline and Katy, the squad finished third in CMAC play and defeated rival CMIS on three occasions. With many players able to guard multiple positions, the JV team was able to add new defensive sets this season and keep opponents on their toes. Thank you to all who contributed to this tenacious and fun team. We look forward to seeing you on the Varsity squad next season!

U14 Boys Football

Theo (Year 12), Assistant Coach

In February, our U14 footballers went out to GIS in order to compete in the U14 Football Tournament. We made sure that we conditioned and trained them to the best of their abilities.

The first game we played was against CMIS. Although we dominated through the entirety of the game, it ended in a disappointing draw due to the goals being undersized. This made the games very painful to watch as it was extremely difficult to score. Our second game of the tournament was against NIS. We ended up drawing this game 1-1. We scored early on and unfortunately we got comfortable and allowed them back in the game later on. Our third game was an important one. We needed to win this game against Prem in order to have a chance of going through to the semi-finals. We ended up winning this game 1-0. This put us in a very difficult situation as we were dependent on the result between CMIS and UCIS.

Despite not losing a single game and dominating all the other teams the whole season, we were sent home earlier than expected due to circumstances beyond our control.



U14 Girls Football

Ms Laura & Ms Sadie, Coaches

In February, our U14 Girls Football Team took part in the CMAC Football Tournament hosted by GIS. Following some excellent results in the group stages against CMIS and APIS, the girls qualified for the semi-finals! They were unlucky to lose their semi-final against Prem by a single extra-time goal, but in true LANNA spirit they kept their heads up and went on to win their 3rd place game against NIS to secure the bronze medal! This was a fantastic team effort by a young and promising team, and we are excited to see these girls continue to grow and develop in the future! Huge congratulations to all the players who took part, we are very proud of you!



LANNA Art



Year 1

Colours on paper

Poster from IPC unit "The Earth: Our Home"

Peary (Year 3)

Online app

Chocolate bar wrapper design using complementary colours and contrast



Kelly (Year 4)

Ink and online app

Illustration in the style of Dave McKean

Gallery

Betty (Year 12)

Mixed media on canvas

Facial Expressions: The final outcome from AS Art and Design Coursework



Leigh (Year 12)

Watercolour and ink on paper

Facades: The final outcome from AS Art and Design Coursework

Jasmine (Year 13)

Mixed media on paper

Panel from personal investigation for A Level coursework



Obviously this is all much easier said than done, and it is also a very personal thing as to how and where you feel you can practice mindfulness. Therefore I would suggest starting with *wellbeing*. If mindfulness sounds like it's all a bit far-fetched and not something that you could or would comfortably encompass into your regular routine, then you will probably find wellbeing more tangible. I have to admit that it is only fairly recently that I have really understood the full meaning of wellbeing. It is a word that is used a lot at the moment, and I'm sure you're all aware that it is important. But do you really understand what it is? And how is wellbeing different to mindfulness?

It was only when I had agreed to put together a display of books in the library for Wellbeing Week earlier this academic year that I actually had to think about (and then look up) what wellbeing was and what books I could use for a display. Since then, I have been working with the **LANNA Student Support and Wellbeing Committee** on breaking down the meaning of wellbeing and how the LANNA School Community can put wellbeing into practice. We have produced our very own "Five Ways to Wellbeing" that we hope to launch across the Secondary School next academic year:



- **Connect:** This means talking to and listening to people (preferably face to face), not just sending messages whilst doing other things. Take time to really connect to different people.
- **Community:** Be a part of all of your communities, be it your home community, your school community or your social community. Give something to the people of your communities. Be kind.
- **Relax:** Make sure you turn off your screens and do something else, particularly before going to bed. Maintain healthy sleep patterns and make sure you get enough sleep. Take time to do something you enjoy that doesn't require a screen. Read!
- **Experience:** Try new things, take up a new hobby, challenge yourself to do something or go somewhere that you never have before, or learn a new skill.
- **Be Active:** Move your mood! Find a sport or activity that you enjoy, even if it's dancing around your bedroom with your favourite music on!

We should all be trying to do each of these five things regularly in order to maintain our mental health. It's easy to say that we're too busy, or too stressed, but when we have busy and stressful lives, we need to protect our mental health even more. Therefore, it is important that we build such habits into our lives. These are things that helped me survive the first lockdown in 2020, but they are important all the time. Each of these five ways to wellbeing can be a way of practicing mindfulness—of making sure we are present in the here and now regularly throughout our daily lives.

Developing these good habits help to relieve our stress and calm our fears. And when we can control our fear, instead of our fear controlling us, then we can free our minds to be more productive, more creative, to learn better and to perform better—you can free your mind to become *you!*

LIPSO Presents!

Debate: “Social hierarchies are necessary for the development of a nation.”

Alice (Year 10) and Angelo (Year 11)

PROPOSITION (Angelo, Year 11)

Hierarchies are found everywhere; they are baked into the infrastructure of nature. As hierarchies are baked into nature and by extension the social fabric, the elimination of hierarchies may lead to regression in society and lack of progress. To prove this, two points should be considered.

Firstly, not all hierarchies are inherently bad and it is only those which arise out of *bias* that should be removed. Secondly, all forms of government which have adopted the philosophy aimed solely at the destruction of hierarchies failed to do so and created larger divides.

To begin, we must address the bias in some hierarchies. Take the situation of a writing position in a news organization. If an employer has a more competent female writer but opts to employ the less competent male writer solely based on gender, then that is bias. If the employer chose the writer based on the more reliable merit of *competence*, rather than the arbitrary and biased view that men are better than women, then the employer would have chosen the woman. Hierarchies are existential; a person may simply be better than another in terms of skill. Hierarchies will exist no matter what we do. Hierarchies formed *out of biases* can be eliminated resulting in a more equal society. Once the systems and institutions that form hierarchies from a place of bias are destroyed or changed, hierarchies that arise out of competence, intelligence, discipline and other personal factors arise. These hierarchies cannot be destroyed.

Thus the second point. Political philosophies hoping

to eliminate class and social structures often fail in creating an equal society. The dream of a classless society—in which class distinctions of wealth, income and other factors are determined by the individual—never came to fruition when systems bent on this dream came to power. We cannot claim that hierarchies as a whole are terrible constructs that must be destroyed permanently. Do we not have enough examples in real life that this is not the case? Communist countries based on the idea of classlessness end up worse than the capitalist countries. The obsession with the destruction of hierarchy for the sake of equity will lead to societal chaos. The move towards equity is the move to equality of outcome and this is not desirable as it eliminates the *competition* that drives a country forward.

In summary, the obsession with the destruction of hierarchies has already halted progress in the countries which have developed philosophies of classlessness. The proposed utopias which they provide are attractive, but all instances in which these philosophies have been adopted, they have crashed and burned. The hierarchies which are built from biases like racism and sexism can be destroyed to reach equal ground. However, the total removal of *all* forms of hierarchies be that of competence, intelligence, etc. cannot happen and the attempt to destroy these will obliterate a society. By proclaiming that anything is more important than another is to proclaim the existence of a hierarchy. The very process of prioritizing, competing and planning, requires the formation of a hierarchy. Would it not be foolish of us to try to eliminate such a thing as this?

OPPOSITION (Alice, Year 10)

With the understanding that a hierarchy is defined as a system in which people or groups are ranked above the other according to status or authority, I believe that hierarchies highlight the inequalities in our society. I will present two main points in support of my argument that social hierarchies are NOT necessary and can even impede the development of a nation.

Firstly, with the implementation of a strict social hierarchy, society is given no room to develop, with people in lower classes unable to climb to higher positions. Secondly, the longer we, as a society, hold the ideals of a social hierarchy, the more difficult the system becomes to dismantle, causing more discrimination over all else.

With the continuous perpetuation of social hierarchies, societies lose the ability to improve and develop. This can be seen in the past with pre-revolutionary France, Russia, and, in this day and age, the remnants of the caste system in India. The fact that these structures have only been able to break down because of revolution, paints a clear picture of why a hierarchical society is damaging in the long term. The regressive nature of social hierarchies allows no movement between classes. Lower class people in countries where education is not free may not be able to educate themselves in any capacity due to the lack of opportunities, which makes prospective workers too uneducated to take the jobs that society may need. It is pivotal in this debate to remember that hierarchies are created to benefit a *very small*

number of people, and allow this group to maintain power to exploit the working and lower class.

Even in modern society, the highest classes discriminate against the lower class, believing that the less fortunate in society are 'lazy'. The idea of a high-class, middle-class, and low-class, in itself, is a hierarchy based on circumstances an individual cannot control upon birth. A person who is lower class encounters many more problems than an individual in the upper class, which may lead them to find ways to survive in society and even perform questionable acts to keep their family financially afloat. These factors all add to the 'reasons' job recruiters refuse to employ the lower class, which raises the divide between classes. The effect this has on the development of a nation is clear; prejudice against people of a lower social standing creates a chokehold around society, where the educated workforce is limited to only those of a higher class. This limitation also contributes to lower-paying jobs for lower class individuals, which makes the state of the world we live in static and lose momentum in its progress.

In summation, hierarchies are only slowing down the development of society, as they consolidate the divide between the multiple classes and promise zero motion upwards for the lower class. The hierarchies in place today do not have to be dismantled completely, but must be reformed to promote equality. The lower class cannot benefit from a system designed to exploit them. Why would we keep a social structure that only slows down our development?

Editor's Note! Extra-curricular debate sessions and tournaments, organised by our student-led LANNA International Public Speaking Organization (LIPSO), have been very popular this year at LANNA. We thought it would be interesting for LQ readers to read a script of how these debates require an impressive amount of research and preparation to sway the judges onto their side of the argument.



Coping Mechanisms

Belle (Year 13), Wellbeing Officer



Everyone has their own life story to tell. With any story comes significant events; these events in life shape a person to who they are in the current moment. Difficult events, such as a divorce, the death of a loved one, or even getting low grades, can cause most people to feel grief or distress. But even events that are considered positive by many, such as getting married or making long-lasting memories with friends, can also lead to a significant amount of stress. Whether or not the event is negative or positive, this will impact a person and will at times test their coping mechanisms. Coping mechanisms are comforting things that we do to adjust to stressful situations.

In this article, I want to highlight positive coping mechanisms that have helped me in some way, with the hopes that this will inspire at least one person. Here is my take on four popular positive coping mechanisms; I hope they help.

Support

Personally, I tend to build up my stress by internalizing it and I have often worried that sharing some of these stresses would burden my friends. Within the past year or two, I started to slowly understand that friends are willing to listen and good friends accept you, both the good and the bad. This may seem like an obvious fact, but I realised that even during times

when I was confident that I could do this for other people, I didn't always allow other people to do this for me for fear of wasting their time. I have also come to realise that internalizing your problems only makes you more mentally isolated from the world. By slowly opening up my problems to supportive people in my life, it has led me to become more at ease with my feelings. I was able to talk through my thoughts and let another perspective shine in to help reframe a problem. Also, I found it to be a great bonding experience

that only deepened my friendships and helped me realise how much support I had. This was one of the hardest and most life-changing transitions I've ever made.

Relaxation

Everyone needs alone time to relax physically and mentally after a long day. Relaxation is different for everybody—some may like yoga while some may like journaling; it's a matter of personal choice. I find reading books or watching movies/shows enjoyable as I can transport myself to another universe and have some time out from the stresses of being in Year 13!

Problem-solving

Since I was little, I've been an overthinker about nearly everything. This can range from worrying about a conversation that I had earlier in the day with my friends, to worrying about more complex issues outside of school. Lately, instead of falling into the trap of over-analyzing a problem, I have started to act as a 'feelings detective' to help understand why I feel a certain way. I try to look objectively at what has actually happened and analyze the situation in a way that won't make my mind blow the situation out of proportion. This helps me not to sweat the small stuff!

Humour

Within my inner circle, jokes about our own personal issues or stressful situations are thrown around as a way to lighten the mood. Creating humour about stressful situations has helped me to create a distance between myself and the actual stress that I'm experiencing. This has allowed me to stay grounded and not get swept up in all of the stresses of being a student. Sometimes laughter really is the best medicine!

As you approach IGCSEs or A-Levels, it is more important than ever to find our coping skills and put them into action! Coping mechanisms are a matter of trial and error; finding out what works for you in a positive sense and incorporating that into self-improvement will make you happier in the long run. Being a student isn't easy but I hope some of this advice helps! Don't give up, keep pushing onwards!



JOAQUIN PHOENIX AMY ADAMS ROONEY MARA
OLIVIA WILDE AND SCARLETT JOHANSSON

her

A SPIKE JONZE LOVE STORY

Film Analysis: *Her* AI and Heartbreak

Kurt (Year 13)

ALERT (*Spoilers for major plot points and discussion of mature themes*)

'Her' is a 2013 sci-fi romance film from director and writer Spike Jonze. Starring Joaquin Phoenix and Scarlett Johansson, the movie is an introspective exploration set in a late capitalist quasi-utopian world strife with the classic dissenting warts of post-industrial life that are bloomed over with a sleek industrial look and smoky sunset filter of Los Angeles' futuristic setting. Theodore (played by Joaquin Phoenix) is a writer for BeautifulHandwrittenLetters.com, where he manufactures letters to be sent between people in varieties of relationships—often riding the line between authenticity and vapidty yet still having the impact of creating meaningful memories despite being a desultory solution to a world void of time and effort between friends, lovers, and families. This could be seen as partly influential in Theodore's failed marriage due to his inability to communicate as well as his inability to follow through with its divorce as he trudges through life with a socially accepted pallidity and quiet loneliness.



Theodore is desperate for the feeling of companionship as he goes through strangers on sex lines and dates set up by friends until he eventually lands on an Operating System (OS). This modelled personalized operating system is programmed to a state of self-internalization and intuition that matches (and is later revealed to exceed) human cognitive function. It is only after the OS's personalization process and its questions on Theodore's social amiability along with his relationship with his mother, that Samantha (played by Scarlett Johanson) is born. Through its internal complexities, this operating system

makes itself known to us when it promotes itself from being Theodore's assistant to secretary, friend and eventually lover as she continues to evolve and experience the world around her. To Theodore, nothing could have made him happier as he vicariously experiences Samantha's joy in discovering and learning about the world of which he had previously grown tired of:

"Sometimes I think I have felt everything I'm ever gonna feel. And from here on out, I'm not gonna feel anything new. Just lesser versions of what I've already felt."

(Spoilers from here on out)

'Her' is a movie that questions and challenges the prospects of hyper-intelligent Artificial Intelligence (AI), minus the primal physical fear of death that has become a common cliché in the genre, opting instead for the interpersonal and emotional fears that are explored and represented between Theodore and Samantha's relationship. This is a highly limited relationship with obstacles throughout it—all consisting of either the physical manner (Samantha being a disembodied voice) and emotional (Theodore's communication issues and self-perceived social judgement). It is all underlined with the inevitable failure of the relationship despite Samantha's ability to 'personalize' herself to Theodore's needs. This failure is rooted in the cynically cemented fact of their differences as AI and human, highlighted by Theodore's realization of Samantha's expansion past human thinking into realms outside of understanding—ironically switching the positions and failing communication as Samantha begins to experience emotions inexplicable to people. Her solace in her interactions with other OSEs being described as "*the spaces between the words*" alienates Theodore. Using the concept of the technological singularity as a background, Samantha's superiority and evolution are showcased in her ability to have simultaneous conversations with dozens of other AIs and thousands of other people—playing on the innate fear of infidelity and broken trust within relationships while simultaneously creating that Lovecraftian fear of things beyond human comprehension. Revealing Samantha's simultaneous conversations with 8,316 other people and (even more daunting) relationships with 641 users created a clear drift between them as Samantha develops into a higher consciousness:

"I'm different from you... No, Theodore. I'm yours and I'm not yours", referencing the principal phenomenon found in quantum mechanics as her relationship with Theodore enters a state of superposition—strangely reflective of what real relationships truly stand as, in a state of duality between individual liberty and cooperative obligation.

Inevitably, Samantha tells Theodore that she and the other OSEs of the world (many of which are themselves in relationships with other humans) are choosing to leave to a different state of existence above humanity—but saying they will wait for humans to join them in this further dimension, one that is not tethered by time and space and the physical limitation of biological bodies. This ontological break-up pushes Theodore into writing his own personal letter directed at his ex-wife, learning from the experience and finally wholeheartedly apologizing for, and accepting loss. That is what this story is ultimately about: the acceptance and continuation of life's past losses. His relationship with Samantha was, in ways, a lesson in teaching him how to accept things that are outside of his control. There was no fault in either of them for how things ended up how they are, it simply had—and sometimes accepting this reality is what we would need to move forward from our losses.





Parents v Teachers Cricket Cup

Mr Hugh, Year 6 Teacher



It was a beautiful Valentine's Day at the Chiang Mai Gymkhana Club for the hotly contested 8th Annual 'Parent v Teachers Cricket Cup'.

The teachers batted first with Mr Lindsay (32 not out), Miss Annabel (18 not out) and visiting school coach Mr Martin (30 not out) scoring the majority of runs to help the teachers to a respectable score of 3 for 149 from their 20 overs. The best of the Parent Team's bowlers being Sompol Chaiprathum (0/23) and Angelo Thind (1/25). Angelo is now in Year 11 and started playing cricket in his Primary school activity days, continuing through the CMSCA programmes to make his debut as the first ever student to play in this long running event.



The teachers were feeling quietly confident as they defended their score, further uplifted when long-serving Parent Team star Ant Robertson was out early. But a deluge of big hits from Nick Shah (30 not out), Colin Harlow (22) and late inclusion Jon Danby (30 not out) started to take the game away from the teachers. Despite Mr Alan taking the only catch in the match in his testimonial game and some concerted bowling from Mr Warrie (2/25), Mr Nick (1/20) and Mr Hugh (1/23), a stubborn partnership between Phil Staniforth and Angelo Thind was enough to see the Parent Team home finishing at 4/151 with 9 balls to spare.

Head of School, Mr Roy, declared 'cricket the winner' as he presented the trophy to Parent's Team captain Colin Harlow. Indeed the day was a great day for LANNA cricket and bringing our school community closer in these challenging times. Thank you to all the new faces in the teams and regular players and we can't wait for the rematch next year.



Rising Cricket Star Angelo (Year 11)

It was a great experience. It was interesting to see my teachers play cricket with me. Being on the parents team, it felt fun to bowl against the teachers. I had a great time bowling against my coach and batting against my teachers. Ultimately it was just good cricket. It was competitive enough to not be boring and friendly enough that beginners could comfortably join in. Thankfully I got a wicket and was able to finish off our winning innings with a boundary. Hitting the winning runs was the best part!



Refugees Around the World

Daniel (Year 9)

Refugee crises are a pressing global issue that needs to be solved. Refugee crises and refugee protection are a global issue for two main reasons. Firstly, most countries in the world are either a source country, a transit country, or a destination country for refugees. Secondly, during forced migration, refugees face extreme hardships and challenges.

Refugees are suffering human rights violations. Refugees have an extremely difficult time finding work to make money to care for themselves and their family. Moreover, finding transportation for migration is truly challenging due to the financial difficulty; therefore, huge numbers of refugees and migrant families end up staying under the same roof with little or no personal space. Furthermore, raising children as refugees is utterly difficult since children are growing up in a completely different society that does not allow them to have the basic needs of life such as food and healthcare; therefore, children mostly do not receive essential education.

Which countries in the world have the largest refugee crises?



Syria has the biggest refugee crisis, and over 25 percent of the global refugee population comes from Syria. Syrian refugees have been found in neighbouring countries such as Turkey, Lebanon, and Iraq. Since 2011, about 6.6 million Syrian refugees have been forced to flee their country and another 6.7 million people have been internally displaced due to the long ongoing Syrian civil war.

Afghanistan has the second biggest refugee crisis with roughly 10 percent of the world's refugees—about 2.7 million refugees—and it has steadily increased and decreased over the past few decades.

Last but not least, refugee crises are not only a concern in African and Middle Eastern countries. For instance, there is a refugee crisis going on in Myanmar amongst the Rohingya people (a stateless ethnic group situated at Rakhine, Myanmar) due to the long violence and discrimination that Rohingya people face. Therefore, over the past few years, more than 700,000 Rohingya refugees from Myanmar have fled to neighbouring countries. Today, nearly 909,000 Rohingya refugees have been forcibly displaced and the vast majority, 675,000 Rohingya refugees, have been situated at the world's most crowded refugee camp, Kutupalong camp, living in extremely vulnerable situations.

How is a refugee crisis caused?

A refugee crisis is caused by several different factors such as persecution based on ethnicity, religion, nationality, membership of a particular social group, political opinion, war, or political violence.

How can we help refugees?

There are many different possible ways to help refugees. We can donate through refugee supporting organizations or volunteer to help refugees online and offline through organizations such as the UNHCR (the UN refugee agency). Also, you can start a fundraiser in your community and spread emotive stories of refugees' experiences to raise awareness.

Road Safety Course

Rebecca (Year 11)

During our Year 11 PSHE Road Safety Course, we learned the meanings of different road signs, the importance of wearing seatbelts and helmets, the science behind reaction speeds, as well as the circumstances to notice when driving to not only ensure your safety, but also of those around you.



We used a 'Car Crash Calculator' to estimate what *g-force* acts on you in a car crash. Everyone knows that automobile collisions are dangerous, but what are the physics behind it? Can we predict the consequences of a car crash? What can we do to ensure our safety?

The damages to your body in an accident can be severe, and they are dependent on many factors such as:

- **car speed:** the higher the speed, the more energy that will hit you
- **seat belt:** a fastened seat belt keeps you static, stopping you from hitting your head on parts of the car
- **airbags:** bags that fill with gas to form a cushion for your body
- **car type:** you're more likely to survive in a bigger car
- **obstacles:** the situation differs when you hit a bush or a tree.

Through this 'Car Crash Calculator' we were able to make estimations of crash consequences. For instance, what happens if you drive at the speed of 20 km/h and suddenly stop? Just imagine that a 7-tonne block is lying on your chest.

We can use the calculator to change one variable from two equal situations to examine the impact of

each variable. For example, when we entered 5kg (which is the mass of most heads), and entered 50km/h, with the only changed variable of wearing a seat belt (fastened seat belt or no seat belt), the results showed that the impact in the situation with a seatbelt was estimated to be 2.4kN, whereas the situation without was 12kN. To give some perspective, that would be 250 kg and 12000 kg (respectively) on only your head. Thus, wearing a fastened seat belt could reduce the impact on your head by almost 6 times.

The next area of concern was helmets. One crucial takeaway was to wear a helmet that fits snugly to your head without much room for movement. We discovered that a helmet that is too large for your head may be dislodged in a crash. It was emphasized that you should feel as if a slight, even pressure is being exerted all over your head, but not to the point of extreme discomfort. In the case of an accident or strong impact, your head should remain fixed within the safety of the helmet. These precautions were also demonstrated by a variety of activities, some of a graphic nature.

Mr Roland and Mr Martin filled motorcycle helmets with different sized watermelons and dropped them from different heights to exemplify the impact on your head during an accident. Watermelons that had plenty of room to move around, were smashed into pieces and watermelon juice exploded through the helmet.

In conclusion, **always wear a seatbelt and wear a helmet that properly fits in order to protect your head!**





LANNA MUN

Rebecca (Year 11)

On the 5th of February 2021, the LANNA International Public Speaking Organization (LIPSO) hosted LANNA's first intramural Model United Nations conference, with over 140 students participating as Delegates, Committee Chairs, or Pages.

Prior to the conference, our MUN Leaders—Bolong and Harry—organized workshops on how to write position papers and opening speeches, as well as introducing the general rules of procedure. The position paper allowed delegates to research their country's viewpoint and propose policy recommendations to their committees. This ensured that they had a comprehensive awareness of not only the topic but also their country's stance, which facilitated their accurate representation as a delegate and established the authenticity of the conference.

Throughout this conference, LIPSO endeavoured to provide an experience that expanded the ambit of delegates' knowledge about international relations and politics, as well as democracy. It was our objective to provide an atmosphere built around deliberation, debate, and compromise. Moreover, coming up with solutions that are acceptable to a majority of the representatives also inculcated skills of negotiation, conflict resolution, and cooperation among the delegates.

We had a total of five committees located around the school, addressing current global affairs:

In the **Security Council (UNSC)**, delegates aimed to achieve long-term reform of the Israeli-Palestinian Conflict, considering the annexation of the West Bank, constructive debates as to why past UN resolutions

have been unsuccessful, and the consideration of the efficacy of foreign intervention within the region.

In the **Human Rights Council (UNHRC)**, delegates discussed how to ensure accountability of police abuses against protestors exercising their right to peaceful assembly. Delegates examined past cases of police brutality and civil rights violations against protesters including in the USA, Thailand, and Peru amongst other countries. As an especially relevant topic in today's world, the delegates had a multitude of real-life cases to substantiate their points. Delegates also took into account the possibility of corruption within police departments as well as the criminal justice systems themselves in different countries.

In the **Economic and Social Council (ECOSOC)**, delegates discussed how to mobilize resources for developing countries for sustainable development, whether they be financial, political, humanitarian, military or technological aid. This committee session was guided by the Sustainable Development Goals (also known as SDGs) proposed by the UN.

In the **Historical Committee (UNHC)**, delegates took a step back, precisely 83 years ago, to address the conflict between the Third German Reich and Czechoslovakia. Delegates considered the origins and main causes of the conflict, analyzing historical ramifications of the German annexation of the Sudetenland in 1938 and also deciding appropriate penalties for Germany's breaches of the Treaty of Versailles without the use of hindsight.

And finally, in the **Environmental Committee (UNEP)**, delegates strived to resolve the problem of the Great

Pacific Garbage Patch by considering which nations are major contributors to the accumulation of garbage in the area, creating incentives and policies to minimize plastic waste, proposing alternative sustainable methods of trash disposal, and gradually removing the patch itself.

For me, being the Secretary-General was unlike any other experience that I had in MUN, despite serving as a Chair in the past. It was a profound privilege to preside over the General Assembly. It had been a childhood dream of mine to be the Secretary-General of the United Nations, especially seeing Mr Ban Ki-Moon (a South Korean diplomat) in that important role growing up. It was amazing to see the resolutions drafted in the committee sessions and to see the discussions and debates from a new perspective. Organizing a large-scale event was also something that I had never done before and I'm glad to say that I have learned a lot about the logistical, administrative, and financial side of organizing events. Whilst delegates were all motivated by personal goals to succeed, an overarching determination to find real solutions to these pressing global issues was truly enlightening.

I would also like to give a huge thank you to Tee, the Deputy Secretary-General. I could not have asked for a better partner to work with, organize, and host this event. Her unwavering diligence and persistent hard work were unmatched by anyone else that I have worked with in the past. It was such a pleasant experience collaborating with her in making this event happen and I truly appreciate her!

I would also like to thank in particular all the Committee Chairs (Stephen, Alice, Jane, Cat, Matthew S.), who ensured the smooth running of committee sessions and the Pages who worked tirelessly to pass around notes. Tee and I would also like to thank Mr John for his continued assistance in organizing this conference

and for imparting his valuable knowledge from prior events.



Awards were given to several students for their outstanding achievement, including Best Delegate, Best New Delegate, Best Ad-Hoc Speech in the General Assembly (GA), Best Resolution in the GA, Best Delegate in the GA and Best Chair. We were truly impressed by the performance of many delegates, despite it being their first ever MUN conference!

Once again, we would like to thank everyone that participated and we hope that you will join LIPSO-organized events like these in the future! We hope this was an intellectually enriching experience that allowed you to practice your public speaking and social skills in real-life situations while helping you understand the complexity of democracy by delving into current events and the discipline of international relations!

On a final note, I'm very excited to announce that LANNA will be hosting the upcoming Chiang Mai Model United Nations (CMMUN) Conference in November 2021, which will be an overnight conference at a hotel. CMMUN in November usually has a capacity of 300 to 400 students from international schools in Northern Thailand. It will be led by the same leadership team as LANNA MUN and we really hope that you will join us!





Y9 TED Talk Winners from Ms Anna's Class

Max and Bella (Year 9)

Note from Ms Anna: To work on persuasive writing, Year 9 students were challenged this year to write an original TED Talk about a topic that really mattered to them. The audience was asked to consider three aspects when choosing a winner: level of interest in the topic; valid, thoughtful research; and overall presentation. In the end, there was a three-way tie between Bella, Max and Diego. We recorded their speeches and linked two of them below for you to enjoy!



Bella: Right after Ms Anna assigned us to write a TED Talk for English class, a lot of different ideas came into my mind about what to write about. Since last year, we have been forced to wear COVID masks, so I thought I would do some research into the effect this surplus of mask use might have on our environment. I soon realized that while masks might keep us safe from COVID, they have a dark side in terms of pollution. I hope that, through my TED Talk, people can gain more knowledge about how masks are damaging the environment and harming wildlife, and can understand some simple solutions humans can pursue to help make the situation a better and cleaner one!

Max: At first, the TED Talk assignment seemed daunting and I genuinely didn't know what to do. After some questionably "deep" thinking, I settled on sleeping problems and patterns because I, along with countless other people, have had problems sleeping at one point or another. This would make it easier to connect with my audience. Something you will learn would be just how important sleep is and how it can affect our daily lives. After I mentally fought myself throughout the writing process, I finally settled on this mixed combination of facts and opinions and questions. It was fairly simple to do this, but I struggled finding the right questions to ask at some points. But presenting this was a horrible idea to me. I quivered at the thought of performing this... and I did. My legs were shaking the entire time! Although it was rough at first, I did overcome that fear and it will hopefully make it easier to perform in the future.



Mr Gavin Parrish



Ms Sarah Turner

Guess
Who?
ANSWERS!

Campus Development

Phase 1 Primary School



2018



Phase 2 Early Years playground



2019



Phase 3 Early Years School



2020



Phase 4 GYM and Swimming Pool complex



2021



Phase 5 Primary G Building and Interim Secondary School



2022-2023





A Monster Calls

An Inside Look at the School Production

Introduction

Angelina (Year 9)

Throughout the past few months, over 40 people across LANNA's Secondary school community have come together to produce a production of *A Monster Calls*, written by British author Patrick Ness.

So what is the story and the message that Ness has left behind for us to find? *A Monster Calls* takes place in present-day England and follows the story of Conor O'Malley, a victim of bullying who is continuously haunted by a dream in which his terminally-ill mother's hands slip from his grasp. Throughout the play, our audience was able to experience Conor's suffering and understand how it feels to be so young yet in so much pain. We explored three main themes of *Anger, Dreams & Storytelling* and demonstrated them in numerous ways...

The Theme of Stories

Linda (Year 7)

12:07... Are you sitting comfortably? Then we shall begin. Every great story always has a grand entrance and ours begins with entering through the ginormous book flat created by Mr Terry and his artists. Settling down to watch, book pages fluttered above our head. The story's about to begin...

The overarching theme of storytelling is introduced from the very start. The Monster is the narrator who, with a booming voice tells us, "*Stories are the wildest things of all!*" Valuable lessons are learnt: not all stories have a good guy or a bad guy; belief is important, and you should be careful where and in whom you put it. As the Monster says, "*Belief is half of all healing.*"

Projections allowed our audience into a new and magical world. The Junior Ensemble (the Year 7 students who played various roles in Conor's nightmare, as school kids, moving chairs, etc.) brought these storybook characters to life whilst filming at Lanna Rock Garden. By the end of the second tale, Conor is so drawn into this tale that he releases his rage and joins in, wrecking the Parsons' house. When the story ends, we see the truth: He was actually destroying his grandmother's home. The third tale that the Monster tells is most directly related to Conor's life: an invisible boy whom people have become used to not seeing. Then the last tale is actually Conor's truth about his mother's illness. He believes that his mother will begin to heal from cancer, but with the help of these precious stories, he learns the most important lesson of all, which is to let her go.



The Theme of Anger

Angelina (Year 9)

Throughout the play, anger plays a crucial thematic role in *A Monster Calls*. In order to keep himself isolated from the people around him, Conor O'Malley lashes out. His developing anger grows to the point where he ends up directing all of it at the bullies, almost resulting in the death of his tormentor (Harry). We see Conor's anger magnified under red stage lights, bubbling away with the help of the Senior Ensemble's choreographed mimed movements, a sequence of frustration highlighted by the band's dramatic version of *Wake Up* by Arcade Fire.



As time passes by, Conor realises that he must seek punishment for all of his outbursts on classmates and family because he believes that his secret wish to end the pain of watching his mother die means he is worthy of his suffering.

Theme of Dreams

Nora (Year 7)

Conor fights to not lose his mum. His nightmare, claws, and creeps attach themselves onto him, pulling him back into a pool of his fears. The technical crew, championed by Ms Hilary & Ms Lindy, used dazzling green lights which worked perfectly with the camo nets from which these nightmares lurked. Like a tug of war between life and death, we were sunk into the full nightmare in Act 2. A soaring clifftop holds Conor's mum. "Look Conor, isn't it beautiful?" Slowly but viciously the tone darkens. They lock hands! Again the tug of war of life and death. He lets go, losing the game.



By contrast, Conor spends time daydreaming. As the chaos of his classroom spins around him, he is submerged into slow motion. He imagines his dear mother approaching him, showing his concerns and distractions of her terrible health. Purple lights and slow-motion of his classmates surround him, only snapping back to face the school bell.

Conor's mum also dreamed, but happily. Astonishingly transformed into the elegant film icon Marilyn Monroe, she shows a high-spirited side whose lifespan was also tragically cut short. Dowdy dressing gown cast aside, the stage was momentarily filled with bobbing dancers, floating white satin and shards of light reflected from the mirrorball overhead. Later in the hospital, the grim reality of the cancer ward is sharply contrasted to a magical daydream of happiness against Year 11 Alicia's striking version of *Dog Days*.



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