

Patana

NEWS

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WHAT CHARACTERISTICS MAKE US EFFECTIVE LEARNERS?

by Primary Assistant Principal Curriculum and Learning Mark Verde

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WHAT CHARACTERISTICS MAKE US EFFECTIVE LEARNERS?

Mark Verde, Primary Assistant Principal, Learning and Curriculum

The Characteristics of Effective Learning, (CoEL) are the essential attitudes towards learning for all students of all ages and are introduced at Bangkok Patana first, through our Early Years Foundation Stage, (EYFS) curriculum and then interwoven into the learning across the rest of the Primary school. They are divided into three key areas:-

- Playing and Exploring – ENGAGEMENT
- Active Learning – MOTIVATION
- Creating and Thinking Critically – THINKING

and are further broken down into a series of attributes that closely link with our Patana Values and IB learner profile.

CEL, IB and Values



These characteristics are important in helping us form healthy and constructive behaviours, habits and beliefs at an early age, which we can use when faced with challenges, adventures and problems later in our lives. Our children develop these characteristics through carefully planned and thought through learning experiences.

The Foundation Stage learning environment at Bangkok Patana is an ideal setting to see the CoEL in action where child-initiated independent learning is fostered and developed at the highest level. The environment is carefully planned by highly skilled and caring teachers who ensure that every experience that our youngest children encounter, will be memorable and impact on

their development as learners.

The children are given opportunities to explore at length and develop the ability to preserve, sustain and increase their focus and acquire high levels of engagement.

Activities are planned for the children to play with what they know so that they can draw on their prior knowledge and embed, deepen and explore known skills in more complexity. Brand new learning is part of the school day and this can create times when children are unsure and anxious about facing an unknown challenge. With mindful reassurance from adults and peers, the children are encouraged to have a go and take a risk so that they grow their knowledge and



understanding of the world around them and how it works.

The characteristics encourage high levels of engagement, motivation and critical thinking and prepare children for their future success in being resilient, independent, creative and critical in their thinking.

The 2020 a UK government education review ; “Getting it right in the EYFS” , prioritised the developments of the CoEL as one of the most important things that schools should be doing and recommends that they “give greater prominence to the CoEL and Personal, Social and Emotional Development to ensure the foundational skills, understandings and knowledge in these areas are securely in place before more advanced, challenging learning is introduced to the children”.

We are dedicated to the well-being and care of all our children at Bangkok Patana and are proud to be leading the way in prioritising the CoEL to ensure high levels of

engagement, motivation and critical thinking across all aspects of learning throughout the school to give our children the characteristics to be effective learners now and in their future lives.



STUDENT SAFETY



Over the coming weeks you will notice a number of changes to the road at the front of school. This week we have seen the introduction of flashing lights to warn drivers they are approaching a school, as well as improved barriers to protect pedestrians. These are the first of a range of measures that will be installed in the coming week.



SAFEGUARDING PROCEDURES WHEN LEAVING SCHOOL DURING THE DAY

Lena Perriam, Secondary Senior Teacher and Safeguarding Lead

UPDATED SAFEGUARDING PROCEDURES FOR STUDENTS WHO NEED TO LEAVE THE MAIN PART OF THE SCHOOL DURING THE DAY.

Students who are late for PE at Sport Complex

If students are late by only five minutes, the teacher, if possible, will wait at the front of school to walk the student over to the Sports Complex.

If students are late by more than 5 minutes and/or there is no teacher at the gate/turnstile the student must:

1. Get a pass at Secondary Office
2. Make sure the pass is stamped by the Secondary Office staff
3. Show the pass with the stamp to the guards both at the turnstile and at the front of the school by TRUE.
4. The guard at TRUE will take the pass off the student and inform the guard at the Sport Complex who will then monitor the student as he or she crosses over on the footbridge.

Items forgotten at the Sports Complex

Obtain a pass from the Secondary Office and then follow the same procedures as above with the pass.

Outside of lunchtime but during the school day, students need to contact Secondary Office to have someone accompany them to the Sports Complex. If you have left something you do not need immediately you will be told to go during lunch or at the end of the school day.

Items forgotten at TRUE or Subway

Please go to the Secondary Office and they will ring TRUE or Subway to let them about the lost item and tell them you will collect it at the end of the day.

Parents dropping off items

If parents want to drop off any items, they should drop it at the Secondary Office. Drivers without a pass will need to be met by the student in Reception. You will not be allowed to go to the Car Park.

Use of the ATM machine

If you need to use the ATM you will need to collect a Pass from the Secondary Office.

COVID-19 - KEEP UPDATED

Be sure and check the [page](#) on COVID-19 to keep updated on high-risk countries and procedures.

What is the school's process for monitoring temperature?

Temperature checks are best done at home before you send your child(ren) to school because if they do have a fever, you can keep them at home. Taking your child(ren)'s temperature at home also enables you to monitor any changes daily.

A reminder to also monitor any staff you employ to accompany your children to school to make sure they are well.

Our teachers monitor the children in their classes. If there are any signs that a child is unwell, the child is sent to the school nurse immediately. Between 24th February and 12th March we had 240 visits to our school nurses and a small percentage were sent home with a temperature and in all cases, upon following up, the child had a common cold or throat infection.

All visitors to school are asked to sign a declaration which includes if they have a fever they are told not to enter school. A good explanation for why temperature checks on a large scale are ineffective can be found [here](#).

FAQs

Does being in transit in a high-risk locations count?

What does self-quarantine mean?

Is it safe to use the Swimming Pool?

Are the buses being disinfected?

Where can I find out about Continuing Learning?

If you have any suggestions for FAQs about COVID-19 please email chre@patana.ac.th

BANGKOK PATANA SCHOOL



LOST PROPERTY DISPLAY

Last chance to claim your items before
they are donated to charity!

17-20 MARCH • 8AM - 1 PM
NEAR THE 25M POOL





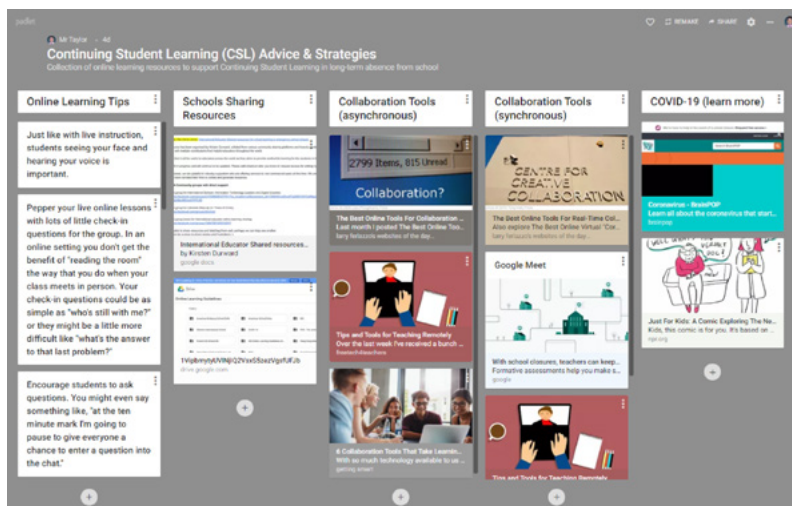
#149: CONTINUING STUDENT LEARNING

The world's largest experiment in learning is going on right now. We're part of the same experiment with several of our students in self-quarantine. As part of our (CSL) programme we invite our students to be 'virtually' part of the lesson with their peers. We live video call them so that there is minimal disruption to their learning. It's been fascinating to see how our students and staff respond to the process. Initially I thought it was because the technology we use on a day-to-day basis in our social lives (FaceTime, Skype etc) was 'bleeding' into our classroom. However, being so involved in the process, I've come to realise it is far deeper than that. As soon as the device we call the student on is placed in the classroom, their peers and friends gather around excitedly. The initial conversation between the students and the 'virtual' student is always focussed on their well-being: "How are you?" "Is everything ok?" "When will you be back?"

As an educator there has been a seismic shift in my focus on the underlying philosophy behind the use of this type of technology. I placed a great deal of emphasis on the quality of the learning resources. Not to say that that is important, but the experience over the past couple of weeks has made me question my order of priorities. Now, I realise we need to get the care and well-being right first, followed by balanced healthy routines, only then, when we get these foundations right, can we weave in the learning. I've come to appreciate the importance of the social fabric of the school, the day-to-day small (but significant when summed) interactions that occur within our institution. It's only when they are taken away do we realise the importance of them.

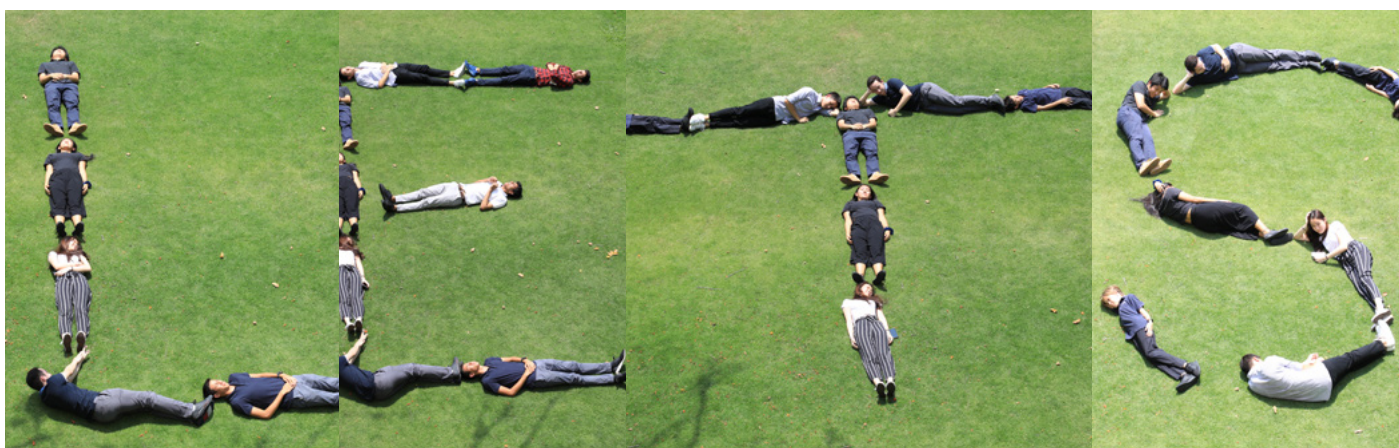
It's principles like this that shape our Continuing Student Learning programme, be it to support students that are on extended absence (for a variety of reasons), or in the event of the whole school being closed. With this in mind I'd like to share with you an overview of what 'Day 1 Transition Day' would look like. Please take note of the Parent / Guardian Responsibilities & Guidelines in column F.

Transition Day following School Closure announcement: Registration and then preparations for Continuing Student Learning (to start the following day)				
Timing	Staff Responsibilities and Guidelines		Student Responsibilities & Guidelines	Parent / Guardian Responsibilities & Guidelines
Registration 7.40am - 8.00am Building the daily routine for members of our community is an important process to support the transition to learning away from school Time to prepare is also critical (see below)	Foundation Stage & Year 1 to Year 5 - Class Teacher to check the Primary School Register for parent self-registering at 8.00am (see link below this table) - Class Teacher to contact parent via email for those that have not self-registered	Year 6 Only - Class Teacher sets a task in Firefly titled 'DD/MM/YY TG Registration' - Class Teacher archives the task at 0800 - Transfers the registration data to the Primary School Register (see link below) - Class Teacher to contact parent via email for those that have not self-registered - Option for Year 6 students to self register (trial in class week beginning 16th March)	Year 6 to Year 13 - Click 'Mark as Done' to indicate Present on the register - Leave a comment if prompted by the Class Teacher or Tutor (eg How are you? How were the tasks yesterday?)	- Foundation Stage and Year 1 to Year 5 parents to self-register their child(ren) using the Primary School Register (see link below this table) - Year 6 to 13 child(ren) available from 7.40am to check-in with their Class Teacher / Tutor via the Firefly Registration task
0800 onwards Feedback from schools in the region that have initiated School Closure (and mental health experts) advise that having a Transition Day helps the whole community to prepare for the transition to learning away from school Stress levels are reduced when you have more time to plan and prepare for a change in your daily routine	Primary Staff - Primary Leader of Learning and Welfare and Leader of Learning and Curriculum adapt learning activities for Day 1 onwards and post on the School Closure: Continuing Student Learning (CSL) Blog. Establish meeting times (how, when) with their year team - Primary Class teachers share the link to the blog with the parents of their classes. Prepare welcome video screencasts for the CSL Blog. Check the registration data on the Primary School Register (see link below) after 0800. Contact parents via email that have not registered - Leaders of Subject Specialist adapt learning activities on the same School Closure Learning Blog posts in their relevant slots that week. Establish meeting times (how, when) with their team - Student Support Services liaise with the Class Teacher and Subject Specialists to adapt activities for supporting students in relevant activities during that week	Secondary Staff - Subject and Learning Support teachers adapt planned learning tasks based on principles of learning at a distance (see Secondary Timetable and CSL strategies below) - Head of Faculty establishes meeting times (how, when) with their team	Year 6 to Year 13 - Prepare for Continuing Student Learning (CSL) programme the following day - Complete all current Firefly tasks in preparation for CSL. Inform teachers if you cannot complete the current tasks (eg long-term projects) - Inform your teacher if you cannot be part of the lesson that week (email, comment in Firefly or other platforms your teacher may be using)	- Primary parents subscribe to the School Closure Learning Blog to be able to support your child(ren) with the learning activities - Tasks for children in Y6-13 are set in Firefly and are available via the Parents' Gateway or Firefly for Parents app (links to the app are on the Parents' Gateway dashboard and below) - Encourage child(ren) to feedback any issues with the tasks (length, clarity, difficulty) to the relevant teacher straight away, this helps the teacher adapt the resources accordingly - Contact the Class Teacher if your child(ren) cannot be part of the lesson that week. We understand that there may be circumstances which are out of your control. It is okay for you to decide that your child(ren) need a break - they will not be required to catch-up with all of the work. We can do this more effectively when back in school - Effective learning occurs when the well-being of your child(ren) is considered first. If they are stressed, anxious or worried then this needs to be addressed before they begin learning. Taking time-out to discuss their feelings is important - Encourage physical activity, socialising and getting outside during the breaks. 20-20-20 advice when using screens for long periods of time (every 20 mins look at something 20m away for 20 seconds). Good posture is important; use a monitor if available - Your child(ren)'s body clock is used to the school day. They will be hungry at times that mirror the breaks in the normal school day. Establishing a routine is important in reducing levels of stress. Regular sleep patterns (at least 8 hours duration) are recommended
Notes & Links Primary School Register Secondary Tutor and Subject Register (add link on announcement) Firefly for Parents App Android Apple Continuing Student Learning (CSL) Advice & Strategies				



I will share further details of our high level planning (eg what the school day looks like in different year groups) as links in the COVID-19 [FAQs](#).

Have a great weekend,
Brian Taylor,
Cross Campus Assistant Principal,
Curriculum Technology Integrator



LET'S ERASE THE STIGMA

James Broadhurst, 12F

Let's Erase the Stigma' (LETS) is a CAT Club that aims to improve the mental health of students at Bangkok Patana School and raise awareness regarding mental health issues.

Our latest campaign, 'Let's be a kid again' attempted to tap into each student's inner child to relieve some of the stress that comes with Secondary School. LETS hosted the event in the HUB, a safe environment where students can relax. In our attempt to reconcile with our younger selves, we played children's cartoons, as well as hosted a quiz in the Secondary Lounge. As a whole, the event was successful, and we hope that we made an impact on the students who took part.

Our latest project involves creating a promotional video to highlight the importance of our club, and the significance of the issue we combat. Keep an eye out for the finished video, coming soon!

We believe that principles of Disability Justice are key components to supporting collective healing.

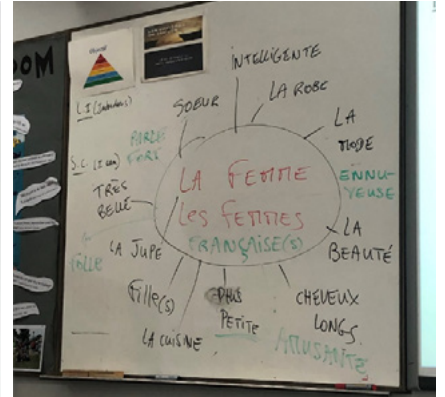
"Disability justice challenges the idea that our worth as individuals has to do with our ability to perform as productive members of society. It insists that our worth is inherent and tied to the liberation of all beings." – Nomy Lamm, Singer and Political Activist

If you would like to get involved, feel free to shoot a quick email to jabr21@patana.ac.th or come along to the meeting every Thursday in CAN 301.

INTERNATIONAL WOMEN'S DAY 2020

TO WHAT EXTENT DOES GENDER INEQUALITY STILL EXIST IN FRENCH SOCIETY?

Céline Courenq, Head of Faculty World Languages



As part of International Women's Day 2020 in French classes this week, students explored how stereotypes, gender inequality and sexism can be reflected in the use of descriptive language. They had the opportunity to describe what (French) women looked like for them, study an ad using a man's body and also a song about the #metoo movement in France.

STUDENT REFLECTIONS IN FRENCH AND ENGLISH:

In French:

Aujourd'hui pendant ma classe français, mes camarades de classe et moi avons étudié l'inégalité des sexes en France. En particulier, nous nous sommes concentré sur le mouvement international qui s'appelle #MeToo depuis 2006. Ils luttent contre la violence sexuelle parmi tous les types de femmes. En France, l'équivalent de #MeToo est #BalanceTonPorc. La première fois que j'ai vu l'expression, j'étais très confuse et choquée. Mais après un peu de recherche, j'ai trouvé la définition et les liens avec le cas de Harvey Weinstein, un prédateur sexuel. Aussi, tout au long du 20e siècle, les références aux porcs ont été liées au désir sexuel des hommes convoités par les femmes. Pour notre leçon, nous avons découvert beaucoup de faits choquants. Par exemple, une fille sur quatre et un garçon sur six seront agressés sexuellement avant l'âge de 18 ans. Nous avons fait un mélange d'écoute et de lecture sur le sujet pour préparer nos examens finaux. Ça me tient à cœur parce que je suis une femme dans un pays avec beaucoup de sexisme. Il faut qu'on prenne d'action pour éliminer les différences et créer des droits humains égaux pour tous. Dans notre école, il y a les clubs de CAS, comme Amnesty, qui le soutiennent. Pour plus d'information, le site en ligne pour #MeToo est: www.metoomvmt.org/.

In English:

Today during my French class, my classmates and I studied gender inequality in France. In particular, we have focused on the international movement that has been called #MeToo since 2006. The movement is fighting sexual violence among all types of women. In France, the equivalent of #MeToo is #BalanceTonPorc. The first time I saw the expression, I was very confused and shocked. But, after a little research, I found the definition and the links with the case of Harvey Weinstein, a sexual predator. Also, throughout the 20th century, references to pigs were linked to the sexual desire of men coveted by women. For our lesson, we discovered many shocking facts. For example, one in four girls and one in six boys will be sexually assaulted before the age of 18. We did a mixture of listening and reading on the subject to prepare for our final exams. It keeps me going because I'm a woman in a country with a lot of sexism. Action must be taken to eliminate differences and create equal human rights for all. In our school, there are CAS clubs, such as Amnesty, which support it. For more information, the online site for #MeToo is: www.metoomvmt.org/.

Stephanie Davis, 13L

In French:

Le mouvement #MeToo était très important aux États-Unis, où les femmes ont partagé leurs expériences de sexisme au travail et dans leur vie quotidienne. Dans le

même temps, #BalanceTonPorc était populaire en France. Ces hashtags ont conduit plus de gens à parler du sexisme dans la politique, dans l'éducation et dans la société. Il y a 130 millions de jeunes filles non scolarisées en raison de leur sexe. 30% des femmes ont subi des abus de la part de leur mari. 104 pays, à travers le monde, ont des lois qui limitent les femmes. Cela doit changer. Je ne pense pas que les femmes devraient être limitées parce qu'elles sont des femmes. J'espère un jour qu'il n'y aura plus de sexisme et que tout le monde sera traité de la même manière.

In English:

The #MeToo movement was very big in the United States, where women shared their experiences of sexism in the workplace and in their daily lives. At the same time,

#BalanceTonPorc was popular in France. These hashtags led to more people talking about sexism in politics and in education and in society. There are 130 million young girls are not in school because of their gender. 30% of women have experienced abuse from their husbands. 104 countries, across the world, have laws that limit women. This must change. I do not believe that women should be limited just because they are women. One day I hope there will no longer be sexism and that everyone is treated equally.

Claire Hightower, 13M



YEAR 13's QUALIFY AS LEARN TO SWIM TEACHERS

Cindy Adair, Cross Campus Assistant Principal, Extra-curricular Activities and Sports

One of the leadership opportunities offered as part of the Year 13 Physical Education curriculum is the opportunity to undertake the Swim Australia Learn to Swim Teacher course. This course involves a 12 week commitment including online theory modules, practical skills workshops followed by on the job training.

Our Year 13's undertook their training with our Year 2's on Wednesday's with our experienced Primary Swim Teachers acting as mentors. We are not sure who had more fun - the Year 13's or the Year 2's, but there were smiles all around! Students learned how to plan fun and engaging lessons and then fine-tuned their classroom management skills with our energetic Primary students. The course is fully accredited and offers students an additional job option at university or post-graduation.

No experience is necessary, just a love of working with young children, some basic swimming ability and a love of the water. This course is offered alongside an expanding range of student leadership qualifications such as a FA Wales Football Level 1 Coaching Course, Emergency First Responder, the Sports Leaders qualifications and the National Rescue Lifesaving Award.

UNI COUNSELORS' CORNER

CHOOSING A DEGREE IN MEDICINE

Sally Jarrett, Careers and Universities Counsellor



Choosing to pursue Medicine as a degree is certainly not a decision any student should make lightly. With competition for this most demanding of pathways being incredibly tough (especially for international students), we want students at Bangkok Patana to feel aware and informed of the specific requirements and options available within this field.

In a recent lunchtime workshop, we gathered all students in Years 10-12 who had indicated an interest in pursuing Medicine or Biomedicine at university. Compelling applications are those that evidence a student's intellectual aptitude and potential, along with clear examples of their motivation and dedication to discover more about developments and approaches in health care and research. Personal qualities, such as possessing genuine and demonstrated empathy and compassion for others, resilience and stamina, are also crucial factors that can determine the success of an application.

For our aspiring young medical practitioners, the importance of a full commitment to their decision, of being organised and starting early - is vital. We insist that students dedicate time to carefully researching the range of courses and differing approaches offered by universities in the structure and delivery of their degrees. On top of juggling IB study commitments and maintaining a very strong academic record, students must prepare for the additional admissions tests (required by most UK Medical schools and also used in other country destinations), immerse themselves in opportunities to gain 'hand's on' and meaningful experiences with people in a community/care setting,

and continue to read and reflect on current trends and 'hot topics' in Medicine and Health. Then, students need to draw upon their reading, research and experiences to compose relevant and insightful 'Personal Statements' (application essays) and prepare for potential interviews that may vary in style between institutions.

Again, we emphasise, choosing to study Medicine is not a decision to be made lightly. The pathway to degree entry is rigorous and demanding.

With competition for places in undergraduate programmes in the UK so high, we always encourage Bangkok Patana students to be prepared to look beyond the 'usual' list of top UK Medical schools. Our presentation highlighted other highly reputable programmes offered in Australia, Ireland, Thailand, The Netherlands, Croatia – to name a few.

Students may start out thinking their interest in Health Sciences can only be channelled into a degree in Medicine. We aim to highlight the plethora of options available for students with an aptitude for Chemistry and Biology, and an interest in Health. Directing students to explore alternatives that may be better suited to their interests, including (but not limited to) pharmacology, neuroscience, genetics and immunology, can help individuals appreciate how diverse Medicine is as a potential career. Information about what to consider and where to start investigating options can enable young people to find a pathway that is best suited to their skills and interests, paving the way for them to thrive in their higher learning - having made a well informed choice that is right for them.

UNI OFFERS...

Blanche Boucher, Year 13

Congratulations on offers to study Cognitive Science from

- **McGill University**
- **University of Toronto**
- **Concordia University**

I have been at Bangkok Patana for seven years, I have received offers from McGill University, the University of Toronto and Concordia. McGill is my top choice university and I was accepted to attend!



I will be studying Cognitive Science, which is a Bachelor of Arts and Science because I am interested in the Psychology and Linguistics aspect of the course; I hope to later be able to help children with speaking disabilities and learning difficulties.

I have been a co-president of One 4 One for two years. Initially, we fundraised in order to send one girl to school in the North of Thailand; however this year, due to increased support from the Patana community, we have been able to fundraise for two children, Mol and Piyawat, which has been so gratifying. Additionally, I have been a part of Habitat for Humanity for seven years and have attended three builds, including the most recent one in Korat. Last year I was also involved in the 24-hour PNP Bilympics. This CAS Project aimed to fundraise to buy Atsushi, a boy with multiple sclerosis, a new wheelchair. The senior sleepover allowed students to pay and sign up to either cycle, row or run for 20-minute slots, and we kept this going for 24 hours. Aside from all this, I help coach the Under 15 Girls Volleyball team because I love the sport and being able to help the younger girls develop their skills and passion.

IN THE SPOTLIGHT...

Utrecht University, Netherlands

Located in the heart of the Netherlands Utrecht University was established in 1636, making it one of the oldest universities in the Netherlands. It is recognised internationally for a high-quality, innovative approach to research and teaching. There are around 30,000 students of which nine percent are international students. Utrecht has

seven faculties including Humanities, Social and Behavioural Sciences, Law and Economics, Geosciences, Medicine, Veterinary Medicine and Science, a large number of which are in English. The university has 12 Nobel prize winners in Physics, Chemistry, Economics and Medicine. Other notable alumni include Biologist and Primatologist Frans de Waal, known for his TED talk on primate social behaviour and author Rutger Bregman.



UNIVERSITY VISITS

ALL UPCOMING UNIVERSITY VISITS HAVE BEEN CANCELLED UNTIL FURTHER NOTICE DUE TO CONCERNS REGARDING COVID-19.



Entries open: 09/03/20
Entries close: 15/03/20



puzzle
number
119

There are four customers waiting for their drink at a coffee shop.
They each ordered a different drink and paid a different amount.

Zoe paid 50p more than
the person who ordered
an espresso.

Kate ordered a
cappuccino.

Fiona paid more
than anyone else.



Fiona paid 50p
more than Kate.

Kate paid £3 for
her drink.

One person ordered
an americano.

Zoe paid £1 less than the person that ordered a latte.

How much did Agron pay for his drink?

Give your answer in pounds (£)

Extension: Can you add a 5th person and their drink and add clues to create your own, harder, puzzle?



@asharpeducator

Puzzle created by Andrew Sharpe



www.puzzleoftheweek.com

Copyright © 2020 Andrew Sharpe | www.puzzleoftheweek.com | All rights reserved | Image by Chavon Photography from pixels.com (PDC)

Submit your solution [here](#)

GET YOUR SUPPLIES FOR WASTE LESS WEEKS



Did you know that there are lots of reusable and repurposed items for sale in the PTG Tiger Shop?

Stainless Steel Drinking Straws – individual and in packs
Bamboo Drinking Straws
Bamboo Cotton Buds
Bamboo Toothbrushes
Stainless Steel Klean Kanteen Insulated Drinks Tumblers
Stainless Steel Klean Kanteen Water Bottles
Elephants made from old Primary uniforms
Hair ties made from old Primary uniforms
Reusable shopping bags
Get your environmentally friendly products now!



GET READY FOR WASTELESS WEEKS



16TH, 23RD: LESS MEAT MONDAY

17TH, 24TH: TRANSPORT TUESDAY

18TH, 25TH: WELL-BEING WEDNESDAY

19TH, 26TH: TURN IT OFF THURSDAY

20TH, 27TH: FINISH IT FRIDAY

YOUR CONTRIBUTIONS MATTER





Volunteer BREAKFAST.

*To show our sincere appreciation
for your time and efforts
volunteering for the PTG this year*

*Please join us on
Wednesday, March 25th
from 8:00 to 11:30 am
Black Box Theatre*

Including fun activities, quiz, food and music



HEALTHY NUTRITION **with Tara Conrad**

OVERVIEW

Nutritionist Tara Conrad will be joining us to speak about healthy eating. All students and parents are welcome to join!

Learn to fuel your body correctly as a student athlete and improve your performance! Come along after school to hear how you can improve your eating habits as a young athlete.

THURSDAY MARCH 26TH IN CON 420 @ 2:45 PM

It's not about dieting. Eating well is just a piece of the puzzle, of an overall healthy lifestyle. Learning to lead a life that's balanced, understanding our body's uniqueness and creating a life time of habits with moderation and variety.

Protein, Carbohydrates, and Fats; what are they, why we need them, and which ones are good and which ones we should eat and others we should avoid. Sugar addiction is a real thing, Where sugar hides, how much sugar are we really getting in a day. Advertising, what we see and read isn't necessarily true, it's important to educate ourselves.

Sports and Nutrition: How much extra do we need and what are the best ways to help fortify our bodies before and after sport.

- Benefits of a healthy well balanced diet, side effects of a poor diet
- Educating the students that they are all unique (of course physically) but how their body reacts to foods etc. what feels good for one person, may not be ok for someone else.
- Foods should not be considered bad or good, but there are foods to avoid and only eat once in a while because of the way they make us feel, not the way they might make us look.
- How we can improve our eating habits and why we should
- Creating small healthy nutrition goals each week instead of choosing a restrictive diet like keto or vegan. This helps to create habits that are sustainable long term, creating balance

Families sign up online [here](#)



DESERT ISLAND DISCS

With Rich Molloy
Cross Campus Head Swim Coach



This column follows in the style of the famed BBC podcast which features a celebrity every week – here we feature our own Bangkok Patana celebrities! What eight songs, one luxury item and one book would you take with you if you were stuck on a desert island?

Today Rich Molloy, Cross Campus Head Swim Coach is stuck on a desert island.

MR MOLLOY, IF YOU WERE STUCK ON A DESERT ISLAND WHAT EIGHT PIECES OF MUSIC WOULD YOU WANT TO HAVE WITH YOU?

Mr Brightside - The Killers

Can't Stop - Red Hot Chili Peppers

Use Somebody - Kings of Leon

Notion - Kings of Leon

Jackson - Johnny Cash

It Ain't Me - Kygo

Insomnia - Faithless

I Could be the One - Avicii



Listen to Coach Molloy's Playlist [here](#)

PICK ONE LUXURY ITEM YOU WOULD WANT TO HAVE WITH YOU. THIS ITEM MUST BE INANIMATE AND OF NO USE IN ESCAPING THE ISLAND OR ALLOWING COMMUNICATION FROM OUTSIDE.

Nintendo Switch with Mario Kart game

WHICH ONE BOOK WOULD YOU WANT TO HAVE WITH YOU?

Legacy - James Kerr

Catch the real Desert Island Discs on [BBC](#). Have a list of your own? Let us know! Contact SHKN with your favourites.

DATES
for your
Diary...

Thursday 2nd April - Patana Unplugged Concert

Friday 3rd April - End of Term 2

Monday - Wednesday 13th - 15th April - Songkran
Festival

Monday 20th April - Term 3 Begins



PTG Staff Appreciation Day

*Please help us show our appreciation for
all our Bangkok Patana staff
by contributing baked goods or desserts
to the Staff Appreciation Day lunch
on Wednesday 1st April*

*Please bring your home baked
or store bought donations
on Wednesday 1st April to:*

- Front of school
- Foundation Stage Entrance
- Bus entrance
(between Foundation Stage and Year 3/4)

Before 8:00 am.

Absolutely NO nuts please!

Thank you!

Mardi Gras

a
Charity Luncheon

hosted by

ESTiN

to assist Refugees in Bangkok



Saturday, March 21st 2020

10.30am - 2.30pm

NOVOTEL Sukhumvit Soi 20

featuring

Delectable Creole/Cajun Cuisine

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