The Traidhos Quarterly

A celebration of lifelong education

Volume 6 Issue 3
Number 22
March – May 2014

Grade 12 Prem students Royanne, Kevin, Junior, Cristina and Alex at the CMAC Track and Field Championship.
Traidhos Camps 2014

**Traidhos English Camp (แคมป์ภาษาอังกฤษ)***
- 5 – 11 April 2014 (THB 15,000)
- 5 – 11 မิถุนายน 2557 (15,000 บาท)
- 20 July – 9 August 2014 (THB 43,000)
- 20 กรกฎาคม – 9 สิงหาคม 2557 (43,000 บาท)
Age: 9-14 ปี

**Traidhos Summer Camp (แคมป์สัมมหกรรมพิเศษ)***
- 15 June – 19 July 2014 (THB 16,000 per week)
- 15 มิถุนายน – 19 กรกฎาคม 2557 (16,000 บาท ต่อ สัปดาห์)
Age: 9-14 ปี

**Traidhos Football Camp (แคมป์ฟุตบอล)***
- 5 – 11 April 2014 (THB 16,000)
- 5 – 11 เมษายน 2557 (16,000 บาท)
Age: 9-14 ปี

**Siam Extreme Camp (สยามเอ็กซ์ตรีม)***
- 21-29 June 2014 (THB 25,000)
- 21 - 29 มิถุนายน 2557 (25,000 บาท)
Age: 14-18 ปี

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http://www.camps.threegeneration.org

Traidhos Camps is part of Traidhos Three-Generation Community for Learning
www.threegeneration.org  www.facebook.com/TraidhosCommunity
234 Moo 3 Huay Sai Mae Rim Chiang Mai 50180
Email jaytanat@threegeneration.org Tel. +66 (0)53 301 500
It’s time to celebrate! Not a birthday or another anniversary, not the passing of an exam or a test, but time to celebrate the many small acts that YOU are doing, either as an individual, a family, a class, a school, a youth group or a club to make a difference to the environment where we live or study.

On 24 October 2013, UN Day, UNESCO Asia and Pacific Regional Bureau for Education and United Nations Environment Project Regional Office for Asia and the Pacific (UNEP), launched a sustainability campaign and competition that will run until the end of September 2014. The campaign is called UNertia.

UNertia seeks to encourage young people, schools and communities to engage in sustainable actions that will yield positive environmental benefits to their communities. Four themes particularly relevant to problems at the local level are highlighted as part of UNertia: energy, waste, water, and green spaces. The initiative aims to strengthen school and community engagement in sustainable development, empower young people as agents of change, translate awareness into action and ultimately bring about individual and collective changes in behaviour.

Celebrate what you are doing, be it recycling kitchen waste, growing vegetables, reducing the number of lights that you turn on in your home or reusing materials in some way, by sharing your act of UNertia as part of the UN campaign and competition. Follow this link to participate. www.joinunertia.org

Every two months, Nikon cameras will be awarded to two participants striving to make a difference, as the UN regional office strives to achieve 10,000 acts of sustainability by September 2014.

Have you ever wondered about those spots and circles of colour on your garden trees? Or the patches of colour somehow managing to grow on concrete walls and roof tiles? If you start looking closely you will find yourself liking lichen, for the patch of colour is most likely that of a lichen. Scientists estimate that there are over 30,000 lichen species worldwide covering about 8% of the land surface! This seems pretty amazing until you realise that they are found in all climate zones and habitats from the cold Polar Regions to the humid tropical rain forests.

Lichen consists of two or more partners that live together, symbiotically, with both benefiting from the partnership. One partner is a fungus. The other is either an alga capable of photosynthesising, or a cyanobacterium. The alga part of the lichen is responsible for creating food, by using photosynthesis, while the fungus part makes a body, or thallus for both the alga and fungus to live on.

Students working with the Traidhos Three-Generation Barge Program often study lichens as bio-indicators of air quality. Some species can tolerate any air quality while others are only found in clean-air places. At the summit of Doi Inthanon for example, students discover an abundance of clean-air lichen, whilst closer to the fumes of Bangkok, the species are often smaller and grow closer to the tree bark or wall. Armed with reference pictures and magnifying glasses, students examine lichen growing in the environment, becoming aware of the range of species as well as many other things living on the bark of trees.

As well as indicating air quality, lichens can be used as food, a natural dye and in certain medicines.

Stop and look for lichen growth on the next tree you pass. Soon you will like lichen too!

The Green World Foundation produces materials in Thai language to help you become an air-pollution detective using lichen: www.greenworld.or.th

Lynda Rolph is an Environmental Education Facilitator with Traidhos Three-Generation Barge Program, an environmental education program based in Bangkok, part of the Traidhos Three-Generation Community for Learning.
Not so many years ago science was all about trying not to blow things up in the lab, and showing how effective "rotten egg gas" was in emptying a classroom. They were the days when students sat quietly – or not – at their desks while the teacher demonstrated at the front of the room. Times have changed and science at all levels of the school has children actively involved in their learning – and really enjoying it. The hands-on approach is more fun and students learn and retain the data more readily.

One class was seen playing "Angry Birds" – using plastic strainers, giant rubber bands and fluffy birds – as they aimed at their classmates – all-too-willing "pigs". While the mobile game played on telephones worldwide is addictive but not very productive, this activity was teaching children kinetic energy, potential energy, the mathematics of trajectories and measurement, force and dynamics.

The International Baccalaureate Primary Years Programme unit of enquiry *How the World Works* requires students to inquire about forces and motion found in everyday life. The Grade 4 children examined gravity and friction – and took their new-found knowledge to the Sub-Zero ice-skating park at Central Festival shopping mall, where they discussed friction and how it is used in ice skating. They also made predictions about how far objects of different masses – such as different children! – would travel in a low-friction environment.

In another location, huge rubber tyres were being rolled down sloping planks. The distance the tyre rolled was again measured, and by altering the slope and the length of the inclined plane, the students again were able to determine the optimum angle for the greatest distance.

In their *How the World Works* unit, Grade 5 students are engaged in Scientific Inquiry and how it can change the world. Rather than learning specific scientific facts, the students have been learning how to think scientifically and conduct experiments, so they will have the tools to launch future scientific inquiries. The Grade 5 teachers collaborated closely with the Senior School Science teachers to ensure that formats for student science reports and scientific vocabulary was consistent with what they will use in later years to ensure an easier transition to Middle Years Programme (MYP) Science.
At various locations on the campus, Grade 12 students measure particulates in the air. The Air Quality Index (AQI) is then recorded and displayed around the school – and appropriate actions taken. Chiang Mai has – for most of the year – a delightful climate and sparkling air, but for several weeks at the start of the summer, farmers burning off rice fields pollute the air. The school has recently installed air purifiers in every classroom, and when the AQI indicates that outdoor activities may endanger the health of students and staff, appropriate actions are taken, moving outdoor activities inside, or limiting the time students are engaged in strenuous activities while outdoors.

From angry birds following dramatic trajectories designed by enthusiastic ten-year-olds, to practical applications of science in everyday life, science today has moved a long way from being all about – and only about – stinks and bangs.

What’s at the bottom of the pond?

Students used the school science laboratories to conduct experiments to learn the techniques involved in Scientific Inquiry, such as hypothesising, using equipment effectively and recording and interpreting results. They also visited the Prem farm to examine how scientific inquiry can help us in practical situations. They examined the different life in the ponds, they inquired into the diet of the pigs and how the farm experiments with compost. Students collected soil samples from around the farm and analysed these samples to determine how much clay, sand and silt they contained, and finally figuring out which ones were most appropriate for growing crops.

Some of the scientific inquiries the students chose to investigate included testing what types of water pollution insects can survive in, finding the different ways in which guinea pigs communicate with each other, what types of soil are the best for growing different herbs and vegetables, what types of compost worms can digest the fastest, and what types of food the goats prefer.

More formal scientific study was found in the Room 31 science lab, where Grade 10 students learned how to create and store pure oxygen, later using it to conduct experiments with a number of different elements. Part of the Materials in the Environment section of the International Baccalaureate Middle Years Programme (IB MYP), the experiments enabled students to observe – and in some cases film – the results of burning sulphur, magnesium and iron filings in the stored oxygen. The burned remains were mixed with water and alkaline and acidity levels recorded.
What do a swashbuckling international television star and a renowned American choreographer have in common? In the case of some of the latest creative residencies at Traidhos, it was the ability to motivate and inspire students and staff through dance and movement.

Movement is a natural method for learning and a basic form of cultural expression. Young people learn movement patterns as readily as they learn language. Just as all societies create forms of visual representation or organise sounds into music, all cultures organise movement and rhythm into one or more forms of dance. Yet, while our educational systems for early childhood include drawing and singing, they often neglect to include dance. It is essential that education provide our children with the developmental benefits and unique learning opportunities that come from organising movement into the aesthetic experience of dance.

Communication and expression through movement exist long before we develop verbal language. Kinaesthetic learning, whereby we learn through action or movement, is one of the three main learning styles exhibited by any given individual, so what better way to motivate and inspire this demographic of students, than through working with some international movement specialists?

Known to most for his role as Syrio Forel in the HBO television series Game of Thrones, Miltos Yerolemou is a renowned Shakespearian actor and a UK expert in physical theatre and physical comedy. Having worked with legendary performance professionals including Jacques Lecoq and William Hobbs and having extensive international television and theatre experience, Miltos brought a wealth of knowledge and understanding to the workshops he offered our staff and students.

Physical theatre

In addition to the range of workshops and master-classes delivered, Miltos worked with an ensemble of eight Senior School students every day for the duration of his residency. The students were introduced to a range of physical theatre techniques to devise a brand new performance piece that they honed and performed to a public audience of some two hundred people. After time spent inspiring and entertaining staff, students and his Chiang Mai fans, Miltos commented:

“It’s reassuring to know that as an artist I don’t have to compromise my delivery style to get great results from groups of people who come from forty different countries! The support that I received and the structure of the residency itself were perfect. I worked with some great people, got some fantastic results and got to experience the warmth and kindness of the host country and the charming nature of the Thai people.”

Only a few days after waving goodbye to Miltos as he jetted off on a world tour of Shakespeare’s Midsummer Night’s Dream, another critically acclaimed artist with a passion for movement arrived for a subsequent Traidhos residency.

Nehara Kalev is a renowned Los Angeles-based choreographer with a passion for creating innovative dance theatre through improvisation and structured play. Having devised and toured work all over the world and with various commissions to her name including the de Young Museum in San Francisco, Nehara undertook a ten-day residency at Traidhos.

Afternoons of improvisation and dance play with our Junior School students, master-classes in devising theatre through movement with our Senior School students, team-building exercises with our athletics teams and performance-devising with our boarding community: Nehara’s approach to engagement always used our young people as its starting point.

Whether it is dance, physical theatre, stone carving or ceramics, I have always found that a youth-focused approach to creating work always yields the most successful and exciting results. This is a point reinforced by the performances and feedback that both these artists generated during their residencies and a philosophy embedded at the heart of what our creative programmes at Traidhos aim to achieve.
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From Cuba to Chiang Mai

The world is a small place – and getting smaller every year, as people find public transport more convenient and as electronic media seems to reduce distances between one end of the globe and the other – if, indeed, globes can have ends at all!

The Traidhos Farm is fortunate to have a volunteer who typifies how modern people can share their expertise with others, no matter where they may be. Cecilia Che Heng Yang spends part of each year in Holland, part of her time in Chiang Mai, and if there is any time left, she may be found travelling to Scotland or teaching and working and volunteering in many different locations.

Born in China and educated initially in Hong Kong, Cecilia later studied in Australia and Holland. She is an acclaimed expert on orchids, and has studied, worked or been a special consultant at the Royal Botanical Gardens in Kew (London) and at the Edinburgh Botanical Gardens in Scotland, South Africa’s Kirstenbosch National Botanical Garden in Cape Town, the Xishuangbanna Tropical Botanical Garden in Yunnan (China), the Queen Sirikit Botanical Garden in Chiang Mai, and other botanical gardens in Holland. She has travelled to Cuba, Ecuador and Costa Rica to study her favourite flowers growing in their natural habitat in the forests, and has written many articles for magazines including *The Orchid Journal of the Royal Horticultural Society* (UK) and *De Orchideeën* in the Netherlands. She was the 1980 Dutch National Champion of flower arranging and regularly gives classes in this subject, as well as designing and making floral arrangements for weddings, Christmas celebrations and other occasions. As a world traveller, she has acquired proficiency in Dutch, English, Cantonese and Mandarin – and speaks a little German and Thai as well.

How is it that a woman like Cecilia comes to be digging in the soil at the Traidhos Farm?

In addition to her passion for orchids, Cecilia is an avid music lover. She visited Prem several years ago as a guest at the first special Opera Concert arranged by the school and has attended each successive concert. She was impressed by the green and leafy campus on her first visit, and was excited to learn about the Traidhos Farm. This year she volunteered to help make the farm and the school campus more attractive.

*Aerides flabellata, Arachnis labrosa and Disa ferruginea*

Liaising with farm staff she is planning a new orchid greenhouse floating on one of the fishponds in the farm as well as toiling to beautify the entrance to the farm. Climbing frames for other flower species and a new seedling nursery are all on her list of things to do if time allows. A hard-working septuagenarian, Cecilia arrives each morning on the staff van, and digs, weeds, plants and waters until lunchtime – and then spends time playing the piano or swimming.

She has already created a special garden recycling old tyres to show students that just about everything can be recycled. The new tyre garden features a wide variety of plant species – once again demonstrating bio-diversity and ingenuity to farm visitors. The Traidhos campus has a large gardening staff in addition to the farm staff, and Cecilia hopes to be able to work with them in advising on suitable orchids for the campus trees. Whether Prem eventually sees clumps of Aerides flabellata adorning the many trees on the campus or Disa ferruginea in the campus grounds – time will tell! One thing is certain, however: the staff and campus are delighted that a woman like Cecilia Yang has helped shrink the world a little bit more by sharing with us her enthusiasm and her passion.
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Despite Woody Allen stating, “If you want to make God laugh, tell him about your plans,” we at Prem Tinsulanonda International School firmly believe in planning for the school’s future. We are currently operating under the second year of our strategic plan, FuturePrem, which has as its foundation our six key themes: learning, leadership, connecting, creativity, community and technology as well as the AtKisson compass model of sustainability.

We use the themes for guiding our actions and it was with creativity, in combination with other main themes such as technology, leadership and not least learning, in mind that we began our whole school Arts Week programme in January.
Students in the Senior School started the week with collaborative drawing and also drawing to music followed by the making of jigsaw murals that saw many exciting results. Junior School students similarly engaged in collective endeavours drawing portraits of their friends, dancing as a group and performing a range of entertaining acts in the lunchtime concert.

Wednesday was our Arts Day Out and all Senior School students were able to sign up for an astonishing range of workshops provided both by our highly talented teachers and by visiting artists from the local community. They created sculpture using our welding equipment, flew on broomsticks in the stop motion animation activity and played with professional guitarists from Chiang Mai.

Feedback from all concerned was very positive and students in Grade 11 were heard requesting that we repeat the week next term. Unfortunately however, they will have to wait until next year for the same event but we look forward to seeing their creative efforts develop in the meantime.
For the 2014 Academic Year, Prem Tinsulanonda International School is pleased to announce the Prem IBCC Scholarships 2014 to eligible candidates in the career focus areas of sports management and hospitality management.

The IBCC is a two-year programme for students in Grades 11 and 12. Students complete a three-part framework that includes two IB courses, Core elements and courses with a career-related focus.

Being the first school in Asia authorised to offer the IBCC, Prem is uniquely positioned to offer something to IB students. The IBCC is an exciting opportunity for students to gain prestigious IB credentials while studying something they are particularly passionate about.

Who can apply?
- Students currently studying at Prem and new students entering Grade 11 in the 2014 Academic Year
- Scholarships are available for boarding and day students
- Students with a natural passion and commitment towards the sports or the hospitality industry
- Students who meet Prem Admissions criteria

Closing date for Scholarship Applications is 15 March 2014
http://ptis.threegeneration.org/scholarships I www.asiasportsmanagement.com

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To celebrate the achievements of Prem Alumni 2004 – 2014, the school is offering ten scholarships to new students entering Grades 10 and 11 for the 2014 Academic Year.

FuturePrem scholarships will be awarded to students excelling in one of Prem’s goals:
Leadership Creativity Learning Connecting Technology Community Sustainability

Who can apply?
- Students entering Grade 10 and 11 in the 2014 Academic Year
- Students not currently enrolled at Prem
- Scholarships are available for boarding and day students
- Students with a strong academic record and who engage in a range of creative, service, active and leadership projects
- Students who meet Prem Admissions criteria

Closing date for Scholarship Applications is 15 March 2014
http://ptis.threegeneration.org/scholarships

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My country Austria

Prem has students and staff from almost forty countries. A small but important group come from Austria – and this is their story.

Even though Vienna seems to be relaxed and easy-going, its night life is pulsing and it is during the night when you realise that the city is very much alive. The city is home to a huge variety of nightclubs and bars and is host to some of the biggest and most important art and music festivals in the world, featuring artists such as Metallica, Linkin Park and Iron Maiden.

Austria’s past as a European power and its cultural environment generated a broad contribution to various forms of art, most notably among them music. Austria was the birthplace of many famous composers - Joseph Haydn, Franz Schubert, Johann Strauss and Wolfgang Amadeus Mozart. Vienna was for a long time an important centre of musical innovation. 18th- and 19th-century composers were drawn to the city due to the patronage of the Habsburgs, and made Vienna the European capital of classical music.

The majestic Austrian Alps

When visiting Austria it is a must to see the beautiful Alps. The majestic Austrian Alps stretch across the country, an awe-striking area of Ice Age valleys, verdant heaths and alluvial cones within Europe’s largest national park, 700-square-mile Hohe Tauern. The cities of Salzburg and Innsbruck and the beautiful provinces of Tirol and Vorarlberg are the home for spectacular skiing and hiking. With the Gross Glockner, Austria’s highest peak (3798 m), and some of the world’s best winter and summer sports playgrounds, the Austrian Alps are an outdoor lover’s paradise.

What we are missing most

Every year, just before Christmas Eve, we cannot keep ourselves from feeling jealous of our friends being able to experience the joy of gliding down a hill in a landscape of pure white. Snow and snowboarding are two of the things we miss most and are things we are looking forward to when returning back home.
Church at Montafon
Who was that masked man?

Masks have played an important part in mankind’s theatrical and ritualistic traditions for thousands of years – to conceal identities, to indicate the type of person an actor is representing, to enhance or change the sound of a speaker’s voice – or simply as a fashionable feathered adornment at a bal masqué. Irish playwright and wit Oscar Wilde quipped, “Put a mask on a man and he will show you his true face.” The popularity of masks in theatre is perhaps no more evident than in the Renaissance theatre form still popular today – the Commedia dell’Arte – where men’s “true faces” assist the audience to know who the good guys are – and who are the baddies.

In November, Marco Luly visited Prem and conducted a series of workshops for the drama students at the school.

Luly, co-founder and co-director of the Theatre Company Luoghi dell’Arte of Rome, was an engaging and entertaining teacher and actor. His company researches the field of popular Italian theatre, with an emphasis on mediaeval plays, different masked theatre and the plays of Italian playwright Carlo Goldoni. Luly and his company have performed and given workshops throughout Italy and in many countries including Vietnam, Singapore, Bosnia, China – and most recently in Thailand, bringing with him a selection of hand-made leather Commedia masks and demonstrating their use.

Commedia dell’Arte dates back to the 1500s, and involved some of the world’s first professional actors who travelled all over continental Europe and beyond. Language and regional dialects were no problem since so much of the buffoonery was non-verbal and helped by the easily recognisable characters indicated by their masks. Standard stock characters included miserly merchants, pedantic old men, devious servants – and almost always – lovers. The performances were not scripted but relied heavily on improvisation, polished jokes, acrobatics and bits of comedy that could be inserted wherever the actors thought appropriate. Each performance was a showcase of carefully rehearsed routines as well as a lot of improvised “business”.

Working with the Prem students, Luly adopted numerous roles, using a mask appropriate to each – and encouraged the students to create a style of walking appropriate to a miserly old man or a cantankerous master, and a grovelling, cringing crab-like locomotion for a dissembling servant. For many of the students, experienced in acting in traditional ways with reliance on scripts, or using Stanislavski “method” acting, having to tell a story purely by a tilt of a head or an imperious gesture of one finger was quite a challenge.

Luly commented, “Theatre is learned, not taught,” and his workshop certainly gave its participants an opportunity to learn new techniques based on stylised movement and drawing power from the anonymity or assumed personage granted by a mask.

www.shane-arts.com
www.italian.about.com
www.luoghidellarte.com
Hilberry Theatre, Detroit, 2010
It has been a busy start to the year for the Three-Generation Cricket Academy as Traidhos has welcomed teams and dignitaries from around the world to the first-class playing field located on the Traidhos campus just outside Mae Rim.

Khun Ruchira Premananda, Director of Sport Authority of Thailand (SAT) in the Chiang Mai area was welcomed to the Three-Generation Cricket Field by David Buck, Director of Cricket, and Lynda Rolph, Traidhos President, when he came to inspect the facilities and to watch Under 19 teams from Thailand and Hong Kong playing. Cricket is a relatively new sport for Khun Ruchira, and he delighted in being taught a few basic cricket strokes and meeting members from the teams. The playing field at Traidhos is an excellent facility – and the turf wicket is composed of special grass imported from Western Australia’s famous WACA.

The Thai Minister’s visit was followed by a special fact-finding mission by a delegation from the Afghanistan Twenty 20 Cricket Federation to investigate how international friendship can be developed through cricket opportunities.

Ms Shukria Paikan, a Member of the Afghan Parliament and Head of the Women’s Department, was accompanied by other Members of Parliament and the Secretary General of the Afghanistan Twenty 20 Cricket Federation. The Members of Parliament are interested in education opportunities – especially for girls – in Thailand. In her welcome speech, Traidhos President Lynda Rolph said that she believed a sustainable future would be a world where boys and girls were equally encouraged to realise their potential, where people live side by side without fear and without war, peacefully trusting each other and respecting differences.

"A team sport such as cricket provides a powerful platform for international friendships, international understanding and trust, and a more peaceful world," she added.

During their time at Prem the delegation examined the international school and the facilities for training and competitions in this fast-growing sport: over one hundred young women currently play cricket in Kabul, and several have also attended umpire-training courses. Political difficulties have made it difficult for women in many areas of life in Afghanistan and the growth in interest in cricket is viewed as a positive sign. Discussions continue to establish the Three-Generation Cricket Field as a possible training home for the Afghan women’s cricket team.

With the Asian Cricket Council Women’s Premier 2014 international tournament taking place in Chiang Mai in February, teams from China, Bhutan, Iran, Hong Kong, Thailand and Nepal flew into the city and played on three cricket grounds: the Prem oval and ovals at Royal Chiang Mai Golf Course and the Chiang Mai Gymkhana Sports Club. The Bhutanese, Hong Kong, Chinese and Iranian teams all travelled to Prem to compete. The Iranian team also stayed on campus at the Traidhos Residence and Spa for a short training camp prior to the tournament. During their time at Traidhos, the Iranian team was coached by Director David Buck, an English Cricket Board Level III coach now resident in Chiang Mai.

Lynda Rolph commented, “As I talked to the Iranian coach, I realised the importance of sport, and in this case particularly cricket, in developing understanding and growing friendships and empowering young women, which will lead to a more peaceful and sustainable world.”

It is David Buck’s long-cherished dream to be able to have a resident cricket XI at Prem, drawn from players from all corners of the world. The school is currently offering cricket scholarships (see page 27) designed to attract top girls from all nations. With recent visitors including England’s MCC, teams from the women’s international tournaments and visiting dignitaries from Thailand and further afield, perhaps that dream is slowly – very slowly – moving towards becoming a reality.
A Musical Safari

Jules Verne’s famous novel *Around the World in Eighty Days* was made into a block-busting and multi-Academy Award winning film in 1956. It starred David Niven and Shirley MacLaine and had a host of cameo appearances from famous actors including John Mills, Marlene Dietrich, Noël Coward and Ronald Colman. A twenty-first century version of this grand journey was recently seen at the Prem auditorium, when a huge group of students - possibly exceeding in number the 1950s film cast - took entranced audiences on a journey around the world with the delightful Musical Safari.

The student-led production featured appearances and performances by every Grade 4 and Grade 5 student, approximately half the Grade 6 and Grade 8 students, the Grade 12 drama students, all music students in Grades 9, 10 and 12, special groups of students whose after-school *Exploria* activities included the concert band, music leadership and an a capella group, and individual students from Grades 6 – 12, all acting, singing or dancing. Lights and sound were co-ordinated by the Audio Visual Group of students. More than a dozen teachers (under the overall guidance of music teachers Gina Ryan and Lizzy McIlroy) were there to assist and to lead when necessary, and Grade 12 student Ben Wright directed the second act of the evening. All students from Grades 1, 2 and 3 made special appearances at the matinée performance.

Students devised the name for the production, designed the posters and the masks, and also helped design the costumes and write the script for this show, which featured original staging and seating design within the theatre, as well as being a musical production that started outside in the Prem Quad and, just like a scene from *The Pied Piper*, the audience then followed the performers into the auditorium where the show proper then started.

Perhaps not quite with “a cast of thousands” – but certainly not too far from it – the evening of song, dancing, drumming, acting and mime followed the musings and deliberations of a middle-aged couple trying to decide where to go to celebrate their twentieth wedding anniversary. As each possible location was discussed, music or dance from that country was performed. Our anniversary couple - Harold and Winifred - finally decided to take a safari in Africa, where they inadvertently stumbled on some of the creatures from *The Lion King*. A hasty retreat back to their campsite saved them from becoming the lions’ dinner, while future anniversary plans centred on the far more ‘civilised’ location of Paris. Africa, France, Israel, Japan, Thailand, Cuba and America all provided inspiration for the music and dance.

*Musical Safari* enabled students to demonstrate the skills they had learned in class or in after-school activities. It also provided them with opportunities for student leadership at all levels. But more than this, it enabled them to learn the discipline of performing in a large-scale musical production, to see themselves as part of a larger whole ... and to have fun. The photographs on these pages capture just a little of the excitement of the production.
Because of Chiang Mai’s location, the food in this region can be very different from what is served up on a banana leaf in other parts of the Kingdom of Thailand. As well as its location, its history also plays a part in making the local food especially yummy.

With close geographical links to Burma, Lao and Cambodia, and with historical migration of people from these regions, it is no wonder that many of the traditions from our neighbours find their way into local food. Nearby regions such as Chiang Rai may feature a more Chinese style of cooking, but Chiang Mai follows a more traditional Lanna style. While coconut cream is an important ingredient of many dishes from Central and Southern Thailand, coconut trees were not found as easily in this region as in more coastal parts, so many northern recipes traditionally use water instead of coconut cream. Of course today it is just a matter of hopping on the scooter and zipping in to the local market and picking up a fresh coconut – but in days gone by a great deal more planning was necessary to overcome regional shortages.

Its location also means that the seasonal variations through the year play an important part. The hot and dry and smoky season (perhaps producing some excellent mountain mushrooms) gives way to the rainy season when everything is lush and fresh, and is followed by the crisp nights of winter when what is cooked has to be designed to give eaters additional warmth to combat the chilly mountain air.

The choice of spices used in Thai cooking is certainly a matter of regional preferences. Chiang Mai chefs favour the young green chillies rather than the larger red ones, and the local peppercorns are spicier than others. Coriander, galangal, ginger, cinnamon, lemon grass and garlic are all favoured flavours. Sticky rice is favoured over steamed rice.

When asked, local chefs usually name three or four dishes which to them are typical of Chiang Mai – and are not found elsewhere, or are served in different styles elsewhere.

Street food in Chiang Mai will often offer all these dishes side by side with Pad Thai – a national favourite – or diners can seek more sophisticated restaurants where the traditional dishes may be served along with modern fusion dishes, where old favourites are given a new twist, or where the East meets the West harmoniously. Chiang Mai has over 1200 restaurants and cafes – and probably just as many street food stalls – with prices ranging from twenty or thirty baht for a bowl of noodles up to gourmet restaurants in luxury hotels where a meal will cost somewhat more. Whatever the choice, finding sensational food in Chiang Mai is never going to be difficult ... but finding where to go may be just that little more challenging!
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In spring 2013 I was told by Aarhus University to find a site for my anthropological fieldwork for the fall semester. It could be anywhere in the world, anywhere I could spend three to four months in research. At the time I was working on a paper about globalisation and global citizenship. I was inspired and keen to find a place where I could learn more about these topics. Since education has been a big part of my professional life I thought an international school would be a great fieldwork site – people from many different places gathered at one place; a meeting point between national and global, global citizenship as an educational goal, and the main focus group being children and young people.

A friend of mine, a Canadian who was teaching at The International People's College in Denmark, had visited Prem last year and recommended the school to me. As Prem seemed to be just what I was looking for I contacted the school through Principal Stephen McIlroy and Director of Boarding Linda Buck and four months later I was on my way to Thailand...

For four months I lived in the Prem boarding community doing anthropological fieldwork and researching how global citizenship comes into play at the school. As a fairly well-travelled Dane, I am aware that I viewed Prem through my own cultural glasses. Had someone else been here instead of me they might have observed something different.

"Immigrants" and "expat children" are relatively recent terms in the schools I had been teaching at in Denmark, so the intercultural dimension at Prem was new and exciting. I wondered what daily life at school and in boarding would be like with children from all over the world. What connected them? Which cultural differences even mattered in an international school?

I spent lots of time observing the students and talking to them about their daily life at school, where they were from and what their future plans were. I participated in many lessons and the morning assemblies, and attended special celebrations, but primarily examined boarding routines. I learned a lot about what boarding life at Prem was like – but I am sure I could learn more if I could have stayed longer! As an anthropologist it is important to know and to understand the people around you, and that is what I tried to do.

Using a large world map, a box of pins and a roll of red thread, I asked each boarding student to put a pin in the country that they were from, and that those who had parents from different countries to put a pin in both countries and connect them with the red thread. However it did not take me long to figure out that the task of pinning the country "you are from" was not as easy has I had imagined it to be. A lot of the students did not know where to place their pin or pins.

For the students from Korea, Japan, Bhutan and China - born and raised in one country - the task was easily completed, and the students with parents from two different countries also managed the task, but then it seemed to get more difficult.

But where do I come from?

A student asked me: "Are you asking which country I was born in or which countries I have lived in?" Another student knew he was born in a city in the USA, but he did not know how to find it on the map. Another student helped him by using Google maps to find the right place for his pin. I don't think I have ever seen a Danish student using Google maps...
to find out where they are from, so anthropologically this was a great experience.

Several other students were completely bewildered as to where they should place their pins.

Where do you put your pin if you have lived in eight different countries and each of your parents is a mix of two or several nationalities? Where are you from if your parents are from different counties but you have never lived in either of those countries? Where are you from if all family members were born in different countries and you have lived in four different countries? Where are you from if you can’t remember the order of the countries you lived in, because the list is too long? Each conversation about pinning the map made me more aware of the diversity among the children. I was keen to know more.

**Third Culture Kids**

Later in my time at the school some students told me that they were Third Culture Kids – a term I had never heard before. According to American sociologist David C Pollock, a “Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents’ culture. The TCK frequently builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture may be assimilated into the TCK’s life experience, the sense of belonging is in relationship to others of similar background.”

I realised that several students in boarding were more used to being in an international environment than a national one. It was inevitable, but how could I not have predicted that when I put up my world map? I wondered how the TCKs understood the world and their opportunities in it. Were these the future global citizens of the world?

At the same time I saw cultural bonds between the students, and several times experienced it myself. Children in many countries enjoy Advent calendars – colourful Christmas pictures with twenty-four or twenty-five small “windows” with the dates written on them. Each day one “window” is opened to see the picture hidden behind it. It’s our countdown to Christmas and every day we are excited to open and talk about what is behind the window. I noted that some of the boarding students from European or Australian countries had these calendars, and it was like a “secret bond” as we talked about what was in the window for each day. The other students did not value the calendars in the same way since they did not have the same meaning to them.

It was not only the calendars that connected us. It was food (certain noodles or types of bread), words, languages, humour, gestures or ways of greeting a person (a nod, a bow, a “Hello” or “How are you?”). This insider knowledge made connections between the students and staff and seemed to be a bond between people who understood the other person’s sense of “home”. I wonder which things connect the Chinese, the Koreans and the Japanese and the Third Culture Kids? It seems that we all had different bonds to one another – small cultural “secrets”.

I was mulling over this idea a lot while at Prem. What did these students learn from each other? When a western Third Culture Kid showed me a YouTube video with his favourite Japanese music, I started thinking of the students’ interaction at Prem as a cultural hybrid – a constant exchange, an on-going process where thoughts and ideas are constantly challenged, shared and redefined.

Do you still consider yourself fully German if you have lived in Thailand for two years? Do you inevitably start thinking with a global mind-set after a while living with people from all over the world and attending an international school? Do you develop a different taste in music? Which cultural codes do you keep - and which do you get rid of?

These are some of the thoughts I had here at Prem and I hope new ideas will unfold as I go back to the University to do further analysis. I want to thank all students, staff and parents who helped me with my research and for making my stay at Prem enjoyable. Thank you for all your input, conversations and interviews!
Choosing the right school for your children

For some people, buying a new car is a difficult matter. Do I want a manual or an automatic? Can I really afford this Porsche? Is it a case of ‘the bigger the better’? What would my kids think of me if I bought a bright yellow one? For others it is perhaps more straightforward: Yes, please – I’ll take that one.

But when it comes to choosing your child’s education, then everyone has to face the hard choices. Schools change, children have different needs, the future demands a different skill set and there is a far greater range of education options available than in the not-so-distant past: government or private? Single sex or coeducational? Boarding or day schooling? Do I want my daughter to go to university in the USA or in the UK or Australia? Should I consider sending my son to a school run by a religious order? Is home-schooling an option? Do I want a large school or a small school? Ask yourself all the right questions – and then ensure you ask the schools all the right questions, too!

Added to the complexity is the decision on the curriculum you want for your children. In Thailand, parents can choose schools offering the International Baccalaureate or the Thai, Japanese, American, Australian, British, German or Swiss national curricula. Thai nationals planning to attend Thai universities must check the requirements for continuing their studies in the Thai language. Since many schools are similar, apart from their curriculum, this is a good place to begin, and we will examine briefly just three – the most popular – of the curriculum offerings.

The American system is perhaps the most flexible as schools or school districts decide what subjects they will offer. All will offer the same range of compulsory subjects, but huge differences will occur in the range of elective subjects. Some say that the SAT routines are excellent forms of assessment – and fully standardised – while others argue that the rigidity of the tests train students only in the best way of answering SAT questions – but not of applying their knowledge or skills to a more generalised problem. For graduation purposes, students generally are required to amass a certain number of credits – and a credit is earned for each semester’s study. This wide-ranging field of semester credits guarantees that a student studies a broad spectrum of subjects – but perhaps not in the same depth as with other forms of education.

The British system, by contrast, is very centralised and from September 2014 a new national curriculum will come into place specifying precisely what must be studied and at what level. While not without its critics, the national system has the advantage of standardisation worldwide: the achievements of a student who achieves three “A” levels in a school in London can be directly compared with a student who also achieves three “A” levels at a British-curriculum school in Bahrain. Examinations are externally moderated and assess one or two years of continuous study in each subject, giving a less-broad range of education, but one where the subjects studied are known in greater detail.

Approximately sixty years ago, the International Baccalaureate Organisation (IBO) was formed. There are now four different IB programmes available although very few schools offer all four: the Primary Years Programme (PYP), Middle Years Programme (MYP), International Baccalaureate Diploma Programme (IB DP) and the International Baccalaureate Career-related Certificate (IBCC). All IB schools are carefully scrutinised by the IBO to ensure that content and delivery and assessment are the same wherever in the world the course is being offered. At each level, there is a core requirement but also great opportunities for students to be “risk takers” and to take responsibility for their own learning. At the IB DP level, students are required to study six subjects for two years – three at a Higher Level (250 hours) and three at a Standard Level (SL) ensuring adequate breadth and adequate depth of knowledge. Students must study their own and a second language, plus subjects from several specified fields including the science and mathematics. In addition to completing the usual continual assessment tests, IB DP students worldwide sit for externally moderated examinations.

As there is a great deal of autonomy, the difficulty of standardisation arises – how can the content and delivery and assessment be made equal between the schools? To overcome this, many schools train their students to sit for the SAT tests demanded by many universities and colleges in the USA.
Unlike either the UK or the USA systems, which are arguably aimed at delivering students to UK or US universities respectively, the IB DP enables students to apply for universities anywhere in the world. Indeed, the Admissions Officers at many universities prefer IB DP students as the IB DP has trained them to think and write clearly (and more abstractly) and to demonstrate further qualities such as community service.

What makes a good school?

Clearly, the curriculum a school offers must be of major importance for all parents, but then so also are its staff.

Different schools have different requirements for their staff. Some insist that every teacher has at least a bachelor’s degree with formal training as a teacher … while some may accept volunteers with no formal training in the classroom. The school you choose should list its academic staff and their qualifications.

In almost all private or international schools, the teachers are there because they have chosen to be there and have gained their place after a rigorous selection process. In some government schools the teachers are there because they have been placed there. Staffing levels are another important consideration. Does the school have a maximum class size? Is it twenty-five or higher? Does the school offer native language teachers for its English classes and other classes offering other languages? Does it have specialist teachers for music, drama, sport, technology and art? Does it have a full-time Careers or College Counsellor?

A measure of the quality of most schools is their affiliation. Large and highly-regarded international bodies regularly examine every aspect of life in schools accredited by them – and if the school you are looking at is accredited by one or more of these bodies, it is likely to offer a better quality of education than a school which is not. These organisations include the IBO already mentioned, the Council of International Schools (CIS), the New England Association of Schools and Colleges (NEASC) and the Western Association of Schools and Colleges (WASC) in addition to the Thai Ministry of Education.

Narrowing it down?

Having decided on the curriculum you want, and having found a short list of schools that seem to be quality enterprises, then the smaller – but equally important – considerations come into play. Does the school have declared policies on such things as bullying and drug use? Does it follow its own policy in these matters? Do children wear uniforms or their own clothing? On your visit to the school were the children smartly and cleanly dressed – and did they seem happy? Did they say, “Good morning!” to you as you passed them on the footpath? Were the grounds and buildings well-maintained and attractive? What opportunities are there for parent involvement? What technology resources are available for students?

To what extent is the school involved in service to its local community? Is there a large staff turnover every year or do most of the staff stay for four or five years or more? Is the campus safe? Does the school feel like a village or a city? (In Chiang Mai, three private schools alone have over 17,000 students.) Are there arrangements for day students to use school transport to and from school? How many of last year’s Grade 12 or Year 13 students went on to further education? Which universities and where? Are parents welcome to attend classes or to visit the campus? Is there an active Parent / School Association? What are the school’s alumni now doing? How often – and how – does the school communicate with parents about their children’s progress?

Let’s talk about the money …

Private and international schools are usually the most expensive options available, with government schools the least expensive. Make sure you know whether the school works on three or four terms per annum, and what is covered by the school fees. While School “A” may have fees that are far greater than those required by School “B”, the first may be an “all-inclusive” fee with nothing more to pay, while the latter may require additional fees for school excursions, snacks, special events, books, uniforms, transport, charitable collections and many more “added extras”. At the end of the school year, a School “B” parent may indeed have paid more than the School “A” parent.

Indian-American writer Deepak Chopra said, “When you make a choice, you change the future.” This is never more true than when you choose the right school for your child.
While the children at Prem were urged NOT to shave their heads, the local “Shave for a Cause” event raised over THB 17,000, and the children of the Orphanage can now be nit free.

The JS Council also hosted a “Prem Fun Run” in December to continue the fund raising cause. These funds were to buy a basketball pole so the children would have access to better sporting facilities. There were about 120 runners on the day, with about ninety runners in the three-kilometre race and thirty in the six-kilometre race. Students from the Wat Don Chan were keen participants in both races. The JSC raised THB 15,000 from this event.

All through January the children worked to collect shoes, clothes and washing powder: many of the children don’t own a pair of shoes, they share clothes and cannot wash the clothes they do have, as they cannot afford washing powder. Donations of clothes, shoes or washing powder can still be made and will be very welcome. Please contact Gillian Turner on gilliant@ptis.ac.th

Prem students work with and for many disadvantaged children in Chiang Mai and in more remote regions. It is part of the community service that is an important part of their academic and boarding curriculum – and an important reminder to them that they are living privileged lives.

As Muhammad Yunus says in his book Creating a world without Poverty:

“Once poverty is gone, we’ll need to build museums to display its horrors to future generations. They’ll wonder why poverty continued so long in human society – how a few people could live in luxury while billions dwelt in misery, deprivation and despair.”

Working for Wat Don Chan

Last term, the Junior School Student Council raised over THB 30,000 for the children of the Wat Don Chan Orphanage. There are about 850 children, whose ages range from five to twenty years old, studying and living at Don Chan temple. Most children have come from different Thai hill tribes to improve their lives and gain better opportunities for education. Some of the children are orphans who were left at the temple when they were young.

To raise the funds to assist these children and young adults, the JS Student Council, sponsored Shave for a Cause to purchase “NittyGritty” combs. These special combs designed and manufactured in the United Kingdom remove not only head lice and the unsightly “nits” (empty egg cases) but also remove the live head louse eggs before they hatch.

The day of the big SHAVE saw two not-so-happy volunteers – Grade 3 teacher Gillian Turner and Junior School Deputy Principal Mark Bowyer – seated in front of a cheering excited crowd of Junior School children, all anxious to see their teachers’ hair tumbling to the ground. After explaining to the children the reasons for the shaving, the “guinea pigs” were at the mercy of the scissors and the electric hair clippers.

At almost the same time and on the other side of the world, in Marivan, a Kurdish city in west Iran, a similar event took place, when a teacher made a heart-warming gesture of solidarity with a sick student – by shaving his own head. Ali Mohammadian took this dramatic measure after noticing that some of the students were bullying one of their classmates whose hair had fallen out because of severe illness. He posted a picture of himself with his newly-shaved head, alongside the little boy and his classmates, on Facebook and within a few days, Mohammadian says many other students were so inspired by their teacher’s action, they too decided to shave their heads.
Thank you to all readers who responded to the on-line survey included in the last edition of the magazine. The reader who won the Krapood Kitchen voucher collected his copy of the magazine from Rimping Supermarket. Congratulations to Mr Anker Stensig Anderson from Hang Dong.
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