



Where
Transformation
Happens



D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Believe.



THANKFUL

FEBRUARY 2026

PRIMARY SCHOOL

EXPRESSING GRATITUDE THROUGH GIVING

We believe that giving back through action is one way we express gratitude from our hearts. In February, we hosted our annual Valentine's Day Bake Sale where students sold sweet treats and snacks to the school community. Through this bake sale, the students experiencing handling real money by doing the math themselves as they manage payments. But much more special than this was that everything they earned during that day was donated fully.



When we appreciate what we have and what we're able to do, we find ways to share that with others. We're proud that our students didn't just say thank you this month but also showed that thankfulness through their actions by raising funds for a cause. Gratitude isn't only about what we say. It can also be extended into generosity that other people feel very personally and deeply.



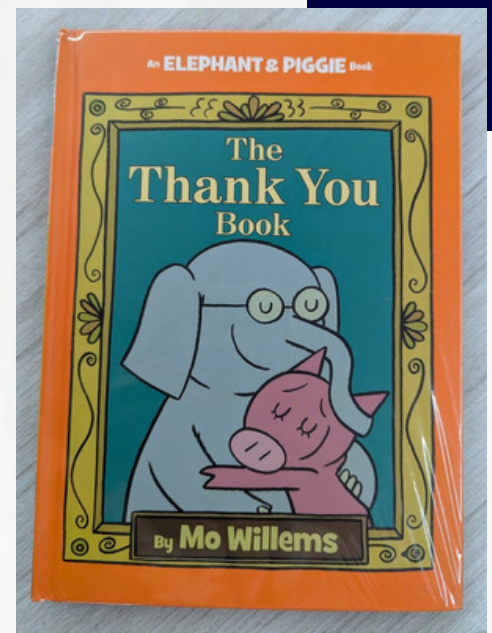
By. Ms. Chui Ying Ng

In February, we celebrated the CO-CREATORS value of Thankful. Every day during our morning meeting, we take a few minutes to discuss and give gratitude to others. The children gave thanks to family, friends, and their teachers.

"I am thankful for my friends because they always play with me."

"I am thankful for my papa and mama because they take care of me."

We read books about being thankful, including our favorite from Mr. Rob's library period, "The Thank You Book" by Mo Willems. This book talks about acknowledging and recognizing everyone around us by naming one specific thing. The children reflected on who they would like to thank and more importantly, why. We then made drawings to express their thoughts. As we were learning the high-frequency words "I am" in literacy, the students also tried to write a simple sentence using the sentence starter "I am thankful for..." and then the teachers scribed the reasons.



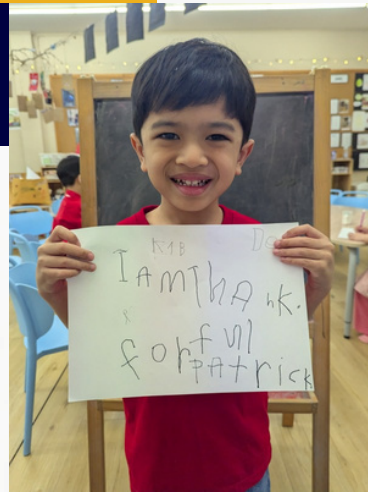
One challenge was to show the children how we could also give thanks to things, in addition to people. The teachers modeled this concept by sharing about the things we were grateful for, like a comfortable bed to sleep on, or a roof over our heads.



*"I am thankful for milk.
Milk make me grow."*

*"I am thankful for the holiday
because the mountains make
me feel calm."*

*"I am thankful for garbage
truck because he pick up all
the trash."*

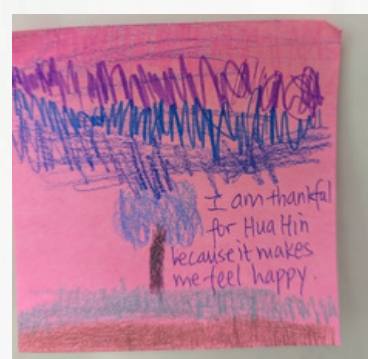
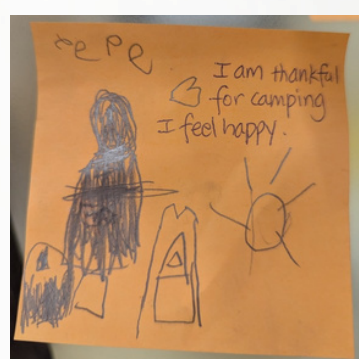
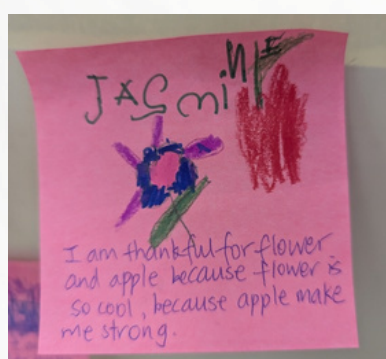
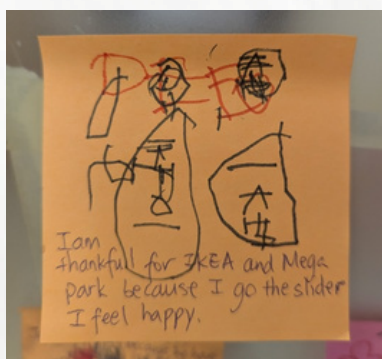


*"I am thankful for pencil and
Lego because I can draw and
build so many many things."*

*"I am thankful for myself,
because I wake up and I'm still
alive."*

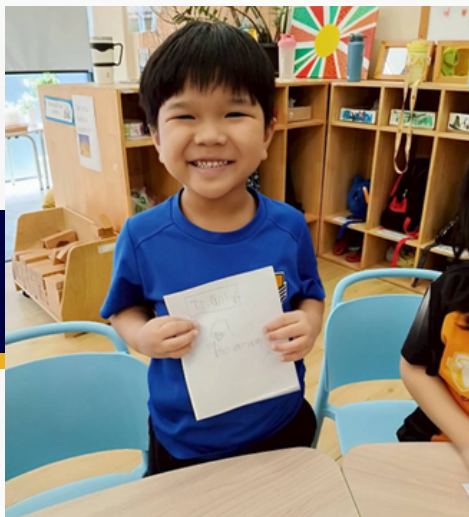
Through discussions and sharing ideas, the students begin to grasp a better understanding of what it means to be thankful and remember to practice gratitude even for the small things in life.

Thankful for Things: K1B





By Mr. David Schardt



In K1A, we also explored the value of Thankful throughout February. This value is very important for today's students. The ability to be thankful and to appreciate not only the things and people in your life but also the different challenges and your successes and failures.

We teach the students to look beyond themselves and to understand that they are part of a bigger picture, and to be thankful for each experience. This is essential for students to grow into confident, problem-solving, and resilient individuals.



"I am thankful for my family." - Nico



"I am thankful for my sister." - Yuzu



"I'm thankful for the trees." - Trin

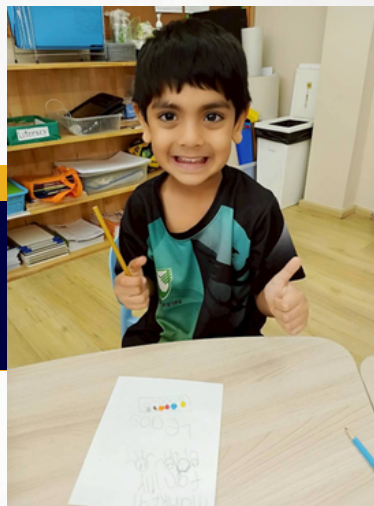


K1A handing out their “thankful” Valentine’s Day cards



We were fortunate that Valentine's Day fell in February. This was an excellent time to discuss who we love and why, but we went even deeper to help the students see that they have so much to be thankful for.

We started with family and friends, classmates and teachers, and then the students began to say they were thankful for trees and plants. It was interesting to see their perspective grow and change.



Making our thank you cards for our families

One of my favorite memories was when some of my students from last year came to my classroom and told me they were thankful for me teaching them. That meant so much to me.



Where
Transformation
Happens



D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Deliver.



*"Thank you, Mr. Chip."
- Noah*



*"I'm happy you were my
teacher." - Kamiin*



SECONDARY SCHOOL

**By Ms. Ying Ying
(Wawa) Lee**

February is the month of thankfulness and appreciating everything from the little moments to the big achievements. It's been a packed month of learning at secondary, from community-building projects like Open World and the middle school performance of The Greatest Showman Musical to the academic learnings of D3 Week. While the value of gratitude wasn't explicitly taught through classroom lessons, students learned it through experience itself.



OPEN WORLD

Under our CO-CREATORS theme of Thankful, our school community experienced gratitude in action through the Open World Project. Students created and operated nine unique restaurants, taking full ownership of the process from concept development and menu design to budgeting, decoration, and service. With little support from teachers, they worked collaboratively and responsibly to bring their ideas to life on campus.



Most importantly, this project reflected the true meaning of thankfulness: they learned to appreciate one another's strengths and contributions, understanding that success is built through cooperation and shared effort.

The Open World concept encouraged students to integrate different countries and cultures into their restaurants, allowing them to experience global diversity in a meaningful and hands-on way. Beyond academics, they developed important life skills such as teamwork, communication, problem-solving, financial literacy, and resilience.





Our school is truly thankful for how beautifully this project turned out. We deeply appreciate the dedication, creativity, and hard work each student invested. The outcome was not only impressive but a powerful example of what can be achieved when effort, collaboration, and gratitude come together.

Middle School Musical: The Greatest Showman



The musical was inspired by The Greatest Showman and centered on the character of Barnum, a visionary entertainer and artist. In the story, Barnum becomes blinded by fame and money, placing his ambitions above his family and ultimately losing what matters most. Through this journey, he comes to realize that true success is not measured by wealth or recognition but by keeping family close and staying grounded in one's values.



Barnum brings together individuals who are seen as different or unique by society and creates a space where they can embrace their individuality. Through encouragement and belief, he helps them gain confidence, believe in themselves, and pursue their dreams. The musical delivers a meaningful message about self-acceptance, courage, unity, and the importance of valuing both our uniqueness and the people who support us.



The students were given the opportunity to be involved in every aspect of the production process. They gained a comprehensive overview of what it takes to bring a full musical to life, from front-of-stage performances to behind-the-scenes responsibilities. Students were free to choose areas that matched their interests and strengths, whether in acting, dancing, or singing. They participated in auditions, explored directing, learned backstage management, and worked with lighting and technical elements. Throughout the process, they experienced the complete journey of a theatrical production.

In the student survey reflections, many shared meaningful insights about their experience. One of the most impressive pieces of feedback came from student Tin Tin P., who wrote, *"Don't fear judgment."* This powerful statement reflects the courage and self-growth that developed throughout the production process.



Another student, Millan, shared that "confidence is all you need," encouraging others to put energy into the process and not take the opportunity for granted. These reflections show that beyond learning performance skills, students internalized important life lessons about bravery, commitment, and self-belief.



In the survey on "What did you learn?", every student agreed that teamwork is one of the most important lessons from this experience.

Some of the highlights were the following:



"I learned to help other people when there is struggle." - Lucian

"Multiple people working together will make the dream work." - Tin Tin P.

"We need to help each other to survive." - Gail

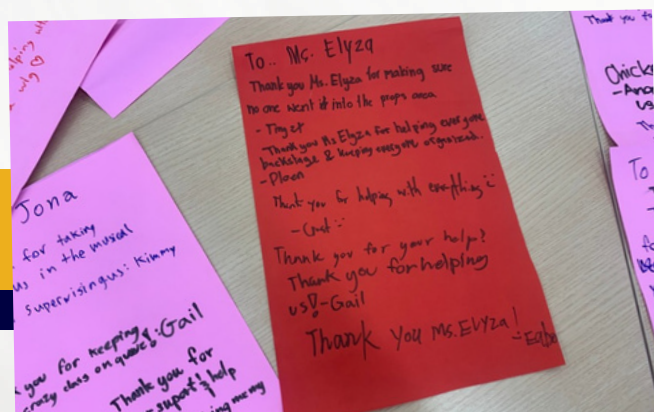
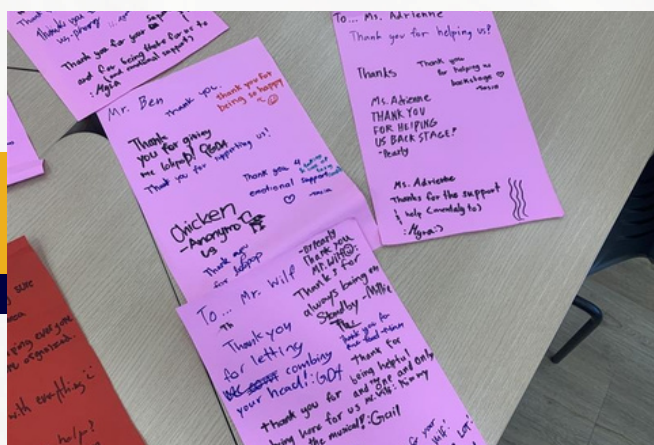
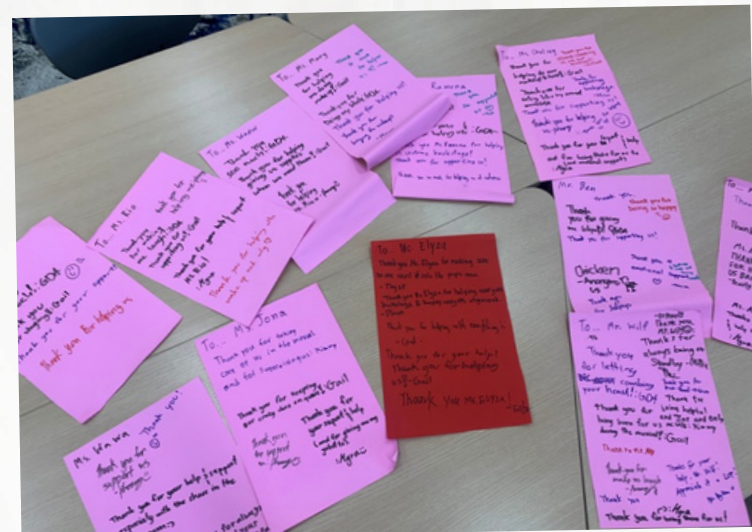
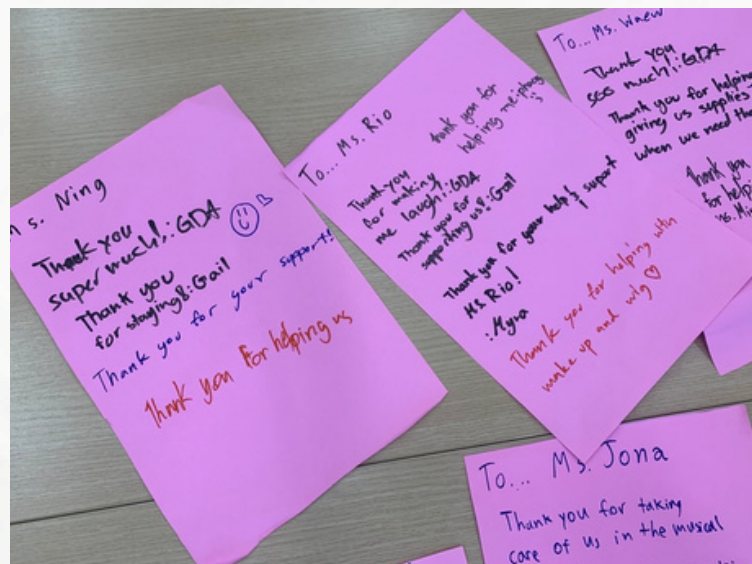
"We need each other." - Gda

These simple but powerful reflections show that students truly understood the value of collaboration and supporting one another.



THANK YOU MESSAGES: POST-MUSICAL

The recent musical performance was not only a celebration of talent but also a meaningful opportunity for character development. At the end of the show, students were invited to write and express their appreciation to the teachers who supported and guided them throughout the process. This simple yet powerful activity encouraged them to reflect on the effort, patience, and care that often happen behind the scenes.



By putting their gratitude into words, students practiced empathy, respect, and emotional awareness. Moments like this remind us that beyond performance skills, our children are learning the importance of recognizing and valuing the people who help them grow.



LIFE SKILLS: CREATING A MORE INCLUSIVE COMMUNITY THROUGH ACTION

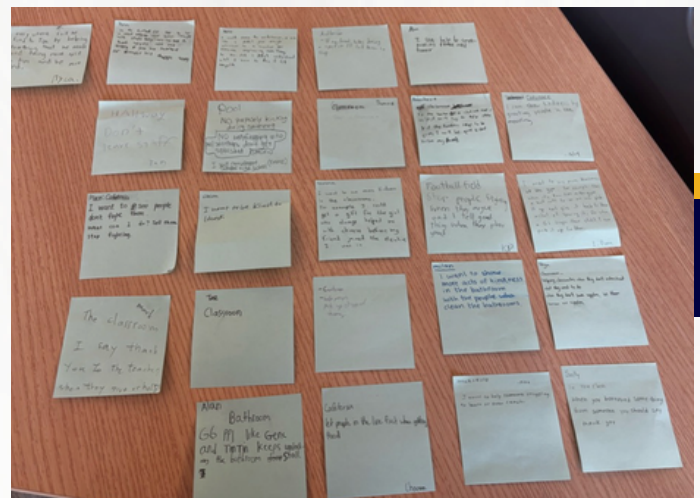
During Life Skills lessons and assemblies, students have been working on hands-on projects to make our community a better space. Each advisory group brainstormed ways to create a more inclusive and empathic D-PREP community, then selected one small idea to implement as their Small Advisory Action Project.

"In what ways can we create a more inclusive and empathic D-PREP community?"

"Choose one place in school where you want to improve the vibe. What one small kindness would help there?"

STUDENTS' IDEAS

- Treat others the way you would treat a friend
- Greet new students and help them feel welcome
- Be mindful of how your words and actions affect people
- Create a stronger buddy system for new students with regular check-ins
- Make sure no one sits alone at lunch or gets left out of activities
- Include books and materials from different countries and perspectives in class
- Create clubs and events that reflect different interests and identities
- Learn to pronounce everyone's name correctly
- Make school spaces and activities accessible and welcoming to everyone



1. Talk to Grade 6 or Grade 7 students more often (Nesta)
2. New students should have a 1-on-1 interview about the person's character and/or psychology (Vivi)
3. Anonymous reporting systems - would help students who feel scared to tell teachers about issues they're having (Vivi)
4. Strengthen the discipline policy (Mammos)
5. More free time = lower stress = happier students (Mammos)
6. Have an International Day and more student-led events that include learning about the cultures of other people, so it's more familiar to us (Kemi)
7. Change your own mindset first (Kemi)
8. "Happy hour" once a week where different grade levels play together at primary campus, so they get used to mixing with unfamiliar people
9. Middle school and primary campus - team project - connecting students from different campuses (Eason)
10. More social activities/events (Pie)
11. Buddy system - different cultures (Pup)
12. Every other week - can dedicate that week to a specific culture in our school (Ronny)
13. After-school activities - mixed grade levels, including Primary (Imm)
14. 10 people in class connect with people in any class by going to



This project connects directly to our school value of thankful because being thankful means more than just saying the words. It also means honoring the space you're in by taking care of it and finding active ways to be part of positive change. You do not just show gratitude for yourself but also for others and your shared environment by taking action.

These small and big projects, events, and learnings we have had in secondary school demonstrate how students are actively expressing their thankfulness in different ways, one of which is by making D-PREP a more welcoming, inclusive, and kind community for everyone.

SPECIAL FEATURE: VEX ROBOTICS COMPETITION

CELEBRATING OPPORTUNITIES FOR COMPETITIVE STAGE

On February 21st, our primary robotics teams participated in the VEX IQ Thailand Cup, one of the largest robotics competitions for young students in the region. Our two teams, D-PREP A (Team 1001C) and D-PREP B (Team 1001D), competed against 57 teams from schools across Thailand.





Only the top 28 teams advanced to the finals, and we're proud that D-PREP B qualified and competed in the final round with confidence and heart!

As a school, we support diverse interests and provide spaces where students can pursue their passions, whether that's in robotics, arts, or athletics. When students step onto competitive stages like this, they develop teamwork and apply their engineering and programming skills while learning to appreciate the chance to challenge themselves, grow through experience, and represent their school community. We're truly happy that our students have these opportunities to explore what they love and discover what they're capable of achieving.



D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Deliver.

