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D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Deliver.



OPTIMISTIC

MARCH 2026

LIFE SKILLS NEWSLETTER



SECONDARY SCHOOL

By Ms. Ying Ying (Wawa) Lee

This month, our CO-CREATOR value is Optimistic. Being optimistic is our focus for March. We are teaching our students that optimism is a proactive commitment to understanding the world and finding ways to support those around us. Our learners engaged in two primary initiatives designed to expand their awareness of mental health and community care, along with outbound experiences that not only connect to their academic learning but also give them a chance to practice life skills outside of school.



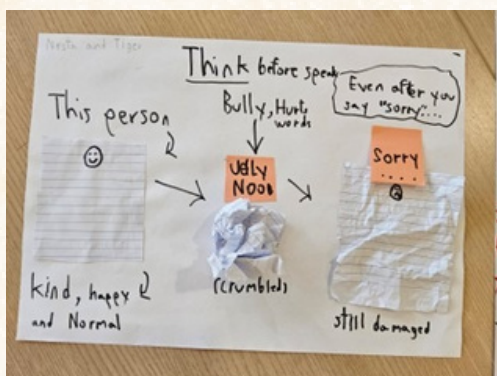


The Small Advisory Action Project (SAAP) Building a Kinder Community



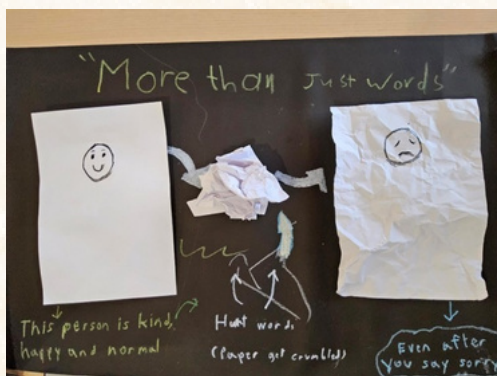
The Small Advisory Action Project (SAAP) for kindness has served as a practical way for students to apply this optimistic mindset to their immediate environment. Through these projects, advisory groups identify specific, intentional actions they can take to support their peers and teachers, proving that even small efforts can lead to significant positive changes.

It has been inspiring to see them build the confidence to advocate for one another, fostering a culture where compassion and respect are at the forefront of every interaction. Some examples of their projects are:



Anti-Bullying Posters

Students created anti-bullying posters to encourage their peers to speak up and take a stand against bullying. Alongside the posters, anonymous boxes were placed in advisory spaces where students could privately share how they were feeling during the week, whether they felt excluded, bullied, or simply had feelings they did not know how to express. The goal was to create a safe outlet for every student, and every advisor was encouraged to have one in their space so no one feels alone in what they are going through.





Compliments and Conversations Day

Middle School also took on the theme of kindness in their community through a Compliments and Conversations Day. Students intentionally approached their peers to say something kind, make someone smile, and be more inclusive in their daily interactions. They even took selfies together and turned them into a collage, a small but meaningful reminder of the connections they built that day. Students also contributed to a Kindness Post-It Wall, filling it with words of encouragement and positivity for the whole community to see.



Scavenger Hunt & Geocaching for Kindness



We also integrated the "can-do" spirit of optimism through exploration and anonymous acts of joy. Our campus-wide Scavenger Hunt challenged students to solve multilingual clues and collaborate across grade levels, proving that teamwork and a positive outlook can overcome any puzzle. Alongside this, our Geocaching for Kindness project turned the school into a cycle of giving; students hide small trinkets and positive "post-it" notes for others to find, with a simple rule to "take what you need and leave a message behind." These projects empower our learners to proactively shape a more connected and hopeful community.



Therapy Dog Thailand

Our recent workshop with Therapy Dog Thailand furthered this mission by introducing students to the vital role animal-assisted therapy plays in the broader world of mental health. This visit was designed to help students understand the diverse issues and emotional struggles others may face, such as anxiety, stress, or the challenges associated with health and mental health related issues.



This interaction taught our learners that being a “CO-CREATOR” involves being self-aware and empathetic toward the needs of the world around them, empowering them to think about how they can contribute to the health and happiness of their community. Seeing how these dogs bring comfort and hope to people in their most difficult moments is itself a lesson in optimism, a reminder that there are always ways to make things better for those around us.



By observing how these specially trained dogs act as therapy tools to provide comfort and emotional stability, our students gained a more profound awareness of how different forms of support can help people navigate difficult experiences.





PRIMARY SCHOOL

By Ms. Terry - Anne Rogers & Ms. Alexandra Nicole Lo Basso



Our Grade 1 students have been exploring the concept of optimism and how choosing to think positively can help them work towards their goals and always try their best. Through meaningful discussions and reflections, students began to understand that their thoughts have power, and that believing in themselves can guide their actions.





Yearbook Covers

As part of this journey, students collaborated to create cover pages for the school yearbook. They approached this task with excitement and optimism, expressing their ideas creatively while believing that their artwork had the potential to be chosen. This experience encouraged risk-taking, confidence, and a growth mindset.



The students were invited to enter a school-wide competition, meaning their designs were considered alongside those of much older students in Primary. Even knowing they were competing with the "big kids," our Grade 1s didn't hesitate to pour their hearts into their drawings with a true "can-do" spirit. They worked with incredible focus, positively believing that their unique perspectives and colorful ideas deserved to be seen by the whole community.



SOME OF THE YEARBOOK ENTRIES



Reading Sessions

Students also enjoyed the story **“Catching Thoughts”** by Bonnie Clark, which introduced the idea that thoughts are like little creatures we can notice, choose, and gently guide. The story helped students understand that even when tricky or negative thoughts appear, we can “catch” them and turn them into kinder, more hopeful ones—reminding us to see the good in ourselves and in each day.



Throughout the month, students demonstrated strong collaboration skills as they shared ideas, listened to one another, and supported their peers. They showed optimism not only in their learning but also in their everyday interactions, developing important life skills that will continue to support them as caring and reflective learners.



Students approached the yearbook cover task as risk takers, showing confidence in their ideas and a strong sense of optimism. They collaborated thoughtfully, shared their thinking, and demonstrated a growing belief in their ability to succeed.

-Ms. Alex

Through “Catching Thoughts,” students developed an understanding of how their thinking shapes their feelings and actions. They reflected on how to notice and shift their thoughts, showing growth as reflective and caring learners.

-Ms. Terry





Food Waste Reduction Project

Student Council Update

By Mr. Wayne Goodings



Upon starting Q3 in January of this year, the Student Council met to decide the next project. After some debate we decided the most pressing issue at that time was food, and food waste that was being generated daily in the primary canteen.



The Student Council discussed ways in which they could reduce the 'food waste' amongst G1 – G5 primary students. The decision was taken not only to measure and display the data collected daily, but to incentivize it all by aligning it to the D-PREP Houses and allocating house points accordingly to the teams based on their food waste reduction data at the end of the determined collection period.



House Griffin, House Dragon, House Unicorn and House Phoenix, were each allocated their own designated food waste bin, to which they would place their leftover food in each lunch time (only).

The Student Council representatives reviewed the data collected in the first two weeks of the quarter and found a STAGGERING amount of food was being thrown away EVERYDAY. This translated to an average of 115Kg's in each of the first two week's.

ACTION WAS URGENTLY REQUIRED.



The Student Council formulated a 3-point plan:

1) Meet with the operations manager (Ms. Am), to discuss idea to reduce the food waste.

-As students could return to receive more food if they were still hungry, then reduce the initial portions.

- When students return to receive more food, less food will be served for 2nd & 3rd helpings.

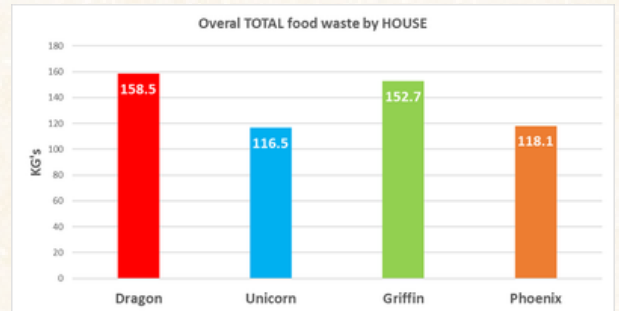
2) Promote the food waste project by designing and displaying posters in the canteen.

3) To further promote the food waste project by making placards and visiting each classroom chanting the slogan 'DON'T WASTE FOOD'





We continued to measure the food waste daily and display the data in the canteen. At the end of the 7 week data collection period, **the weekly food waste had been reduced on average 45%!** That's down from a weekly average of 115kg in the initial weeks of the project to a weekly average of 63kg at the end. The house with the least food waste during this time was HOUSE UNICORN, and they were awarded 50 points.



Optimistic Outlook for Our Environment

This project is a perfect example of optimism. When faced with a staggering 115kg of waste, the Student Council didn't see a hopeless problem. Instead, they saw a chance to make a difference because they believed in the "can-do" spirit of our students. By setting goals and taking proactive steps like visiting classrooms and working with school operations, they proved that a positive outlook and hard work lead to real and measurable change.

