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Empowering Women

Branksome Hall Asia
SCHOOL NEWSLETTER

RISK TAKERS & KNOWLEDGEABLE
MARCH 2017



**BRANKSOME
HALL ASIA**

INTERNATIONAL SCHOOL FOR GIRLS

Dear Branksome Hall Asia Community Members

As a child I learned a saying to describe the month of March. “In like a lion and out like a lamb.” This saying was often used to describe the weather and the change of season as notably we bid farewell to winter and welcome spring.

As I reflect on the extraordinary learning activity at Branksome Hall Asia, this saying comes to mind but with new significance. Deep learning activity characterizes our change of season and rich evidence of student learning and student accomplishments fill Branksome Hall Asia classrooms, hallways, exhibition halls, theatres, and athletic facilities.

In this edition of our Branksome Hall Asia community Newsletter, the themes of “Knowledge and Risk-taking” are featured. These two themes are selected from the International Baccalaureate Learner Profile; the profile of 10 attributes that describe a broad range of capacities and responsibilities that drive our students’ academic and personal success. At BHA each of our IB programs is committed to the development of our students according to the IB learning profile. This profile aims to empower our students as learners and as people who are

• **Inquirers** / • **Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. / • **Thinkers** / • **Communicators** / • **Principled** / • **Open-minded** / • **Caring** / • **Risk-takers** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. / • **Balanced** / • **Reflective**

Our Branksome Hall Asia students are given a unique educational opportunity. An education where they are supported and inspired to:

- think deeply, independently, and drive their own learning
- take part in programs that will lead them to the most challenging universities world-wide.
- become culturally aware, through the development of a languages and
- be able to engage with people in an increasingly globalized, rapidly changing world.

Knowledgeable and Risk-takers are just two attributes that bring our mission to life for our Branksome Hall Asia students.

I invite you to enjoy the pages that follow that give new meaning to in an old saying as we approach the close of March and the start to our family holidays.

With warmest best wishes to you and your families for a rejuvenating Spring Break.

Dr. Beverley von Zielonka
Principal

브랜섬홀 아시아 커뮤니티 멤버 여러분,

저는 어린 시절 3월이면 “사자로 들어가서 양으로 나온다”는 표현을 배웠습니다. 이는 3월의 급변하는 날씨와 계절의 변화를 묘사하는 표현으로 겨울과 작별하고 봄을 맞이하는 뜻에서 사용되곤했습니다.

브랜섬홀 아시아의 뛰어난 교육 활동들을 돌이켜보면서 이 표현을 새로운 의미로 재해석해봅니다. 교육 활동에 깊이 참여할 때 우리 안에서는 변화가 일어나듯 학생들이 풍부한 교육을 접할 때 브랜섬홀 아시아의 교실과 복도, 전시장과 강당, 그리고 체육장 등은 성취감으로 채웁니다.

이번 브랜섬홀 아시아 커뮤니티 뉴스레터의 테마는 “Knowledgeable and Risk-taking (지식과 위험 감수)” 가 되겠습니다. 이 테마들은 학생들을 학문적 및 개인적 성공으로 이끄는 10개의 IB 학습 프로파일 중에서 2개를 선택한 것입니다. 브랜섬홀 아시아에서는 이러한 IB에서 제시하는 역량을 강화하는데 초점을 두고 있습니다. 학교는 학생들이 이러한 학습 프로파일 즉, 역량을 강화하도록 지원해 주고 있습니다. 이러한 학습 프로파일들은 학생들이 다음의 역량을 강화 하도록 힘을 실어주고 있습니다:

• **Inquirers (탐구하는)** / • **Knowledgeable (지식이 있는)** - 우리는 개념적 사고를 개발하고 사용하며, 다양한 분야의 지식을 탐구합니다. 우리는 지역적 및 세계적으로 중요한 이슈와 아이디어에 참여합니다. / • **Thinkers (생각하는)** / • **Communicators (커뮤니케이터)** / • **Principled (원칙이있는)** / • **Open-minded (개방적 사고)** / • **Caring (돌보는)** / • **Risk-takers (위험 감수)** - 우리는 생각과 의지로 불확실성에 접근하고, 독립적이며 협력적으로 일을 하고 있으며 혁신적으로 새로운 아이디어를 탐구합니다. 우리는 도전과 변화 속에서도 풍부한 자원으로 탄력적으로 대처합니다. / • **Balanced (균형 있는)** / • **Reflective (생각하는)**

브랜섬홀 아시아에서는 학생들이 독특한 교육의 기회를 받게 됩니다. 즉, 다음과 같은 영감을 주는 교육을 제공합니다:

- 깊게 사고하고, 독립적으로 자신의 학습을 스스로 하도록 유도합니다.
- 전세계에서 가장 도전적인 대학으로 유도 하는 프로그램에 참여 시킵니다.
- 언어 개발을 통한 문화 학습을 하게 합니다.
- 점점 더 세계화되고 인구가 급변하는 세계에서 사회성을 키웁니다.

지식이 풍부하고 위험을 감수하는 속성은 브랜섬홀 아시아의 미션을 현실화 시켜주는 요인중 2가지입니다.

다가오는 3월 가족들과 함께 의미 있는 시간을 갖기를 바라며 앞서 말씀 드린 옛말을 생각하면서 다음의 뉴스레터의 내용들을 해석보시기를 바랍니다.

가족 여러분 모두 즐겁고 활기찬 봄 방학을 맞이하여 주시기 바랍니다.

베벌리 폰 질롱카
브랜섬홀 아시아 총교장



RISK TAKERS

Ms. Susan Tilney - Head of Junior School shares images of Junior School students who were risk-takers throughout Spirit week from February 13th to 17th 2017. This week-long event was organised by the Junior School Student Council who created different ways that Branksome Hall Asia students could participate in the "spirit of BHA" with some fun-filled daily events.

Some students kindly made donations to the on-going local and international Junior School service projects such as the Cambodia Teacher Training Project and Helping Hands.

주니어스쿨 Ms. Susan Tilney교장선생님이 지난 2월 13일부터 17일까지 열린 주니어스쿨 스피릿주간에 모험가의 모습을 보여준 주니어스쿨 학생들의 사진을 소개해드립니다. 이 일주일간의 행사는 브랜섬홀아시아 학생들이 매일 재미있는 이벤트와 함께 "BHA정신"에 동참할 수 있도록 다양한 방법을 기획한 주니어스쿨학생회가 주최했습니다.

학생들은 현재 주니어스쿨이 진행하고 있는 캄보디아 교원 연수프로젝트, 구획의 손길과 같은 지역사회와 해외봉사활동프로젝트에 쓰여질 기부금모금에도 참여해주었습니다.



- MONDAY 13TH FEBRUARY - BACKWARDS DAY
월요일 2월13일 - 거꾸로데이
- TUESDAY 14TH FEBRUARY - HEART DAY
화요일 2월14일 - 하트데이
- WEDNESDAY 15TH FEBRUARY - WACKY WEDNESDAY
수요일 2월15일 - 엉뚱한 수요일
- THURSDAY 16TH FEBRUARY - TWIN DAY
목요일 2월16일 - 쌍둥이데이
- FRIDAY 17TH FEBRUARY - PJ'S DAY
금요일 2월17일 - 파자마데이



KNOWLEDGEABLE

– How ways can we ‘know’ something?

In this article I have tried to capture the progression of an inquiry as it unfolded amongst our grade three students earlier this year. The UOI that our three Grade Three classes were exploring fell under the transdisciplinary theme of ‘Sharing the planet’ with the central idea: Effective communication can resolve conflict. The focus of this article will be on the important interplay between our classroom and single subject teachers and how that contributes to the development of conceptual understanding.

During Visual Art class, the students were prompted to consider the last time, or worst time they were involved in a conflict with friends or siblings. They were asked to think of this as a story with a beginning, middle and end.

Beginning - what happened to give rise to a conflict situation?

Middle - what happened during the communication process to try and solve the conflict situation?

End - how was the conflict resolved and how did it move into peace?

In small groups they then chose one story to represent in a drawing. The students were given long sheets of paper and asked to think about the kinds of colours, shapes, lines, forms and patterns that would best describe what was happening in the three different parts of the conflict story. The drawings below show the conflict stories and their 3 parts; conflict, communication, resolution/peace. The next step is for the students to add emphasis and further structure to the drawings using collage shapes. They will then transition over to our music teacher and consider similar concepts such as dynamics and rhythm that represent the ideas of conflict and peace. To synthesise everything, the students will cut-out and re-arrange their designs as they compose an original score to reflect their stories.



This process offers a tremendous insight into the students’ understanding of the process of conflict resolution:

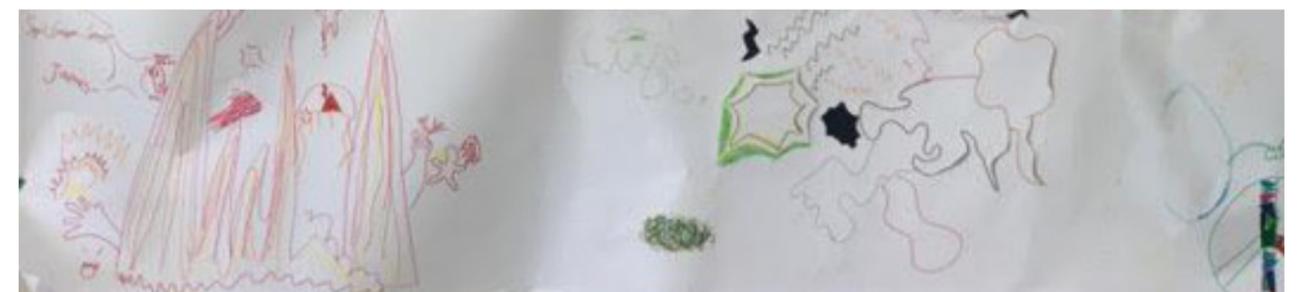
- Conflict starts out as a range of different opinions and ideas all jostling for the front position.
- Sometimes it’s messier than what it started out like before it gets better.
- There’s usually a breakout moment that occurs prior to the solution.
- When you get to a stage of finding common ground it is like the pieces fit together.
- Peace and love may not always be the outcome - sometime we try to cover up a conflict with a resolution.

These are all big ideas that are worthy of inquiry into peace and conflict at any age. So it teaches us two very important lessons about inquiry. **(1) Students of any age are able to think conceptually and (2) Teachers must be open to providing multiple**

pathways for their students to express their understandings.

It is highly unlikely that the students at our school would have been able to articulate these ideas in written form alone. Yes, the teachers helped to tease out the verbal responses from the students (with translation required for some), but that’s their role - to listen, not to tell. The point is that the responses were constructed by the students’ themselves and they may not have seen the light of day if this opportunity had not be available to them. This is succinctly summarised by any Reggio-inspired educator when they talk about the hundred languages of children.

There are many ways that students can be knowledgeable about a topic, concept or issue. The time spent exploring these different ways of knowing can offer valuable insights in the learning process of individual students.



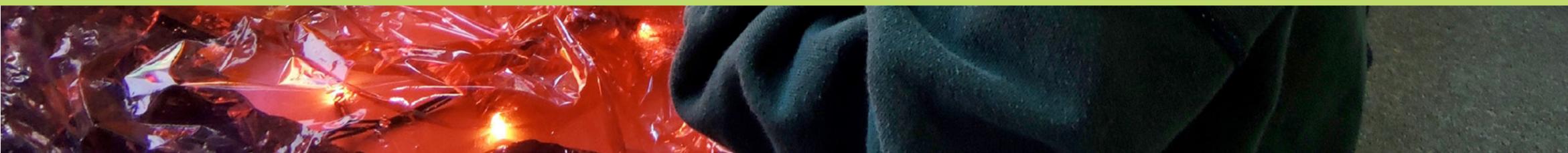


During our inquiry of light, the children in JK Prep developed an interest in exploring colors in the world around them. They used their prior knowledge of colors in their mother tongue to describe objects within the classroom and in the natural environment. This led to an exploration of mixing and sorting colors through a variety of experiences using a range of art materials such as paint, tissue paper, and felt. The children also investigated data handling skills through these experiences.

The children acquired new knowledge about how colors mix together to create new colors, and began to use this vocabulary in English. This provided the children with many enriching literacy experiences such as labelling, describing, and book-making. We will continue to explore this interest in color as we begin to transition into our new unit.

AN EXPLORATION OF COLOR

BY JK PREP





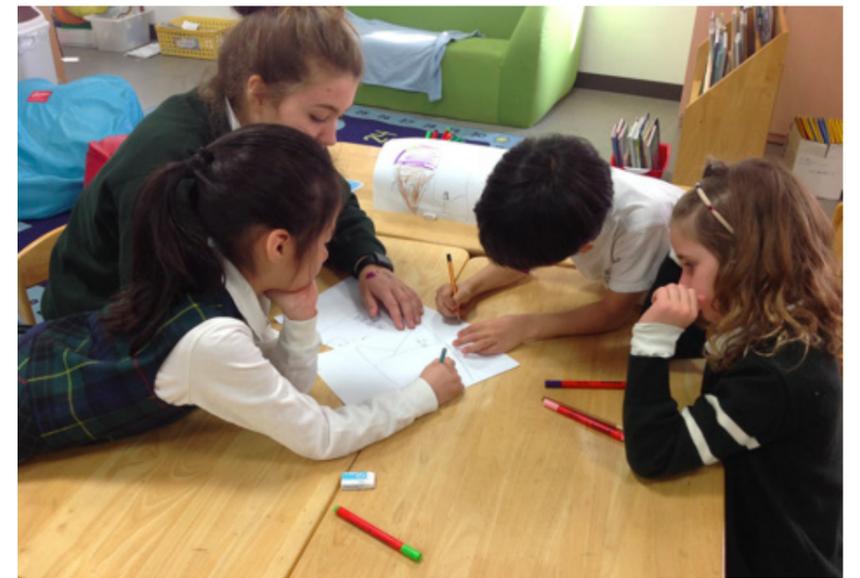


Grade One students have been learning about how systems help people trade goods and services. Throughout this unit they gained knowledge about “goods, services, consumers, producers, supply, and demand”. Grade 1 were lucky to go on a field trip to the Seogwipo Olle Everyday Market. Each student spent 5000won on goods of their choice. It was a lot of fun for the students as they traded money for the goods they wanted.

Within this unit, Grade 1 students learnt about the PYP attitude ‘cooperation’. To practice cooperation, Grade 1 students were put in groups and given the task to make a ‘goods and services town’ together.

Students were lucky to have the help of some Grade 9 students from Branksome Hall Canada who came to support us during the lesson.

Finally, the unit ended in the GRADE ONE MARKET. This is an annual event for Grade 1 students. Students spent the final two weeks working in a group to prepare their goods and services to sell at the market. Students used their knowledge of persuasive language to encourage people to buy their goods and services. What a fantastic job Grade 1 students did!!!





Students in Grades 1-5 participate in after school activities from 3:00 - 4:00pm. Teachers provide students with a wide selection of activities to offer opportunities for children to try new things or to focus on an activity they are passionate about. These activities are a chance for children to build confidence and develop abilities in a variety of **'PYP Transdisciplinary Skills'**.

Self-Management Skills: Students develop spatial awareness in activities such as 'Speed Cup Stacking'. Art related projects, such as making puppets, support the development of fine motor skills.

Thinking Skills and Social Skills: Playing board games helps students learn to work cooperatively with others by sharing and taking turns with partners. Learning to play fair and resolve conflicts is an important part of the skills students are developing. They use critical thinking and problem solving skills as they apply game strategies.



Thinking Skills: Children develop an international mindset by exposure to the Arts in various cultures. Here, a group of Grade 1 children work with a student from our senior school on a Korean Art project.

One of the IB Learner Profiles is knowledgeable, which the IB defines for students who “explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.”

Recently, Grade 4 took two field trips revolving around our 4th Unit of Inquiry - How the World Works, where we are focusing on the central idea that “people apply their understanding of energy to invent and create”. To help Grade 4 become knowledgeable in this area of energy, we explored different places.

Firstly, to gain a strong understanding and knowledge of how energy was used for survival in Jeju prior to the use of electricity. Students were able to gain a strong knowledge of how people in Jeju used mechanical energy to help them make their food and survive in their daily lives. Students were able to try these simple machines for themselves to get an idea of how much energy actually had to be expended in order for earlier peoples to survive. Students were then able to reflect on what they had learned, as well as how much energy plays a role in their own lives, especially in making their lives easier.

For our next field trip, Grade 4 went to the Jeju Lightning Museum. Here students were able gain an even better understanding of energy, specifically electricity, than what we had studied in class. Students were able to gain real world knowledge of electricity as they viewed it on a grand scale. Students were able to experiment with static electricity in a variety of forms, including being able to see how electricity is conducted, passing from object to object. This trip offered an in-depth look at Nikola Tesla, which helped our Grade 4 students gain knowledge about our central idea of using energy to invent and create.

These two field trips provided students with the chance to see energy in action and a continued look into making this unit applicable to their own lives. Students have used the knowledge gained in their summative assessments, to help them invent or create using energy. I look forward to seeing how else the knowledge gained by Grade 4 can be put into action!





Generalized

Dictionary: Something to make general; bring into general use of knowledge.

My: generalize make sth...

What is input and output?

The lights flasher robot is input and output? Input: Functions use input and output using the variables in an equation. The input is the known variable, while the output is the unknown, and functions are used to describe the relationship between the two.

Rules, expressions, Tables and graphs

INPUT	OUTPUT
1	4
2	6
3	10

Multiply by 22 each time

Input Handshake	Output Handshake	handshake
1	0	2 hand 1 handshake
2	1	
3	3	3 hand 3 handshake
4	6	
5	10	
6	15	

And so it goes on forever.

Why is it important to show graphs? Graphs are important because it is a visual way to show the input and output. The x axis, the horizontal line shows the input, and the y axis, the vertical line shows the output. So as example:

Input	Output
1	2
2	4
3	6

$n \times 2$
1 2
2 4
3 6
4 8
5 10

So pattern can be generalized by input and output table

Patterns can be generalized using algebraic expressions, equations or functions.

- Methods used to analyze patterns and identify rules.
- How rules are represented using algebraic expressions.
- The use of rules to solve problems and make predictions.

Patterns and Functions in MathCentral Idea:

Exploring patterns and functions are foundational for developing algebraic thinking (Burns, 2007; Van de Walle, Karp, Lovin, Bay-Williams, 2013). Being able to create, recognise, and extend patterns is essential for building conceptual understanding of how to generalize about numbers and relate to mathematical operations.

During January and February, fourth grade students explored different examples of patterns and moved towards showing their patterns in a variety of ways. They were introduced to how variables can be used to symbolize functions in patterns; exploring different ways expressions could be built to create functions. Towards the end of the unit, students furthered their understanding by applying their patterns into different ways of generalizing including, but not limited to, rules, expressions, tables, number lines, pictures, counters, and graphs.

When teaching inquiry-based math, it is important to give students opportunity to communicate their processes so they can make connections to each other's thinking.

Here are some snapshots of videos students made, showing patterns in a variety of ways. Students who can apply their knowledge of patterns and functions into solving unique, real-world problems independently, are considered to be above expectations. This unit was a challenging, yet very engaging unit for Grade 4 students.

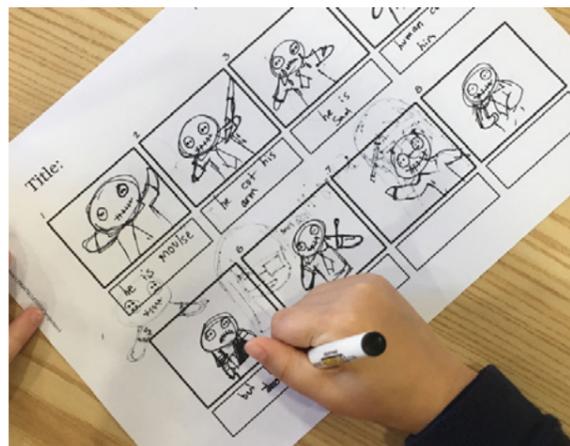
References
 Burns, M. (2007). *About teaching mathematics: a K-8 resource (3rd ed.)*. Sausalito, CA: Math Solutions.
 Van de Walle, J. A., Karp, K. S., Lovin, L. H., & Bay-Williams, J. M. (2013). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades 3-5 (2nd ed.)*. Boston: Pearson

It's not easy being a risk taker, but Grade 4 students rose to the occasion when visiting children's author and artist, Yangsook Choi, visited BHA last month. During Mrs. Choi's Author Assembly, she challenged students to be creative when looking for their inner author, or illustrator by simply taking chances. While participating in the Grade 4 Writing Workshop, many students were curious, but most of all, courageous enough to ask Mrs. Choi questions about her career as an author/illustrator, how the book publishing process works, and most importantly how to remain focused on a project.

A second risk-taking opportunity came along when students were asked to thoughtfully consider Mrs. Choi's suggestions while brainstorming ideas and trying something new.

Creating a story character is a risk in itself! Students were given the task to develop an original character. Part of the great fun of a children's story is that characters don't need to be realistic, they can appear in your imagination!

Mrs. Choi shared her personal experiences of risk taking. Every time she writes a new story or develops a new character, she always has to think about her audience. However, the most important thing, according to Mrs. Choi, is risk-takers must be brave and stay true to their ideas. Grade 4 students thoroughly enjoyed this time and took away not only a great creative writing lesson, but a life lesson as well;



There were a variety of activities to welcome the Lunar New Year at BHA junior school this year. One was the dumpling making activity and the other was the LNY assembly. The junior students demonstrated that they are knowledgeable risk takers. They are risk takers because for so many of them it was their first time to try new experiences by making dumplings and performing on stage!

They are knowledgeable because they shared with us so much learning from the subjects and CASE they took.

GRADE 4
STUDENTS DEMONSTRATE HOW TO TAKE RISKS WITH CHILDREN'S AUTHOR AND ARTIST

RISK-TAKER & KNOWLEDGEABLE
KOREAN CHINESE LUNAR NEW YEAR CELEBRATION

*I thank whatever gods maybe
For my unconquerable soul
I am the master of my fate
I am the captain of my soul*

Never have an author's words rang so strong, as in Henley's poem that inspired Nelson Mandela through his years of hardship, and later his goal to unite the Rainbow Nation. As our Grade 12 students enter the final weeks of preparation of their exams, and start their journeys of fulfilling their destinies, we take a look at what they have learned during their time of being remarkable at BHA.

*Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.*

*In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeoning of chance
My head is bloody, but unbowed.*

*Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find me, unafraid.*

*It matters not how strait the gate,
How charged with punishments the scroll
I am the master of my fate:
I am the captain of my soul.*

By William Ernest Henley (1849-1903)

"There are always times when flowers bloom." *Our efforts always pay off.*

"This, too, shall pass" *Our struggles will end.*

"Be yourself." *Self-proclamation.*

"Be the best version of you." *Self-proclamation.*

"If you follow knowledge, happiness will follow you."

"Knowing myself is more important than gaining any knowledge." *Self-proclamation.*

"If you are not tired, you are not working hard enough." *Self-proclamation.*

"Fools hate knowledge. I am a fool." *Far from it, Miss Chung.*

"The only source of knowledge is experience." *Albert Einstein.*

Sunhee Cho

Yoonsoo La

Hyunjo Kim

Heeju Lee

Sunmin Park

Yuri Han

Soobin Choi

Hakyung Chung

Sohyun Lim

"The roots of education is bitter, but the fruit is so sweet."

Heayoung Joun

"Knowledge can be transformed through happiness." *Self-proclamation.*

Ming Gong

"Happy day. Happy, happy day. Hey look, everyone in the world is celebrating you." *Me too, Miss Won. Irino Miyu.* Seonmin Won

"Fool hates knowledge." *Joseph Heller.*

Subeen Lee

"Somewhere, something incredible is waiting to be known."

Celine Park

"Do not regret trying." *Self-proclamation.*

Minjoo Kim

"Just do it!" *NIKE.*

Hyunjeong Roh

"Work Hard, Dream Big." *Sheryl Swoopes.*

Jiwoo Han

RISK-TAKER EAL ARTICLE



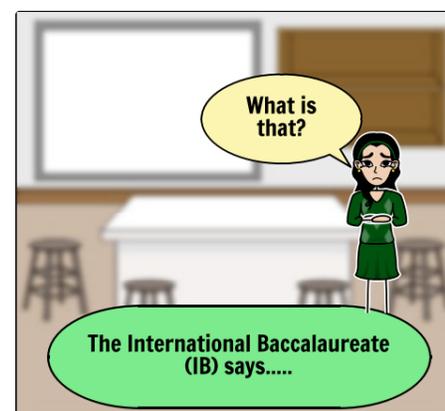
Language learning can be a frustrating process. Some days you feel like you are improving and your skills are getting better. Then, on other days, it may feel like you are starting from the beginning again or you have just stopped making progress.



These times can be challenging. You may want to stop trying to communicate in this language or just give up. But this is a normal part of language development. Feeling upset with yourself or embarrassed may prolong this phase. So what can you do?



Be a risk taker!



The International Baccalaureate (IB) says.....
"Risk-takers approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in face of challenges and change."



- Talk to someone about your frustrations - you will be surprised at how many people understand
- Keep trying and communicating in the target language
- Seek feedback and help with your challenges



The most important thing of all is to be kind to yourself. Be confident in how far you have come on your language learning journey and know by taking risks your skills will continue to improve.

KNOWLEDGEABLE INVICTUS - THE UNCONQUERABLE SOULS OF OUR ENGLISH B STUDENTS

Grade 6, 7, 8, and 9 MYP Drama students engage in a variety of activities and explorations as part of the curriculum. What makes Drama unique is the opportunity for the direct application of knowledge through risk-taking in performance. Current Drama students just started the subject at the semester and are working on their final performances for their first unit.

When students were asked how they use the IB Learner profiles of Risk-Taking and Knowledge, they had very insightful reflections. Students commented that in Drama, their research has to be interpreted for application in solving actual performance problems, not just for facts. They have to truly understand techniques to be able to apply them and information cannot simply be memorized.

Drama also provides the opportunity for self-expression, which can be intimidating. Students discussed that through drama they develop confidence by presenting and performing for an audience. Though they may feel shy on-stage, remembering that they are performing as a character helps to overcome nervousness. They are able to then use these skills to be confident in risk-taking throughout all of their other classes.



I would like to take this opportunity to congratulate many of our Drama students for their bravery and determination. For many girls, performing 'Alice in Wonderland' at Yongsan International School at the ASIS festival in February was their first experience in front of an audience.

There were 7 other schools taking part in the event, so our students were performing alongside many, more experienced performers. I was left at the end of the event feeling extremely proud of these girls; their willingness to take a risk was, and is, an example to everyone.



G10 Drama students recently made a film for an event in Busan - @OBRinBusanSouthKorea. #OneBillionRising is a worldwide network of advocacy, events, and fundraising to stop violence against women and children. We were invited to contribute to the event last month by a poet who recently came to visit the school, and in response to that invitation we sent them a video-essay which was a response to John Berger's thoughts and opinions on the female nude in art.

Men dream of women. Women dream of themselves being dreamt of. Men look at women. Women watch themselves being looked at. Women constantly meet glances which act like mirrors, reminding them of how they look, or how they should look. Behind every glance is a judgment. Sometimes the glance they meet is their own, reflected back from a real mirror. A woman is always accompanied except when quite alone; perhaps even then, by her own image of herself, while she's walking across a room or weeping at the death of her father, she cannot avoid envisaging herself walking or weeping. From earliest childhood, she's taught and persuaded to survey herself continually. She has to survey everything she is, and everything she does, because how she appears to others and particularly how she appears to men, is of crucial importance, for it is normally thought of as the success of her life.

John Berger, the art critic introducing the second programme in his BBC series, 'Ways of Seeing'.

I was expecting the students to find his ideas difficult to penetrate and understand, but their thoughts and ideas revealed that they had considerable knowledge regarding the concept of the 'male gaze' and how it relates them. I wasn't expecting such a knowledge response to a such an intellectual concept. I was reminded that I must never shy away from something that I think might be too difficult for our girls.



We live on an island that is known for its wind. The annual exchange between Branksome Hall Asia and Branksome Hall Canada is centered around an inquiry into wind energy. This year's inquiry took the BHX experience to a new level of inquiry, excitement, and challenge.

Inquiry is about investigating and exploring possibilities. It depends on a solid foundation of knowledge, and a willingness to take risks and explore possibilities. Following a visit from Professor Kim of the Wind Turbine Engineering Laboratory from Jeju National University, students began their inquiry into designing a wind turbine. With access to a variety of materials, technologies such as laser cutters, heat forming, and 3D printers, they explored the effect of blade angle, surface area, number of blades, and blade profile on their turbine's ability to generate electricity.

For two months prior to the exchange, a team of BHA grade 9 students worked on the weekends to design and construct a wind tunnel test chamber. The centerpiece of the experience, the test chamber allowed for accurate and consistent measurement of turbine designs. Throughout the process, students collaborated with each other, used data analysis to continually iterate and improve their designs, and developed novel approaches to solving the design problem. Students innovated and experimented with materials in new and interesting ways—such as using elastic bands to tension the elements of their design, bending plastic with heat to create unique shapes, and building turbines with double sets of blades. By applying scientific knowledge and mathematically analyzing the test data from the wind tunnel, students continually iterated and developed their turbine designs. With full access to the fabrication technology in the BHA Design Lab, we saw some students designing cross-sections of turbine blades in 3D modelling software that were later laser cut; others 3D modelled complex parts for turbine sections. One student announced that we had run out of a particular part, but not to worry because she had taken measurements and 3D modelled her own—Could we please print it on the 3D printer? It was wonderful to see students taking initiative and ownership of their learning and continually pushing their inquiry.

Every aspect of this intensive project was guided by the ethos of design-test-iterate. The 2017 BHX strengthened the bonds between our two schools and provided our students with an authentic experience into what research, design, and testing entails and how to apply it to solving complex real-world problems.



INQUIRY, EXCITEMENT, & CHALLENGE
BHX EXCHANGE

For the first time, we auditioned for the National MS Honor Orchestra Festival. Branksome Hall Asia was the only participating school without an Orchestra / Band program being an IB school. Suehyun Kim was already elected Concertmaster for the Advanced Honor Orchestra from the audition. During the rehearsals, Yewon Jung was moved to the Concertmaster position in the Intermediate Honor Orchestra. Our viola player, cellist, other 1st and 2nd violinists led players from other schools by making bold entries after periods of rest. Directors from other schools remarked on how prepared they were. They practiced every Saturday for 2 hours for two months. Our seven representatives, Suehyun, Youngchae, Yewon, Nhayeon, Haeun, Heesung and Yujean impressed me with their integrity, their sense of responsibility, their selflessness and of course their musicianship.



*MIDDLE SCHOOL NATIONAL HONOR
ORCHESTRA FESTIVAL, SEOUL*

THE SENIOR SCHOOL

Dr. Cinde Lock
Head of Senior School

“The biggest risk is not taking any risk. In a world that’s changing really quickly, the only strategy that is guaranteed to fail is not taking risks.”
~ Mark Zuckerberg

Each edition of our newsletter is focused on a different aspect of the IB Learner Profile. One attribute of this Profile that doesn’t seem to get enough attention is the idea of becoming a Risk Taker. Some people hear this word and think they have to parachute out of a plane or do something dangerous. Yes, risk taking can mean this. It can also be about “trying new things to achieve a goal.” This is the kind of risk taking that we encourage at Branksome. And this is the kind of activity that is infused in all aspects of our program.

Each week our students create new things. They design and test their ideas in Product Design class. They program using new languages in Digital Design class. They perform original music, dance, and theatre on stage. They write essays and conduct debates about real world issues. And in the process, they challenge themselves over and over to love learning and to shape a better world.

In the Senior School, our grade 10 girls are in the process of completing their Personal Projects. These projects are grounded in an area of passion and interest for the students. After months of intense work, which was supported by one-on-one teacher supervision, the final exhibition of this work was on March 15th.

The grade 12 Visual Arts students have also spent months preparing for their big exhibition. Their artwork is currently on display in the Stem-V Atrium and it is both provocative and engrossing. The seniors are also putting their final touches on their DP Internal Assessments and Theory of Knowledge essays this week. We look forward to sending this outstanding work to the IBO for international moderation. The grade 11 students are deep into their risk-taking work as well, as they write their Extended Essays. This project is another activity in which students are asked to research a topic of interest and personal passion. Their work culminates in a report on their findings, in a 4000-word essay.

With just these few examples, it is clear that being a risk taker is an essential element of our academic and co-curricular program.

Now is also the time when we begin finalizing preparations for our next cohort of Branksome Hall graduates for their Diploma exams and then for graduation. We are so pleased with their progress and achievement to date and can’t wait to celebrate with them when the exam season comes to a close. We are only 6 short weeks away from the first DP exam and at no other time has our support been more evident than it is right now.

I am so proud of our girls and the growth I have seen as I’ve watched them mature and challenge themselves over the last three years at Branksome. I’m also pleased to see them develop as risk takers: women who have the confidence to try new things, to shape and influence the world around them, and to be empowered themselves in the process.

Please enjoy some pictures below from first annual Senior Formal, which was held at the Hyatt Hotel on March 4th this year. When you see our girls in the halls or out and about in the school community, I hope you will join me in congratulating them on their successes and on their development as remarkable young women.



“가장 큰 위험은 어떠한 위험도 감수하지 않는 것입니다. 빠르게 변화하는 세상에서 확실하게 실패할 수 있는 것은 위험을 감수하지 않는 것입니다.”
~ 마크 Zucker 버그

뉴스 레터의 각 판은 IB 학습자 프로필의 다른 측면에 초점을 맞추고 있습니다. 지금껏 충분한 관심을 받지 못하고 있는 이 프로필의 속성 중 하나는 위험 감수인이 되는 것입니다. 어떤 사람들은 이 말을 듣고 비행기에서 낙하산을 펼치고 낙하하거나 위험한 행동을 해야 한다고 생각합니다. 그렇습니다. 위험감수란 그런 의미일 수도 있습니다. 또한 “목표 달성을 위한 새로운 시도”에 관한 것일 수도 있습니다. 이것이 우리가 브랜섬 홀 아시아에서 격려하는 위험 감수입니다. 그리고 이것은 우리 프로그램의 모든 측면에서 포함되어 있습니다

매주 학생들은 새로운 것을 만듭니다. 제품 디자인 수업에서 아이디어를 디자인하고 테스트합니다. 그들은 Digital Design 수업에서 새로운 언어를 사용하여 프로그램을 만듭니다. 그들은 무대에서 독창적인 음악, 무용, 연극을 공연합니다. 그들은 에세이를 쓰고 실질적인 세상의 문제들에 대한 논쟁을 합니다. 그 과정에서 그들은 학습을 사랑하고 더 나은 세상을 만들기 위해 계속해서 스스로에게 도전합니다.

시니어 스쿨에서는 10학년 학생들이 개인 프로젝트를 진행하는 중입니다. 이 프로젝트는 학생들의 열정과 관심의 대상이 실현되는 것입니다. 한 달에 한 번의 교사 감독이 지원과 함께 진행된 몇 달 간의 격렬한 작업 끝에 이 작품의 마지막 전시회가 3월 15일에 있습니다.

12학년 비주얼 아트 (Visual Arts) 학생들은 큰 전시회를 준비하는데 몇 달을 보냈습니다. 그들의 작품은 현재 Stem-V 아트리움에 전시되어 있으며 도발적이며 열광적입니다. 12학년들은 또한 이번 주에 DP Internal Assessments와 Theory of Knowledge 에세이에 대한 최종 마무리를 하고 있습니다. 우리는 이 탁월한 성과를 IBO에 보내게 된 것을 기쁘게 생각합니다. 11학년 학생들도 Extended Essay를 작성하면서 위험을 감수하는 것이 무엇인지 알아가고 있습니다. 이 프로젝트는 학생들의 관심과 개인적인 열정에 관한 주제를 연구하도록 요청 받는 또 다른 활동입니다. 그들의 연구 결과는 4000 글자의 에세이 형식의 리포트로 완성될 것입니다.

이러한 몇 가지 예를 통해 이 위험을 감수한다는 것이 학업 및 교과 과정에서 필수적 요소이라는 것이 분명히 드러나 있습니다.

이제 브랜섬 홀 아시아 졸업생들을 위한 디플로마 시험 준비와 졸업을 준비해야 하는 시간이 되었습니다. 우리는 현재까지 그들의 진보와 업적에 매우 만족하고 있으며 시험 기간이 끝나면 그들과 함께 축하하기를 기대하고 있습니다. 학생들은 첫 번째 DP 시험에서 불과 6주 밖에 떨어져 있지 않으며 다른 어느 때보다도 지금이 우리의 지원이 필요한 시간입니다.

저는 지난 3년의 시간 속에서 성숙과 도전을 통하여 성장한 그들이 아주 자랑스럽습니다. 또한 새로운 일을 시도하고 주변 세계를 형성하고 영향을 미치며 그 과정에서 스스로 힘을 실어 줄 수 있는 자신감을 가진 여성들, 즉 위험을 두려워하지 않는 사람으로 성장한 것도 자랑스럽습니다.

올해 3월 4일 Hyatt 호텔에서 개최된 졸업생 Formal에서 찍은 아래의 사진을 감상하시고 우리 소녀들을 학교 안 밖에서 보시게 되면, 그들의 성공과 훌륭한 여성으로서의 발전에 대하여 축하해주시길 부탁드립니다.

This year 15 students have been putting together the final touches on their material for display and this last weekend which was presented at the official opening.

The works are going to be up for over a month so plenty of time to come along and see some fresh diverse creativity. This year sees the expansion of the work into the Performing Arts Building which provides an ideal space and light conditions for experimental and contemporary practice. Most of the work is being

CHUNGWON MOON



DRAGONFLY
MIXED MEDIA, 90X 40 CM



OBSTRUCTION
MIXED MEDIA, INSTALLATION

EUNBYUL (IRENE) SHIN



DIRTY WAR
MIXED MEDIA, 110 X 60 X 70CM

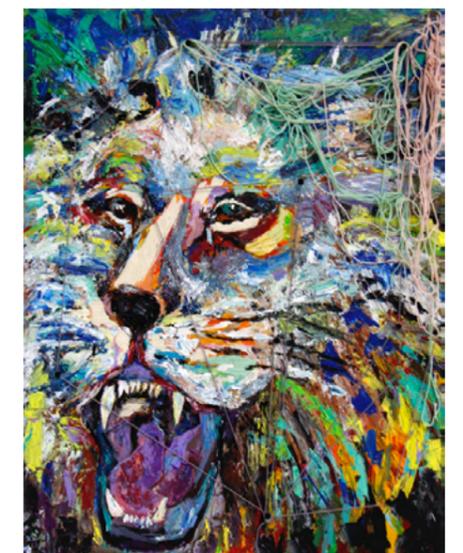


PHANTASMAGORIA
ACRYLIC ON MDF, 50 X 45CM

HEAYOUNG JOUN



BIRTHDAY PARTY
ACRYLIC PAINT, 38 X 53 CM



ANYTHING CAN HAPPEN TO ANYBODY
ACRYLIC, KNIFE, NAIL, THREAD, 63 X 53 CM

HEEJU LEE



PRAY
NEON SIGN, 47X55CM



SLEEP OVER/ JUST THE WAY WE ARE
DIGITAL PRINT, 45X26CM

JIWOO HAN



FLAG OF TRIUMPH
DIGITAL PAINTING ON DIASEC, 40 X 50CM



SWEET NIGHTMARE
DIGITAL PAINTING ON DIASEC, 40 X 50CM

SUNYOUNG HOANG



MERMAIDS
ACRYLICS AND POSTER COLOR ON CANVAS, 86X45CM

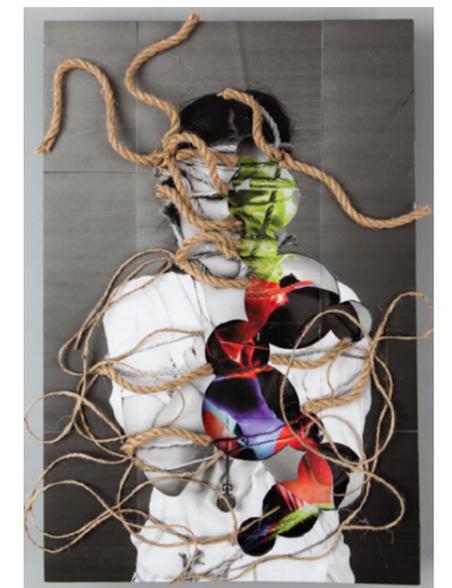


ALONE
WATERCOLOR ON COLD-PRESSED PAPER, 42X24 CM

JYOON PARK



BENEATH THE FRAME
MIXED MEDIA (ACRYLIC PAINT, CHARCOAL, PEN)
100 X 60 CM



ROPED
PHOTOGRAPH, 100 X 60 CM

JUNGOH LEE

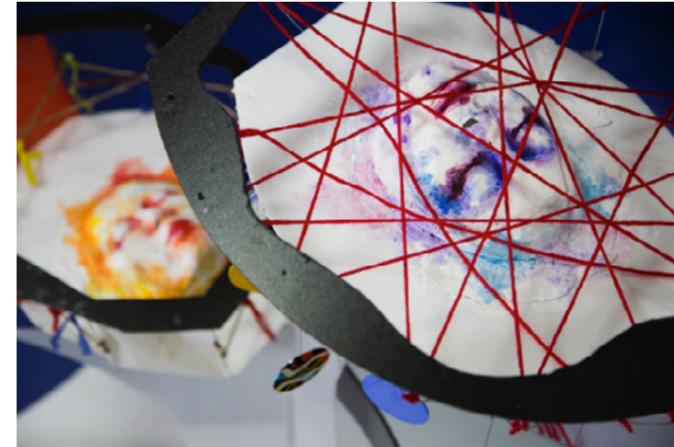


THE WORLD WHERE ADULTS CANNOT COME BACK
BALSA WOOD, PLASTIC, SOFT CLAY, STRING
41X48X24 CM



THE BIRD GIRL
ACRYLIC PAINT ON CANVAS, 72 X 100 CM

MINJOO KIM

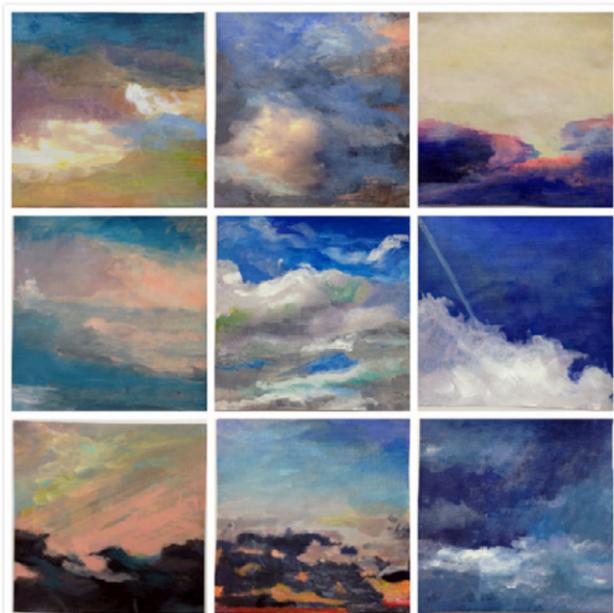


IMAGINATION
MIXED MEDIA, 150X120X90 CM

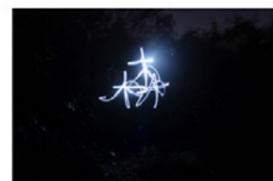


WHO IN THE WORLD AM I?
PEN AND INK, 40X30 CM

MING GONG



CLOUDS
MIXED MEDIA ON CANVAS, 60 X 60 CM

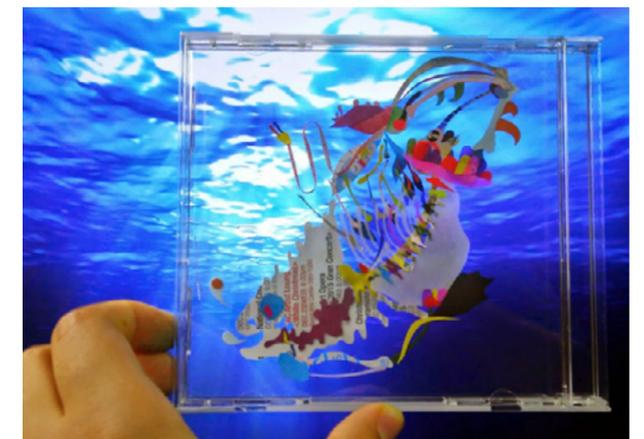


THE FOREST
PHOTOGRAPHY

SAEYOON KIM



ON THE DINNER TABLE
MIXED MEDIA, INSTALLATION



THE THREE ELEMENTS
MIXED MEDIA, 14 X 12 CM



METAMORPHOSIS
MIXED MEDIA, 90 X 125 CM

SIEUN LEE



SURVEILLANCE CAMERAS SURVEIL NOTHING
DIGITAL PHOTOGRAPHY



MUFFLED
INTERACTIVE PERFORMANCE ART AND INSTALLATION (40 MINUTES LONG VIDEO), WOOD, DRIED FLOWERS, WALL PAINT, EGGS, WHITE CLOTH, AND BLACK CARDBOARD

SOHYUN LIM



ICE-CREAM HEART
ACRYLIC ON CANVAS, 70CM X 60CM



FUR ICE-CREAM SCULPTURE
MIXED MEDIA, 25CM X 25CM X 40CM

SOOJUNG KIM



SELF-PORTRAIT
MIXED MEDIA, DETAIL



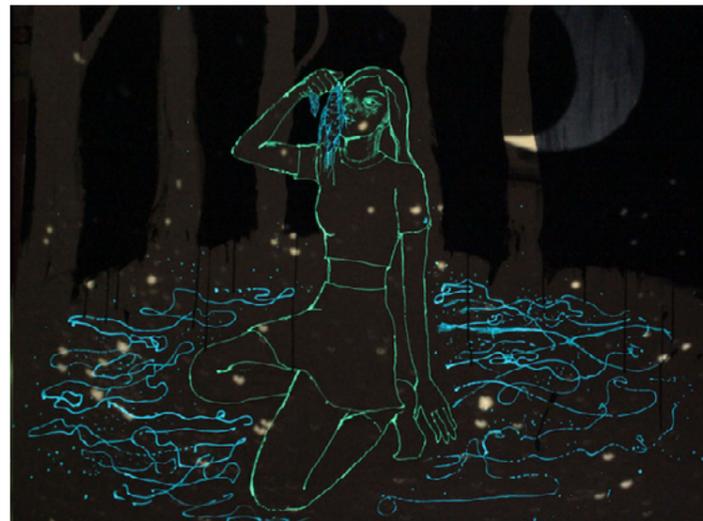
DREAM
UNDER WATER PHOTOGRAPH
96 X 72CM



YOONSOO LA



OASIS
MIXED MEDIA: PAPERS, MIRRORS, ACRYLICS
INSTALLATION



MANDRAKE: KEEP MYSELF ALIVE –
MIXED MEDIA: FLUORESCENT PAINT ON MDF,
FLASHLIGHT WITH TINTED GLASS AND CUT PAPER
147 * 92 CM

SEONDEOK HOUSE



Seondeok Grade 10 girls have just finished their Personal Projects and their new understandings about the world have increased. The Grade 11 residents continue to strengthen their understanding of their various Subjects in the Diploma Program. We are so proud of their efforts and persistence in thinking deeply and critically about new information and ways of knowing.

As Risk Takers, the girls never cease to amaze us as they navigate new projects and ways of doing things. Sometimes, it isn't all about academic aspirations and they boldly go where many of us wouldn't! Congratulations to our dancers and performers, who in their own time, decide to brave the stage and entertain us at events like 'Branksome's Got Talent'.

SHERBORNE HOUSE

As we reach the second half of the year, the girls in Sherborne have been incredibly positive preparing for their many academic assignments. Our seniors have been busy reviewing for and then writing their mock exams. With only a couple months left until the finals, they have been striving for a balance with their studying, sleep, their need for food and snacks as they work, and in staying physical active.

Our sophomores are nearing the end of their MYP Personal Projects and many are striving diligently to add the finishing touches to their reports. With a wide selection of topics, it is inspiring to see how our students have chosen to take risks and be resilient in facing their challenges as they followed their interests. Projects range from art and design to science and technology to researching child labor and child marriage. Three of the projects include the work of Xiaoyuan Yu, Soomin Chung, and Jung Kim.

Xiaoyuan Yu wanted to explore fashion design. She decided to share her knowledge of Chinese culture by designing and assembling traditional Chinese clothing and jewelry and making her own Hanfu. Her task involved researching the market, creating sketches and then making the clothing and jewelry. She explained that the colors and motifs each have different meanings and appeal to a different audience. For instance, a butterfly means luck and

a grasshopper can mean wisdom.

Soomin Chung expressed herself in her Personal Project by designing her own version of famous movie posters from both Korean and Western society. She wanted to express ideas, feelings, culture, beliefs and values through this project while learning about adobe illustrator and the art of design. The hardest part about the project, she said, was having to deal with the little details in her poster for Captain America.

Jung Kim conducted research on the human rights violations surrounding child marriage. For her project, she wrote and directed a monologue in order to educate others. She wanted to raise awareness about the fact that many young girls are forced into marriages in parts of the world and that their rights are violated through these forced contracts. Using social media, she shared a recording of her monologue.

We are looking forward to seeing each of the grade 10 Personal Projects in the upcoming showcase.



AINSLIE HOUSE



Ainslie Girls working together



Discovering new interests and delights-making pancakes

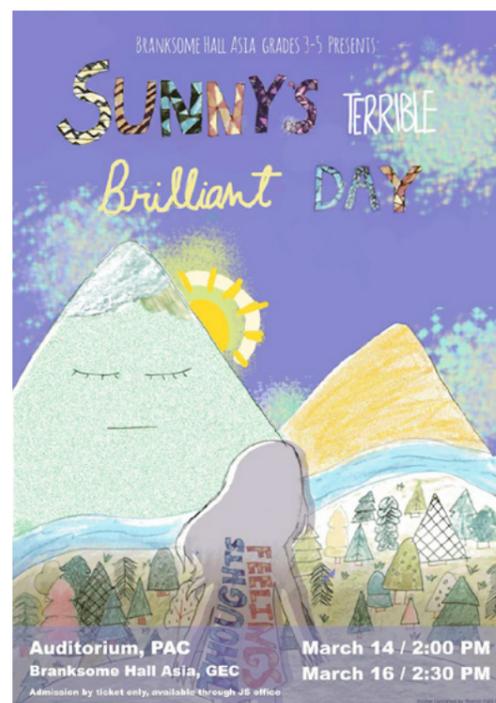
***BRING A FRIEND DAY**



Branksome Hall Asia - Bring A Friend Day -
 We would like to announce an exciting upcoming event for our Grade 3-8 students happening at Branksome Hall Asia. On April 24th 2017, the current Branksome Hall Asia students are invited to bring a friend with them to school or your child will be assigned to a Branksome Hall Asia student. On this special day your child will get to experience an entire day at Branksome Hall Asia.

Please complete the RSVP at www.branksome.finalsiteapply.com to register.
 Application Deadline: April 17, 2016
 If you have any questions please contact the Admissions Office.
Phone: 064-902-5000
Email: admission@branksome.asia

***SUNNY'S TERRIBLE BRILLIANT DAY**



Sunny's Terrible Brilliant Day -
 Junior School Production
 March 14th at 2:00p.m.
 March 16th at 2:30p.m.
 Admission by ticket only, available through JS office.

***IB VISUAL ARTS GRADUATING EXHIBITION 'REVEALED'**



'REVEALED' - Grade 12 Visual Arts Graduating Exhibition: Saturday 11 March at 2:00p.m., Branksome Hall Asia STEM V Foyer

***SUMMER SERIES MONDAY JULY 24-FRIDAY AUG 4, 2017**



Branksome Hall Asia is excited to announce the 2017 Summer Series, our intensive arts and athletics program. The Summer Series is an opportunity for students to challenge their creativity, experience new ideas, and explore possibilities. Building on last year's successful program, the 2017 program includes a comprehensive athletics program and more choices in art, design, music, and performance.

Click here for Registration



***FUTURE EVENTS IN THE LIBRARY**

- Poetry Month: April 2016
- Junior School Book Fair: 27th and 28th April 2017
- Book Week: 27th April – 3rd of May 2017
- Book Character Parade: Wednesday May 3rd 2017. Start getting your character costumes ready.

USING KNOWLEDGE TO TAKE RISKS

지식을 사용해 도전하기

Mrs. Noeline Young

Deputy Principal



Knowledge

comes in different forms. There is book knowledge that comes from reading and studying, procedural knowledge from skills that you acquire such as playing a piano or learning a sport, and lastly experiential knowledge from your personal experiences. True knowledge is integrating all these into a form that is expressed in a meaningful way.

Recently, I came across a book in our library titled 'Girls Think of Everything' by Catherine Thimmesh, which contains stories of ingenious inventions by women. This provoked my thinking about the very question of 'what we do with our knowledge?' Long before books and google, humans applied their knowledge for survival. Anthropologists observed that women were responsible for many of the most fundamental innovations of all time, such as tools and cooking utensils. Through observations and oral communication, inventions were derived from curiosity, trial and error, and accidents. Drawing on different forms of knowledge and their ability to take risks, women have always been innovators. Mary Anderson of Alabama invented windscreen wipers, Bette Nesmith Graham from Texas invented liquid paper correction fluid, and Margaret Knight from Columbia invented paper bags.

Today, women continue to invent through curiosity, persistence and imagination. As we go about our daily lives, I encourage you to observe, wonder and use your knowledge to take a risk, and see where innovation will take you.
remarkable young women.

Mrs Noeline Young
Deputy Principal

지식은

다양한 형태로 다가옵니다. 책을 읽고 공부하는 데서 오는 독서지식이 있고, 피아노를 치거나 스포츠를 할 때 얻게 되는 스킬을 사용한 절차지식이 있고, 마지막으로 개인적인 경험을 통한 경험지식이 있습니다. 진정한 지식은 이 모든 것들을 의미있는 방식으로 한 가지 형태로 융합하는 것입니다.

최근, 저는 '여자들은 모든 것을 생각한다'라는 제목의 캐서린 시메시라는 작가의 책을 우연히 보게 되었는데, 이 책에는 여자들이 천재적인 발명을 하는 이야기가 담겨 있습니다. 이 책은 저에게 '우리는 우리의 지식으로 무엇을 하는가?' 라는 질문을 일으켰습니다. 책이나 구글이 있기 전 옛날에는, 인간들은 지식을 생존을 위해 사용했습니다.

인류학자들은 여성이 항상 도구나 요리도구와 같은 가장 근본적인 혁신의 다수를 만들어 냈다는 것을 관찰했습니다. 관찰과 구두커뮤니케이션을 통해 발명들은 호기심, 시도와 실수들, 그리고 우연에서 유래했습니다. 앨러배마의 매리 앤더슨은 자동차의 와이퍼를 발명했고, 텍사스의 베티 네스미스 그레이함은 액체 수정액을 발명했고, 콜럼비아의 마가렛 나이트는 종이백을 발명했습니다.

오늘날 여성은 호기심, 집요함, 그리고 상상력으로 발명을 계속 하고 있습니다. 우리의 매일의 일상을 살아가면서, 저는 관찰하고, 궁금해하고, 가지고 있는 지식을 사용해 도전하길 바랍니다. 그리고 이러한 혁신이 여러분을 어디로 이끄는지 보길 바랍니다.

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