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*Empowering Women*

*Branksome Hall Asia*  
**SCHOOL NEWSLETTER**

RISK TAKERS & KNOWLEDGEABLE  
MARCH 2016



**BRANKSOME  
HALL ASIA**

INTERNATIONAL SCHOOL FOR GIRLS

Dear Parents,

There is a saying I learned as a child that often was used to describe the month of March. "In like a lion and out like a lamb." This saying was commonly used to describe the weather and the change of season as we bid farewell to winter and welcome spring.

As I reflect on the flurry of learning activity at Branksome Hall Asia, this saying comes to mind and with new significance. Key and deep learning activity characterizes our change of season and rich testimonies of students' learning and student's 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. A profile that aims to empower

our students as learners and as people who are

Inquirers

**Knowledgeable** -They 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.

Thinkers  
Communicators  
Principled  
Open-minded  
Caring

**Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

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 more culturally aware, through the development of a languages and
- be able to engage with people in an increasingly globalized, rapidly changing world.

Risk taking and knowledge 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 regard  
Dr. Beverley von Zielonka

브랜섬홀 아시아 학부모님께,

제가 어렸을때 들은 속담중 3월을 묘사하는 속담이 있습니다; "사자처럼 강하게 들어왔다 양같이 순하게 지나간다". 이는 3월의 날씨와 겨울을 보내고 봄을 맞이하는 환절기를 묘사하는데 자주 사용되었습니다.

브랜섬홀 아시아에서 일어나는 수많은 학습활동들을 보며 이 속담이 새롭게 다가옵니다. 핵심적이며 심도있는 학습활동은 계절의 변화를 나타내며 학생들의 배움과 그들의 업적이 브랜섬홀 아시아의 교실, 복도, 전시공간, 대강당과 운동시설 구석 구석을 채우고 있습니다.

이번 브랜섬홀 아시아 뉴스레터의 주제는 "지식과 모험"입니다. 이 두가지 주제는 10개의 International Baccalaureate Learner Profile에서 뽑은 것입니다; 이 10가지의 교육 이념들은 우리 학생들이 학업 및 개인의 성공을 위한 다양한 능력과 책임의 동력입니다. 브랜섬홀 아시아의 3가지 IB 프로그램은 이 교육 이념들을 바탕으로 학생들의 학업 성장과 인성 개발에 전념하고 있으며, 이를 통해 학생들이 학생으로서 또한 인간으로서 끈임없이 탐구하는 자로 성장할 수 있게하는 것을 목표로하고 있습니다.

지식인 - 이들은 지역사회 혹은 세계에서 발생하는 현안을 파악함으로써 지식의 깊이와 이해의 폭을 넓히고 균형있게 덕목을 쌓습니다.

사상가  
주변과의 소통을 원활히 하는 사람  
원칙을 준수하는 사람  
열린 마음을 가진 사람  
타인을 보살 필 줄 아는 사람

모험가 - 이들은 낯설고 불확실한 상황에 미리 생각하고 용기로 다가갑니다. 또한 독립적으로 새로운 역할과 생각, 전략을 모색하며, 자신들의 믿음에 대해 용기와 확고함을 가지고 변화합니다.

균형 잡힌 사고와 생활을 하는 사람  
성찰 하는 사람

우리 브랜섬홀 아시아 학생들에게는 차별화된 학습 기회가 제공되고 있습니다. 이는 그들이; 깊이 생각하고, 독립적이며 본인들의 학습을 주도하며, 세계적인 대학에 입학할 수 있도록 이끌어주는 프로그램에 참여하도록 하며 언어향상을 통해 문화적인 인식을 높이고, 빠르게 변화하며 세계화가 진행되는 시대에 다른이들과 관계를 맺을 수 있는 사람으로 성장할 수 있도록 안내와 지원을 아끼지 않는 것입니다.

지식과 모험은 우리 브랜섬홀 아시아 학생들을 위해 학교 미션을 실현가능하게 하는 이념 중 2 가지입니다.

3월도 막바지를 향하는 이때 곧 있을 가족들과의 봄방학을 기다리며 이어지는 다양한 기사들을 통해 옛 속담이 어떤 새로운 의미로 다가오는지 즐겨보시기 바랍니다.

감사합니다.

베벌리 폰 질롱카 박사  
브랜섬홀 아시아 총교장

## Risktakers in Cambodia March 2016

Susan Tilney, Head of Junior School

IWe encountered risk-takers of many kinds throughout our collaborative time in Phnom Penh working with colleagues from Branksome Hall Canada. Of course, Mrs. Roy, Mr. Cavanagh and Ms. Tilney were themselves risk-takers.

On our first day demonstrating teaching methodologies to student-teachers from the Kandal Teacher Training Centre, we met a student-teacher on a four-month exchange from a Belgian university. She spoke no Khmer and yet was prepared to try to engage on whatever level she could. A special teacher in the making!

Channan was our on-the-ground coordinator and lead translator. He has been involved with the training project for a few years and has stepped into the main leadership role recently. He led feedback and discussion sessions as well as translating with tremendous grace and good humour.

Hort and Bhopal are local senior teachers with good English skills, without whom we could not have delivered our lessons or discussed our ideas with the student-teachers. They were a little nervous at first but displayed impressive risk-taking qualities as they translated the story "Two of Everything", then helped with demonstrating how number sequences could be represented through art as well as enabling us to show student-teachers some extension ideas around pattern and function.

The International School of Phnom Penh kindly seconded two teaching assistants to work alongside us as translators and local experts. Neary and Mom worked tirelessly and exuded professionalism. We'd be happy to have them as educational assistants, anyday but I don't think ISPP would let them go!

Every day we met twelve risk-taking student-teachers who observed and participated in learning activities. Many of them took a risk and asked questions, sometimes in English.

The students themselves displayed tremendous risk-taking capabilities as they engaged with us throughout the lessons every day. Every aspect from listening to the story in English and the translations, to the number function work, to learning how to share valuable new resources, to working with paint and printing and to exploring the outside environment looking for patterns. At break-time some students showed us just what acrobatic risk-takers they were too in their play!

2016년 3월 캄보디아의 용감한 이들

수잔 킬니 초등학교장

우리는 브랑섬홀 캐나다에서의 동료들과 같이 일하면서 프놈펜에서 협동하는 시간을 통해 여러 가지 종류의 위험을 두려워하지 않는 이들을 조우했다. 물론, 로이선생님과 카바나 선생님, 그리고 킬니 교장선생님도 그런 이들이긴 하다.

첫 날에는 칸달 교사 훈련 센터에서 교생들에게 가르치는 기술을 시연하면서, 우리는 한 벨기에 대학교로부터 4개월 교환을 온 교생을 만났다. 크메르 언어를 전혀 못하였지만 어떤 수준에건 참여할 준비가 되어 있었다. 아주 특별한 선생님이 만들어지고 있는 것이었다!

차넌은 우리의 현지 코디네이터 겸 수석 통역이었다. 그는 훈련 프로젝트에 여러 해 참여해왔고 최근 최고지도자그룹에 들어오게 되었다. 그는 엄청난 우아함과 유머감각으로 통역도 하고 피드백과 토론시간을 이끌었다.

호트와 보팔은 현지 교사로서 영어를 잘 했는데, 그 없이는 우리 수업을 전달하거나 교생들에게 우리 아이디어를 토의할 수 없었을 것이다. 그들은 처음엔 조금 긴장했지만 "각각 두 개씩"이라는 이야기를 통역하면서 엄청나게 용감한 태도를 보여줬다. 그리고 나서 어떻게 일련의 숫자들이 무늬와 기능을 중심으로 확장된 아이디어들을 교생들에게 보여줄 수 있게 해줄 뿐 아니라 미술로 표현될 수 있는지 시연하는 것을 도와줬다.

프놈펜국제학교는 통역들과 현지 전문가 외에도 두명의 보조교사들을 친절하게도 지원해줬다. 니어리와 엄마는 지치지 않고 계속 일했고, 프로정신이 줄줄 흘렀다. 우리는 그들을 보조교사로 채용하고 싶지만 프놈펜국제학교가 그들을 놓아줄 것 같지는 않다!

매일 우리는 용감한 12명의 교생들을 만났고 그들은 학습 활동을 관찰하고 참여했다. 그들 중 다수는 용기를 내어 가끔은 영어로 질문을 했다.

학생들은 매일 수업을 통해 우리와 같이 하면서 엄청난 용기를 보여줬다. 영어로 또는 통역된 이야기를 듣고, 숫자의 기능 작업, 가치있는 자료를 공유하는 법을 배우는 것, 야외 환경에서 패턴을 찾으러 돌아다니거나 그림을 그리는 등에 이르기까지 는 모든 면에서. 휴식시간 동안 어떤 학생들은 우리에게 자신들의 연극에서 얼마나 자신들이 서커스에서 만큼이나 위험을 마다하지 않는지 우리에게 보여줬다.





Next week the Junior School will present their interpretation of 'Cinderella & Rockerfella', a musical pantomime of the popular story of Cinderella. Over the past ten weeks the students have been auditioning, rehearsing and collaborating with their peers to prepare for the performances next week. Some have had the experience of being a part of the production last year, but for many this is their first time being involved in a performance such as this. All of the students have shown great courage throughout the entire process. They have taken many risks and stepped out of their comfort zone – sometimes alone and sometimes with the support of others. I've had the privilege of seeing the rehearsals and I can tell you that the result is incredible.

A second culminating event occurred this week with some JS parents, Mr. Hammond (Visual Arts) and Miss Ghegin (Grade Three). Over the past three weeks this group of parents have been learning about the design process and the idea of 'making'. The 'Maker Movement' is a worldwide community of learners that are inspired to explore real world problems through constructing solutions, usually using technology to do so. These parents joined our teachers over the past three Wednesday afternoons to learn about how the design process functions within Units of Inquiry in the PYP. They chose to attend this workshop without really knowing where it would lead or what would be required of them. They've set a wonderful example for their own children, plus others in the community, of how to be a risk-taker.

Risk-taking goes hand in hand with inquiry learning, the pedagogical approach across all three IB programs offered at Branksome Hall Asia. When you engage in inquiry you experience a feeling of uncertainty, not knowing exactly if what you're doing is the right thing – it requires courage to take these risks. As students become more familiar with inquiry learning they develop the ability to feel 'comfortably uncomfortable' as they navigate their way through a problem or issue. You may follow several paths before you find the right one, but when you do you can be sure that it is something exciting and a thoroughly worthwhile experience.

# Good luck with the risks that you take in the future!



# HOW WE ORGANIZE OURSELVES

## RISK TAKERS JUNIOR KINDERGARTEN STUDENTS

MS. RICH

Children in JKKR have been learning how to be risk-takers by trying a wide range of meaningful activities indoors and outside. These activities include physical movement. When children try something new and challenging on the playground or in PE class, they are taking risks and learning how to successfully maneuver their bodies. They are creating new knowledge about how their bodies and muscles work.

In the Early Years program, the children are encouraged to try new things, and to take risks to go deeper into their learning. They have freedom to explore individual interests, and structure to create a safe environment. We believe JK children are competent, and they are learning how to take risks to build confidence and new skills!

In the Early Years program, we believe that: "The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences. We must widen the range of topics and goals, the types of situations we offer and their degree of structure, the kinds and combinations of resources and materials, and the possible interactions with things, peers, and adults."-Loris Malaguzzi, "The Hundred Languages of Children"



In Junior Kindergarten, students are inquiring into How We Organize Ourselves with a focus on how systems help us to be organized.

During our unit, students are exploring patterns and learning about routines. JK students have been looking for patterns in their environment, both inside and outside.

They are also developing an understanding of everyday routines and investigating how they help us to be organized. They have been discussing the order of routines and were presented with the question: "What would happen if our everyday routines were in a different order?"

# KOREAN CLASS

## IN THE JUNIOR SCHOOL

In the Junior School, the Korean Program is designed to provide a stimulating experience for our students to develop their Korean language abilities through listening, speaking, reading and writing.

Students have the opportunity to gain knowledge and skills in the fundamental concepts of Korean literacy through exploring various reading and writing genres such as expository, descriptive, persuasive, and narrative. At the same time, we experience Korean as a powerful mode of communication, through which B.H.A. brings out the students' potential to reach their future goals and develop an understanding of the world around them. Whether it is the Korean class, CASE Junior Korean drumming class, or Korean assembly, they are encouraged to be confident, knowledgeable and risk-takers.

Korean classes integrate the IB PYP curriculum into Korean language and social studies. Activities usually are anchored in a Korean context related to the topic and then extended to a more global context.

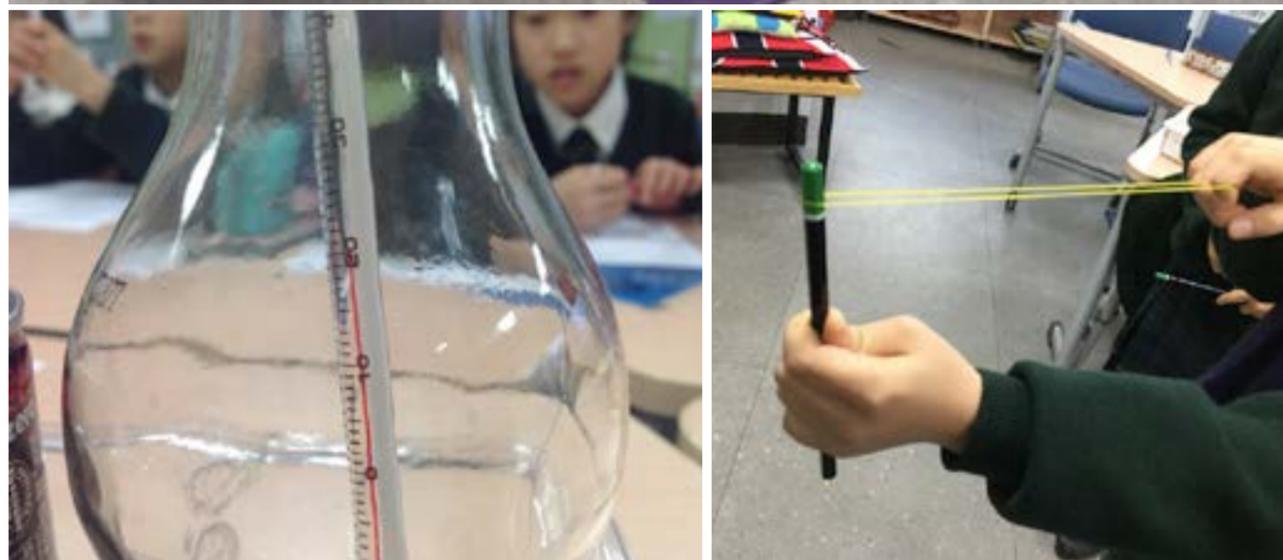
In the Grade 1 Unit 'How the World Works', students explored the life cycles of living things. They learned about the needs of living things for growth, and the similarities and differences between life cycles. Students chose an animal and wrote a research report.

In the Grade 2 Unit 'Where We Are in Place and Time', students were inspired by two documentaries about journeys and migration, The Greatest Animal Migration and Human Migration. Students then made a presentation about their personal journeys and migration.

In the Grade 3 Unit 'How the World Works', students inquired into how people find ways to make work easier and how simple machines are used in our lives. Students designed their own simple machines to share with their classmates in order to improve their knowledge. They also had a catapult game for learning about how simple machines work.

In the Grade 4 Unit 'How the World Works', students inquired into how energy is used to invent and create devices which make our lives easier. They made electronic devices to show how different forms of energy and electricity work. They presented their learning to their classmates.





## Grade 4: Applying Our Knowledge of Energy

### Unit of Inquiry

Grade 4 just completed their fourth unit How the World Works: People apply their understanding of energy to invent and create.

In this unit, students explored three lines of inquiry: Different forms of energy; electricity and how it works and how understanding energy helps inventors. To tune in, we spent the first day of the unit without using any heat or lighting. This spawned a number of questions about energy. Where does it come from? How does it get here? Can we survive without energy?

We first let the students create their own central idea and lines of inquiry. They decided that:

Saving energy was related to the amount we use and for how long we use it.

1. To save energy we need to know how much we use.
2. We need to know how much time or for how long we use energy.
3. We can use natural energy instead of artificial energy.
4. As our energy needs grow, do we need to make more or do we need to use less?

As we sought out our questions, we decided that we needed to identify the kinds of energy that exist. Our inquiry brought us further down the the path of understanding when we determined that energy can transform one type to another. We spent 4 days rotating between experiments that were run by Ms. Farr, Ms. Matthews, Mr. Secomb and Mr. House. Ms. Farr facilitated a number of experiments showing the the transformation of potential energy to kinetic energy. Ms. Mathews equipped her students with safety gear and lab coats as they discovered that chemical energy can transform to heat and light energy. Mr. Secomb blasted his group's curiosity with bottle cap rockets (chemical to kinetic energy and sound energy). Mr. House demonstrated with his students that heat can transfer from one body to another but not all materials conduct heat as efficiently as others.

Mid-unit we began to apply our understanding of energy to invent and design a device that had purpose, pleasing aesthetics and strong durability. Students used their knowledge of series and parallel circuits to piece together circuits that included motors, buzzers, and light bulbs from our stock of supplies. With the maker cart from Mr. Hammond's art room, grade 4 had to apply their ideas and try things out. Using a modified design cycle (Think, Make and Improve), students had to try their ideas. Many ideas fail, but in the world of tinkering, you try again until you get what you are trying to achieve. Big successes are often a result of taking big risks! Try your ideas out, you never know how far you will get! We have some ideas that are still being worked through, and some design projects that actually work really well! The projects are now located on second floor of the Branksome Hall Asia Library.

To conclude the unit, students reflected on the understanding of the main concepts in their unit using iPad apps like Explain Everything, Keynote and iMovie.

Risk-takers = Action takers

After the first day when students experienced their classroom without lights and heat, they came up with an idea. What if the whole school did what Grade 4 did? How much energy would we save the school in one day?

Students have challenged the school to reduce their energy usage on March 18th. The maintenance company will take daily energy usage readings from March 16th to 22nd. Students will then make a graph to determine if our efforts greatly reduced the amount of energy that was used that day.

We are anxious about what the result will be. Stay tuned in the future!



### Jeju Folk Village

To build on the understanding that people use energy to invent create, Grade 4 students and teachers, along with Mrs. Matthews and Ms. Choi, traveled back in time to 1890 Jeju. We entered the gates of Jeju Folk Village in search of discovering how Koreans used energy so long ago and the devices they created in order to harness energy.

Touring the restored village scenes allowed us to ask questions, make observations and interact with the tools and machines that were actually invented for the purpose of producing energy for survival on the island. Students were able to make connections between the unit's lines of inquiry and apply them as we all discussed what it might have been like to live during this time.

With all the technology, machines, and tools we have today that help us produce and reuse energy, many students realized just how difficult it must have been to invent and create the machines that were on exhibit. Ms. Farr talked with a group of students about the fact that when people are faced with a problem or situation that involves personal survival, they work very diligently to find a solution; just as the Koreans did in 1890. It was a day of inquiring, excellent discussions, and a day that Grade 4 students learned that all of us can invent and create devices that serve a purpose in our lives and for the future.



### Jeju Smart Grid Promotional Hall and The New & Renewable Energy Exhibit Hall

A week after visiting the Jeju Folk Village, Grade 4 traveled into the future to gain a glimpse of how Jeju 2030 sets the expectation to be the island known for "green growth," by using new and renewable energy. Driving upon the Smart Grid, the windy weather seemed appropriate, as we could see the windmills hard at work.

When we arrived, we watched an informative introductory video that allowed us to see where the idea of the Smart Grid was created and how it will provide Jeju with a new outlook for future energy use. Students were then taken on a tour where they observed interactive models of a future neighborhood, played interactive games, and sat in a model home where they could view adjust energy consumption of all appliances in real time!

Afterwards, we made our way to the Exhibition Hall where we were treated to a 4D-animated video about how we need to protect our Earth, and especially Jeju. Here, we were able to interact with exhibits in the Experience Zone that demonstrated eight various forms of energy found here on the island. It was another eventful day with Grade 4 demonstrating enthusiasm while inquiring and practicing their communication skills while discussing such important topics; topics that will indeed affect their future.



Dr. Cinde Lock – Head of Academics  
March, 2016

“Science is simply the word we use to describe a method of organizing our curiosity” ~ Tim Minchin

The first hints of spring are peeping through as we head into the last quarter of the school year. This is the time of year when our sustainability council begins planting new crops and looking forward to the harvests that are to come. The phrase, “You reap what you sow” is very fitting because, just like seeds you plant in the ground and then nurture, we have been caring for and supporting our students so that they too can bloom and grow in their learning. Indeed, now is 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.

In our Middle School we have also been watching our girls flourish, especially in the area of science and STEM. As you know, STEM stands for Science, Technology, Engineering, and Mathematics and these are the fastest growing areas of employment and development in our society today. Our grade 9 girls have spent the last 10 days working alongside their grade 9 counterparts from Branksome Hall Canada to complete an interdisciplinary unit related to energy and wind power. Together they have designed and tested blades to maximize efficiency of power generation. This unit has involved the girls participating in the full design cycle. They have used mathematical modeling and new software called Aurasma to display interactive augmented-reality presentations along with their final wind turbine designs. Their work has been truly innovative and cutting edge.

Students in grades 6 through 10 have also been showcasing their learning through their STEM-V projects. Just last week the winners of our internal STEM-V fair went to NLCS to compete with students in a tri-school competition and celebration of learning and research in STEM. You can read about the wonderful results and accolades for our students in the science article that appears later in this newsletter.

As our student population continues to grow, we are also able to continue increasing our course offerings in the diploma program. Next year, we are pleased to offer Computer Science and Film as two new courses in our program.

As evident in these examples, Branksome continues to meet its ultimate goal of producing academically strong women of great character. Women who, empowered themselves, can go and empower others in all corners of the world. It is an on-going mission for us, and one that I am so proud to be a part of.

“Science is simply the word we use to describe a method of organizing our curiosity” ~ Tim Minchin  
“과학이란 단순히 우리의 호기심을 정리하는 방법을 묘사하는 데 사용하는 언어이다.” ~ 팀 민친

학교가 4분기로 접어들면서 봄의 징후가 슬그머니 나타나고 있습니다. 환경지속 위원회가 새로운 씨앗을 뿌리고 수확을 하길 기다리는 때가 되었습니다. “뿌린대로 거두리라”라는 말이 딱 들어 맞는데, 마치 씨앗을 땅에 뿌리고 기르듯이 우리도 우리 학생들을 돌보고 지원해서 그들이 배움에 있어 꽃을 피우고 자라게 하기 때문입니다. 진정으로, 지금이 우리가 브랜섬홀 졸업반학생들의 졸업시험과 졸업 준비를 최종적으로 준비할 때입니다. 우리는 학생들의 진보와 성취를 기뻐하고 그들과 함께 시험기간이 끝나가는 것을 축하하고 싶습니다. 우리는 졸업시험까지 6주밖에 없고 우리의 지원이 이 때보다 더 명백하게 드러나는 때는 없습니다.

우리 중학교에서는 우리 여학생들이 과학과 스템(STEM)에서 꽃을 피우는 것을 지켜봐왔습니다. 아시다시피 STEM은 과학, 기술, 엔지니어링, 수학을 의미하고 이것들은 현대사회에서 취업과 발전이 가장 빠르게 성장하는 분야입니다. 9학년 학생들이 브랜섬홀 캐나다의 9학년 학생들과 협력해 에너지와 풍력과 관련된 단원을 마치기 위해 캐나다에서 10일을 보냈습니다. 그들은 같이 전력발전의 효율을 극대화하기 위해 블레이드 날을 같이 디자인하고 테스트했습니다. 이 단원은 학생들이 완전한 디자인 사이클을 배우도록 했습니다. 학생들은 수학적인 모델링과 오라즈마라고 불리는 상호작용 증강현실 소프트웨어를 사용해 그들의 최종적인 풍력 터빈 디자인을 프레젠테이션을 했습니다. 그들의 작업은 정말 혁신적이고 멋진 것입니다.

6학년에서 10학년 학생들은 스템-V 프로젝트를 통해 배운 것을 전시했습니다. 지난 주에 학교 내부 스템-V 박람회에서의 수상자들은 NLCS에 가서 3개 학교 대항과 스템 학습 연구를 축하하는 데 참가했습니다. 이 뉴스레터의 뒷부분에 있는 과학 기사에서 학생들의 결과와 상들을 보실 수 있습니다.

학생 수가 점점 늘어남에 따라, 디플로마 프로그램에 코스를 더 늘릴 수 있게 되었습니다. 다음 해에는 컴퓨터과학과 영화 등 두 과목을 더 추가하게 되는 것을 기쁘게 생각합니다.

이런 예가 증명하듯, 브랜섬은 멋진 인성을 가진 학구적인 여성을 양산한다는 궁극적인 목표를 이루기 위해 계속 노력할 것입니다. 자기 스스로에게 힘을 실을 줄 아는 여성들은 세계 구석구석의 다른 사람들에게 가서 힘을 실어 줄 것입니다. 이는 우리의 지속적인 임무이며 우리는 이를 자랑스럽게 생각합니다.

(아래 2개의 사진은 브랜섬 교환학습 장면입니다.)

# STEM FAIR 2016

By Jennifer Johansen



Over the past four months, Grades 6, 7, 8, 9 and 10 Branksome Hall Asia students have been planning, preparing and organizing their STEM Fair Projects. STEM is an acronym that stands for Science, Technology, Engineering and Math. In many of the students' projects, all four of these disciplines were intertwined as they tackled various questions and problems.

### So, what exactly is the STEM Fair?

The STEM Fair is a project that starts early in the year with students selecting questions that they wish to investigate or problems they want to solve. Students then have to design a controlled experiment in which they collect both qualitative and quantitative data that help to answer their original question. Once their data is collected, they analyze it and come to a conclusion about their original question. This may sound like an uncomplicated, streamlined process, but it often takes weeks, and even months, of reworking questions, ideas and even full experiments before a conclusion can be made.

Some projects even culminate by the production of a final product students have designed. Throughout the process, students have the opportunity to act and think like research scientists. They use both their creative and analytical thinking skills as they work through this process of finding answers to their research questions. In essence, they do science.

This year, 20 projects were selected to represent Branksome Hall Asia at the Tri-School Fair held at North London Collegiate School (NLCS) on Wednesday, March 9th. There were three different judging divisions: Grade 6, Lower School, and Upper School. All participants were also invited to a STEM "social" that involved pizza and chicken in addition to engineering and team challenges.



**Branksome Hall Asia award winners:**

Community & Service Award – JUNGYUN KIM & JIHYUN SON  
 Health and Wellness - JIHYO HA & SUNJIN HOANG  
 Student Choice Award Upper School – YESEO CHOI  
 Lower School 2nd Place – JIYOON KIM  
 Upper School 2nd Place – JIMIN BYUN  
 Upper School 1st Place – HANEUL YU

**Branksome Hall Asia representatives:**

**Grade 6** JUNGYUN KIM & JIHYUN SON  
 SEAH JUNG & HYESUNG TAE  
 YEAWON HONG  
 MARA BIDDER & HAERA SHIN

**Grade 7 & 8  
(Lower School)**

ALICE BAE & EUNSEUL HEO  
 IHYUN NAM & JIWON CHUN  
 JIYOON KIM  
 JIHYO HA & SUNJIN HOANG  
 SELIM KIM & DOYEON KIM  
 BOMI CHA & INHYE LEE  
 MINSEO JANG & NAYEON KIM  
 NHAYEON LEE & EUNJAE YOON

**Grade 9 & 10  
(Upper School)**

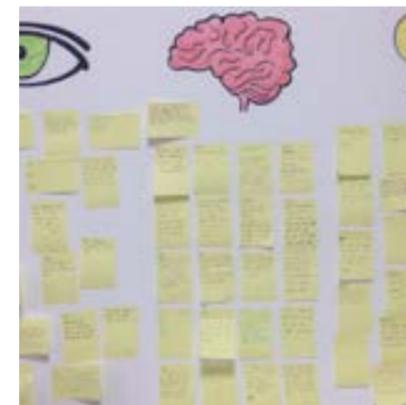
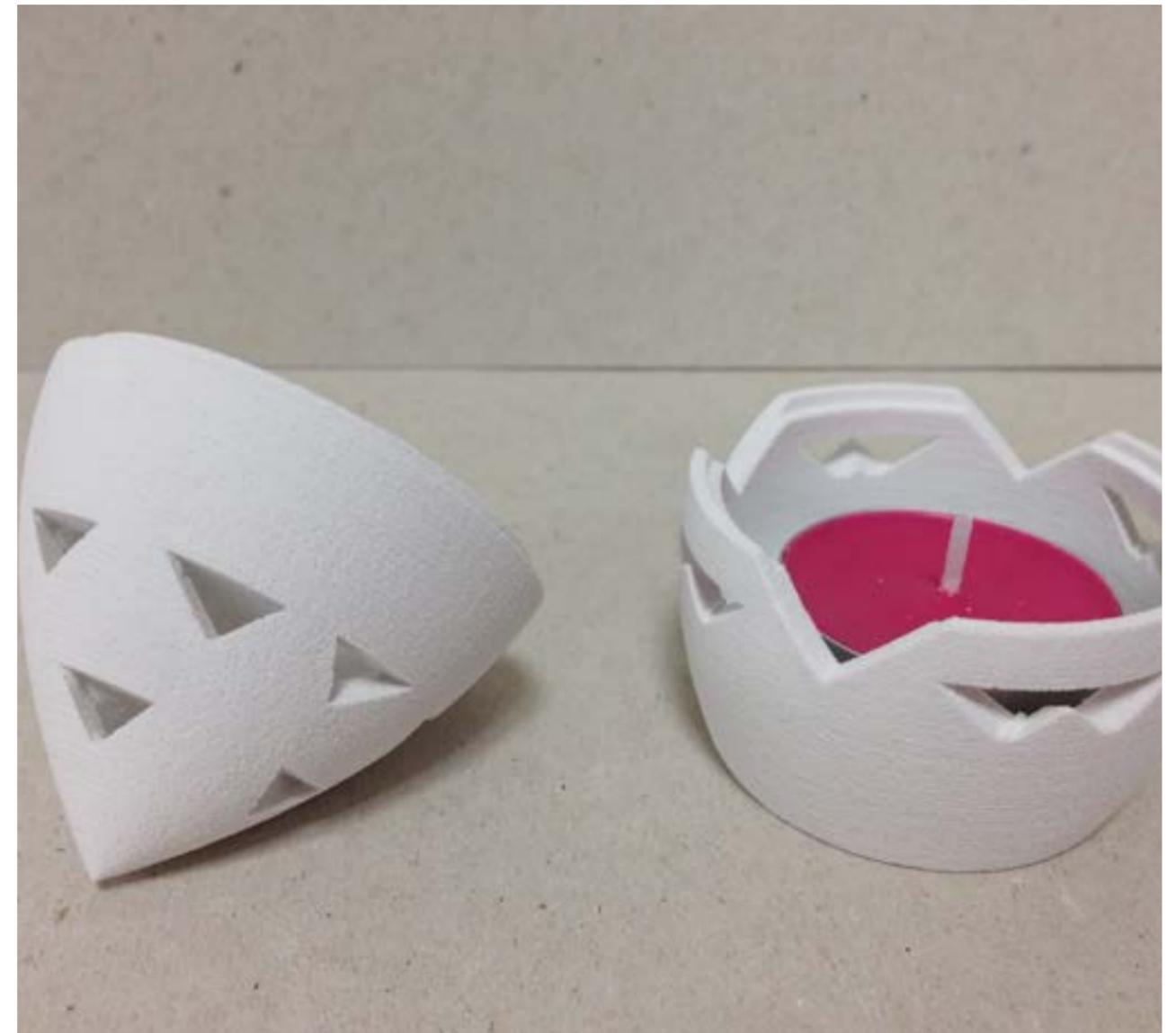
HYESOO CHO  
 JIMIN BYUN  
 HEEWON YANG & SEOYEON HYUN  
 HANEUL YU  
 ENJOO JEON & DAHUI WI  
 KYUNGHEE PARK, JIEUN SON & HYESOO KWON  
 YESEO CHOI  
 JINGHUI WANG & TIANYU QIU

# GIRLS WHO THINK - VISIBLY

The year is always busy in Product Design. Our designers have been scratching their heads, storming their brains and furrowing their brows through the various design challenges that have been set. One of the concepts that underpin all that our designers do, is sustainability. Our designers work responsibly to de-materialize and reduce the materials used in their products.

The arrival of March heralds the culmination of the Grade 12 Diploma Design Project. The G12 product designers have been involved in their own major projects (40 hours for SL and 60 for HL) for most of this year. Each student has identified a real life design problem to solve. These range from ergonomic carrying handles for carrier bags, that take the pain out of carrying heavy bags, to portable travel solutions that organize the wires for our digital lives. These ideas have been sketched, modeled and developed using 3D software. The outcome of these projects was to produce a prototype that models the solution. Each student was able to tackle the project using the skills they have developed over the last 4 years and each solution is accompanied by a 40 page project report that communicates the evolution of the solution. The project accounts for 40% of the overall grade. The next step is to prepare for the external examinations in May.

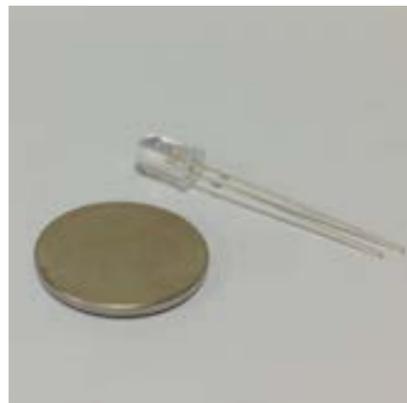
HEEJU LEE



YOUNGWON JO  
VISIBLE OUTLINE  
GIYEON LEE  
SEOKYOUNG YANG

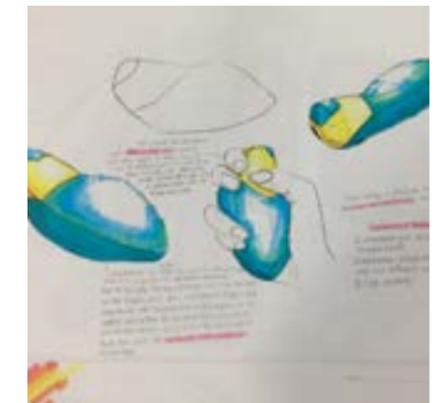
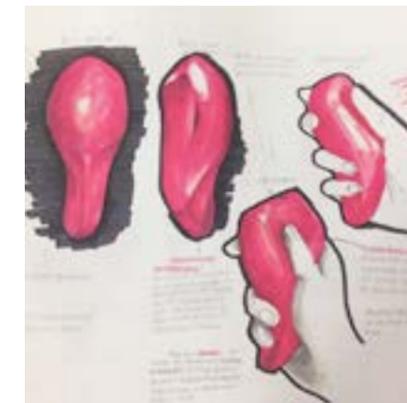
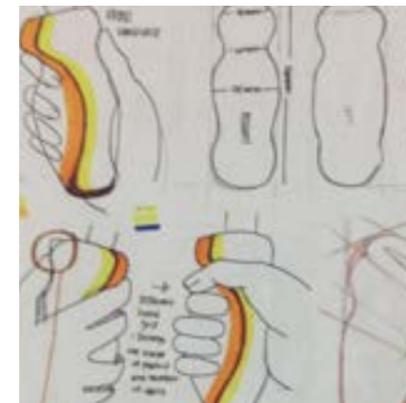
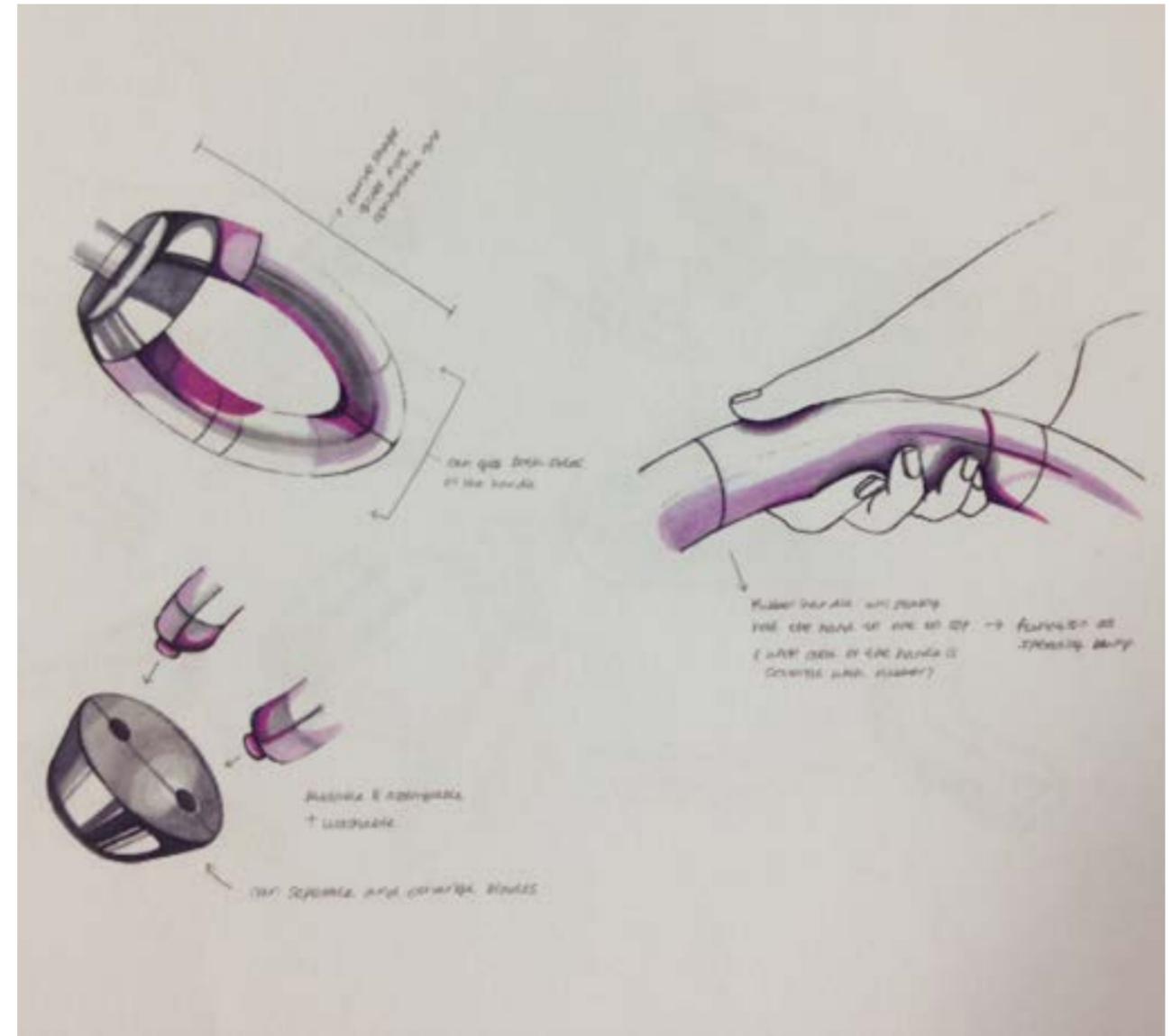
## Grade 9

Grade 9's were Introduced to 3D Modeling in Solid Works. Their challenge was to identify a particular purpose for the use of a Tea-light candle and design a holder to display it. The form of the holder should reflect the function that the candle will perform. The solutions reveal that they have developed a competence in 3D modeling and their forms enhance the function.



SOHEE CHUN  
LED  
SOOHYUN HONG  
SUHWOO JUNG

**Grade 10**  
Grade 10 designers are completing their illuminating Flashlight project. Each student was given an LED bulb and a flat cell battery. The challenge was to design a small, ergonomic flashlight. The G10's responded to the challenge by creating some beautifully designed and intricately engineered solutions. Not only did they meet the challenge of designing to incorporate standard components, they were able to develop the concept of a pressure switch into their designs.



HEEJU LEE  
MINJOO KIM  
YOONSO LA  
YOONSOO LA

**Grade 11**  
Grade 11 completed their Ergonomic Handle project. Their challenge was to design an innovative handle that could utilize a hacksaw blade to produce a new product for the craft / modeling market. The project was based around the concepts of Human Dimension, Innovation and Concept Modeling. The ideas were interesting and innovative, and as you can see, their ability to model their ideas displays a very high standard.

## Grade 12 IBDP Visual Arts Graduating Exhibition 'Ways of Seeing'

Over the past 20 months, the Grade 12 DP Visual Arts students have been diligently working towards their internally assessed IB Exhibition entitled 'Ways of Seeing'. The exhibition showcases 8-11 artworks of the best studio works from each student. The exhibition is installed in the STEMV and is open for viewing until the end of March during school hours Monday-Friday. The artworks on display cover a range of disciplines such as drawing, painting, photography, printmaking, video and sculpture.

Ways of Seeing  
IB Visual Arts Graduating Exhibition  
Branksome Hall Asia, STEMV  
Viewing Hours March 8.30 - 17.30  
Monday - Friday



*TASTE OF GLORY  
COLOURED PENCIL*

LAHYUN KANG



CONVOCATION, BABE, TOT & KIN  
DIGITAL PHOTOGRAPHY

HEEYEON KIM



SELF PORTRAIT  
GRAPHITE ON PAPER SCROLL

JEEMIN YOO



OBESITY  
DIGITAL PHOTOGRAPHY

HEEYUN YANG



HAENYEO WOMAN DIVER  
CHARCOAL PASTEL

YEJI YANG



IMPRINT 2  
MIXED MEDIA

YUNJOUNG CHO

TRAPPED  
OIL, ACRYLIC, GOLD LEAF

PYUNGHWA JUNG

# G9

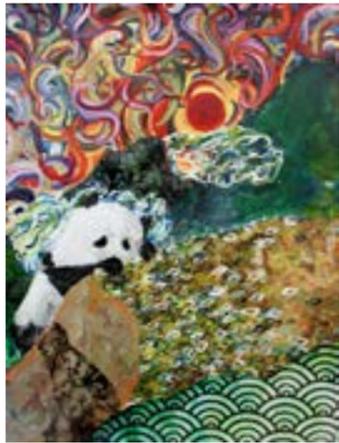
## MIXED MEDIA PAINTING

*Students created a mixed media painting that conveyed their personal interpretation of the natural environment. During the unit they worked on developing their painting skills with reference to applying a range of media and exploring the Art elements and principles.*

“Many cultures consider balance and harmony found in nature to be the foundation of aesthetics.” Was the statement of inquiry that guided students with their investigation. With a focus on the concepts of Aesthetics and Composition and the global context of Personal and Cultural Expression, the students addressed not only the arts objectives of Knowing & Understanding, Developing Skills, Thinking Creatively, and Responding, but also on the trans-disciplinary skills of communication and research.

Additionally, the students investigated inquiry questions: How has the way artists have recorded nature changed over time? How have artists interpreted their local natural environment? To what extent does the culture of the artist impact the artwork?

In what ways do artists use visual elements to convey their perspective, thoughts and feelings about their local environment?



SEHYUN JEON  
DOHEON KIM  
EUN LEE

HYELIN LEE  
HYUNKYUNG PARK  
JIYUN PARK

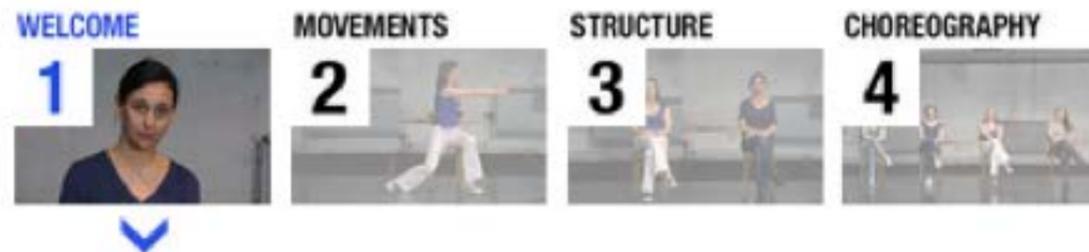
MINYOUNG LEE  
YOUNGWON JO

YUNSEO LEE

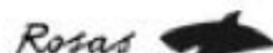
YEBIN KIM  
SOL LEE



30 years ago, dance company Rosas put itself on the map with the production *Rosas danst Rosas*. This choreography has since been staged all over the world. And now it's your turn. Dance your own *Rosas danst Rosas*, make a video film of it and post it on this site. In the following videos choreographer Anne Teresa De Keersmaeker and dancer Samantha van Wissen will teach you the moves, step by step, from the second part of the performance. After that it becomes your dance: you dance *Rosas*. In a different setting, with a huge number of dancers... any way you like!



Re:Rosas! is a project by Rosas and FABULEUS and will be produced in association with Danspunt.



## Contemporary Dance (and a lesson in academic and artistic honesty)

Knowing the difference between inspiration and stealing

Students at Branksome Hall Asia have recently been experiencing contemporary dance for the first time this term. I introduced them to this style of dance using a piece that is now considered a classic in the contemporary dance world, 'Rosas danst Rosas', a work that premiered on 6 May 1983. It was created by the Belgian choreographer Anne Teresa de Keersmaeker and has since won many awards all over the world. I saw this piece live in Lisbon, Portugal a few years ago and it frustrated and baffled me, which is perhaps why it has stuck with me. I didn't particularly enjoy it, but that is not always what's important about good works of art.

One of the other reasons I like the work is because it raises important issues surrounding intellectual and artistic property, which makes it a good piece to use when teaching the girls about academic honesty. In 2011 Beyoncé was accused by Anne Teresa de Keersmaeker of plagiarising 'Rosas danst Rosas' (1983) and another piece she created 'Achterland' (1990). The extent of Beyoncé's plagiarism can be seen on YouTube; 'Split Screen: Beyoncé "Countdown" vs Anne Teresa De Keersmaeker'. Beyoncé's video not only copies the choreography, it also copies aspects of the costume and set design.

De Keersmaeker said in an interview, "I'm not mad, but this is plagiarism... This is stealing." She later stated that 'it's a bit rude... What's rude is that they don't even bother about hiding it.' Beyoncé's response to de Keersmaeker's comments was 'clearly, the ballet 'Rosas danst Rosas' was one of many references for my video 'Countdown'. It was one of the inspirations used to bring the feel and look of the song to life.'<sup>1</sup>

Anne Teresa De Keersmaeker could have pursued legal action, but instead she did something rather generous and interesting; she made her choreography, her teaching of it, and the music available to everyone, for free. In 2013 she started an international project and invited submissions from people who wanted to try performing her work, and that is exactly what our girls have done. Our girls now have their work on the company's website, and you can watch it here <http://www.rosasdanstrosas.be/en-videos/>. I am very, very proud of the girls for taking this risk with me, for being brave and trying something totally new.

One of the dancers in this piece, Hyunji Kim in Grade 11 begins a new dance project this term. She will be running her own dance CASE and trying to lead other girls in creating a piece of contemporary dance to take to NLCS' Arts Week in the summer. The girls hope that this project will kick start a tri-school contemporary dance company. I wish them every success.

1. C. Mckinley, Jr, James. "Beyonce accused of plagiarism over video". Retrieved 16 July 2014.

### Perspective Building (Mervyn Newhook) GRADE 8 'Adaptive Physical Education'

We can adopt different perspectives to adapt...

In G8 Physical & Health Education students have engaged in an Adapted PHE unit to delve into the concept of sport and competition to consider the challenges faced by competitive athletes managing a physical or cognitive disability. In one particular activity students were blindfolded and taught to play Goal Ball, the only competitive team sport in the Paralympics for visually impaired athletes. The challenge for students was to then consider a challenge faced by an athlete and adapt an existing sport or create a novel sport for competition. The students' reflections were thoughtful as evidenced by their conclusions.

'Everyone has the right to equality and freedom from discrimination.'  
'Everything is Possible!'  
'Effort doesn't Betray Us!'  
'Make it Possible!'  
'Don't Give Up, Success!'

### Building Culture(Mervyn Newhook) GRADE 8 'Personal & Cultural Expression'

Culture can be communicated through performance...

In G8 students are presently working in movement composition to express their unique culture through dance. The unit begins with students exploring a variety of dance representative of various cultures (Australia, Canada & the Philippines) culminating with students creating their own unique thematic dance performance to communicate a message affecting youth today. Students collaborate to develop a group perspective of the many roles they play and influences on their sub-culture within BHA and the larger community will provide the stimulus for these compositions

### GRADE 9 'Golf'

In G9 PHE, there is a focus on integrating the use of the student's iPads, phones and other technology to help enhance learning. Our first unit for the year was Golf and students had to use applications on their iPad to analyze their own Golf swing. Students assessed their swing for three common errors: Chicken Wing, Early Release and Loss of Posture. These errors were introduced and clarified from the Youtube channel, Me and My Golf. (<https://www.youtube.com/user/meandmygolf>). The girls are able to observe how professionals analyze the swing by identifying angles and body-lines and club angles. Students recorded their swing, analyzed their swing using Coach's Eye or Technique to evaluate the extent and severity of that fault.

The next unit was Fitness. Each student adopted the dual roles of Fitness Coach and Client to set fitness goals for a client and design their program, making sure to apply an understanding of anatomy, heart rate training zones and technique to best improve those goals. Students were also responsible to motivate the client, recording progress over sessions. Coaches monitored effort levels using Bluetooth Heart Rate Monitors through Polar apps to judge the intensity of each workout. The students found the 'gamification' motivating and also a great way to record the work rate of their clients with instant feedback.

In the remaining units we will continue to use apps to support the students learning. We continue to use our learning management system FinalSite to inform, demonstrate and facilitate inquiry with interactive resources. Technology is definitely enhancing our student's knowledge and understanding.

### GRADE 10 - Sports Science (Carly Beard)

This is the first year G10 Sports Science has been offered as part of the curriculum. Sports Science provides students an opportunity to look at the discipline of sport, PE and athletic performance from a scientist's perspective. For example, our unit on human anatomy and physiology looked at the science behind how our body systems work to create energy and produce movement, linking closely to Biology. We next investigated the science behind the 'perfect' technique for various throwing events such as javelin. Students collected and interpreted data to form conclusions about how the speed, angle and height of release can affect the path and distance of a projectile. Recently we investigated the role of feedback on skill acquisition and have now moved on to the psychology of sport. Students are exploring the motivators behind participation and performance in sport, and will look at how, as sports scientists, we can use this understanding to improve an athlete's performance. The G10 student's are always developing their scientific investigative and critical thinking skills. They are enjoying learning about the many aspects of sports science and possible career paths. This is an incredible subject for anyone who is interested in the why behind sporting performance and would like to combine passions of PE and Science.



Before the start of this school year, when the BHA faculty had first returned to Jeju from their summer holidays, the CASE Coordinators and I sat down for a meeting. It was at this time that we settled upon several long-term goals for the CASE Program at BHA.

We all felt strongly that we wanted to offer a CASE programme that by its design would encourage the development of student passions and interests in parallel with our academic program. We wanted these hours after classes to allow our students to experiment with ideas and activities that they may never have thought they would do. To create such a program, we all realized that one of our overarching goals for CASE should be that it become a place for students to express their initiative and to practice their skills as leaders. We wanted to be able to allow our girls the opportunity to design, found, and lead CASE activities of their creation.

I am happy to say that we have taken great strides in the past two terms in meeting this goal. From August to March, we have seen an increase from 7 student-led CASE activities in Term 1, to 36 student-led activities in Term 3. Many of these new CASE were founded by students through our "CASE Incubator" program in Term 2. Mrs. Shalini Peters worked with over thirty girls in helping them develop their ideas for proposed CASE activities. She then provided them with the structure and guidance to help the girls hone the guiding mission for each new student led group as well as developing a marketing plan to recruit other students with similar interests. Some groups even developed budgets for their activities. Not all activities that were developed in CASE Incubator were allowed to join in CASE Term 3, but several survived the test. We will hopefully see the fruits of this selection process in coming months.

We hope that this focus on student leadership continues on into next year and that our CASE program will flourish as a place where BHA girls' initiatives find an outlet and to be an exploration for our girls into the challenges of leadership.

Mr. John Gasparini  
Head of Administration, Middle School & Senior School  
DP Coordinator  
CASE Coordinator.

이번 학년도가 시작하기 전, BHA 직원들이 휴가로부터 제주도로 처음 돌아올 때, CASE 코디네이터들과 저는 같이 앉아 회의를 했습니다. BHA에서 CASE프로그램을 위한 장기 목표를 몇 가지 세운 것이 바로 이때였습니다.

우리는 모두 CASE프로그램을 제공할 수 있길 원했는데, 그 디자인이 우리의 학습프로그램에 학생들의 열정과 관심을 발전시키도록 힘을 실어줄 것이라고 강력하게 생각했습니다. 우리는 방과 후 이 몇 시간이 학생들이 할거라고 생각하지 않았던 생각과 활동을 경험하도록 해주기를 바랬습니다. 그럼 프로그램을 만들기 위해, 우리는 모두 CASE프로그램의 가장 중요한 목표 중 하나가 학생들이 자신의 자발성을 표현하고 리더로서의 자질을 연습하는 장소가 되어야 하는 것이라는 것을 깨달았습니다. 우리는 우리 여학생들이 CASE활동과 창조물을 디자인을 하고, 설립하고, 이끄는 기회를 줄 수 있길 원했습니다.

저는 이 목표를 이루는 데 지난 두 번의 기간 동안 큰 행보를 했음을 말하게 되어 기쁩니다. 8월에서 3월까지 우리는 첫 번째 기간 동안에 학생들이 이끄는 7개의 CASE활동이 있었고, 세 번째에는 36개가 되었습니다. 새로운 CASE 중 다수는 학생들이 설립하였는데 이들은 두 번째 기간에 CASE인큐베이터 프로그램을 거친 학생들이었습니다. 샬리니 피터스 선생님은 30명이 넘는 여학생들과 같이 제안된 CASE활동에 대한 아이디어를 더욱 발전시키도록 도와줬습니다. 그리고 나서 비슷한 관심이 있는 다른 학생들을 더 참여시키는 계획을 홍보하는 계획을 발전시킬 뿐 아니라 학생들이 이끄는 새로운 그룹이 임무를 더 닦을 수 있도록 그들에게 구조와 조언을 제공했습니다. 어떤 그룹들은 자신들의 활동을 위한 예산안을 발전시키기도 했습니다. CASE인큐베이터에서 발전된 모든 활동들이 CASE세 번째 기간에 참여하도록 허락 받지는 못했지만, 몇몇은 시험을 견디고 살아남았습니다. 잘된다면 다음 달에는 그 선택 받은 과정의 열매들을 볼 수 있을 것입니다. 학생리더십에 중점을 둔 이 활동이 다음 해에도 계속 되기를 희망하며 우리의 CASE 프로그램이 BHA 여학생들이 자발성이 출구를 찾고 도전과 리더십으로의 탐구가 되는 장소로서 번영하길 바랍니다.

존 가스파리니  
DP, CASE 코디네이터



## Dance 'til You Drop!

CASE JUNIOR

Grade One and Two students work together in small groups to plan and practice a dance. The children choose the music, who will be in the groups and choreograph the dances.

The true challenge is to work together cooperatively.



## Art Club

is one of the many CASE Junior activities here at Branksome Hall Asia.

In Art Club, students engage in art as a means of expressing themselves, by using a range of tools and materials to develop artistic expression and cultivate their passion for art.

Some of the art includes creating Zentangles, which incorporates unique and intricate patterns. Students work with black and white markers to produce elaborate shapes and designs. Students also create abstract waterfalls using black card and bright pastel crayons, resulting in striking colorful posters. Their eye-catching cityscapes are designed with recycled materials, such as newspaper, aluminum foil and scrap paper and look fantastic when they are finished.



Greetings from the Creative Activities of CASE!

Branksome Hall Asia's CASE program continues to grow in its depth and breadth of creativity. Besides the usual Music, Drama and Art offerings, we have several new additions. Decal Design is a completely new activity that creates cool custom made stickers used to personalize Macbooks, iPads and anything the customer wishes! This wonderful activity is both a service and an art! Ribbon Art run by Ms Yu teaches students how to craft complex designs of ribbons and bows to produce accessories, handmade flowers and other decorative objects with ribbons and other materials.

East Meets West CASE is a musical group which has been revived to represent BHA in a Hyatt Hotel event for Cornell University Alumni. Dayoung Lee of Grade 11 plays various instruments and arranges traditional and present day Korean music for the group. The group is comprised of gayagum, haegum, janggu, flute, cello and piano players. It is an invaluable learning experience for the performers, Dayoung and myself as this is a unique combination of Korean and Western compositional techniques and scales. The Hyatt Hotel event, though important, is just a catalyst for this ensemble.

Branksome TV is extremely prolific and produces insightful stories of life in BHA including interesting curriculum highlights from Grade 6 to 12. Mr. Zarate and his team work hard to produce high quality broadcasts with humor, sensitivity and creativity. I know it will continue to grow and flourish and it is now very much part of the BHA community.

Music continues to be a huge part of CASE with three official choirs – an All-Comers Choir run by Ms Ochs, Mrs Matheson's BLEE (BHA's very own GLEE Club) and the longstanding Vocal Academy. Each singing group targets a different style of singing and caters for various musical tastes from the classical to popular styles.

The Brass Ensemble runs on the weekends and it is my pleasure to report that more and more students are gradually gaining interests in instruments that are not so common in the Korean culture. These are not easy instruments to play as they demand good aural sense and accuracy of absolute as well as relative pitch, but I hope that students will continue to persevere and enjoy these challenges. Stage Band made its first successful recording and I hope it is the first of many as it is a genre of music that is vital in any school!

Ms Mor will describe her new CAS project in her separate article. I am proud of the growth of Creativity at BHA and I know it will continue to thrive for years to come.

Ms. Mary Siew  
CASE Creativity Coordinator  
Head of Performing Arts



International Women's Day is celebrated on March 8th across the globe to celebrate the social, economic, cultural and political achievement of women. On this day, we pay tribute to those who have improved the lives of women around the world and continue to inspire us to be the change-makers of tomorrow.

We are inspired to be the force of social evolution and would like to tell you how we have been working at being agents of peace and progress since the start of the school year.



On September 21st, we celebrated International Day of Peace by taking part in a regional Peace festival. Our booth at this event promoted peace and raised awareness of the Sustainable Development Goals through various activities. Our efforts continue on campus with the establishment of a student club called "Branksome Inner Peace."

On November 17, 2015, we were invited to participate in an event organized by the U.S. Embassy and the Korea Entrepreneurship Foundation to celebrate Women's Global Entrepreneurship Week in Seoul.



Anne Hoglund, ambassador of Sweden gave a congratulatory address to the participants. Professor Ji-ae Sohn (Former CNN Seoul Bureau Chief and CEO of Arirang), Ms. Grace Choi (Policy advisor at the U.S. Secretary's Office on Global Women's issues and Mr. Robert Ogburn (Public Affairs, U.S. Embassy) led mentorship sessions with students emphasizing that women can catalyze positive change in their lives and communities. Young women participants were encouraged to be transformational leaders, embracing failures, nurturing resilience and fostering grit. It was also pointed out that engaging men as allies is of importance to women's advancement. Further, we were provoked to challenge conventional wisdom, generate ideas and open our minds to uncomfortable solutions.

The take away for us was that the human spirit has an enormous capacity for meeting challenges and one way to achieve dreams of greatness is to "reach higher than you think you can" regardless of your gender.



In Jan 2016, the DP Geography class was inspired to organize a student-led conference called "Women's Rights are Human Rights". At this conference we discussed female leadership, future dreams and the importance of humanitarian work. We took part in an Amnesty International letter writing campaign to alert authorities of specific human rights violations and urged them to action. Our guest speakers and mentors at this event were: Mr. Anthony Dean Tranchina a U.S. Diplomat, Ms. Diep Vuong President and Co-Founder Pacific Links Foundation, an international NGO, Ms. Oh Ok-man(오옥만): Chief Coordinator, World Culture Open (월드컬처오픈), Ms. Kim Jae-yeon(김재연): The youngest Woman Diver in Korea and Ms. Kim Ji-eun: Vice Chief Producer, Jeju MBC



On Tuesday 8th of March, we also hosted a staff vs .student debate on the topic 'A woman's true value is in the home'. Points of contention included a woman's right to choose, that men are just as valuable in the home and that rearing a family is a joint responsibility, and that women have made significant contributions to the economy as a result of their contributions to the workforce in the past several decades. The students, of course, came out victorious, but it was the spirit of the debate itself; the passion of our young, empowered debaters, and the obvious relationships forged between staff and students that was the true highlight of this debate.



We have also just returned from The World Youth Peace Forum, Hiroshima, Japan, February 28 to Thursday, March 3rd, 2016. The conference was designed to provide high school students with the opportunity to learn about topics like global peace, East Asian relations, and nuclear non-proliferation through keynote speakers, student-led breakout sessions, and student engagement activities.

International Women's Day is also a day for us to honor women who have impacted our lives on a more personal level, the ones who play an important part in our individual history. The friend you can count on, the sister who is not afraid to tell you the truth, the teacher that you are inspired by and the mom you turn to when times are tough.

Looking forward we are looking forward to celebrating and recognizing the importance of World Water Day on March 22, 2016 by planning a school wide water audit by G11 students. Once students collect data, they will embed it into a complete context and present it to a wider audience. After a balanced review of data, we will provoke changes (if any are needed) that would result in net benefits for the school community.



## Think Like Da Vinci

Leonardo da Vinci, described as the greatest genius of all time by Buzan and Keene, authors and researchers, on the brain and thinking. Leonardo summarized woman (man) and her (his) methods into Seven Da Vincian Principles. Two of these ‘curiosita’ and ‘dimonstrazione’ align well with the newsletter themes of the learner profiles, risk-taker and knowledgeable. Curiosita, an insatiably curious approach to life and an unrelenting quest for continuous learning: the desire to know, learn and to grow our individual powerhouse of knowledge, wisdom and discovery. Dimonstrazione, is the questioning of conventional wisdom, expressing the importance of learning for oneself, through practical experience.

As we look back on the past weeks, we see those among us who have been risk-takers and have grown in knowledge. The arrival of Branksome Hall Canada has highlighted this. As we welcomed them onto our stage, a number of our students took on the role of MC and presented items in English, in front of a discerning North American audience. The faultless rendition presented by our orchestra clearly demonstrated their musical knowledge. Not only could each student play their instrument to outstanding levels, they also had to coordinate their skills with timing, harmonizing their rhythm, follow the conductor and interpret the music to an emotional and inspirational level.

As we watched the video of our Grade 9 Exchange in Canada we saw the courage, tenacity and risk-taking demonstrated by students climbing the rock wall, walking blindfolded in the forest, and jumping into the chilly lake waters at dawn. In the wilderness of Ontario’s Algonquin Park without access to technology, relying on personal and shared knowledge of instructors expanding not only practical learning but also solidifying one’s social, academic and experiential knowledge. We are indeed ‘thinking like Da Vinci’.

Mrs Noeline Young  
Head of Student Affairs  
Middle and Senior School

## 다빈치처럼 생각하라

두뇌와 사고에 대한 저술과 연구를 하는 부잔과 킨이 역사적으로 가장 위대한 천재로 묘사한 레오나르도 다빈치. 다빈치는 사람과 사람의 방식을 을 일곱가지 다빈치 원칙으로 요약했다. 그 중 ‘큐리오시타(curiosita)’와 ‘디몬스트라지오네(dimonstrazione)’는 리스크를 겁내지 않기와 박식함이라는 학습자프로파일이라는 뉴스레터 주제와 잘 맞습니다. 큐리오시타는 인생을 호기심있게 접근하고 지속적인 학습을 위해 끊임없는 여정을 하는 것을 말하는데, 우리의 개인적인 지식과 지혜, 그리고 발견의 원동력을 알고, 배우고, 성장시키려는 욕망을 의미합니다. 디몬스트라지오네는 관습적인 지혜에 의문을 갖는 것을 말하며, 실용적인 경험을 통해 스스로 배우는 것의 중요성을 표현합니다.

지난 몇 주를 돌아보면, 우리 자신들이 위험을 두려워하지 않고 지식 안에서 성장해 왔음을 볼 수 있습니다. 브랜섬홀 캐나다가 여기 온 것이 이를 강조합니다. 우리는 브랜섬홀 캐나다를 우리 무대로 환영하며, 많은 우리 학생들이 사회자 역할을 맡고 북미에서 온 안목있는 청중들 앞에서 영어로 여러가지를 소개를 했습니다. 우리 오케스트라가 실수없이 한 공연은 학생들의 음악적인 지식을 말해줍니다. 각각의 학생이 음악을 훌륭한 수준으로 연주할 줄 알 뿐 아니라 타이밍, 리듬 맞추기 등의 스킬을 연마하고, 지휘자를 따르고, 감정적에 호소하고 영감을 주는 수준으로 음악을 해석해야 했습니다.

캐나다에서 9학년의 교환학습 비디오를 보면서, 암벽을 오르고, 숲속에서 눈을 가리고 걷고, 새벽에 차가운 호수에 뛰어드는 것을 통해 우리는 용기, 끈기, 리스크를 두려워하지 않는 모습을 보았습니다. 온타리오의 알곤퀸 공원의 자연 속에서 기술을 전혀 쓰지 않고 개인적인, 그리고 공유된 교사의 지식에 의존해서 실용적인 학습 뿐 아니라 개인의 사회적, 학습적, 경험적 지식을 공고히 하면서 우리는 진정으로 ‘다빈치처럼 생각하고 있습니다.’

놀린 영  
중고등학교 교장



My First MUN Conference – Daeun Jung G7 Ainslie House

On February 21th, I had my first conference for MUN in Jeju city. I was the delegate for Kenya and our committee was UNODC (United Nations Office on Drugs and Crime.) We were finding a way to stop Maritime Crime, which is still happening right now. The conference went on for two days. During the first day we were exchanged each country's stance by doing the un-moderated session for a long time and on the second day, we made the resolutions for this global problem. The delegates from Korea, France, and China were very active in this conference and they got a prize for doing well in the conferences. It was a very good experience, debating but preparing for this conference was very hard work. We needed to do a lot of research and facts about this problem and, we also had to make our representative country's stance. If I had the chance to do this conference again, I would have researched much more for this problem in the world and make my representative country's stance more certain.

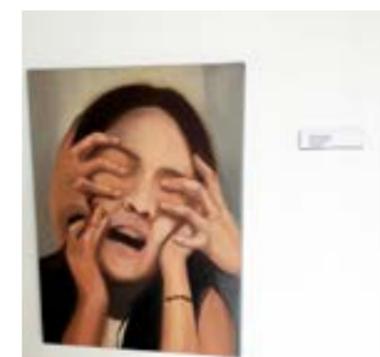


Sherborne House shines with students who are Knowledgeable and not afraid to be Risk Takers

Students in grade 11 are delving deeper into the local culture by striving to be knowledgeable as IB learners. This characteristic is defined as exploring important local and global issues or ideas and in the process developing a deeper knowledge and understanding. Yoonmin Kim and Dayoung "Shine" Lee, two of Sherborne 's Grade 11 students, demonstrate being knowledgeable through their initiation of and involvement in the Jejuism CAS project. The goal of the group is to explore hidden mysteries and traditions of Jeju and further understand the identity and culture of Jeju as the island has become their home away from home. Shine stated their aim is the same as that of "Woomunji" which stands for "being spiritually awakened through becoming friends with culture". To achieve their goal, the students are conducting interviews and writing articles pertaining to Jeju with the ultimate goal of creating a magazine. In their quest for knowledge, the girls hope to help preserve and share more about Jeju's culture.



In grade 12, Sherborne has several students who are risk takers. American artist, Mark Rothko, has stated that, "Art is an adventure into an unknown world, which can only be explored by those willing to take risks". In Sherborne, we have had the pleasure over the past few months of watching several of our talented Senior students embark on an exciting, risk-taking adventure. Among them, Heeyeon Kim, Chaeyong Lim, Lahyun Kang, Soomin Lee, Soobeen Hyun, Yeji Yang and Minkyong Jeong have dedicated many hours to produce beautiful and thought-provoking pieces for the Grade 12 Visual Arts Exhibition held on the evening of March 11th.



The students used a variety of mediums and techniques, blending traditional with modern styles to create innovative and eye-catching works of art. Yeji Kang, for instance, produced two pieces: the first a metaphysical self-portrait and another depicting her life as an artist, aptly entitled "Into the unknown world". It took approximately two weeks for her to complete the two paintings using charcoal, pastels and even photoshop. When asked about her experience of formally exhibiting her artwork for the very first time, Yeji said "It was a great opportunity to explain and communicate with the audience about my artwork directly and I loved seeing the reactions to my creations". We congratulate all of our budding artists on being risk takers and for having a very successful exhibit.



**EXPERIENCE BRANKSOME HALL ASIA**  
**Monday, April 18.**

**Junior School Students from Grades 3-5 / Middle School Students from Grades 6-10**  
**8:15 a.m. to 3:30 p.m.**

Experience a day of learning and living at Branksome Hall Asia.

Students will have the opportunity to share a full day of classes, tour the campus, share lunch, and enjoy Monday's assembly and C.A.S.E. activities.

All accompanying parents of the student guests will be greeted with a morning welcome address, followed by a tour of our campus before they enjoy their day on Jeju.



**SUMMER SERIES**  
**Monday July 25 - Friday August 5.**

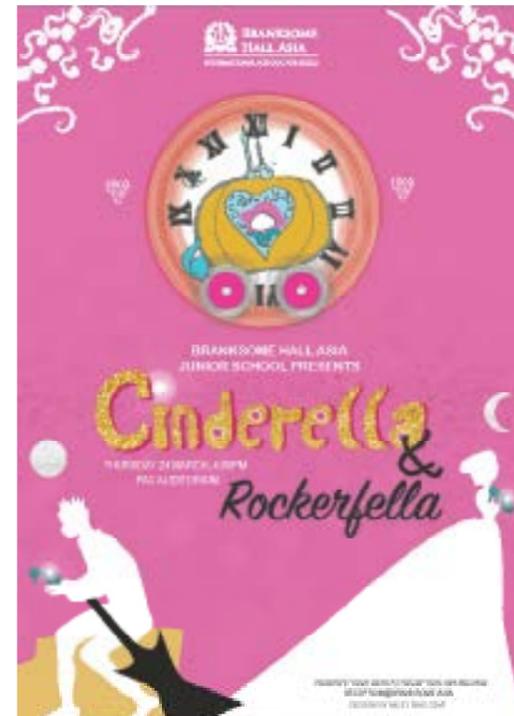
Branksome Hall Asia is excited to announce the 2016 Summer Series, our intensive arts and athletics program. The Summer Series is an opportunity for students to challenge their creativity, experience new ideas, and explore possibilities. Building on last year's successful program, the 2016 program includes a comprehensive athletics program and more choices in art, design, music, and performance.

Registration is now open.

[CLICK HERE](#)



Ways of Seeing - Grade 12 Visual Arts Graduating Exhibition: Friday 11 March at 5:30p.m.



Cinderella Rockerfella - Junior School Production: Thursday 24 March at 4:00p.m. Reservations at reception@branksome.asia



**GRADE 10 MYP PERSONAL PROJECT EXHIBITION.**

**Wednesday April 6 - 12:50p.m. to 15:30p.m.**

You are cordially invited to join Branksome Hall Asia's Grade 10 students for the opening of the MYP Personal Project Exhibition.

The Personal Project is an independent, research-based project that students complete during the final year of the MYP. It is a creative endeavor of the student's choosing and serves as the "capstone" to the MYP.

On Wednesday, you will have the opportunity to view the assessment of these projects in action, as each student will present her work to a panel of teachers and peer moderators. As exhibition visitors, you are encouraged to participate in this process and to engage with Grade 10 students about their projects.

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