

BUCKINGHAM BROWNE & NICHOLS
THE LINK
NOVEMBER 2008

Spotlight Article

Rube Goldberg Inspires Collaboration for 7th Graders

Eager seventh graders gather in excitement and anticipation as they test their portion of the Rube Goldberg machine.

Amy Zhang '14 and Christine Yao '14 are all smiles as they eagerly show off their portion of the seventh graders' Rube Goldberg machine—a device named after cartoonist Rube Goldberg's famous drawings of multiple-step contraptions which result in a simple everyday action.

In this case, the “action” provides for lots of giggles—a pie in the face of their science teachers.

“We use everything from shoe boxes to duct tape to the Barbie Jeep to Frisbees,” Yao says.

“And someone uses a croquet mallet, too!” adds Zhang.

Gathered on the tennis courts of the Nicholas Athletic Center, the daylong event allowed students plenty of time to set up their contraption and perform several test runs to catch any glitches. Wendy Svatek, Middle School Science Chair, says the annual Rube Goldberg event really inspires seventh graders to collaborate and come up with new and innovative ideas.

“We spent time in class learning about Rube Goldberg and preparing for the day,” Svatek says. “The students were totally engaged in this project and worked collaboratively in ways we often don't get to observe in a typical classroom setting.”

Svatek also noted the “terrific energy” in the classroom as students brainstormed materials and tasks, and discussed ideas with their partners. In the morning, students were divided by science class and asked to work on a specific aspect of the contraption.

“This year we saw several zip lines, a skateboard or two, and some creative uses of remote-controlled cars (like the Barbie Jeep),” Svatek adds. “Overall, the machines were a little more creative and ran a little bit more smoothly than last year's machines (the teachers also learn as we go along!).”

The concept and creation of Rube Goldberg machines actually sets up quite nicely for the other topics studied in seventh grade science: energy, structures and rocketry (Newton's Laws). In the afternoon portion of the event, students were split-up by homeroom and

given a box of every-day objects: string, straws, tape, pencils, etc. along with a list of objectives for specific trials and tests.

“On the day of the event, it was really impressive how well they worked together to fuse their individual tasks into one machine,” Svatek says. “There were many instances of creative problem-solving on the fly in order to achieve overall success for the class.”

Articles

Inside The Classroom: Come “Salsa” with Cristina Carrión Murphy

What’s the best way to learn Spanish? If you’re Cristina Carrión Murphy’s 6th grade Spanish class, the answer is simple: start a restaurant.

“This is a jalapeño pepper— Esto es un jalapeño,” Carrión Murphy says. “Muy caliente, if someone gets this in their eyes, it’s going to be very hot!”

“Señorita, you are in charge of the jalapeño peppers— Señora, eres responsable de los jalapeños...Look, onions— ¡Mira cebollas!...and Señor, you are in charge of my mangos,” orders chef Cristina to her students.

Such is the scene in the Brick Building community room, transformed on this October afternoon into the kitchen of “Mango Tango”, Grade 6D’s mock restaurant which boasts the motto, “come salsa with us.”

“I had promised the kids that we would cook some Spanish food, so we came up with the restaurant idea as a way to incorporate some learning into it,” says Carrión Murphy. “It really took off from there and has been a fun way to learn Spanish.”

The result has been an informative and delicious foray into the language. Students have had to translate ingredient lists, learn new vocabulary in order to create Mango Tango’s menu, and learn about the countries in which such a restaurant could thrive.

This multi-faceted approach to learning is exactly the type of classroom atmosphere Carrión Murphy strives for, “we don’t just learn vocabulary, we learn about culture, cross-lingual communications, and important issues going on in Spanish speaking countries.”

For example, in creating their restaurant, students researched different Spanish speaking countries before settling on Puerto Rico as the place they would like to open Mango Tango. They then set about learning as much as they could about the country in order to make their restaurant fit the culture. Menu stylings, local dishes, and even things as simple as learning how to list the street address correctly have been part of the process.

“Projects like this are great,” says Carrión Murphy. “Kids this age are not ready yet for a full-on Spanish immersion class so sprinkling in the vocabulary and spoken language through interactive exercises is an excellent way to learn.”

Another exercise Carrión Murphy uses that students love is an interactive, virtual-reality program called Mi Vida Loca. Using her classroom’s smart board (a giant touch-sensitive computer screen cum chalkboard) Carrión Murphy can lead her students through any number of interactive experiences in Madrid.

“The program places students in the role of virtual tourists,” Carrión Murphy says. “They ride in cabs and go to cafés where they have to give directions, pay fares, order meals, and learn about the Spanish culture in the process.”

Judging from the animated reactions, BB&N 6th graders would use the program all day if allowed to, but this engaging method of learning doesn’t take the place of all traditional school work. Quizzes, tests, and vocabulary lessons are still important staples of the curriculum. The combined effect of the two methods is that students become comfortable with the idea of a foreign language, which then makes it less daunting to learn.

Back in the kitchen of Mango Tango, things are heating up as the jalapeño peppers and onions have been chopped and are ready for mixing. Three dishes are being prepared today, a mango pineapple salsa, guacamole, and a more traditional tomato/onion/pepper salsa—the best of the three will become the restaurant’s signature menu item.

As with teaching, improvisation is sometimes part of the cooking process—the recipe does not call for mango in the guacamole but somehow some has found its way in there.

“That’s okay, maybe we’ve invented a delicious new dish! It could be our signature guacamole,” says Carrión Murphy as the dishes near completion. “What time do you guys have recess?” she asks with an eye on the clock.

“It doesn’t matter” pipes in Mikayla Greeley, “I would miss recess for this.” That’s high praise indeed from a 12-year-old.

Once the food is done, there are a few ideas being thrown around, “We should sell it to the faculty, and give the money to charity,” says Ted Forst. But as hungry hands dive in to taste the spoils, it becomes apparent there may not be much left to sell.

“In 5th grade, students are a little anxious about having to speak an unfamiliar language in a classroom, but in 6th grade, they are past that nervousness, so I can bring more Spanish into the daily routine,” Carrión Murphy says. “They have to tune their ears to the language, which is starting to really happen in projects like this.”

However in some cases, tuning taste buds works just as well.

Alumnus Poet and Marshall Scholar Visits Alma Mater

Alex Nemser '02 wasn't looking to have his poetry featured in a major Hollywood blockbuster, but when as a senior at Yale the opportunity presented itself, the aspiring poet jumped at the chance. During the filming of the Matt Damon movie *The Good Shepherd*, Hollywood producers representing Robert De Niro contacted Yale to ask for a period poem to use for one scene. Instead of searching through the college archives for a suitable selection, Nemser seized the opportunity and wrote his own poem for the espionage script.

"I added some 'shadowy eyes and lurking around of corners' to fit the mood of the movie...and I'd heard that Hollywood types like choices, so I gave them a few different versions," Nemser says. "The response was: 'Mr. De Niro likes option B but he wants to change it a bit'—De Niro's change was total nonsense grammatically and thematically, but I said 'I love it!'"

Nemser, who recently received his M.Phil. (master of philosophy) in European Literature in the Faculty of Modern Languages at Oxford, was on campus last month to visit with Upper School English Teacher Harry Thomas' class.

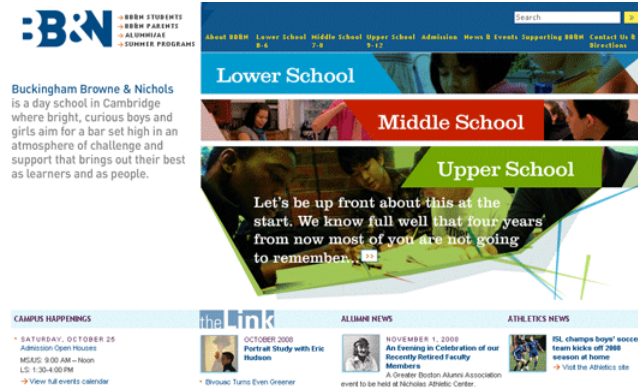
Although his Oxford degree resulted in an 80-page dissertation on the Russian writer Isaac Babel, Nemser's time there was punctuated by the writing of poems—several of which he shared and discussed with Thomas' class. Nemser read three of his works, *The Swimmer*, *To An Astronaut*, and most notably *Jonah*, a contemporary interpretation of the Bible story of Jonah.

Written during his time as a graduate student at Oxford—a period Nemser describes as "very nebulous"—*Jonah* was constructed during many long walks through London's botanical gardens and captures the searching, questioning qualities attendant to that activity and inherent in the *Jonah* story.

Nemser also spoke to students about pursuing writing as a career, noting the irony that the writing field is not always conducive to good writing. In speaking about a brief stint he had as an editor/writer at *The New Yorker*, Nemser noted, "I think you might learn more about writing by having another unrelated job altogether, a genuine experience—these jobs that seem to be in the writing sphere are in fact often very far from actual 'writing'."

During his time as a student at BB&N, Nemser was a regular contributor to *The Spectator* literary magazine and won the Junior Profile contest. He then matriculated at Yale where he won the Yale freshman writing award and a prestigious Marshall Scholarship which allowed him to study at Oxford College in England. Nemser now writes for *The New Republic* and works on poetry in his spare time.

BB&N Launches New Website



Earlier this month, Buckingham Browne & Nichols launched a new version of its school website, www.bbns.org.

Because the School's website has become such an important tool for so many key audiences – prospective families, current families, alumni, faculty & staff, and students – it became necessary to build a new website that would keep pace with their needs. The previous version of the website was built five years ago.

What's improved in the new website?

- It's a much more robust & dynamic site – virtually every page on the site is filled with useful up-to-date information and tools. To take just one example, on the "Diversity" page, users will not only be able to read about what diversity means at BB&N and how it is embraced schoolwide, they'll also be able to download a copy of the School's Diversity Program Guide, they can link to articles about One School-One World or the MLK Breakfast, and they can see at a glance upcoming diversity-related events on the BB&N calendar. This is the kind of dynamic interaction that exists on practically every page in the site.
- It is a more engaging, friendly site – featuring welcomes from directors, student profiles, contact information for all faculty and staff, and "one-stop shopping" pages built specifically for key audiences such as Parents and Alumni.
- It delivers a much clearer, more focused message to prospective families about the School's mission and distinctiveness.
- It does a better job of conveying BB&N's character, its "messy vitality" personality, and its mission.
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A few examples of new pages are shown below:

Events Calendar Page

The events calendar page is much more robust than it was in the previous website. Users can sort events not only by month, but by 10 different event types, such as “All School”, “Multicultural”, and “Athletics”.

Athletics Page

One of the most heavily trafficked pages on the BB&N website is the Athletics page. The new athletics page, which is still in the process of being refined, features up-to-the-minute announcements about games, practices and facilities; information about each of BB&N’s 74 teams; and photo galleries galore.

Parents Page

The screenshot shows the BB&N Parents page layout. At the top is a navigation bar with the BB&N logo, links for BB&N STUDENTS, BB&N PARENTS, and ALUMNI, and a search box. Below the navigation bar is a sidebar with links for Home, Parents' Association, PA Groups, Knightline, Online Bookstore, and BB&N Products. The main content area is titled "BB&N Parents" and includes a welcome message, a "Parents' Association" section, "Volunteer Opportunities", "News & Resources", and "Contact Information". On the right side, there are sections for "Calendar & Events", "Athletics Weekly Schedules", "DOWNLOADS", and "RELATED LINKS".

Intended as a “one-stop shopping” resource for current BB&N parents, the Parents page offers a convenient gateway to essential calendar information, including athletics schedules, Parents’ Association information, and volunteer opportunities. BB&N alumni enjoy a similar resource on the website.

We hope you enjoy the advantages of the new website. Let us know your feedback: communications@bbns.org.

Keeping You Up to Date

Beginners Moving to Full-Day Program Next Fall

BB&N has announced that the Lower School will extend its Beginner program to a full day starting next fall. “We look forward to working with the Beginner team of teachers to plan the curriculum and program over the coming months,” says Lower School Director Sue Scarborough.

“The full-day program will not only improve the pace and sequencing of activities for children during the day,” adds Scarborough, “it will also allow for more creativity in program delivery, more social experiences, and ample physical activity as well as rest. For example, the full-day program will give us more flexibility in scheduling specialist activities for the students and will allow teachers the option to continue or create extensions to a morning project in the afternoon if needed.”

MACA Chess Tournament to be Held at BB&N

Knight takes rook, checkmate BB&N! BB&N will be hosting a USCF-rated scholastic chess tournament this month when The Massachusetts State Chess Association comes to town on November, 9. The School will be hosting the second qualifying tournament to select players for the Spiegel Cup State Championship. In addition to the 8&U, 11&U,

14&U, and HS Championship sections, there will be special novice sections for less experienced children, and an unrated section.

Please email wiegand@gmail.com with questions.

Folk Musician Teaches History Through Song

There's more than one way to learn about American history—according to folk musician Jeff Davis, all you need is a banjo and a pair of ears. This fall Davis performed two assemblies at the Lower School, taking students on a journey into the history of rural America using humor, warmth, and music.

Students heard songs of the Revolutionary War, Appalachian cloggers and sailors, as well as African-America banjo, Irish fiddle tunes, and cowboy ditties. Using his voice, a banjo, a nose flute, and even a pair of spoons, Davis entertained and taught, allowing kids an interactive window into their heritage.

TTI Trick or Treat

Bev Malone, director of the Teacher Training Institute, and her crew of interns celebrate the festive fall season at the Lower School with a slew of impressively carved pumpkins.

Soul Cake Tradition Continues at Lower School

The lights went out in the Lower School Gymnasium, a gong sounded, and a single figure bearing a candle walked slowly to the front of the assembled crowd. Amidst hushed whispers of the LS students, and attentive stares of parents and faculty, LS Librarian Heather Lee recounted the spooky story of the early English tradition of Soul Cake. The tradition—which features storytelling, musical performances, and period garb—dates back generations to the Buckingham School.

MS Soup Bowl Dinner Nourishes Community Spirit

For 16 years now, Middle School students have been crafting, glazing, and firing ceramic soup bowls under the guidance of Art Chair Libby Maclaren for the Annual Middle School Soup Bowl Evening. Parents purchase each bowl for \$15, a fee which entitles them to all of the soup, bread and salad they can eat—not to mention the bowl itself. All proceeds go to the Love & Understanding Program, a charitable organization dedicated to helping poor children in Vietnam, one of the most impoverished countries in the world.

Following the dinner, parents were invited to stay for the Making Sense of Middle School Night event where a panel of teachers and specialists spoke and answered questions about the challenges facing Middle School students and parents.

2008-09 Community Directory Updates

Please [CLICK HERE](#) to access a password-protected document listing the second round of updates for this year's BB&N Community Directory.

BB&N Rows at 44th Head of Charles Regatta

BB&N's boathouse dock was packed on a cool Sunday morning as parents, faculty, alumni/ae and friends gathered to cheer on boys' and girls' crew teams during the 44th annual Head of the Charles Regatta.

The boys four, lead by team captain Miles Grimshaw, finished 48th out of 70 crews in an extremely tough event, with a time of 19:15.

"It's important to keep in mind that our guys do this on their own time, in addition to their other fall commitments, which often include fall sports," said Boys' Head Coach Adam Holland, also won the Master's Single event on Sunday, an event in which he finished second last year.

Grimshaw and Holland won the HOCR Director's Cup Parent/Child Double event on Saturday afternoon, a fundraising event for the Head of the Charles Regatta.

"The event featured many Charles River rowing community fixtures, and was a great opportunity for sharing the love of rowing and the Head of the Charles across generations," Holland said.

The girl's team also placed 48th with a solid time of 22:06. Despite not being able to adequately practice due to ISL rules and regulations (crew is technically a spring sport), Head Coach Allison Kornet says the girl's team showed improvement and had a good time rowing in such a prestigious race.

"Everyone had fun and there were some proud moments—we even beat the time we had clocked in a few practices," Kornet said.

Four BB&N rowers went upstream this fall to CRI (Community Rowing, Inc.), where they were allowed to practice daily with Boston-area kids. Paige Madden was in the Youth Eight that won the Head of the Charles outright in their event—a feat Kornet called "Very impressive!" Two other BB&N girls rowed in CRI Youth Fours that beat BB&N crew by over 20 places.

"I was thrilled they were able to have that experience, and so were their teammates who stayed behind," Kornet added. "We look forward to combining forces again and rowing altogether in the spring soon."

Fifth & Sixth Graders Gain Insight into Internet Safety

Organized by the Lower School PA, Katie LeClerc, former Internet Safety Program Coordinator for the Massachusetts Attorney General's Office recently spoke to 5th and 6th grade students about Internet Safety. LeClerc has developed Internet Safety presentations that were delivered to over 12,000 students, parents and educators in the Commonwealth, and featured in such media as CNN and Vanity Fair magazine. LeClerc also ran a separate presentation for Lower School parents.

Students, Alums, and Faculty Perform at Cabaret Night

Three musical alumni returned to BB&N on Friday evening October 24th to join seven students and a handful of faculty for the second annual Cabaret Night. Brett Lovins '93, Caroline Tye '96, and Christina James '05 sang a range of musical pieces from Sondheim and Gershwin songs to opera arias of Mozart and Bizet.

“There are a number of talented alums who have either studied music/theater or have performed professionally,” said music teacher and event organizer Joseph Horning. “It’s a ball having them come back and sing with the current students and faculty. We’re fortunate that we now have marvelous performance space for intimate evenings such as this.” Last year’s Cabaret Night included, in addition to Brett Lovins, alums Vira Slywotsky '00, Rob Warner '06, Alex Marcy '06, and Rachel Nicholson '07.

Family Science Saturday Visits Broadmoor

Lower School students and their parents attended Family Science Saturday recently to explore Marsh and Pond Life at the Broadmoor Wildlife Sanctuary in Natick. The afternoon was an opportunity for kids to combine science, fun, and learning in an exciting activity.

“We were fortunate to enjoy a beautiful fall day at the sanctuary. Broadmoor staff started the afternoon with a live animal presentation where families got to meet and touch turtles and snakes,” said Lower School Science Teacher, Caitlin Drechsler. “Then we all headed outside for a scavenger hunt. We looked at organisms that live around the marsh and in the marsh water. The creatures that we saw included insect larva, fish, and ducks.”

The Family Science Saturday program occurs several times a year, covering different science topics in an engaging manner. For more information or to get the scoop on the next Family Science Saturday, contact Lower School Science Teacher, Caitlin Drechsler.

Community Enjoys 2nd Annual Iftar Dinner

The Upper School students celebrated the second annual Iftar dinner last month during an evening of performances, food, and festivities. Sponsored by the Islamic Society and organized by Arabic and Math Teacher Awais Ahsan, the dinner featured traditional Middle Eastern fare such falafel, grape leaves, hummus, and lamb.

Those who attended were also treated to performances of traditional Islamic music, and a “hands-on” demonstration of Henna, a body art which creates temporary designs on the hands and arms.

Iftar, which refers to the evening meal for breaking the daily fast during the Islamic month of Ramadan, is traditionally celebrated as a community right after sunset, with Muslims gathering to break their fast together.

Upper School Art Wall Welcomes All Artists

The Upper School gallery became a giant, virtual canvas this fall, as students were encouraged to draw, paint, sculpt, and create on the white walls. Next to the exhibit was a poster with instructions, including such rules as:

- 1) You Can't Say You Can't Draw;
 - 2) Trust Yourself;
- and
- 3) There Are No Mistakes.

Campus Voices

Lower School

Christina Dello Russo

Beginner Teacher

When I decided to become a teacher, it was not an unexpected move. My mother and two of my four sisters had also chosen careers in education and I had spent the majority of my summer vacations working with children. However, rather than adhering to the family tradition of teaching middle school, I surprised everyone by choosing to pursue a degree in early education. My family and teachers were puzzled. My previous work had been with young adolescents and I had been an English and History major in college. I had middle school English teacher written all over me! A former teacher even cautioned me about my choice, fearing I would be bored with the absence of curriculum in the young grades. She felt I would lack the intellectual stimulation one receives from the more academic years.

There was one clear reason why I felt that early childhood was the only route for me. When teaching the early years, we are given the opportunity to put academic rigor aside in favor of developing the whole child. In the early years, the social component of the curriculum is imperative in order to help children develop compassion for others as well as a strong sense of self.

Teaching to the social side of children is often about seizing the teachable moment and dealing with issues or conflicts that arise in the classroom. It is about giving children the words to resolve situations, not simply to lash out or flee, as is often their first instinct. A class meeting in Beginners can revolve around how to include everyone in the block area, how to share ideas and find a compromise, or how to tell a friend when you need space to play with others.

Each year we take the time to focus on building a strong community within our classroom. We strive to create a safe place where all can have a voice. When problems arise, whether it be how to best share the shovels, or how to use the dramatic play area in a respectful way, we sit as a group and take ideas from the students. As teachers, we recreate the problem and ask the students to generate different ways to appropriately

solve the conflict. Once we have these ideas, we ask the students to role-play the positive solution.

It is in these moments when I see the success of the Beginners program. Any doubts I might have had about teaching this age group disappear as I am constantly challenged and motivated by my students. One thing is certain: In Beginners, no one is suffering from lack of stimulation!

Middle School
Michael Ewins
Science Teacher

Having lived and traveled in many countries I know what it's like to be in a new place. With most things in life, the more you practice a skill the better you get at it. Moving isn't like that. In fact, moving is exactly the opposite—the more you do it the harder it seems to get!

When people first meet me they have a hard time placing my accent. After a few guesses (which usually feature Australia) they reach the correct answer, England. Though, how accurate that is has always been a question I've asked myself. I actually spent the first ten years of my life moving around the United States. At age ten I was informed that we were moving back to England to be closer to our extended family. I had formed many very close friends, and I was just about to advance to a small school which, ironically, we called the Big School—not because of the size of the building but because of the size of its occupants. It was our Middle School. Now I would have to leave all of my very dear friends behind. I would have to say goodbye to the house I had spent the last five years in, to my favorite sledding hill, to my favorite summer pool, to baseball, and to all those things red, white, and blue. Alas, fittingly, on New Year's Eve we boarded a plane at JFK to start the year afresh in a new country, a new town, a new school, and a new home.

Just as my English accent attracts a lot of attention here, my American accent attracted a lot of attention at my new English Middle School. This attention varied from curiosity about all things different to distaste at the idea of a foreigner moving into town and disrupting the well established social hierarchy. As a result I found myself bullied by a select few because of my differences. I soon learned the tricks of the chameleon and changed my accent into that which it is today. The bullying stopped as I managed to slip into the background, to blend in, and lose the last piece of America I had brought with me.

I would move house and schools two more times before leaving High School, and as I already mentioned, the more you practice a skill the better you tend to get at it. Unfortunately the skill I got better at was not moving, but blending in. I started to become such a chameleon that there were times when I really didn't know who I was.

It took many years to learn to reverse my ways, it is still something I struggle with. But I have learned that it is much less important where you come from than who you choose to be. It is fitting then, that as a result of my most recent move, I find myself here, teaching at BB&N's Middle School, a place that keeps that mantra at its core. It is a little big-school, the school I never got the chance to go to as a kid, an institution that values and cultivates all that is unique about its students, faculty, and staff, and a place that has made my most recent move that much more pleasurable.

Upper School

Bill Rich

History/Economics Teacher

Seniors in AP Economics this fall are seeing their course work play out on television and in newspaper headlines. The present economic crisis is a worry for all of us but is pure gold (figuratively) for an economics class. Markets are now the main subject of many everyday conversations. Any introductory course in economics begins with the basics and the past month has allowed us to immediately apply basic concepts to the daily reports of the stock market plummeting, credit markets drying up, and unemployment rising.

Over the past couple of weeks, Massachusetts officials have been publically grappling with a projected shortfall in state revenues and the inevitable cuts in services that will follow. A few weeks back, the class tackled a small project that put them in the middle of such a situation. They were asked to play the role of city council members faced with budget problems for the upcoming year. They were told that they could not raise taxes but would have to evaluate twelve new programs. Five must be eliminated. Their job was to decide which programs were kept and which received the proverbial axe. They were provided with the twelve programs which covered a cross section of municipal services. The class was divided into groups and told to make their case using the criteria of providing the most services to the greatest number, and also to be aware of the political implications for their reelection.

The ensuing debates were both interesting and led back to the title of the exercise which was: "You Can't Always Get What You Want (But If You Try Sometimes, You Get What You Need)." As a learning experience, one of the most interesting outcomes (to this teacher) was the effort by the students to grapple with the issues of need, taxation, and scarce municipal resources.

In coming weeks and months we will be exploring concepts such as cyclical instability (we have all become familiar with this topic), specifically deficits, surpluses, and debt. I suspect that as we continue through topics such as the Federal Reserve System and monetary policy the headlines in the news will keep pace with the course.

While the present economic situation heightens our interest in economics it also calls to mind the old curse, "May you live in interesting times."

All School
Debra Dzierzak
Director, Student Health Services

Fall is a beautiful time of year at BB&N, bringing foliage, football, and the promise of winter to the School—unfortunately it also ushers in cold and flu season. Every year in the United States, an average of 5 to 20 percent of the population is afflicted with the flu, and the common cold affects countless others. Although the School does its best to provide a germ-free environment, and avoid these annoying illnesses, prevention is the best cure! Please take a little time to read over the following basic flu information and best health practices to help protect your child/children during this cold and flu season.

What is the flu?

The flu (influenza) is an infection of the nose, throat, and lungs that is caused by influenza virus. The flu can spread from person to person. Most people with flu are sick for about a week, but then feel better. However, some people (especially young children, pregnant women, older people, and people with chronic health problems) can get very sick and some can die.

What are the symptoms of the flu?

Most people with the flu feel tired and have fever (usually high), headache, dry cough, sore throat, runny or stuffy nose, and sore muscles. Some people, especially children, may also have stomach problems and diarrhea. Cough can last two or more weeks.

How does the flu spread?

People that have the flu usually cough, sneeze, and have a runny nose. This makes droplets with virus in them. Other people can get the flu by breathing in these droplets, getting them in their nose or mouth, or touching contaminated surfaces.

How long can a sick person spread the flu to others?

Healthy adults may be able to spread the flu from 1 day before getting sick to up to 5 days after getting sick. This can be longer in children and in people who don't fight disease as well.

How can I protect my child against flu?

Take time to get a flu vaccine and get your child vaccinated, too. Take everyday steps to prevent the spread of germs. This includes cleaning hands often and covering coughs and sneezes. Tell your child to:

- Stay away from people who are sick;
- Clean hands often;
- Keep hands away from face;
- Cover coughs and sneezes to protect others (it's best to use a tissue and throw it away).
-

What should I use for hand cleaning?

Washing hands with soap and water (for as long as it takes to sing the Happy Birthday

song twice) will help protect your child from many different germs. When soap and water are not available, wipes or gels with alcohol in them can be used (the gels should be rubbed into your hands until they are dry).

What can I do if my child gets sick?

Consult your doctor and make sure your child gets plenty of rest and drinks a lot of fluids. If your child is older than 2 years, you can buy medicine (over-the-counter) without a prescription that might make your child feel better. Be careful with these medicines and follow the instructions on the package. But never give aspirin or medicine that has aspirin in it to children or teenagers who may have the flu.

What if my child seems very sick?

Call or take your child to a doctor right away if your child:

- has a high fever or fever that lasts a long time;
- has trouble breathing or breathes fast;
- has skin that looks blue;
- is not drinking enough;
- seems confused, will not wake up, does not want to be held, or has seizures (uncontrolled shaking);
- gets better but then worse again has other conditions (like heart or lung disease, diabetes) that get worse.

Can my child go to school if he or she is sick?

No. Your child should stay home to rest and to avoid giving the flu to other children.

Should my child go to school if other children are sick?

It is not unusual for some children in school to get sick during the winter months. If many children get sick, it is up to you to decide whether to send your child to school. You might want to check with your doctor, especially if your child has other health problems.

When can my child go back to school after having the flu?

Keep your child home from school until his or her temperature has been normal for 24 hours. Remind your child to cover their mouth when coughing or sneezing, to protect others (you may want to send some tissue and wipes or gels with alcohol in them to school with your child).

In general, good nutrition, plenty of rest, exercise, and reducing stress are all ways to strengthen your child's overall disease resistance. As the flu and cold season quickly approaches, parents should stop and think about ways they can incorporate these good health practices into their family life. Set a goal to improve in each of these areas every week through the fall and winter months so that by spring, these lessons will be habits that continue to keep your family healthy.

Please feel free to contact me if you have any questions and/or concerns.

Giving Update

\$2,450,000 Annual Fund Goal Announced for 2008-2009

With a strong team of solicitors in place, the Annual Fund is off to a positive start. The Annual Fund is BB&N's annual fundraising program with a goal of raising those funds necessary to bridge the "gap" in the operating budget created between tuition, and the actual cost of a BB&N education. This year, the "gap" per student is \$6,680. The Annual Fund underlies all independent education and is necessary to sustain the program of excellence that has come to define BB&N. The Annual Fund supports arts, athletics, academic programs, professional development, technology and financial aid.

Specifically, last year, the Annual Fund helped to support:

- The installation of new energy efficient lighting in the Etter Gymnasium and tennis courts.
- The replacement of old single pane windows with triple-e insulated windows at the Upper School Woodshop.
- Installation of 13 Smart Boards at the Lower School and Middle School.
- Team uniforms for Boys' Basketball, Girls' Basketball and Field Hockey.

The BB&N community of parents, alumni, past parents, grandparents, faculty, staff, current seniors, and friends, all play a significant role each year in helping to achieve this critical goal. Parent solicitors are currently in the process of reaching out to every family in our community in hopes of obtaining support and the elusive goal of 100% participation. We are extraordinarily grateful for the early support we have received at this time. Alumni class agents reach out to their classmates through letters and email. Past parents and grandparents share their enthusiasm for the experiences of their children and grandchildren through personal letters. Faculty and staff continue to give back to BB&N and may now take advantage of our employee Annual Fund payroll deduction program. Each year, the senior class votes to direct their Annual Fund class gift and sets an early goal to achieve before graduation. We continue to have the long term support of Friends of the BB&N community who believe in our mission and make BB&N a giving priority each year.

Given these current uncertain economic times, one thing is certain: a BB&N education will never lose its value and will benefit your child for a lifetime.

We invite your participation in this year's Annual Fund. Your early gift or pledge will provide additional savings to BB&N by limiting the amount of contacts necessary to reach our goal by April 30, 2009. Thank you very much for your thoughtful consideration. You may give online at www.bbns.org/donate Please contact Jo-Ann Lovejoy , Director of Annual Giving at 617-800-2723 or email jo-ann_lovejoy@bbns.org for further information and to learn more about ways in which you may become involved as an Annual Fund volunteer.