

## **BB&N: The Link Newsletter**

### **March 2010**

#### ***Feature Stories***

##### ***Spotlight Article: BB&N Community Rallies in Wake of Haiti Earthquake***

Following Haiti's devastating January 12th earthquake, the BB&N community united to help the cause through a number of different outreaches.

"These past several weeks have provided yet another reminder of how difficult times bring the core values of our School to the fore and summon up the best traits of the BB&N community," wrote Head of School Rebecca T. Upham in a letter to the community. "When word of the Haiti earthquake arrived, our students sprang into action immediately, supported and guided by our faculty."

Working with Partners in Health, a non-profit organization dedicated to providing preferential healthcare for the poor, the School has funneled charitable donations to the cause, and witnessed incredible grace and humanity in a time of great need on all three campuses.

On the Lower School campus, sixth grade teacher Sharon Mathieu spearheaded an effort to collect medical supplies to doctors treating patients in Haiti. In conjunction with the Edward W. Brooke Charter School, The Glover School, Mother Caroline Academy, and Adams Montessori School, BB&N Lower School students gathered thousands of essential supplies which have been given to the organization, Hope for Haiti.

"BB&N students alone collected over 5,000 items," says Mathieu. "Hope for Haiti is not so much a part of what is going on in Port Au Prince, but is focusing on getting supplies to the people in the surrounding countryside. As people are shifted away from the capital, these surrounding areas will have the greatest need for supplies."

Hope for Haiti is taking a U-Haul to Naples, Florida, where General Electric has provided a private jet to fly four doctors and the collected supplies down to the ravaged country. One of the doctors on the flight will be Dr. Vladimir Mathieu, a cousin of Sharon Mathieu's husband.

"Dr. Mathieu traveled to Haiti three days after the quake and said it was incredibly frustrating because they had no supplies except what they had brought," Sharon says. "It was heartbreaking for him to see so many people who could not be treated for simple issues like infection and dehydration simply because they lacked the appropriate supplies and water."

At the Middle School, students worked overtime to put the heart in Valentine's Day.

“One of the initiatives of leadership council each year is to run the kiss-o-gram sales. You can buy a card for 50 cents and put a message on it and send it along with a Hershey Kiss,” says teacher Gus Means. “We sell them during the two weeks leading up to Valentine’s Day, and deliver them the Friday before. All proceeds this year were donated to Partners in Health to aid Haiti.”

Students Judah Burstein, Aaron Orbey, Julia Tompkins, and Lydia Zaleski (all 8th graders and part of leadership council) took the lead on the project, and were overwhelmed at the huge response. Next month’s upcoming read-a-thon will also raise funds for Haiti.

Fundraising continued at the Upper School as well where student leaders fired up their classmates at an Upper School assembly in mid-January with a call for contributions to Haiti. “Donate anything you can, everything helps,” was the mantra, and it did not fall on deaf ears.

By February 1st, thanks to the combined efforts of all three campuses, the BB&N community had already surpassed by several hundred dollars its \$10,000 goal for PIH’s efforts in Haiti. Even after the immediate need subsides, BB&N hopes to maintain a long-term connection to Haitian relief efforts. One possibility that has been discussed is contributing to the rebuilding of a school in Haiti.

Senior Jeffrey Fortunato summed it up best: “It is really a testament to the kind of people we have here at BB&N.”

BB&N thanks everyone for their gracious efforts.

### ***Inside the Classroom: Atomic Bonding and iStopMotion with Brian Fehlau***

It’s tough to gain a clear picture of exactly how miniscule atoms merge to create chemical bonds. So when Middle School science teacher Brian Fehlau teaches chemical bonding, he transforms his lab into several mini movie sets, with his students serving as directors, producers, cameramen, and sometimes even actors.

Using iStopMotion, a program that employs the technique of stop motion animation—taking single pictures of objects, moving the objects a tiny bit between exposures, and on playback, you’ve created movie magic—eighth grade students create their very own animated movie to explain covalent, ionic, or metallic bonds.

“The iStopMotion isn’t a tool to help them to understand chemical bonds, but it is an excellent way for the students to animate how bonding occurs,” Fehlau says. “In each type of chemical bonding, there are steps involving the transfer or the sharing of electrons that lead to the formation of the bond. Using iStopMotion, the students could illustrate these steps using props in a clever way.”

One reason to use iStopMotion to create a movie instead of streaming video, Fehlau says, is that when using iStopMotion students can move and/or alter the props without having their hands in the way. Not only is it a simple way to create animations, but it is also a new tool for the students to experiment with using.

Each group, consisting of about 3-4 students, used their 30-45 iStopMotion animations as part of a final 10-minute presentation for the bonding project. Although the students were more successful at explaining the concepts rather than teaching them, Fehlau says most groups came up with an analogy that helped to explain their concept in a new way, and they were very proud of the analogies that they came up with.

“They appreciated that teaching to a group of people is a difficult task (that’s why teachers make the big bucks!), but they gained additional satisfaction when they were able to successfully review in class when asked to speak to each other one-on-one,” Fehlau says. “Each group did a great job using their iStopMotion animations as a teaching tool during their class presentations.”

Several groups decided to use the video to restate ideas that they covered in detail earlier in the presentation, while other groups relied on the animation to provide more detail about a particularly tricky aspect of their type of bonding. One group used creatures that were missing eyes (termed “eyelectrons”), while another group employed the analogy of friends sharing toys to the concept of covalent bonds. One group, Fehlau says, was particularly successful in using the iStopMotion software to animate swimming fish in order to symbolize the concept of free-flowing electrons in metallic bonds.

Technology is a cornerstone of BB&N’s Middle School classrooms. In addition to using Smartboards, this year Fehlau has started using “clicker” technology (TurningPoint software with Turning Technologies hand-held devices) that allows him to poll the students in class quickly and anonymously in order to get feedback about what they understand.

“This technology makes for some interesting discussions and arguments in the classroom that I feel contribute to a student’s connection with the material on a daily basis,” he says.

In addition, Fehlau uses probes (such as temperature sensors and motion sensors) that are connected to real-time graphs on the computer when learning about energy transfer, motion, and Newton’s Laws.

Currently in his fourth year of teaching at BB&N (he is also the 7th Grade Dean), Fehlau previously taught at the Upper School at Beaver Country Day School and also served as a teaching assistant in the Earth & Planetary Sciences Department of Harvard University for three years before starting independent school teaching. Because the Middle School science curriculum focuses mostly on physical science, Fehlau says he gets to address his students’ quirky questions and misconceptions about how the world around them works on a daily basis.

“I am constantly amused by my students—in a good way—and that is why I enjoy teaching this age group,” Fehlau says. “I have three children of my own (my oldest just turned 3), and I love to tell funny stories of my own children to my students. What my students don’t know is that I tell funny stories about them all the time at home as well (I leave out the incriminating names from the stories!).”

One of Fehlau’s favorite things about teaching, he says, is using analogies and examples to explain trickier concepts in order to challenge their way of thinking.

“Something that surprises me about this age group, especially in science class, is how adaptable their thinking is,” he says. “The students are ready to soak in how the scientific method can help them to explain phenomena that they had no words to explain before. The amount of scientific vocabulary that the students acquire in these two years is expansive, and the students do a wonderful job of using their new vocabulary correctly, even when they are not in science class.”

### **Green Cup Challenge Helps BB&N Reduce Carbon Footprint**

February has been a dark month at the Upper School this winter...literally. As part of the Green Cup Challenge, students and faculty have been avoiding the use of lights as much as possible, just one of many energy saving initiatives making a difference at the Upper School.

Broken up into regional competitions between area schools, the Green Cup Challenge is a national initiative aimed at encouraging sustainable practices. Every week a record is taken of BB&N’s electricity usage and then compared to other institutions in the competition. At the end of the month, the school with the most energy reduction wins.

“I have seen some inspiring changes within the school. Students are going around turning off lights like it’s their mission,” Upper School math teacher and Green Club advisor Meena Kaur says. “We have also had the lights off in the dining room on Mondays; we call it Moonlight Mondays.”

According to Kaur, “in the first week alone, the School recorded a 9 percent energy consumption reduction, and in the second and third weeks we had 5 percent reduction each.”

Although these may seem like small percentages, when combined with the more than 200 other schools participating nationally, it adds up to huge reductions in the environmental footprint, and perhaps more importantly, a shift in the next generation’s attitude towards environmental sustainability.

“Green Cup events at BB&N have been developed to also encourage students and faculty to lead sustainable lifestyles outside of school,” Green Club co-president Angela Bilkić ’11 says. “Besides turning off lights and computers in vacant rooms and hallways, there

are events such as Local Lunch which promotes the buying of foods from local farms and companies...and there will be a Bikes Not Bombs event in early March that will fuse environmental, community service, and global awareness efforts into one worthwhile cause.”

Perhaps the favorite event at BB&N is the “Trash-ion Show”, a runway fashion show that caps off the month of conservation. Emceed with style this year by senior Kendrick Evans, the show boasted BB&N students strutting their stuff on the catwalk, modeling different ensembles made from recyclable materials or second-hand clothing.

As students clapped and hooted at the environmentally friendly outfits, it was clear that at least for the month, the School had accepted the challenge head-on.

Bilkic noted that this year’s Green Cup challenge has an added significance for the Upper School due to the tragic passing of Upper School math teacher Cary Girod last summer.

“BB&N first participated in the Green Cup in 2009 and the event was spearheaded by Cary Girod—an environmental enthusiast who had high hopes for a ‘green’ BB&N,” Bilkic says. “Our School’s participation in the Green Cup this year continues our involvement in what I personally hope will become a long time tradition for the School. In the process, we are also paying tribute to Ms. Girod and her efforts.”

Bilkic and other Green Club members have been spreading awareness around the School by recruiting students to a sign a pledge of sustainable practices.

“These pledges represent the students and faculty’s dedication to participating in the 2010 Green Cup Challenge and adopting the methods to living a sustainable lifestyle,” Bilkic says. “They are able to choose one of four plant options which will live and grow in the School and which they will be able to take home or leave to the School’s garden in the spring.”

Bilkic acknowledges the difficulty in determining whether students are “embracing the spirit of the challenge only momentarily or if they are truly believing in the principles the Challenge represents,” but she takes heart in the small steps that she sees around her.

“There have been times when students have come up to me and mentioned their family’s implementation of sustainable habits at home,” she notes. “One student recently told me that her family stopped buying plastic water bottles altogether—it may seem like an insignificant decision, but every little thing matters both at school and at home.”

### **Circus and MFA Day Highlight Upcoming Spring Events**

After slogging through a long winter of snow, ice, and dreary skies, the BB&N community will be more than ready to slip on a pair of shorts and enjoy sunny skies and fun, family-oriented events this spring.

**BB&N CIRCUS:****Saturday, May 1, 11 a.m. - 3 p.m.**

For 59 years now, the BB&N Circus has been offering family fun to students, parents, and alums of all ages. Held on BB&N's Lower School campus, this daylong festival features rides, bouncy-houses, an obstacle course, a dunk tank, various games, arts and crafts tables, food, music, and entertainment. The event kicks off with a costumed parade down Buckingham Street at 11 a.m. and wraps up in an exhausted fervor at 3 p.m. All proceeds from the Circus benefit the School's financial aid program, making the day a truly rewarding celebration.

For more information or for volunteer opportunities, please contact Kim Ainsworth at [kainsw@yahoo.com](mailto:kainsw@yahoo.com).

**BB&N AT THE MFA DAY:****Sunday, April 18, 11 a.m. – 3 p.m.**

Dating back 17 years, BB&N has enjoyed a unique collaboration with the Boston Museum of Fine Arts, one which allows students and parents alike to engage with the world-renowned institution in a remarkable way. The event showcases campus-wide student art work that has been inspired by museum visits and corresponding units of study. The works are displayed in a private room at the Museum and past years have featured interactive art exhibits, student-led gallery tours, and art demonstrations. Tune in and sign up early to see what this year's BB&N at the MFA Day has in store for you!

For more information please contact BB&N/MFA Partnership Coordinator Sharen Bowden: [sharen\\_bowden@bbns.org](mailto:sharen_bowden@bbns.org) or 617-800-2455.

**UPPER SCHOOL MUSICAL: "BYE BYE BIRDIE"****March 4, 3:30 p.m., March 5, 7:30 p.m., March 6, 3:00 p.m. and 7:30 p.m.**

This year, BB&N thespians will take the stage to perform the acclaimed musical *Bye Bye Birdie*, one of the most popular high school musicals in the country. The story follows aspiring chemist and song writer Albert who is convinced he can make his fortune and marry his girlfriend Rosie if he gets '60s rock star Conrad Birdie on the *Ed Sullivan Show* to kiss a high school girl goodbye. Albert's mother will do anything to break him up with Rosie. Kim and Hugo, the high school steadies, live in Sweet Apple, Ohio where most of the action takes place. Songs include *What's the Matter with Kids Today*, *Bye Bye Birdie*, the hit *Telephone Song (Going Steady)*, and *We Love You, Conrad*.

To order tickets, please call the BB&N box office at 617-800-2260.

***Keeping You Up to Date*****Eight BB&N Student-Athletes Sign Letters of Intent**

No area school was as busy as BB&N on National Signing Day, as the School's Stonestreet Lounge was filled to the max to watch eight seniors from the football as well

as other teams sign on with outstanding colleges and athletic programs. Head football coach John Papas was overwhelmed to watch eight of his players sign letters of intent—five of them with Division One programs.

“There is a real sigh of relief that these kids are at good homes, at good schools playing for good coaches,” Papas said. “The beauty of it is that it’s a group that not only did it on the field but in the classroom as well. They’re all going to great academic places.”

As the students signed their letters of intent, parents and other students cheered them on. The students receiving scholarships are: Mike McCaffrey (Boston College, football), Blake Barker (Harvard, football), Andre Joseph (Cornell, football), Alex Farkes (Penn State, baseball), Derek Papagianopoulos (Virginia, wrestling), Paul Gallagher (Colby, football), Mark Sneed (Colby, football), and Quinn Cronan (Middlebury, football and lacrosse).

### **Athletics Spring Season Information**

[Click Here](#) to read a letter from Athletic Director Rick Foresteire '86, which details important athletic department information for the Spring 2010 season.

### **Middle Schoolers Compete in Homeroom Olympics**

As American athletes competed for gold in Vancouver this winter, BB&N Middle School students competed for glory and bragging rights of their own in the annual Middle School Olympics. Several times a year, Middle School homerooms are broken into groups of three, and then tasked with a series of competitions in which they attempt to best the other homerooms.

This winter’s action included an intense game of charades, and hotly contested “build a house of cards race,” to name a few.

“It’s really cool how much the students get into it, and it’s great for class spirit,” says math teacher Gus Means. “The kids even created elaborate flags to accompany their homerooms.”

### **Lovett-Woodsum '10 Snares Sportsmanship Award**

Senior Cam Lovett-Woodsum has been selected as the recipient of the Colonel Bernard Gorfinkle Award, bestowed by the United States Tennis Association to the New England Boys 18-and-under player who has exemplified outstanding sportsmanship on and off the court throughout his career. Lovett-Woodsum will receive his award at a ceremony on March 6.

### **Black History Month Celebrated at Lower School**

Lower School students took time in February to celebrate Black History Month with an assembly. The achievements of famous African-American leaders, athletes, and musicians were recognized through a series of songs, poetry, and readings.

### **Ten BB&N Students Named National Merit Finalists**

Upper School Director Jack Knapp announced at the February 23rd assembly that 10 seniors had been named as National Merit Finalists this year. As Dr. Knapp noted, "We have 10 students in a graduating class of 117; that must surely yield one of the highest percentages for a school in the country. A hearty congratulations to the following National Merit Finalists: Jessica Brodsky, Daniel Burnett, Eli Burstein, Elena Kingston, Abhi Mitra, Jessica Mulligan, David Ottenheimer, Karen Su, Samuel Wallis, and Elizabeth Wang.

### **Dr. Megan Sandel Kicks Off Food Drive at Middle School**

Dr. Megan Sandel, a pediatrician at Boston Medical Center, recently spoke to Middle School students on the serious problem of hunger and malnutrition in the greater Boston area and the importance of the Have-a-Heart Food Drive. By providing food, education in nutrition, and cooking demonstrations to nearly 5,000 patients per month, BMC is able to effectively fight against the ravages of malnutrition and hunger with both preventive and therapeutic measures.

### **Upper Schoolers Found New Improv Troupe & Glee Club**

Two first-year clubs are taking the hallways and classrooms of the Upper School by storm with a whole new genre of comedy and song. Inspired by the hit Fox television show *Glee*, which features the crazy antics of a high school glee club, Amy Kilzer '11 decided to form her own singing group based on the show. Advisor Tim Kendrick, also an avid *Glee* fan, says the club meets during Activities and X-Block to discuss the show as well as plan performances with choreography to match. While both the show and the club have been on a recent hiatus, they hope to start performing again in early April.

Thespian Kerry Matlack '12 has also formed a brand new improv comedy troupe, aptly named The Knight Shift. Based on shows such as *Whose Line is it Anyway?*, the group creates spontaneous short scenes based on a game, structure, or an audience suggestion.

### **Changes in US History Curriculum Next Year**

A note from Upper School History/Social Sciences Department Head Gustavo Carrera about upcoming changes to the History curriculum:

During the 2004-05 academic year, BB&N's B-12 History and Social studies curriculum underwent a self-study. Recognizing the importance of educating global citizens for the 21st century, the US History Department committed itself to incorporating the study of European and American History into a Global context. Pursuing that goal, the History Department first created a two-year World History sequence for freshmen and sophomores as well as a two-year course that explores the role of the United States in the World. These changes were accomplished over a four-year period in a methodical and deliberate manner.

In order to complete this paradigm shift, the History Department will now take a step further. Next year, the AP European History course, currently offered as a Sophomore elective, will become a Senior Elective. The course will still be available to current

freshmen; current sophomores and juniors who have not taken European History will have another opportunity to take it. In addition, Western and Modern European History will be more tightly incorporated into the current World History sequence; thus next year's course catalog will have one offering for freshmen (Early World Civilizations) and two offerings for sophomores (Modern World History and U.S. in the Modern World I). The two-year World History sequence will give students a common foundation that will help them understand the global community we live in. Then students will be able to delve in-depth into the History of the United States in their junior year and into areas of their interest, including European History, in their senior year.

### **Voices of the Knight Featured on the Web**

When the Upper School's female *a capella* group, Voices of the Knight, performed in the Wick Choral Festival at St. Mark's School on February 5th, little did the students realize that they would become a web sensation shortly after. The group's performance of the song, *This Love*, by The Veronicas, was posted as the "Video of the Week" on the pop duo's massively popular website in mid-February. [Click here](#) to see the video clip.

### **Morse Building Film Festival Celebrates 22nd Anniversary**

During the coldest of the winter months a fun tradition was continued this year at the annual Morse Building Film Festival.

"This has been going on since *waaaaay* back before you were born, over 20 years in all," Librarian Lynda Dugas informed a rapt audience of Beginners, Kindergarteners, and First Graders. "They used to have to drag out an old film projector and tape paper over the windows—now we are lucky enough to have a smartboard!"

Begun as a way to fight the winter blues back in 1988, Morse building students watch three short films every morning for one week in February each year, munching popcorn flavored snacks and sipping juice to complete the theater experience.

The films are based on children's books which students are then encouraged to read or take out of the library. This year's triple feature included *Musical Max* by Robert Kraus, *The Adventures of Taxi Dog* by Debra Barracca, and *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble.

### **Wrestlers Finish First in New England Invitational**

In a credit to the team members' extraordinary commitment and skill, BB&N's varsity wrestlers finished at the top of the 13 teams competing in the New England Invitational Tournament at the Hyde School in Woodstock, Conn., in early February. Six of seven wrestlers pinned in the finals to overtake Worcester Academy and Milton Academy by one point.

Champions were Cliff Cody (112 lb.), Greg Faxon (135 lb.), Noah Randall (140 lb.), Fil Cody (145 lb.), and Derek Papagianopoulos (285 lb.). Senior Greg Faxon was named the tournament's Outstanding Wrestler.

Both Faxon and Papagianopoulos achieved National Prep All American status (top 8 in weight class) at the championships held at Lehigh University during the last weekend in February. BB&N placed in the top quarter of the over 100 teams participating (4th among New England schools).

### **Manguito Brings the Beat to Lower School**

The Lower School Gymnasium resonated with the joyous sound of Latin American music last month when Manguito visited the School. Comprised of five internationally known Latin American musicians, the band took students on an interactive musical tour of the Caribbean as they played the rhythms of Puerto Rico, Cuba, and the Dominican Republic on a variety of musical instruments.

Students participated throughout the presentation through sing-alongs, clapping rhythms, playing instruments, and dancing. The rumba, bomba, plena, and Dominican meringue never sounded so good!

In addition to the auditory workout, the program provided students with an appreciation of the unique fusion of Spanish, African, and Native American cultures in Latino culture.

## *Campus Voices*

### **Lower School**

**Anthony Reppucci**

**Beginners Teacher**

Technology has become an integral part of our daily life and, for better or worse, is shaping our world. It has revolutionized communication and is developing faster than most of us can keep up with. Technology advances so fast that it is difficult to look into the future and predict what the world will be like in years to come. What we do know is that technology will keep advancing and the children of today will need to be somewhat fluent in it to function in society. It is because of this that I believe pre-technology skills should play an important role in educating the young children of today.

So what are pre-technology skills? I have yet to officially stumble upon this term in a professional development workshop, educational text, or Google search. In fact, I invented this term as I wrote this article in an effort to touch upon how technology has been used, and is used now, in my early childhood classroom.

Just as pre-literacy skills are early behaviors associated with successful reading development, pre-technology skills are behaviors associated with the use of technology development. Pre-technology skills will allow children to practice and use technology in various ways in an effort to introduce them to the diversity of technology that exists. In addition, just as many skills fall under the pre-literacy umbrella, so too do many skills fall under the pre-technology umbrella as well. Although this umbrella covers many aspects of technology, I would like to touch upon one skill in this article—the awareness of

children that technology is another way to communicate their thoughts to large groups of people.

In early childhood classrooms children are given the opportunity to plan, investigate, reflect, revisit, and make connections. Throughout this process the children communicate their thoughts and ideas in various group settings. These thoughts are diverse; they exhibit a wide range of ideas from one child to another. It is through these thoughts that children begin to make connections with the world around them and feel validated as individuals.

One way in which our Beginners class validates children is by interviewing our students on a particular subject. During these interviews, the children are prompted with a question regarding a topic that has been discussed in the past. The thoughts of the children are then documented using various types of computer software and then manipulated to compose a final product.

Our *Best Part of Me* project, which was inspired by Wendy Ewald's book, *The Best Part of Me*, is just one example of a time that we used children's words to introduce them to the pre-technology skill of using technology to communicate to larger groups of people. In this book, Ewald uses body parts and child-written essays to explore the identity of each individual.

During the first weeks of school we spent a great deal of time investigating self-identity. After a group read-aloud of *The Best Part of Me*, the children were organized in small groups and asked the question, "What is the best part of you?" Their responses were documented using audio programming software, and a picture was then taken of their body part of choice. Shera Selzer and I then integrated the children's pictures with their responses and made a video. This video was posted on our classroom website and presented at our curriculum night. Through exploring self-identity and expressing the children's thoughts using technology, the children came to understand that their words have meaning, that their thoughts are taken seriously, that they were a part of a process, and that each person was important in that process. They were also introduced to the pre-technology concept that technology can be used as a means to communicate to large groups of people.

With technology continuing to advance at such a rapid rate and shifting the traditional roles of students and teachers, educators need to be creative when incorporating technology into the classroom. Although the Massachusetts Department of Education presented a new set of technology standards into their curriculum frameworks in 2008, technology is still viewed as a classroom extra, not a necessity. In most schools, that time has come to an end and if it has not, it will soon.

**Middle School**  
**Svetlana Grinshpan**  
**Academic Technology Specialist**

My role as an Academic Technology Specialist at BB&N Middle School is to provide technology leadership, direction, and support to teachers and students, with an emphasis on the integration of technology into the campus curriculum. In my second year, I continue to be impressed with the thoughtful and creative ways that teachers are thinking about technology and its use in the classroom.

In the summer of 2009, Middle School has renovated its technology space at the Carriage House. Faculty and students can now take full advantages of the wide range of new educational technology tools that are available to enrich curriculum at the Middle School. These tools allow us to:

- Extend classroom conversations and collaboration using Blogs and Wiki environments;
- Create a wider range of authentic projects that incorporate teaching and learning with multimedia;
- Explore the tools that allow kids to get a deeper understanding of a subject matter, express their knowledge in multiple ways, and learn how technology can support their learning.

Below are some of the projects we have done during the last two years:

**Science**

To help introduce chemical bonding, eighth grade students work in groups to create a 10-minute presentation that explains their assigned chemical bond to the rest of the class. They create a stop-motion animation that visually explains how the chemical bond works. Each animation is accompanied by a narration. Students use many interesting props such as string, clay, Legos, and a whiteboard.

In the fall, eighth graders create a series of video logs for the Science Fair Project; they use the Wiki collaborative online environment to organize their research, share resources, and get feedback on their experiments.

The Middle School Library webpage is a wealth of information on a number of Science, History and English topics. In the 7th and 8th grades, each Science, History, and English research topic has a unique webpage created by the school librarian; before each project is introduced, kids learn how to use online databases, e-books, and other electronic resources.

**History**

Seventh grade students create an interactive Latin American Country website using i-Web publishing software. Their country pages include a historical overview with a photo collage of images set to music; an animated hand drawn flag; an embedded map; an interactive map with “hot” spots to provide more information about specific points of interests; and a game designed to teach and test others about their country.

Another seventh grade project is a Country Project Virtual Trip in which students assemble a web-based virtual trip to their country, as if they had traveled there for a week. They use Google Maps to create a virtual trip that includes travel itinerary, a hotel reservation; geographic and cultural places to visit; music, videos, and a collection of images in their presentations.

In the eighth grade students create an online Wiki on a unique subtopic within the Civil War unit. They use a format and layout similar to that of a Wikipedia page. Their pages include information detailing the background behind their topic, contrasting perspectives, role their topic played in the War, etc.

Each eighth grade class uses a classroom Blog to exchange ideas about current events, post and write responses to teacher posts, and to create their own post for others to comment on.

### **English**

In the Radio Essay Project, seventh graders create several autobiographical pieces of writing for their Family Portrait Sketchbook Album. For their radio essay, students choose one of their autobiographical sketches, rewrite it completely, record it, edit it, and mix it into a 3-5 minute radio essay. Recordings are done as an MP3 sound file using GarageBand software. Students listen to excerpts from *This American Life* and read various written examples. In converting their writing into the spoken word, students learn strategies that include imagery, figurative language, word choice, and sentence structure.

In the Poetry Multimedia Project, eighth graders work with partners to compose a series of creative interpretations of one poet's work. Using iMovie and iStopMotion software, they create a multimedia interpretation of a single poem, using images to enrich the tone, sound, and meaning of the poem.

Grade Eight students use a class Blog to extend conversations and literary analysis during *To Kill a Mockingbird* unit.

### **Multimedia Broadcasting Club**

At KNBC, we are taking on the world of new media and exploring some of the technologies of the 21st century. We have built the site to host our multimedia projects. Along with short films and audio commentaries, students produce audio and video commercials, text articles, and student photography.

### **Technology Study Hall**

During Technology Study Hall, seventh graders use computers to:

- Create a web page for a History class;
- Use YouTube or other websites to find an appropriate video for a country project;
- Search online science or history database during research projects;
- Use Quia.com to make a game;
- Play a game from Quia.com to practice skills;

- Use an animation website to animate a hand-drawn flag;
- Use GarageBand to record audio for the webpage;
- Use Quzlet.com online games to learn vocabulary in English or History;
- Play online stock market games for Math.

Eighth graders use computers to:

- Record a video log for the Science Fair using Wikispaces, iMovie, and GarageBand;
- Search online science or history database during research projects;
- Use a class Blog to write a response to the Current Events Blog;
- Search the news websites for the Current Events Audio or Video logs;
- Use Quzlet.com online games to learn vocabulary in English or History;
- Play Green Globes game to better understand algebraic graphing in Math;
- Post a comment to a class TKaM Blog in English;
- Create a PowerPoint presentation for the Science Project;
- Watch “elements” online informational videos for Science.

## **Upper School**

**Amy Selinger**

**Co-Director of College Counseling**

The frequent newspaper articles, multiple morning news show stories, and nervous seniors that roam the halls of American high schools serve as yearly reminders of the pressures of the college season. “It’s the most competitive year ever!” can be heard ringing from the mountaintops and frantic parents can be found wandering soccer sidelines and basketball bleachers seeking the wisdom of those who have gone before.

Here in the BB&N College Office—the front lines of the college process—students and families pour out their woes, express their fears, and celebrate their triumphs every day.

We make a point of asking BB&N students who’ve been through the process for pearls of wisdom from the trenches—what would they say to future seniors and their families about the college process if they had the chance. Their answers were revealing:

- The college process is something that is rewarding for students to take ownership of, so don’t take over, parents!
- Help me only when I ask for it.
- If you can learn to trust your child and his/her college counselor, s/he will be so much happier. Let the student drive the process.
- Don’t take a laissez-faire approach when helping with college applications, but don’t be overbearing either. There’s a fine balance between the two that is hard to attain, but when achieved allows for great calmness within all parties.

- Don't worry about it...you'll get through it...it's not really a big deal.
- Please proofread my essay, but then I need some space.

What these reflections speak to is the developmental part of the college process and the emerging adults that these students are becoming. They are nervous, yet ready to take on this challenge. The first-rate education they have received at BB&N has prepared them for college and they are ready to spread their wings. They want to know that their parents are there, as a safety net, but they really want to try to branch out on their own.

You, as parents, play an important role in making this experience more comfortable and productive for your children. Offer your children support as they go through this time of exploration. Act as cheerleaders when a child's confidence flags and when it is appropriate, urge him or her on to higher goals. At the same time, also help your children assess themselves and understand what they can realistically attain. Help them remember that college is a part of a larger educational picture. If they aren't accepted at a particular school, assist them in dealing with the disappointment and in moving on.

Parents, then, feel a great deal of pressure as well. Some of you may look upon college choice as the "final exam" of parenting and judge whether you have passed or failed by your perception of the "value" of your child's college admission. Try to maintain perspective! Resist the urge to think of the college selection process as merely a "numbers game." Your child is not a 32 ACT, a 1030 SAT 1, or a 3.15 GPA. Similarly, a college's quality cannot be summarized by a mathematical formula or a national magazine's rankings. And admissions decisions, while they all use numbers as a starting point, are not always rational, obvious, or even defensible, as admission people will sometimes admit after the fact. Making these decisions is, in truth, more of an art than a science.

As parents, you should acknowledge and share your aspirations, but keep them in the context of all the other factors that are part of your child's college search. You need to lend your support and your guidance to your child, but he or she should be the one to make the decisions and take the lead. Be there for your child, help assure that the right questions are asked, but let your child be the one who asks those questions.

For starters, you will probably be asking yourselves how to determine what makes a "good" college. Is it the percentage of applicants the institution accepts each year? Is it the school's average SAT scores? Is it the rating a college receives in a national magazine's report? These numbers, in our opinion, are a poor starting point at best, as they promise a quick fix, often leading families away from the hard work of finding a truly relevant definition of a "good" institution. In lieu of the quick fix, we would suggest that a college is "good" for an individual if it:

- is one where the students are truly engaged in their education and the members of the faculty are passionate about what they do—which, at the undergraduate level, should be mainly teaching;

- matches well a young person's academic, extra-curricular, social, and personal needs and goals.

You, of course, will add your own criteria to the definition: quality of academic programs and athletic teams; size, location, and, yes, some numbers. Ideally, families should be able to enjoy the college search; it can be a time for parents and children to connect closely with each other. Think of this as a time of discovery for all of you. The College Counseling Office is here to guide you every step of the way.

**All School**  
**Jackie Deysher**  
**Assistant Director of Alumni/ae Affairs**

Since I started working for BB&N last June, I have been impressed with the School's emphasis on the importance of building a community for the School. I believe that this goal, paired with the School's mission of honor, scholarship, and kindness helps to guide and shape the students while they are at BB&N. I also have witnessed the endurance of this sense of community past the landscape of the Cambridge campus and into the lives of our alumni/ae.

As a recent college graduate, the importance and effects of education are still very fresh in my mind. I have been lucky enough to benefit from the faculty and resources of an independent school similar to BB&N. The engaging and challenging atmosphere of an independent school combined with the relationships of peers, faculty, and staff helped me to develop as a scholar and also as a person. My personal growth and success through education led me to be a volunteer for the educational institutions I attended, and ultimately as a career.

The BB&N Alumni/ae Office is continually working to maintain and develop alumni/ae relationships to the School and to act as a constant resource for connectivity between alumni/ae, faculty, staff, and friends. Through events, publications, and social media (Facebook, LinkedIn, and Twitter), the Alumni/ae Office continually provides means for the community at large to reengage and stay connected to the School.

I have greatly enjoyed being a part of our Office's efforts to develop the young alumni/ae community. After graduating from college this past spring in what was quite a dismal economy, I was reminded of the benefits of being a part of a community. If you have graduated recently or even many years before, your ties to the institution are eternal and the School acts as an unwavering resource for its alums.

In an effort to maintain this connection to the BB&N community, the Alumni/ae Office hosts a variety of events to keep young alums in contact with their former peers and with the faculty. Even before seniors have graduated from BB&N, they are exposed to the many resources they will have access to as graduates. The Senior Class Ambassadors are a group of seniors who participate in a variety of projects throughout the year that involve

the alumni/ae world including writing alumni/ae profiles, creating and sending care packages to recent graduating classes, and organizing the Senior Class Gift. The Ambassadors also play an essential role in helping to educate their peers about the benefits of being a BB&N alum.

Once the seniors have finished their senior projects, enjoyed their summer vacation, and left for college, there are many ways for them to continue to be involved with BB&N. The Recent Grads Coffee is held every fall during Thanksgiving break and is a great opportunity for alums in college to return to BB&N and to catch up with former classmates and teachers. From my own experience, I know that college students are often very involved on their college campus and unable to make it back to their high school. So, in a new program called “College Nights,” BB&N will visit our alums in college. Our most recent College Night hosted graduates who are attending colleges in Maine for a dinner in Brunswick.

As young alums mature in their educational and professional careers, there are a variety of social and professional resources available. The regional pub nights always draw a large group of alums together and are a fun way to reconnect. Our Office also helps alums connect professionally through our facilitation of personal connections with other alums as well as through regional networking events. BB&N alums go on to be involved with and accomplish fascinating things in a variety of fields. The alum community is a great resource for professional advice, internships, and even jobs. Alums are always willing to speak with other alums, so please let us know if you’re interested in getting in touch with alums in a specific field! And last but not least, our largest alumni/ae event, Strawberry Night, is another great opportunity for alums of all ages, current and former faculty, and friends to gather every June for a festive evening at the Upper School.

Although you or your children may have received your diploma and relocated away from the Boston area, the relationships built at BB&N continue and even more connections can be made in the alumni community. All BB&N alums are connected through their experience at the School and all alums carry the mission of honor, scholarship, and kindness with them. Our Office is a resource for all alums looking to reengage and connect with the School community on and off campus – if there is anything we can do to help further these efforts, please let us know!

### *Giving Update*

#### **THE NUMBERS ARE IN....THERE’S STILL TIME TO MAKE A DEFINING DIFFERENCE WITH 100% PARENT PARTICIPATION!**

With the combined goals of 100% parent participation, and a dollar goal of \$2,250,000, the annual fund is beginning to move towards its spring close. While the fall provided critical early donors with an opportunity to support BB&N in the waning months of 2009, and helped us to reach nearly 80% of our dollar goal to date, the spring will provide an equal incentive to all constituencies to consider the merits of an annual fund gift to BB&N this year, and drive participation to greater heights.

Why does participation matter?

Participation in the annual fund offers an opportunity to all members of the community to come together to support the mission of BB&N. With gifts ranging from \$1.00 to \$50,000 each year, the annual fund represents the most direct way for all of our constituencies to make a defining difference for each student at BB&N with a gift at any level.

Annual support is a vote of confidence in the institution and the guiding mission of BB&N. The Annual Fund is a critical component of the financial sustainability of our School and supports the arts, athletics, the academic program, faculty compensation and development, and financial aid. This giving program helps to raise the funds necessary to bridge the gap each year between tuition and the cost of a BB&N education for every student. This year the gap per student is \$6,680. Tuition and fees, income from the School's endowment, and the Annual Fund are the three primary revenue sources that drive the institution each year. Now more than ever, the annual fund is unparalleled in its ability to secure the sustainability of our School.

With two weeks remaining before the March break, we ask for your support at this time. The goal of the Parent Fund Solicitation Team is to move our participation numbers up significantly as we enter the finals months of the fund. Your support now will provide an additional savings to BB&N as it will limit the amount of calls necessary for us to achieve our goals. Won't you join us in helping to reach the pinnacle of 100% parent participation? Together, we can make a defining difference for all students at BB&N.

The graph below represents parent participation of the Annual Fund by grade. Families with multiple BB&N students are solicited in the grade of their oldest student, but their PARTICIPATION is counted in the grades of each of their students which is reflected in the graph below.

You may make your gift online at [www.bbns.org/donate](http://www.bbns.org/donate)

You may mail your gift directly to BB&N at: 80 Gerry's Landing Road, Cambridge, MA 02138, Attn: Annual Fund

Contact Jo-Ann Lovejoy, Director of Annual Giving at 617-800-2723 or [jo-ann\\_lovejoy@bbns.org](mailto:jo-ann_lovejoy@bbns.org) with questions or for further assistance.