



OUT OF THE CLASSROOM AND INTO THE REAL WORLD

By Alex and Shiva, *Students*

The idea of constructing a three dimensional word came during the topic 'Vectors' in our mathematics syllabus. Mathematics teacher Gregor had been experimenting with how to bring mathematics into the real world and he hit upon the concept of Vectors. A vector can be defined as 'a quantity having direction as well as magnitude, especially as determining the position of one point in space relative to another'. During the mid-term break Gregor decided to test out his vector idea by trying to write the letter 'B' with chalk on the tarmac beside the Garden Classrooms. He spent hours planning, calculating and plotting the coordinates. On ground-level it didn't look like much but when one climbed the ladder to the roof all the coordinates seem to assemble into a fully formed 3 dimensional letter 'B'. The effect was quite impressive.

When students returned he presented the idea to us. At first he wondered if the project was too complex and time demanding for students to be able to finish but we were quite enthusiastic. We decided to do a much bigger version and write the word 'BROCKWOOD' across the South Lawn and rather than use chalk we thought to take advantage of the autumn and use the fallen leaves. We could use different colour leaves to emphasize the different planes of the vector.

Using a vector you can describe any movement in space by three directions. These are: up and down, left and right, and closer or further. With that in mind we picked an upstairs window of the Main House as a fixed elevated viewpoint. If we looked at the projection of 'BROCKWOOD' from



that viewpoint (which is around 7 metres above the ground) we would observe the word as if it was actually standing up in 3 dimensions. As soon as the viewpoint changes, it wouldn't look 3 dimensional anymore but would look stretched and distorted.

Our first task was to learn the basic idea behind vectors and 3D graphs. This didn't take too long because the idea is relatively straightforward. Secondly each of us created two letters of Brockwood separately on a computer using the 3D graphing software. This took quite a while, not because it was difficult but because we had to learn programming as well.

After all the theoretical preparations were done, we needed to scale it to the South Lawn. This was quite a task because the word was approximately 50 meters wide and 13 meters long! Once we mapped all the borders, we stuck labelled wooden skewers in the grass at exact points along the X and Y axis, and then connected these points with a string. In total we used up around 250 meters of string. This process took a great deal of long time. There were about 150 coordinates which had to be calculated, labelled and located correctly in relation to each other.

The final step was to fill in the letters with different coloured leaves, so that it would look even more realistic. There was around 200 square meters of area to cover so we got the entire school together to help out. Together we spent one hour bringing and spreading the leaves, taking care to spread darker leaves on the front panels and lighter



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Known for its nutritious organic food the Brockwood Garden is a central aspect of life here but it does more than produce food. Mature Student Olie shares with us some other Garden perspectives.

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12 On September 3rd a concert was held in London with the aim of celebrating J. Krishnamurti's teachings and introducing them to a wider audience. The event featured many well-known artists and was attended by the whole school.

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Former Student Leila de Vos Van Steenwijk.

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leaves on what would be the edges. Slowly we began to see the letters take shape and then grow into seemingly 3 dimensional structures. It was amazing to see. One



hour later we finished and we then asked the people in the dining hall to come outside for the photo you see on the front page.



This project took us around two and a half working days in total. At times it was daunting but given how much we learned and seeing the final picture I think it was worth it.

It was great to see the whole school get involved and help fill in the letters. It was fantastic to slowly see it become real, not just some mathematical concept that our maths teacher taught us. We think this is the beauty of maths; that something very abstract can become reality.

MAKING PLANS: This term's first week schedule on the school noticeboard





Around the World to Brockwood

By Eduardo, *Student*

When I was 15 my family and I decided to take a gap year and we took the opportunity to travel to other parts of the world. On the advice of a friend and with no expectations I went to the Centre for Learning (CFL) in India and stayed there for around 3 months. I had an amazing experience as a student and member of the community, living in harmony and peace. As the school is inspired by Krishnamurti I began to learn more about his ideas and philosophy and I really appreciated them. Soon I became convinced that if we were all educated in such a way there would be much more peace in the world.

I really enjoyed going to the library in CFL and one day I was going through the magazine section and I found a little publication called the Brockwood Observer. You might have heard of it... I hadn't. I picked it up and learned that there was another school that had many things in common with CFL. I remember thinking it would be so interesting to see what that would look like in a different context.

At that moment I was looking for a place where I could explore more deeply the subjects I was interested in, and live and take part in a harmonious community. As I was running out of time in India I decided to let myself believe that it was possible for me to go to Brockwood – a kind of dream really. So my quest for doing what seemed impossible started by asking questions to those who knew Brockwood at CFL. I liked what I heard and in my last few days at CFL I thought to bring it up with my parents.

I was quite nervous, worried that they would not support my idea (mainly because of logical reasons like England's distance from home and the expense it would entail) but people at CFL recommended not to rule it out. I decided I should go ahead and I spoke to my parents and after much discussion they really understood my reasons. The more they knew about Brockwood the more they wanted me to come, so thankfully I had their full support.

In the spring of 2015 our next stop was Brockwood Park, Hampshire, England! We travelled there straight from India and as you can imagine it was quite a culture shock. Luckily we were able to adapt quickly and I enjoyed my prospective week and got a bit of a taste of how Brockwood worked. I liked it a lot and was pleasantly surprised to see so many

other international students. There were students from well over 20 countries! I enrolled and had a really special year and a half there.

Returning to Mexico this year for my annual summer break I was delighted to tell my parents the details of how Brockwood life was going, happy in the knowledge I would get to continue to learn in such a harmonious environment from September onwards. Then I got some shocking news! Due to tightening restrictions and visa complications it was possible that Brockwood might be unable to sponsor non-EU Visas for up to two years, meaning I might not be able to return to complete my education there! I was distraught as I thought I had very little hope of success.

In order to keep up with my studies I decided I had to do something so I started to attend a school in the town where I'm from in northern Mexico. It was a bit of a shock after being in Brockwood for a year. Going to a traditional system was so different: I felt like most of the people didn't want to be there, creating a very different atmosphere to what I'd experienced.

Within a week I heard the news that the Visa difficulty had been cleared up and non-EU students would not have trouble attending Brockwood. I was ecstatic! Having attended a regular school I had realized how much Brockwood had contributed to my life and how I wished that others also had the opportunity of going there.

Now I'm in my second and last year at Brockwood. It might sound over the top but I don't have the words to express how I feel about this place and its people. What goes on in Brockwood is quite complex; it changes so often but at the end of the day it's a place where people from different parts of the world come together, learning both individually and from each other. It is a unique atmosphere that facilitates a sense of family and harmony within the community, there is peace at Brockwood and this enables everyone to discover different subjects and sides of themselves. It amazes me to think that if I had not picked up that copy of the Observer in India I might not be here now. It is even stranger to now be a participant in its creation by submitting an article.

FAST FOOD

By Olie King, *Mature Student*

Brockwood's garden is old, very old. When one glimpses the wise old apple trees and the weathered surrounding red-brick wall one can sense the centuries it has endured and can only imagine the generations with whom it has shared its abundant bounty. A garden of such size needs a lot of care, knowledge and respect, but if treated well it can give it back ten-fold, and not just in food! By caring for and harvesting from our garden we are reducing our carbon footprint. Food grown here does not need tractors, lorries or freight-ships. In fact due to the photosynthesis taking place during the food's growth, our garden is not only carbon-neutral but carbon-negative. By avoiding using pesticides or artificial fertilisers food grown here also does not damage the local ecosystem. In fact it does quite the opposite by providing healthy soil and a varied organic food source to the insects and birds. It was through my interest in the garden that my two week stay at Brockwood somehow managed to turn into one year, as I was asked to be the new gardener. As the weeks rolled on I got into the rhythm of garden-life. When school term began some mature-students and I did the necessary things; harvesting, weeding, planting everything for winter salads, watering etc... and when the students arrived we sowed Chinese cabbage, kale, garlic. We even have a broccoli experiment well under way. The two greenhouses are now full to the brim with winter salads like lettuce, mizuna, winter purslane, rocket, coriander, komatsuna and even spinach, which the all the students helped to plant in our autumn 'Human Ecology' classes in the garden.

These Human Ecology classes were the place where I really got to share my passion for organic food and its path from earth to plate! It was during these mostly sunny September sessions that a mature student and I created an interesting exercise where we set out a table full of fresh food from our garden. We filled the table with a beautiful array of colours and textures. There were apples, pears, raspberries, beetroot, kale, chard, coriander, lettuce, even fennel and green peppers! We then asked the students to pair up and try a bit of everything, but with closed eyes. The students were asked to guess what it was they were eating using only their sense of taste. This



involved much laughter and some funny face pulling. After such games we would proceed to a discussion about the importance of food and growing one's own. Questions were inspired and so were answers, useful answers, which to me showed that these young people did think on things rather

deeply and were considerate of the many aspects of one's diet and its consequences.

We were all very excited to see that we were eating food which we planted, cared for and picked ourselves, and most importantly, healthy organic food. During the discussions the students and I learned many interesting facts for instance your average store-bought apples are picked up to six months before the consumer buys them, and that just six days after picking an apple it loses almost 40% of its nutrients and minerals. It made us very grateful for our thousands of delicious nutritious apples that scatter the apple trees in our garden. We also learned that even greens like kale, spinach and lettuce lose up to 53% of their nutrients and minerals after only four days from picking and that too made us very grateful for our rows of kale and lettuces.



The Human Ecology class get ready to do some blind tasting

As the various groups from the Human Ecology class have encountered the garden many students pointed out how reassuring it was to be able see the short path of our freshly picked food as it travelled a total of about one hundred and fifty yards from the garden to the kitchen, where it would be prepared and served fresh. When I say fresh I mean it! Every morning I meet with the chefs at around 8 am and they give me a list of what they would like from the garden to cook for lunch that day. By 9 am anything from leeks and chard, kale, lettuce, rocket, mizuna, apples, pears, carrots, potatoes and many other wonderful things arrive in the kitchen where the team start their magical work with smiles and gratitude. By 1 pm those fresh vegetables and fruits from our garden are served at a delicious nutritious lunch, just a few hours after leaving the rich earth (tree or bush), and full of fresh goodness. Each day the school dines together happy in the knowledge that we are getting excellent nutrition in our diet and are saving on a little pollution at the same time.

BE THE CHANGE YOU WANT TO SEE

By Yoel, *Student*



Waking up for breakfast and cutting warm bread fresh from the oven. This is Brockwood. But recently I learnt that there was once a time when Brockwood ordered loads of pre-sliced bread wrapped in plastic. Every year hundreds of packets of bread would be ordered. In 2005 a student was frustrated by this and established the now firm tradition of making bread.

11 years on and this student has returned and joined us as a staff-member, and thanks to him, this bread tradition hasn't stopped. I've been meeting with him every week, though little did I know that Gregor - my academic adviser - was, in fact, the reason why all the bread in the school is so fabulously tasty. However, he isn't the only person accountable for this accomplishment. He didn't like the fact that they were buying sliced bread so he began making sourdough bread for himself and anyone who wanted some. Then, in a 'Global Issues' class the question was raised: 'What can we change within Brockwood that will help reduce our impact on global warming?' At this point, Gregor brought up his concerns. After the class, Xana - a fellow student - invited Gregor to try making bread for the school. Gregor agreed. They put up a sign on the board, the school stopped buying bread and a group of six students came together and started making bread for everyone. In Gregor's second year, the kitchen embraced the endeavour and it has continued ever since.

As well as the tasty outcome, there is another good reason to make one's own bread. Sometimes it feels like whatever you do in terms of having an impact on the environment, it will just be a drop in the ocean. However sometimes that drop can create a chain reaction of inspiration, and what seemed like a small act can, in the end, make a big difference.

It has been quite some time since Gregor first introduced homemade bread into the school. I realised that if bread was provided for the whole school every day since the first loaf, then that must be a lot of plastic and transport (CO₂) saved. So, I've done a bit of research. These are my estimates:

Over 11 years:

- 21,450 Packets of bread saved.
- 2,700,000 Miles of transport.
- 21 Kg of plastic.
- 15 Tonnes of CO₂
- 17,160 Kg of tasty bread devoured.

Pretty impressive! I bet Gregor didn't think that his small decision would have such an impact. After this, every time I cut the fresh bread in the morning for my breakfast, I'll think of how lucky I am that one student

decided he wanted to make change happen and took it upon himself to start making bread for the school. Next time you think that what you do won't make a difference in the big world, think again: you never know what it might become.



Gregor busy making more bread in 2016



Gregor and the team back in 2005/6

THE DARKROOM

By Mercedes, *Student*

Brockwood isn't as easy going as some people think. It can get stressful. Emotionally, physically, mentally. It's such an open place where it is possible to work through personal issues, but that means that sometimes you need a break. A break from others and yourself. Some people get their time-out by going for a walk, some people by going to the gym, some listen to music, and some make music. I get my time-out by going to the darkroom. The little room on the second floor of the art barn gets me the space I sometimes desperately need. The smell of chemicals and the dim yellow light. Counting down the minutes of the paper sitting in the developer and the seconds of exposure times. And finally one of my pictures appearing on paper, almost like magic. Its those little things that allow me to forget about the outside world sometimes. Just me and magic!





TOWARDS A MOVEMENT CULTURE:

Physical Culture and Care for the Body programmes

By Thomas Lehmann, *Staff*

In modern society most people spend large amounts of their time in the same body position (usually sitting in some sort of chair), Brockwood is no exception and we are constantly challenged by the fact that many of the things we do at school traditionally happen in a seated position. Some of the main activities at Brockwood usually have this element to them: studying, classroom activities, eating meals, having meetings, dialogues or discussions.

Looking back on our history as a species one can observe that most of our time we have moved not only with higher frequency but also more evenly over the course of a day and in a much more varied way. Early human beings had to walk and run long distances, throw, lift and carry objects and forage for foods across great distances. We did this in a variety of ways, squatting, climbing, hanging and jumping and in some cases crawling and swimming. Moving in these ways was essential in order to survive in a natural setting.

Meanwhile things have changed. A lot! Now we rely on modern conveniences such as chairs, cushioned shoes, tables, cars and computers to help us accomplish our daily tasks. The complexities of the world require us to read, discuss and often travel extensively in order to learn and function skillfully. Our bodies are still the same as they were thousands of years ago when humans were mostly still hunters and gatherers. These facts require us to make a conscious effort to feed our bodies the essential movement nutrients they need in order to thrive, not only as forms of exercise a couple of times a week, but throughout every day.

To balance both our academic endeavours and our need to communicate in meetings and dialogues, Brockwood offers a Physical Culture and Care for the Body programme that includes two afternoon sports sessions a week, as well as additional clubs and classes (such as yoga classes, a stretching and body awakening club and various dance activities) plus regular presentations on health related topics. Apart from that, the biggest challenge both Brockwood and the wider society face is to see what it takes for us to move towards a culture which incorporates more movement into its days, thereby reducing the use of static (and often unhealthy) positions. In looking

at how we can live in a more active way we have been looking at schools outside of the western world where floor living is still the norm – many of the classroom activities, dialogues and meals can happen without the use of chairs. Sitting and moving on the floor (which includes getting up and down many times a day) keeps our bodies happy and healthy. All this and more is being explored at Brockwood in movement classes, Care for the Body presentations, workshops and possibly in a topic class on health and nutrition next year.

When it comes to health and our bodies the scenario is simple: ‘use it or lose it’, or as a well-known movement teacher and author says, “Move your DNA!”

OFF TO A HILLTOP VILLAGE

*Having taught woodwork at Brockwood for 24 years
Clive Dunkly reflects*



In 1992 Peter Norris, the music teacher with whom I had worked previously at the Yehudi Menuhin school of music, suggested that I might be interested in working at Brockwood Park School. I visited for a prospective week and I sensed an atmosphere of tranquillity balanced with vitality and a real enthusiasm to learn. I applied and was accepted as a staff member. From the beginning and in the spirit of the school I decided to let students develop their own ideas, trusting that their interests would lead them naturally towards what they needed to experience in order to grow. Classes were powered by the students’ enthusiasm and their desires to explore and discover. This had the advantage that practical aspects such as function, materials, technique, construction and aesthetics could be taught as the need arose and had direct relevance and meaning for the student, in contrast to theory being taught as a separate lesson. I am not suggesting this approach as a universal theory, of course, but I found wood and metalwork



students responded well and kept coming back for more. In this way, working at Brockwood gave me a much valued freedom that I had not experienced in other more prescriptive education systems.

The intentions of the school have been of great interest to me and have had a considerable influence on my own ideas on education. I also valued the many thought-provoking conversations I had with people in the Brockwood

community, and I feel gratitude towards all those staff and students who have contributed to make it such a positive working environment.

You might be wondering why I decided to leave. Working at Brockwood has been very significant for me, but everything is subject to change and I began to feel it was time to hand over classes to another for revitalization and new ideas. I also wanted to move to a more rural environment than where I had lived when working as a non-residential teacher in Brockwood. One with a workshop for making instruments and a bigger garden. It took four years for things to align and now I live in a hilltop village in a beautiful part of Devon with numerous cultural opportunities.

There are many things I miss about teaching at Brockwood, such as working with people from all over the world and the vegetarian food, but I especially value the spirit of lively interest I received from my students and the underlying quality of affection that seemed to inhabit the place.

2017 SUMMER WORK-PARTY AT BROCKWOOD

Brockwood Alumni 8th – 15th July / Open to All 16th – 23rd July

Brockwood has decided to resume summer work-parties, which occurred at various times in the past. These are occasions when we welcome people to come and work on the grounds, gardens and buildings, to help us ensure all areas of Brockwood get the attention and care they require. We provide the accommodation and food and participants volunteer five and a half hours work a day, with the remaining time given over to Krishnamurti tapes, dialogues, hikes, music-making, folk-dancing and enjoying the beautiful surroundings of Brockwood and one-another's company. The activities outside work time will be negotiated by participants, but a typical daily schedule will look something like this:

07.30	Quiet Morning Meeting
07.45	Breakfast
08.15	Discussion about the day
08.30	Work begins on grounds, gardens, buildings
11.30	Break for refreshments
12.00	Work resumes
14.00	Lunch
16.00	K extract and dialogue, or hike
17.30	Tea and free time
19.30	Supper
20.30	Informal music, folk-dancing, presentations, etc.
	DAY ENDS



We have decided to run two, separate work-parties (see the dates above), with participants arriving and departing on the dates shown and working the six days in-between. The first week is open to the alumni of Brockwood Park School and the second week is open to all. In both cases we can take a maximum of 30 participants on a first-come first-served basis. We would welcome a few people to arrive two days prior to the first week and a few to leave two days after the last week, in order to assist with the preparation of rooms. For various reasons, including health and safety, we are unable to accept children at Brockwood during the work-parties.

If you are interested in attending either week, please write to

admin@brockwood.org.uk giving some information about yourself and your work skills. We hope you might be able to join us for what we expect to be a fun, enlivening and productive time.

WORKSHOP WEEK



AUTUMN

Monday	Tuesday
7:00-8:00 Dynamic Yoga	7:00-8:00 Dynamic Yoga
8:00-8:45 BREAKFAST	8:00-8:45 BREAKFAST
8:45-9:15 Opening Jobs	8:45-9:15 Morning Jobs
9:20-9:30 Morning Assembly	9:20-9:30 Morning Assembly
10-11:00 Workshops	10-11:00 Workshops
12:00-2:00 L.U.N.C.H.?	
2:30-5:00 Workshops	2:30-5:00 Workshops
5:00 TEA Time	
5:30-7:00 Workshops	5:30-7:00 Workshops
7:00-8:00 DINNER	
8:00-9:30 Salsa	8:00-9:30 Salsa
9:30-10:00 OPEN Dialogue	9:30-10:00 OPEN Dialogue
10:00 ROOM TIME	10:00 ROOM TIME



Brockwood hosted its annual workshop week during the final week before Half Term. 16 different workshops were offered during the week, with facilitators coming in from different parts of the UK and Europe to offer their skills and expertise to the students. Several new faces were welcomed this year, enriching an already diverse mix of people who have been sharing their time with Brockwood over the years. Workshops ranged from **Aerial Yoga** to **Parkour**, **Lindy Hop**, **Digital Journalism**, **Flight Simulation** and **Working with Energy and Sound**.

It was a pleasure to see all the students, Mature Students

and staff engage with the different workshops - either focusing on a particular one such as drama, or enjoying a mixture of various different workshops throughout their week - and we are very grateful to all the facilitators who took the time off of their schedules to be with us during this wonderful week.

The Workshop Week is very important to us as it provides a unique opportunity for students to try out something new, which is otherwise inaccessible to them in their daily lives. To

WORKSHOP WEEK ☺

Wednesday	Thursday	Friday
7:00-7:45 Dynamic Yoga	7:00-7:45 Dynamic Yoga	7:00-7:45 Dynamic Yoga
8:00-8:45 BREAKFAST	8:00-8:45 BREAKFAST	8:00-8:45 BREAKFAST
8:45-9:15 Morning Jobs	8:45-9:15 Morning Jobs	8:45-9:15 Morning Jobs
9:20-9:30 Morning Assembly	9:20-9:30 Morning Assembly	9:20-9:30 Morning Assembly
10-10:00 Workshops	10-10:00 Workshops	10-10:00 Workshops
Lunch	Lunch	PRESENTATION
3:00-3:45 Workshops	3:00-3:45 Workshops	2:30-5:00 PRESENTATION
Tea-Time	Tea-Time	SCHOOL Meeting
5:30-7:00 Workshops	5:30-7:00 Workshops	5:30-7:00 SCHOOL Meeting
DINNER	Dinner	dinner
5:00-7:30 Salsa	5:00-7:30 Salsa	
8:15-9:00 OPEN Dialogue	8:15-9:00 OPEN Dialogue	
9:30 Floor Meeting	10:00 ROOM TIME	11:00 ROOM TIME
10:00 ROOM TIME		



come in contact with such professionals, who are willing to share their expertise with us, is a very fruitful experience which can contribute in myriads of ways to one's learning journey. It's also very fun!

Article and photographs by Jennifer Kowalewski and Pierre Smith Khanna.



BROCKWOOD'S JOURNALISM

Poppin Ron

By Maggie, Student

At Brockwood we were given the freedom to choose a project and work on individual topics which interest us. My topic choice was the "Syrian Refugee Crisis". I had witnessed refugees arrival by train near my hometown in Austria and the emotion and suffering I saw there really touched me. I decided to get to know more about the situation in the hope of providing real help some day. Through one of the Art-teachers, I got to know refugee Falah Hassan, a dancer and choreographer who lives in Southampton. Falah runs his own dance classes and travels as a judge to various dance-events. In the dance-world he is now known as Poppin-Ron and dance has changed his life.

Ron grew up in a small village in Syria. He and his family struggled a lot. As Kurdish Syrians they were treated differently from others. They got less respect, had fewer rights and from Ron's point of view they never had freedom there. "I came from my country which was nothing but desert. The village I was living in was just a small, typical Syrian village, but I just woke up one day and suddenly everything was different... Any Syrian could tell you that the conflicts have been going on since 2004... and then in 2011, the country went from being known as one of the most beautiful places, to being a place of destruction, danger, and fear where nobody wants to go... Then a few years later, the whole situation escalated". Things got worse and worse. When he was just 10 years old Ron's parents disappeared. Ron knew that he too was in grave danger. "Syria was 100% beautiful, the country and the public, but the government was bad... and I blame no one but the government for the fact that my parents are now in heaven."

Now orphans, Ron and his younger brother decided to leave Syria. They began their journey by going to Turkey but did not stop there, eventually ending up three thousand miles away in England. For the first two months Ron didn't have any idea where he was until one day someone came up to him and asked "Hey, do you know David Beckham? You are in his country now, this is England!" David was Ron's idol back in Syria. Something about being in David's country made him feel relieved. It was a connection to something familiar and he felt safe.

Falah started living with a 'host family' and began to come to terms

with what had happened. Even with all the love and support from his host family his circumstances bore a heavy weight. He kept receiving letters from the government, telling him to get ready for deportation back to Syria. "I waited ten years for my freedom". His struggles continued, until after 10 years he won the fight and the right to remain in Britain along with a British passport.

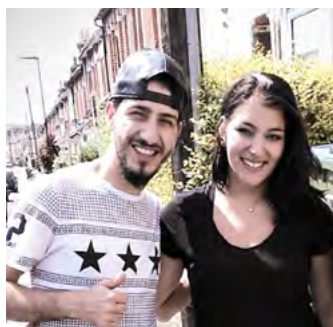
Ron wondered what to do with his new life and eventually decided to follow his passion for dance, working hard enough to make it to the national TV show 'Britain's Got Talent'. Nowadays he trains kids to dance but his students learn much more than ways to move. Through the self-confidence his students are gaining they have begun to feel better about themselves.

"I could mention six kids in my crew, all of them bullied other kids in their school, and now they show nothing but respect and love for others, some of them are even friends now with the children they used to bully". By attending school meetings, talking to parents and teachers and first of all talking to the kids themselves, Ron has helped those who hurt others to change and those who were hurt to forgive and gain self-confidence and strength whilst doing something they all love – dance!

"I show them the love and let them look inside my heart. I was bullied myself, in school or when I worked my way up in the dance business. I didn't get success just by snapping my fingers and that's good. If you reach the top without struggle, it takes only one person to knock you down to zero. If you fight for what you want, nothing can bring you down more than a step of the staircase. Struggle is the key to success."

Struggle also presents itself in another way nowadays, which Ron feels very strong about:

"People judge the book before they even read it, and the media plays a strong role in allowing the judging to happen... Since the terrorist attacks carried out by a lot of Muslim people shocked the world, it gets harder for innocent Muslims to not get put into a box, because they get classed in the same way." He thinks the reason why people and the media keep on talking in a negative way about the refugees is because there are many bad people, pretending to be Muslim. "God



Poppin' Ron and Maggie



never told us to fight in his name, because he can fight for himself! He won't just open the sky, come down to Earth and scream. He sees all of us as humans, not Christians, Muslims, Buddhists or whatever. He just gave us the decision to choose what we like, but every decision has a good and a bad side behind it. If I choose to be good and change the world, I will have to face the fact that there will always be other people, trying to knock me down. If I choose to be bad, I must be able to carry the consequences for my actions. That's how life works. Nobody should have the right to judge other people when it comes to religion, skin colour or the country they came from. I am not from Syria, not from Kurdistan, I am not from England, I am a human on God's earth."



Ron on 'Britain's got Talent' semi-finals

Ron continues dancing with his kids and his dance crew, travels around judging and showing people love, with the motivation to help others as much as possible. Looking back on meeting Ron I am really grateful to Brockwood for having the opportunity to organize and do things like my project and the interview. It made me grow, gave me a broader view of the world and I feel I have gained wisdom that I can't get out of school books. Knowledge that cannot be bought. I met new people and formed great friendships and that is something very valuable to me. I will continue my project about the Syrian refugee crisis in the form of more interviews, reading a lot of books and planning a trip to one of the refugee camps in Germany or Greece where I would like to volunteer and help more directly.

MARKETING TO CHILDREN

By Shaurya, Student



All of us have seen small children cry because they don't get to buy something they want. I have certainly seen it many times myself and it has made me concerned. What was it that companies created that gave birth to a desire which eventually became so strong

that it made children cry? What was it that made children all over the world want their product? What do all these products have in common? The answer appears to be 'Marketing'.

This seems especially true with the Food industry. Children are less aware of how harmful fast food can be. Multinational companies target young children simply because they are gullible. In the United States alone, companies spent over \$17 billion on advertising in 2009 – That is more than the GDP of Iceland! This figure has doubled since 1992. It appears to be an effective method of ensuring children like certain foods from a young age and, with time, develop into regular and loyal customers. According to the 2008 YTV Kids and Tweens Report, advertising to children influences:

- Breakfast choices (97% of the time) and lunch choices (95% of the time);
- Where to go for casual family meals (98% of the time) (with 34% of kids always having a say on the choice of casual restaurant);
- Clothing purchases (95% of the time);
- Software purchases (76% of the time) and computer purchases (60% of the time);
- Family entertainment choices (98% of the time) and family trips and excursions (94% of the time).

However they do not acknowledge the fact that this can lead to many health problems in the future for the child. One example would be the fact that rates of obesity are increasing year on year. Developed countries suffer most from this.

To make matters worse it has been observed that an addiction at such a tender age is much harder to remove from an individual's lifestyle later on.

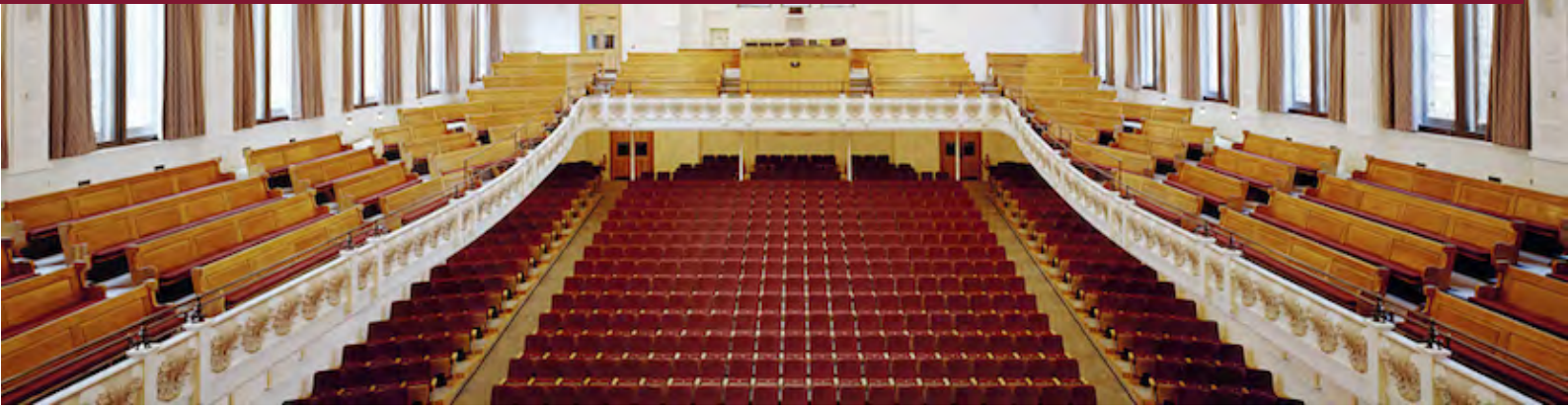
A perfect example of the encroachment and consequence of advertising would be the commonly

available energy drinks. Ten years back, energy drinks were obscure yet today you can find them everywhere. The sale of energy drinks has increased by 60% over the last five years. This is one of the most pronounced impacts that marketing to children has made. Energy drinks are being advertised in every possible way. Companies that make these energy drinks sponsor everything from sporting events to concerts and even local parties. They sponsor athletes as young as ten years old, and this appeals to other children of about that age. The sad thing is that companies have failed to acknowledge what these drinks can do to children. It causes many heart related problems and has been known to even kill. These drinks contain massive amounts of caffeine but also many other substances that act as stimulants in the body. It has been alleged that teenagers have died because of consuming as little as two large cans of these energy drinks.

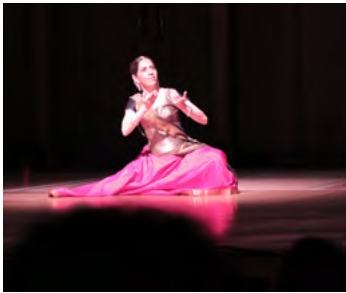
Stores these days are full of such harmful products. I hope that companies stop thinking only in terms of profit but consider what their products may do to a young body and brain. Here at Brockwood we are asked to consider the effect of our actions and diet and we are careful about these things. Though the problem might have little impact on our individual lives here, that does not mean we cannot do anything to make other people aware.



LONDON CONCERT: SILENCE, MUSIC AND THE ARTS



With the aim of celebrating J. Krishnamurti's teachings and introducing them to a wider audience, the possibility of hosting an event was conceived. The event would explore his life-long relationship with the arts and the importance of silence. Many artists have greatly appreciated Krishnamurti's work and so the idea of inviting some to perform at a special fundraising concert seemed like a perfect opportunity. A friend of Brockwood, Nicolas Martin, took it upon himself to make it happen. After two years of organisation the final build-up was quite exciting. A series of radio programmes were aired on national stations which mentioned the concert and featured the artists involved. We were expecting quite a crowd and knew we were in for an evening to remember.



Each of the performing artists had volunteered to perform as they had been influenced by Krishnamurti's insights into the nature of silence and explored this in their own work.

The event featured Aditi Mangaldas, a leader in Indian classical dance, who performed two spectacular Kathak dance dramas; Nigel North, one of the world's most distinguished lutenists, who played a profound Bach suite; and the world-renowned pianist Maria João Pires who performed a Beethoven sonata. Art from the German painter Siegwald Sprotte was exhibited and in addition, a bust of Krishnamurti by the renowned sculptor Antoine Bourdelle was displayed. To add to all this



and so students were dotted around among the crowd. At the final call I took my seat in the packed hall and as the lights dimmed the murmur of voices began to die down. Ian Skelly walked on stage and announced the evening with great charm and what followed was a beautiful display of artistry. Each performer providing their own expression of precision and beauty - from Maria's strength and passion to the delicacy of each vibrating string on Nigel's lute. Questioning silence

By Jacob, Student pen name

itself, was Aditi's last bell as it rang out across the darkened stage. It was an amazing series of performances. When the final bows had been made, the audience moved slowly towards the doors, sharing their impressions on the evening, and asking questions about Krishnamurti and the school. I think I can safely say that the concert had been a great success and we were delighted to have been there.



All the proceeds of the event were donated to the Krishnamurti Foundation Trust in making Krishnamurti's work available to the public.

MARCH 18TH 2017: THE LINOS PIANO TRIO & ULRICH EICHENAUER



Brockwood is delighted to welcome back the Linos Piano Trio. Winners of both 1st prize and audience prize at the 2015 international Melbourne Chamber Music Competition, the Linos Piano Trio is recognised as one of the most dynamic and creative ensembles and is renowned for the distinctive voice it gives to a wide range of the trio, and accompanied, repertoire. Praised for the 'slow-burning, gripping' performance by the Strad as well as the 'astounding performance' by the Hannoversche Allgemeinen, the rising reputation of the Linos Piano Trio has taken it to venues such as the Barbican Hall, Wigmore Hall, King's Place, Menuhin Hall, Schoenberg Center in Vienna and György Ligeti Hall.



To reserve your seat please contact admin@brockwood.org.uk

HUMAN ECOLOGY

Human Ecology is one of the few non-selective areas of studies at Brockwood, reflecting the fact that whatever we choose to become — artists, scientists, politicians — we all live within the limits of the finite Earth and share the responsibility of care for the planet. Rain or shine, twice a week, all students head outdoors, dividing into various streams, which alternate and sometimes converge. The broad headings for these streams are: 'Garden,' 'Land,' 'Skills,' and 'Observation.' The essential element common to all Human Ecology activities is learning through direct experience.

Garden

In 'Garden' Human Ecology got underway this term with a blind-tasting session of edible foods organically grown at Brockwood. Working in the garden can bring a different quality to one's day and an appreciation for food grown locally, organically, by our little community. The abundance of beetroot in September was swiftly followed by an endless tide of apples in October, and when we weren't occupied harvesting these or nibbling the last of the raspberries, we busied ourselves with planting lettuces in the greenhouses, kale and broccoli outside, and preparing beds to lie fallow for the winter.



Land

The 'Land' component of Human Ecology also began with tasting food, which the land produced without any help from the gardeners. We explored the wild edible landscape, walking around the school grounds and nibbling on herbs, smelling flowers and tasting berries. The autumn brew of rose-hips, hawthorn and rowan berries, sweetened by blackberries and apples, fragranced by lemon balm and steeped over the open fire became a popular treat. Engaging with the land at Brockwood also means learning about basic land management, and we have done that in the Rose Garden by weeding nettles (some of which went into the delicious nettle soup), clearing dead plant matter from the flower beds and raking leaves. As we cleared the gardens from decaying plants, we were mindful to still leave

some corners with plenty of twigs and leaves for hibernating hedgehogs.



Each year 100 vacant bird boxes are cleaned to make room for new families

Skills and Observation

Skills offered in human ecology this term were friction fire lighting, spoon whittling, willow weaving and eco-building. Students were introduced to the principles of lighting fires in the outdoors, including identifying viable tinder from the plants and trees around us. The major focus, however, was on understanding the principles and putting into practice a method of friction fire lighting called the bow-drill. Spoon whittling and willow weaving proved to be those activities where our quick body movements and lack of patience were put to the test. Little by little, students began to narrow their attention and increase their

sensitivity of working with their hands and shaping the wood and willow. Some spoons broke along the way, some willow snapped, but it was all a learning experience to find the right touch and pressure.

Eco-Building

The 'Eco-building' topic focused on how students could build a structure which was environmentally friendly, durable and fun. We decided to create a geodesic dome which we could take on camping trips etc. A geodesic dome is the strongest structure you can build from the least amount of material. After a brain-storming session on how we could build it and what materials we could use, we set to work. Using sustainable wooden-poles, recycled plastic pipe and exact geometric calculations we boiled, hammered and drilled our way towards creating 65 struts at two different lengths and each with two connectors. After seven weeks the students' dome was ready to be assembled and the students got together on Brockwood's South Lawn to begin. With a coordinated effort they were delighted to see the dome slowly rise from the ground as each piece fitted together perfectly.



Observation

'Observation' began with simply paying attention to the surroundings with all senses and an openness to receive that which presents itself. We sat in the Grove, went for walks and shared various readings and poems, used the binoculars and took photographs, and drew things that we found and painted the landscape. The lack of a direct path and set purpose in this time spent observing felt almost unfamiliar compared to our usually pre-planned activities. By avoiding setting goals and by having no destination we created a mental space which allowed for simply being in the present and engaging with the outer and with the inner.

APPLE FESTIVAL

Each year Brockwood Park School's abundant organic garden gives an incredible harvest of fresh fruits and vegetables. September is when the apples and pears are ready, and staff and students hold their yearly apple festival providing delicious and healthy apples, juice, jam and sauce for the months to come.



Apple cutting area



Miriam and Maia get the apples sorted



Lavanya Apple of the



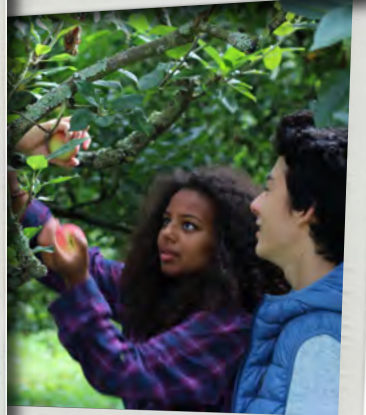
re kitted out for occasion



Jane and Luc



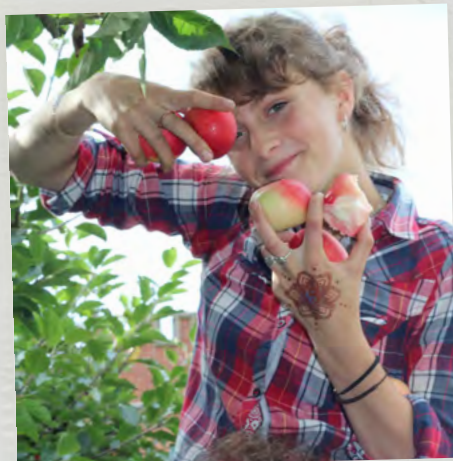
Teresa and Maia



de hauss...



Maggie

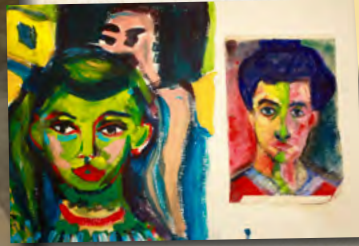


Sage



Yoel

A GLIMPSE INTO THE ART BARN



Recycled and Unique

The 'Core Art' class have been busy creating their own clothing. Using a Japanese manual resist dyeing technique known as 'Shibori' students dyed fabric into unique panels before measuring each other, cutting and stitching jackets, shirts and trousers from the fabric.

The class have been learning that not only can one create, adjust and mend clothing oneself but one can also reuse old cloth, as these items made from old bedsheets show.

GOLDEN MILK

by Eva, Staff



Here is a recipe I have been making and drinking (and sharing). It gives a warm comforting feeling and is very beneficial for one's health. The key ingredient is turmeric. Turmeric has strong antioxidant and anti-inflammatory properties and is known to inhibit carcinogens and tumors. It has been used medicinally for over 4,000 years. When heated with black pepper turmeric gets absorbed much more easily by the body. Adding oil provides healthy fats which further increase the turmeric absorption. The first step is making the paste.

THE PASTE

Mix 1/2 cup of mineral water, 1/4 cup organic Turmeric powder and 1/2 teaspoon ground black pepper in a pan, and heat it gently for 8-10 mins, stir until it becomes a paste. Store it in a glass jar for up to 2 weeks.

THE GOLDEN MILK :

- 1 cup of milk or dairy free alternative, hemp, rice, oat...
- One slice of fresh ginger root
- Pinch of cinnamon powder
- 1/4 teaspoon of turmeric paste
- 1 teaspoon cold pressed coconut oil
- Some honey to taste

Heat the milk with the ginger, cinnamon and turmeric paste. Let it cool a little bit and add the coconut oil and honey.



CHOCOLATE MOUSSE

by Meli, Student

As one of our workshops this year we had a raw food nutritionist, Toni Vandunne, show us how to make various raw food recipes.

We learnt how to make a range of dishes from sweet potato and zucchini pasta to cashew parmesan and raw chocolate mousse. Everything we made was surprisingly easy and incredibly delicious!

Toni's creamy chocolate mousse was an instant hit and only took us around 10 minutes to make. As it went down so well, the raw food workshop students wanted to share its recipe with The Observer.

ALL YOU NEED IS:

- 1 avocado
- 2 tbsp. cocoa powder
- 2 tbsp. maple syrup

Blend these 3 ingredients together and enjoy! It is as tasty as it is simple. You can also experiment with the recipe by adding (for example) coconut or vanilla extract to suit your taste.



Enjoy!

WHAT EVER HAPPENED TO...?

Leila de Vos Van Steenwijk

Growing up in many countries around the world, we were very close to our cousins and we loved to share stories about our nomadic lives and adventures. My cousin Nicolas van Pallandt had been at Brockwood since the age of 10 and his stories about what seemed to me a magical place had always intrigued me. Although I did not fully understand at the time what Krishnaji's teachings were about, I was determined to go and am still grateful till this day that I had the opportunity to spend 2 of my most formative years there before spreading my wings in the big world. I loved the place instantly. It opened my eyes to the beauty of nature, to a completely different way of life, to an extraordinary group of passionate teachers and to wonderful students from all walks of life, some of whom I am still in touch with. I was very lucky to have been at Brockwood when Krishnaji was alive. When he stayed at Brockwood a few months a year, he would give talks twice a week and join us for lunch most days. Although I did not have much personal interaction with him, one felt close and welcomed by his presence. The student talks were very special. He had a lot of patience with us but he could also be strict and would not let us get away with platitudes. He was determined to get his message through and one felt he really cared very deeply about this.

When I started my studies in Art History, I found it challenging during my first year to strike the balance between what I had taken from Brockwood and managing in the 'outside' world, but in the end I enjoyed playing and learning from this process. After university, I found a great place



to work at Christie's, the auction house. After 30 years, I am still here and have had an interesting professional journey. I started at the front counter and moved on to become a specialist in Asian art before heading the department in Amsterdam. Work entailed mostly travelling across Europe to appraise art works, writing catalogues and selling the pieces to new collectors. One of the most exciting moments during this period was being part of a team that offered hundreds of thousands of pieces of Chinese porcelain that had been salvaged from shipwrecks and made fascinating history. The

best kick in our job is to make discoveries. We once found a 14th Century blue and white jar that was used for keeping videos next to a television. It turned out to be a unique example and fetched a world record price at the time but small discoveries can be equally rewarding. Several years ago, I moved to a more managerial role and am now based in London from where I travel regularly to Paris, Hong Kong and New York as an auctioneer.

My two children who are now at university, my partner and I are now dispersed over various places, but join up regularly to travel together or spend time at my parents in the countryside in Holland. When my cousin Nicolas fell seriously ill, he moved from New Zealand back

to Holland with his wife and three daughters and we were able to spend much time together before he sadly died too young in 2006. We often spoke of our times at Brockwood and how Krishnaji's teachings had been a compass in our lives irrespective of what we were going through.



LAMPEDUSA
Adapted monologues by Anders Lustgarten
Brockwood winter concert
3rd DECEMBER 2016 20.00PM Intermission with refreshments

RSVP: admin@brockwood.org.uk
+44 (0) 1962771744

NEW PLAY

Students have been busy preparing a poignant and engaging play again this year. Inspiration has been taken from playwright Anders Lustgarten's play 'Lampedusa' which was written at the height of Europe's refugee crisis in 2015. In it we step into the shoes of two seemingly different characters: Stephano, the Italian fisherman from Lampedusa and Denise, the pay-day lender from Leeds. The play will be available to view, along with many other of our videos on the School YouTube channel.



"Brockwood has been a pioneer in British education in so many ways, not the least in its use of stillness or mindfulness... The focus on enquiry and active learning is another area where the school has been in the vanguard of educational thinking" Sir Anthony Seldon

BROCKWOOD PARK SCHOOL
OPEN DAY
Sat March 18th



60 miles from London

01962771744 | enquiry@brockwood.org.uk | www.brockwood.org.uk