



Since 1997

# The Comet

The Newsletter of K. International School Tokyo

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*"There is nothing like a dream to create the future."*

*—Victor Hugo*

## From the Head of School

Greetings to everyone! This has been a busy month indeed, and it is hard to believe that December is here already. First of all, I would like to thank the many parents who participated in the SWOT Analysis meetings. Your opinions, thoughts and ideas will provide invaluable information for the Board to utilize in developing a long-term strategic plan for the school. And also thanks to those who participated in the KIST Philosophy Workshops, as it is essential that this task include representatives from all nationalities, cultures and areas of the KIST community.

We have scheduled two final Philosophy Workshops for parents to participate in developing the guiding statements of the school. The purpose of these workshops is to examine the vision, mission and objectives of the school in terms of what our students will need to live and work in the 21st century. If you were unable to attend the previous workshops, we welcome you to please try to attend one of the following:

- **Tuesday, December 14, 9:00 a.m. (In Japanese), Multipurpose Room**
- **Tuesday, December 14, 11:00 a.m. (In English), Multipurpose Room**

After the winter holidays, you will receive the results of the SWOT Analysis and a draft for the school's revised Philosophy. This is all in preparation for the upcoming visits we will have by representatives from two external organizations. The first in February will be a re-authorization visit conducted by a team from the **IB Organization** to evaluate our three curricular programs (PYP, MYP and DP). The second visit in April will be the preliminary visit conducted by **WASC (Western Association of Colleges and Schools)**. This visit will begin the process aimed toward KIST becoming an accredited school. The advantages of earning this award are that being an accredited school:

- Validates the integrity of the school
- Ensures high standards and quality
- Focuses on student learning and well-being
- Provides transferability to other schools
- Enables paths to university admission
- Fosters ongoing school improvement
- Provides an international "stamp of approval"

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## DATES TO REMEMBER



**December 8:**  
(ECE/E) Class parent representatives meeting (2:00) [see page 5]  
(S) Coffee with Mr Schneider (6:00) [see page 10]

**December 10:**  
Parent steering committee (9:30) [see page 2]

**December 14:**  
KIST philosophy workshops (Japanese 9:00 / English 11:00)

**December 15:**  
(G10) IB DP 2011-2013 information evening

**December 17:**  
No clubs on this day  
2011 enrolment applications close  
(S) The English Event (2:30) [see page 11]

**December 18 – January 9:**  
Winter vacation

**December 20 – 21:**  
Office open

**January 5:**  
Office open from this date

**January 10:**  
Students return to school

**January 17:**  
Clubs resume from this week

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The big news this week is the fantastic turnout at the meeting held on Tuesday, November 30 to rejuvenate a KIST parent-teacher organization. More than 50 parents, teachers and administrators were present and full of enthusiasm to kick-off the new group, expressing ideas and suggestions for possible committees, events, and activities to plan for the future. Participants also offered suggestions for a name to call the new organization. About 20 parents volunteered to participate on the Parent Steering Committee to get the organization underway. Their task will be to establish a Constitution, a committee structure, and a process for electing officers.

### The first meeting of the Parent Steering Committee

#### "Parent Steering Committee"

Date: Friday, December 10

Time: 9:30 a.m.

**will be Friday, December 10 at 9:30 a.m. Those who signed the list to participate on this committee, as well as any other interested parents, are encouraged to attend.**

You will be hearing more about the parent organization very soon, and there will be opportunities for all to be involved in many different areas. Thank you all for joining together with us in partnership aimed toward the learning and well-being of all students...your children.

With warm regards,

**Nanci Shaw, Ph.D.**  
Head of School



>>> Mr Carlo performing on stage at KISTival 2010.

## KISTival 2010 - Out of This World

Star date October 23, 2010: Our spaceship hovered over the great human metropolis of Tokyo, Earth. The computer sensors indicated high levels of happy energy emanating from one KIST, a lovely institute of learning in the Kiyosumi section of Koto-ku. Apparently the earthlings were celebrating their diversity and *joie de vie* by sharing a glorious day with their loved ones and friends.

And did they ever enjoy! A multitude of well-mannered girls and boys were helping out and having a splendid time. The exemplary playing field chosen for the event was jam packed in what was clearly the most highly concentrated section of the capital that day.

We thought all humans were the same; were we wrong! We didn't know a man could be a **DOMINO**; that a boy could be a **TRANSFORMER**; that Earth had so many **WITCHES**; and that so many little **PRINCESSES** attended KIST. In fact, their differences were being celebrated through an ancient western custom called Halloween.

And boy oh boy, those humans sure can cook! We saw and smelt a banquet of mouthwatering cuisines representing the four corners of this delightful, little planet. The generous feast ranged from host country Japanese delicacies to spicy Turkish ice cream. The festive folks feasted with family, friends and frogs (There were frogs croaking about, weren't there?).

Human entertainment acts certainly helped make merry the day. They featured singers, dancers, pianists and hard rockin' bands. A special alien salute to the youngest (and cutest) little risk taker, a K2 boy who capably and fearlessly played guitar and sang onstage with his teacher/dad.

The human capacity for joy and happiness definitely reached its potential at KIST that day, and we certainly do look forward to returning to this part of the galaxy next year. Hope to see you there. Oh, and if you do notice anybody dressed up looking like an alien, well, just don't go pulling their antennas. They just might be real.

Your Friendly Alien Teacher,

**Phillip Carlo**  
Elementary Language Support  
Teacher



# KISTival 2010



Hello, everyone. I hope you had fun at KISTival! This year we were blessed with great weather and it was a fantastic day.

It was the first public event that we had held since the installation of the artificial grass and while there were some concerns about eating and drinking on the grass, there were no reported problems. On the contrary, visitors stayed for even longer as they were now able to sit down and rest on the grass. Although we reached our annual average of around 5,000 visitors, all stalls recorded higher sales than last year. The bazaar also proved the most successful ever, breaking all previous years' sales.

I would like to thank the members of the KISTival executive committee and all the parents, staff and students who, despite only having a short amount of preparation time, worked together efficiently and ran the stalls without any problems. I would also like to send my gratitude to all the other parents for your donations and for supplying us with prizes, operating the stalls, and for your understanding and cooperation regarding the purpose of the festival. Head of School, Dr Shaw, experiencing her first festival at KIST, was also deeply surprised and moved by all the parents' amazing cooperation and ability to get things done.

We made a profit of 5,884,575 yen (details below), and this will be used to purchase equipment to improve the school's IT facilities. We will publish details of the exact use of the money at a later date.

I invite you to send us your opinions, ideas and impressions so that we can make next year's KISTival our best ever. Please send any feedback by e-mail to [admin@kist.ed.jp](mailto:admin@kist.ed.jp). Feedback received will be published in the next issue of *The Comet*.

**Sayoko Naito**  
KISTival 2010 Executive Committee

Sales	¥8,258,876
Expenses	¥2,374,301
<b>Profit</b>	<b>¥5,884,575</b>



**Sales details**

Sales details			Sales
Parents booth	K1	Dipping Bouncing Ball, Dipping Water Balloon, Lucky dip	¥209,613
	K2	Beer / Wine / Soft drinks	¥475,601
	K3	Japanese food	¥243,831
	G1	Face painting, Henna painting, Nail art	¥161,250
	G2	Indian food	¥249,750
	G3	Mexican food	¥317,597
	G4/5	Bazaar	¥777,370
	G7	Korean food	¥261,682
	G8	Thai food	¥176,625
	G9	Hawaiian food, Shaved ice	¥393,500
Students booth	G10	Cakes and Drinks	¥201,050
	G7A	Game: Quiz	¥3,750
	G7B	Game: Boogie/Beauty room	¥8,125
	G8A	Game: Sponge throwing game	¥34,260
	G8B	Game: Hit the teacher game	¥13,625
	G9A	Game: Find the missing person game	¥13,875
Parents & Students booth	G9B	Game: Bean bag throwing game	¥56,500
	G6A&B	Air slider, Fishing, Strike out	¥457,351
Staff booth	Staff	Cloakroom	¥1,875
	Staff	Crepes, Ice-cream	¥123,150

**Habitat for Humanity**

G11	Tapioca drinks, Sweets, T-shirts sales, Monarchy contest	¥105,563
G11 Parents	Hamburger, Yakitori	¥212,125
G10A&B	Haunted House	¥205,911

- Total sales include ticket sales, entrance fees, donations, advertising sponsorship and Mercedes Benz booth charge.
- Total expenses include expenses from food and games booths, printing for tickets and advertising, tent rental, garbage disposal, raffle prizes, stage costs and decorations.

## Early Years News

Each morning as you arrive to bring your child to school, you linger in the halls and peek in the doorways, and wonder, "What are they learning?" as you notice everyone playing. Some children play alone, some beside one another; others are engaged in conversations, pointing fingers, giving directions. Isn't it interesting to know that there is a purpose to it all?



Here's an idea of what's really happening...

When children do this:	They are learning to:
Put blocks in trucks and dump them out	Understand sizes, weight and number concepts
Put on dress-up clothes	Use their small fine motor muscle skills (self-help / writing)
Separate cups and plates at clean-up time	Group objects in categories (math)
Finish a puzzle	Complete a task (study habits / self-esteem / math)
Sort pictures that are the same	Match and classify (math)
Make playdough	Recognize how materials change (science)
Gather paper, scissors and glue for a project	Plan and carry out a task (study habits / organization / independence)
Draw a picture of a person	Use symbols to represent something (reading / writing readiness)
Play beside other children	Get along with others (social and emotional skills)
Pour without spilling	Use their small muscle fine motor skills (physical coordination / independence)
Turn pages of a book from beginning to end	Read a book from left to right (reading and writing readiness)
Scribble on paper	Use writing as a means of communication (reading and writing)
Listen to a story and talk about what happened	Enjoy books, remember details and express ideas (language development)
Sing or do a fingerplay with the other children and the teacher	Participate socially and cooperatively in a group
Follow directions in a recipe that calls for adding ingredients by teaspoons, cups, etc.	Begin to understand measurement (math skills)
Operate a computer mouse, put a disc in the computer and turn it on and off	Improve their fine motor coordination skills and independence (physical and emotional development)
Climb on outdoor equipment	Use their bodies in challenging tasks (self-esteem / coordination / gross motor skills)

**Erin Hoover**  
ECE Coordinator



## Elementary School News

### Elementary SRC

At the end of the last school year, Grade 4 classes elected the Executive for the Elementary Student Representative Council. The Executive consists of a President, **Ritsuki** from G5A, a Vice President, **Kei** from G5A, a Secretary, **Asuka** from G5A and a Treasurer, **Hikaru** from G5A. They have been meeting every Monday during recess time.

The Executive's first assignment was to organize a general election earlier this year for class representatives. Congratulations to our class representatives: **Shridhar** from G3A, **GaOn** and **Sara** from G3B, **Julian** from G4A, **Krishna** from G4B and **Ibuki** and **Riko** from G5A.

The ESRC organized the recent Free Dress Day on Wednesday, December 1. Proceeds from the Free Dress Day will benefit different charities and ESRC initiatives as decided throughout the year.

Students who have ideas or suggestions for the ESRC should contact their class representative or leave a note in the box located in the West Building lobby. As other members of the school community such as the Board of Directors, teachers, staff and parents have completed the SWOT analysis of our school's strengths and areas needing strengthening, the ESRC will also organize to collect the opinions of Elementary students as well. The ESRC is a wonderful opportunity for empowering students to be involved in the constant improvement process of our school through student voices and action.

### Elementary class parent representatives meeting

The first Elementary Class Parent Representatives meeting was held on November 9. After having some time to meet one another, we worked on a SWOT analysis. The SWOT analysis is a way of gathering the opinions of what our school's strengths are as well as areas which could use strengthening. Parents discussed and wrote down their ideas which will be analyzed and shared with the Administration Team and the Board of Directors. We also brainstormed what we felt the roles of class parents should be.

Our next meeting will be on **Wednesday, December 8 from 2:00 to 3:00** in the multipurpose room which is across from reception. Class Parent Representatives, parents interested in becoming a Class Parent Representative or anyone else is welcome to attend. We will be discussing how class parents can become more involved, sharing ideas for class socials and other ways we can help. Child care for K1 and K2 students will be provided. Hope to see you there.

#### "Class Parent Representatives Meeting #2"

**Date:** Wednesday, December 8 | **Time:** 2:00-3:00

**Venue:** Multipurpose Room



*Elementary SRC Executive*



*Elementary SRC Class Representatives*

### Elementary assemblies

We are excited that more and more parents have been coming to our Elementary assemblies which take place approximately every other Monday morning in the gym. The assemblies are a time for students to share what they are doing and learning in the classroom and for sharing their interests from outside of KIST. It is also a time for students to be involved with the larger community at school.



Our assemblies are varied. Some recent examples of small group sharing has been with a PowerPoint

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reflection from a recent Grade 5 camp to Northstar, a dramatic skit, and a taiko drum performance by two Secondary students. Some recent individual performances included playing a song on the piano and a demonstration of karate. If a student is interested in an individual performance, they can make arrangements with Ms Erin.

One of the most exciting events recently was the Waka Waka dance performed by our Grade 3 students and organized by our PE teacher, Mr Ralph. The audience was introduced to the purpose of the dance of raising an awareness that millions of students do not have access to an education. We learned about the 1 Goal-Education for All campaign. A challenge has been given to submit videos of children performing the dance. If you would like more information, please visit [www.join1goal.org](http://www.join1goal.org). To learn more about upcoming Elementary assemblies or any other happenings at school, please visit your class's web page.

**Greg Brunton**  
Elementary School Principal



## Grade 1 Communities

**What community would you like to live in?**

Grade 1 students have been inquiring into how communities have services to meet the needs of the people in the community. What if you had a chance to select a new community to live in? How would you design it? G1A held a mini-exhibition on November 15 and invited other students and parents to learn about their new communities and tried to convince others that their community was the best.



## ICT@PYP



With the permanent installation of digital projectors in the Grade 2, 3 and 4 classrooms earlier this month and the increased availability of mobile projectors, there has been a remarkable increase in the integration of computers and audio-visual content into classroom programs.

Projectors allow teachers to demonstrate the use of ICT and present online content to the class, enhancing class instruction and providing engaging stimulus to inquiry units. Teachers have been integrating video clips, digital images, short movies, DVDs, online books, PowerPoint presentations, online interactive education tools such as the ones found in Mathletics and one clever class has even begun airing cooking shows during snack and lunch eating times to help promote and encourage student healthy eating choices.

One website that is growing in popularity amongst teachers and students is Animoto ([www.animoto.com](http://www.animoto.com)). Animoto is an online program that automatically turns your photos and video clips into beautifully orchestrated, completely unique and engaging video pieces (and they look spectacular on the digital projector). Animoto is fast, free and shockingly easy to use for both elementary students and computer novices. See for yourself, check out the links below for some great examples:

<http://animoto.com/showcase>

[http://animoto.com/education/case\\_studies](http://animoto.com/education/case_studies)

Feel free to send me your Animoto creations or feedback at [e\\_dumenden@kist.ed.jp](mailto:e_dumenden@kist.ed.jp). I would love to hear from you.

**Erwin Dumenden**  
Elementary Technology Integration Coordinator

## KIST Read-a-thon 2011

February 14 will see the start of the very first KIST Read-a-thon!

### What is a Read-a-thon you ask?

It's a reading marathon! Over a period of 30 days (February 14 to March 14, 2011) students in K1 through Grade 5 will read as many books as they can. Each child will have an individual goal to try and reach, such as reading 100 books in 30 days.

For K1 to K3 children only, books that are read by the teacher or a parent also count towards their quota. Each student participating will receive a bookmark at the beginning of the Read-a-thon.

The aim of our KIST Read-a-thon is to raise money for an organization called Room-to-read, and for new books for our individual classroom libraries. Students will seek sponsorship from family, friends and members of the local community. People may sponsor an amount of money per book read (100 yen per book), or a flat donation (3,000 yen).

Books read and donations are all recorded on a form, and handed to the classroom teacher with the money at

the conclusion of the Read-a-thon.

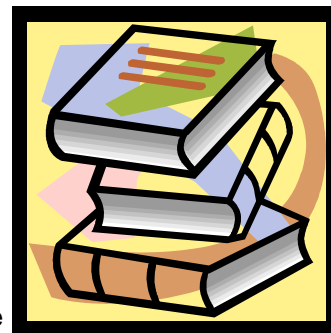
### Why do a Read-a-thon and why raise money?

The main goal of any read-a-thon is to motivate children to read for fun, give students practice reading to help them overcome reading obstacles, and provide more time to read. It also encourages parents to read to their children and students to read to each other.

By raising money for Room-to-read we hope to empower students to feel that there is something they can do to help other children around the globe. Also, by using some of the funds to buy books for their classroom libraries, students can see the direct benefits of their efforts.

More information will be sent out via your child's classroom teacher after the winter break.

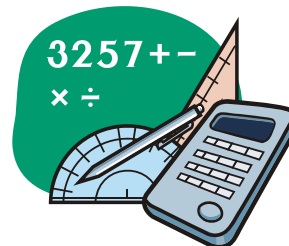
**Diana Hudson**  
Elementary Literacy Coordinator



<http://www.roomtoread.jp>  
<http://www.roomtoread.org/Page.aspx?pid=209>

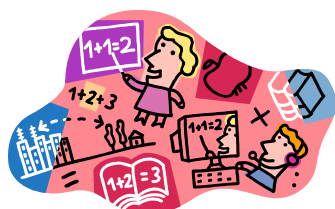
## Mathletics

This month we have been lucky enough to receive some additional statistics from Mathletics. Mathletics.com sent us some data which is not currently available on their online site. Here are some awards and fun facts about our Mathletics usage for the past two months.



Correct answers by grade level		
Grade	Live Maths	Curriculum
Grade 1	57,452	32,369
Grade 2	48,300	12,146
Grade 3	126,870	11,045
Grade 4	19,535	7,978
Grade 5	130,059	15,177

Correct answers by grade level		
1st	2nd	3rd
<b>Grade 1</b>		
Kaiser (G1A)	Minn Thant (G1A)	Hugo (G1A)
<b>Grade 2</b>		
Aoi (G2A)	Samuel (G2A)	Oiso (G2A)
<b>Grade 3</b>		
Zijun (G3A)	Toshinaga (G3A)	GaOn (G3B)
<b>Grade 4</b>		
Vlad (G4A)	Yuhki (G4A)	Igor (G4A)
<b>Grade 5</b>		
Su Hyun (G5B)	Hikaru (G5A)	Vaishali (G5B)



## Elementary Science



### Science Skills: Measuring

Scientists use a lot of different tools to measure data accurately. We need to make sure that we record the types of tools we use to measure so someone else can get the same measurements:

- We use standard (cm, kg, m, litre) and non-standard units for measurements.
- Try and measure and record the weight and height of different objects around the house. What tools can you use?



### Cool science fact #3:

*Because of lower gravity, a person who weighs 100 kg on Earth would only weigh 38 kg on the surface of Mars.*

**Susan Lee**

Elementary Science Coordinator

## English Resources

We would like to thank the staff at ELT (English language teaching) materials supplier, Nellie's Group, Ltd., for their generous donation of materials for the



LEAP after-school program. The materials include storybooks, educational toys, teacher resources and many other items designed for children learning English as a second language. These will be ideal for the LEAP program.

The Nellie's head office, located near Asakusabashi Station in Taito-ku, is also the site for Nellie's English Bookstore which stocks a large selection of resources for English learners of all ages. The store is open to the public and visitors are welcome from 10:00 a.m. to 6:00 p.m., Monday to Friday.



For more information about Nellie's and the variety of resources they have available, please check their website at the URL below:

<http://www.nellies.jp>

## Grade 4A Puppet Theatre

Grade 4A is really getting into "hands on" experimenting with their current unit of inquiry "How the World Works."

Mainly we have been thinking about how scientists have theories they wish to investigate, they hypothesize what they think will happen and then follow rigorous procedures to see if what they thought is correct or not. In the class and at home the students have been doing various kinds of experiments to do with magnetism, gravity, light and electricity.



The class set out to explore the properties of light. They decided to make shadow puppets and a shadow puppet theatre to perform a very popular kid's poem "The Owl and the Pussycat."

We hypothesized it would be an easy process to first make the puppets and then design a simple shadow theatre. However, along the way we observed problems with the lighting, the relative size, position of the puppets and finally, the smooth actions of the puppeteers. One by one we tested different variables until we made our final changes or improvements.



Definitely it wasn't as simple a process as we hypothesized. We thought we finally became successful because we talked and listened a lot to each other and shared our ideas. Our first shadow theatre performance of "The Owl and the Pussycat" was tested publicly on Tuesday morning with K3 as our first live audience. Enjoy the photos of our final rehearsal.

**Val Gray**

G4A Teacher



## Grade 5 Camp



**DAY ONE**  
By Sara (G5A)

On October 13, Grade 5 went to Nagano prefecture to Camp Northstar.

It took about 5 hours to get there. The first activity we did, once we were settled in, was a scavenger hunt. We were split into six groups: the Yellow Northern Stars, Red Stars, Green Clovers, Ocean Blue, Purple Penguins and Orange Sparks. We tried to find items that fit the descriptions we got from the teachers, for example '*I am the essential equipment for one of Japan's most popular sports*'...we found a baseball bat and ball. Unfortunately, some of the items were hidden so well we never found them...Sorry Mr Farquhar!! On every item were words. At the end, we had to combine all those words and make a sentence about teamwork. My group's sentence was '*Individually, we are one drop. Together, we are an ocean*'.

Later on that day, we had our first meal served by the staff from Camp Northstar. We had meat, salad, bread and potato chips and oatmeal biscuits for dessert. All our meals were delicious and lots of people went up for seconds!

Before we went to bed, we went to the campfire (except for Aki-sensei who kindly took one of the boys to the dentist). The campfire was all ready when we got there. First Ms Homerlein, Mrs Astrop and Mr Farquhar roasted us some marshmallows and made us

some smores. Everybody ate one. After that, we all sang songs that 5B had practiced for us. After singing those wonderful songs, 5B left with Mr Farquhar and Mr Yoshihara while 5A stayed behind and burned the negative thoughts we had written down on a piece of paper on the first day of school.



**DAY TWO**  
By Ricky (G5A)

The next day, after we finished eating our breakfast, the boys went back down to the Northstar lodge from

where they were staying at Raicho Inn for a morning of team building exercises. There were three different activities: mine field, caterpillar logs and orienteering. All of these challenges required cooperation and definitely communication!

After we had finished those activities, we got all our stuff and rocketed off to a nearby course and hiked to a waterfall called "Zengorou No Taki". The waterfall was enormous, gorgeous and splendid. It must be one of the largest waterfalls G5 had ever seen! After our healthy snack of fruit (and a piece of chocolate

leftover from the smores at the campfire) we hiked back down the mountain and we ate another delicious meal at the girl's camp.

That night, we entertained each other by creating and acting in skits at the camp concert. Every group had been practicing their skits since we arrived at the camp. Every group's skit was full of imagination and creativity and some of the items we had collected from the scavenger hunt on the first day. It was wonderful to see and everybody had a great time.

Before we went to sleep, we wrote our positive affirmations. We wrote positive affirmations about somebody who helped you, who did something good to you and other things that had a positive effect on you. The teachers put each student's affirmations into an individual envelope and gave them to us when we got back to school on Friday. The surprise when you opened the envelope and read the positive affirmations that others had written for us was marvelous.



## Secondary School: A Year in Review

It is almost WINTER HOLIDAYS and the students' minds are on vacation. As we reflect on 2010, I feel it is time to reflect on the first four months of the 2010-2011 school year.

The school year started in August and was kicked off with this new word that has now become common language at KIST: MOODLE. What is next, WIKI? Moodle is just the beginning of connecting our KIST community.

There has been a new Grade 8 camp to Chichibu and of course the old annual Grade 6 camp to Nikko. The students could not stop talking about these camps and how much fun and educational (my words) they were. I have had numerous 10th graders, 9th graders and 7th graders asking "Where is our camp? (Maybe in the new year!)"

We cannot forget about our clubs, with 23 different clubs running on Mondays, Wednesdays and Fridays. The students had a lot of choices and we are hoping for a greater number of students

applying for term 2 clubs. **Coming soon in an e-mail near you!**

The KIST Secondary School has been very involved in the international school community this semester. KIST hosted the 2nd annual Middle School Drama Festival where 6 different international schools joined KIST at our campus to act and perform in front of each other. KIST also continued its long tradition of hosting a cross country meet with 12 different international schools in attendance. Our school also has been playing volleyball against other schools in the area and attended the High School Drama Festival. Let's not forget about the annual Model United Nations (MUN) coming up on the 11th of December at KIST.

There are a lot more events coming up that will give our students opportunities to compete and meet other international students in the area.

Let us not forget the increased communication with parents. Using Moodle, e-mails, new progress reports, parent meetings, class parent meetings... We will continue this communication into the next semester. **Please don't forget to attend the "Coffee with Mr. Schneider" evening on December 8 at 6:00 p.m.** Everyone is welcome!

I have not even talked about all of the parent speakers, field trips, KISTival, and amazing learning opportunities happening in every classroom. There are a lot of wonderful events that have happened so far but I know that the best is yet to come.

**Robin Schneider**  
Secondary School Principal

### Secondary School: Forthcoming Events

#### "Coffee with Mr Schneider"

**Date:** Wednesday, December 8 | **Time:** 6:00 p.m.

**Venue:** Multipurpose Room

#### "Grade 10 IB DP 2011-2013 Information Evening"

**Date:** Wednesday, December 15 | **Time:** 7:00 p.m.

**Venue:** Multipurpose Room

## Office Updates

### Student withdrawals

Families planning to withdraw children from KIST before the winter vacation are reminded to submit a **Student Withdrawal Form** to the office as soon as possible. The form is available from the Contacts >> Forms page of the school website. In conjunction with this, families who require particular documentation (e.g. statements of enrolment, letters of recommendation etc.) are also asked to arrange this in advance using the **Request for Documentation Form** also available on the school website. General documents may take a week to prepare. Letters of recommendation may take up to two weeks. Requests should be submitted through the office, not directly to teachers.

### Applications for 2011-2012

Just a reminder to families wishing to apply for admission for siblings not currently enrolled at KIST, the due date for applications for April and August 2011 entry is **Friday, December 17**. Please inform any of your friends with eligible children who may also be considering enrolment.

## K. English Immersion Program

★★★ SPECIAL ANNOUNCEMENT ★★★

Starting in August 2011, a new English immersion program will be established for very young children with little or no English language ability.

The K. English Immersion Program will be an alternative kindergarten program that offers children the opportunity to learn English in a safe environment with an enhanced focus on all aspects of English language development. The aim of the program is to prepare children to enter KIST with confidence, engagement in the curriculum, and increased success.

A meeting will be scheduled soon to explain the program further. Details will be announced separately.



## Middle School Drama Festival

On Wednesday, November 3, the fabulous Middle School Drama Festival occurred and was attended by a number of other international schools. The morning began when we met with all of the visiting schools in the gym, seated in a circular form. Then we were divided into new groups with the visiting students, most of whom we had never met before! The workshop leaders, who generously donated their time and talent, took each group to a separate room. Here we did ice-breaking, trust-building and team-building games and exercises as the leaders introduced the theme for each group.

Each theme was based around a famous fairy tale or fable, though neither the workshop leaders nor the students knew which they were going to get as they were randomly assigned that morning.

After we settled down in the room, we introduced ourselves to each other. Then our leaders read to us our theme or story. They then told us our task was to change the story, to make it more modernized, interesting or creative. As a group we began to brainstorm our ideas and decided which ones we could incorporate into our story.

Finalizing the story was extremely fun, but also a bit of hard work. We all had many ideas. While it was fun listening to them it was also a bit hard choosing which to keep in and which to leave out. We then had a brief lunch break before we got straight back to work and started practicing our plays.

After two hours of hard work we were ready to perform so we all gathered into the gym and sat down ready to watch and listen to all of the performances. This was certainly the highlight of the day as we got to see a lot of creative, unusual and interesting ideas. Each group was completely different. With play titles such as "Little Red", "Ginger Bread", "The Shoemaker", "Three Little Pigs", "Oh, the Places You'll Go", and "Goldilocks and the Three Biebers", there was certainly a lot of talent and variety on display. From modern dance to musical style dramas to more serious moments, it was certainly enjoyable to watch and be a part of.

The opportunity to work with students and teachers from other international schools in Tokyo was an invaluable opportunity and I would encourage any Grade 6 to 8 students to think about getting involved next year. Special thanks to all the workshop leaders including our own Ms Cussen. Also to Mr Rentoule and Mr Marson who helped to organized the event.

Mihir and Joohee (G7A)



## Language Events

### The English Event

Parents are cordially invited to a performance based event on **Friday, December 17** in the Gymnasium at 2:30 p.m. **The English Event** is a unique performance opportunity for all Secondary students. Performances all relate in some way to their learning in MYP and DP English units of inquiry. Performances could include dramatic performance, poetry readings, impassioned speeches, riveting presentations or cutting edge video productions to name just a few. We look forward to seeing as many parents as possible on the day.

### Mother Tongue Support Opportunities

The development of mother tongue provides a language to process thoughts in as well as a basis for further language development and is essential to the development of understanding of ourselves as individuals. We believe that language is a powerful tool connecting us with our communities.

This is a reminder that we need help to increase the level of mother tongue support at KIST. As parents you can help in three ways:

- **Become a mother tongue tutor** – share your language with small groups of students at school through games or stories for example.
- **Share language resources** – let us know of community resources in your mother tongue which would be helpful to other KIST families.
- **Donate books in your mother tongue** – we have a section in the school library for these resources and we want to build this over time with your help. (You can even order through Amazon for delivery directly to school.)

As a school community we need to help all of our students maintain the development of all of their languages. Thank you for your support.

### Damian Rentoule

Deputy Head of School/Curriculum Director  
[d\\_rentoule@kist.ed.jp](mailto:d_rentoule@kist.ed.jp)

## Innovation: An Exciting Internship and Presentation

I wanted to make the most of the summer between my first and second years of the IB Diploma Programme. I love innovation and plan to study bioengineering in university, so I was looking for a summer internship along those lines. However, Japanese universities and companies apparently don't take sixteen-year-old interns. I understood the reasons for this, but I kept asking people and demonstrated that I was capable of doing well. Thus, I was accepted for a three-week internship at Keio University's Graduate School of Media Design.

This was an exciting place that had produced innovations such as iPhone robots and the invisibility coat used in a James Bond movie. It was here that I joined a group of doctoral students (all six years older than me!) in a process of "ideation". I learnt to expand my mental horizons and simply imagine, because any idea could be experimented with at Keio Media Design, however wacky it might seem at first.

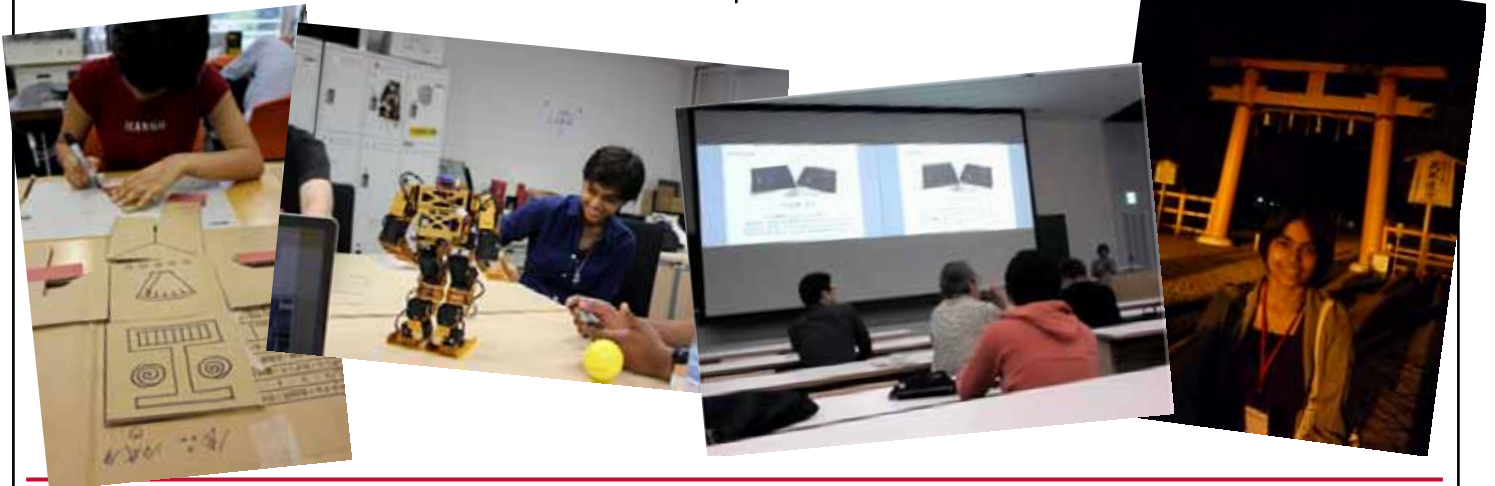
After making some cardboard prototypes for "Robox" (a box that's also a robot), our group moved on to research a particular new idea to do with microwavable designs. When we put them in a microwave oven, these designs literally sparked (and, a couple of times, burst into plasma and almost blew up the microwave oven). I had the privilege of naming this interesting innovation

"Phoenix-letters" for the way secret messages appeared out of fire. I also wrote a research paper on it, which I would present in October at an academic conference in Kyoto called Entertainment Computing 2010.

I was the only high school student, and only non-Japanese person at that conference. I did not know what to expect as I explained Phoenix-letters in twenty minutes to an audience of university professors and graduate students. Those professors can be critical! Happily, they were very accepting and curious about my work, and I was able to carry on a bilingual discussion with them. I even received thought-provoking suggestions about future applications of Phoenix-letters. Imagine my surprise when our group won the "Next Generation" Award for showing research with future promise! It was vote-based, and this sign of support from that formidable audience greatly encouraged me: age shouldn't limit anyone.

I met amazing people during that conference in Kyoto, and it was definitely a huge learning experience. Research, as a group activity, can be so fun, and presenting your original idea can be thrilling. I certainly value this rewarding experience, and I encourage everyone to pursue their passions with determination!

**Shreya (G12)**



## Homework Club

The Homework Club is for Secondary students (G9 to 12) to assist students in the Elementary School with their homework. Elementary students are assigned to older students who are the tutors. Elementary students come to the club on their assigned day(s); either Monday, Wednesday or Friday. They will have the same tutors every week.

Every week, students work on their homework or the worksheets that we have organized in different grade levels. It is a wonderful opportunity for both the tutors and tutees because you can gain knowledge from each other. If you are interested in joining Homework Club, it's not too late! You can always apply for term two.

We hope to see you there every week and learn something new each time!

**Yeon Soo (G10B) and Hanako (G10A)**  
Tutoring Club Student Supervisors



## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Juliet Collier** who joined KIST in 2009 and teaches PYP and MYP art.



*Ms Collier unveils her new hairdo at KISTival 2010.*

- **Tell us something interesting about your hometown.**

My home is in the country but my closest city is under a mountain and beside the sea. It is where "The Last Samurai" movie was filmed.

- **What is your favorite place in the world?**

On a certain hill on my parent's farm where there is a beautiful view of the mountains and the lake.

- **Who would you like to meet if you had the chance and why?**

Andre Agassi – I would like to challenge him to a game of tennis!

- **Do you have any special skills or talents?**

Drawing sheep.

- **Please share a little known fact about yourself.**

I went to a primary school with only 3 students!!!

- **What is your most prized possession?**

Photos of friends, family and travels – memories.

- **What words would you use to describe yourself?**

Maybe I will look to the learner profile and ask my students to help me with that one!!!

- **If you could live your life again, would you do anything differently?**

No I don't think so, hopefully it all works out in the end.

- **Is there anything you are trying to learn/improve about yourself at the moment?**

I am trying to learn Japanese, sumie painting and jewellery making! (Thanks to many people who have introduced me to these things!).

- **Do you have any special message for your fans?**

A little quote from Pablo Picasso: "Every child is an artist. The problem is how to remain an artist once we grow up."

## Calendar for 2011-2012

To assist families planning overseas trips, we would like to inform you of important dates for the 2011-2012 school year. We hope that this early information will help ensure that students are back in Japan ready to start school after each vacation period on the correct date. The complete calendar will be distributed later this year.



- August 29:** First day of school
- October 15:** KISTival 2011
- October 16 – 23:** Autumn break
- December 17 – January 8:** Winter vacation
- March 24 – April 1:** Spring break
- May 3 – 6:** Golden Week
- June 21:** Last day of school

## Community Announcements

*Occasionally, we receive announcements of events and services from groups within the wider Tokyo community. This month, we have received information from the two groups below. Please be aware that these groups are not connected in any way to KIST and we are simply passing on the details to anyone in the school community who may be interested.*

### Tokyo Stay at Home Dads

The purpose of this group is to create a sense of community for men who have decided to leave their careers and be the full time caregivers of their children. What we do as a group is entirely up to us. Some possibilities are:



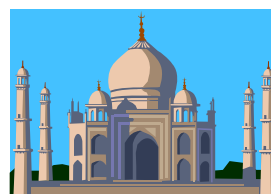
- 1) Establish a network of intelligent professionals who may decide to reenter the paying workforce at some point in the future.
- 2) Together support a philanthropic cause such as Habitat for Humanity, or others.
- 3) Socialize over coffee/tea during the day, a soccer (football) game in the afternoon, or a few beers in the evening.
- 4) Share knowledge with each other; be it on where to invest our money these days, how to build a nice looking TV table yourself and save a lot of money, or how to cook a tasty dinner.

If what you have just read interests you, and you already have some ideas of what we can do and how we can make this group a success, then you are the type of person that should join.

<http://www.meetup.com/Tokyo-Stay-at-Home-Dads>

### From the Indian Embassy

The India Cultural Centre at the Embassy of India, Tokyo has announced the opening of registrations for the following classes for the period January - June 2011.



*Yoga, Contemporary Indian Dance (Bollywood), Tabla, Vocal (Indian Classical), Bharatanatyam, Odissi, Sambhalpuri, Hindi Language, Bengali Language*

Registrations are due by December 16, 2010.

For more information, please visit the Embassy of India, Tokyo's website at:

<http://www.embassyofindiajapan.org>

## Grade 6 Nikko Camp

On November 10, the Grade 6 group departed for Nikko to spend three days and two nights in the wilderness of the mountains. With anxious faces they prepared to board the train unsure of what to expect. With seconds to spare, the last student got on and the train pulled out.

The first day, students were asked to put their artistic talents to the test in order to create pottery masterpieces. In the afternoon, the group made their pilgrimage to the Toshogu Shrine, the resting place of the founder and unifier of Japan as we know it; also home to the three wise monkeys: see no evil, hear no evil and speak no evil. Despite the many steps, 207 in all, the students completed the journey with energy to spare, although some of the teachers struggled with this endeavor. Students and staff were thankful to finally reach their destination. Oh, what a



destination! Full buffet meals, luxury accommodation and private onsen time, a favourite for most, after the exhausting day.



After a good night's sleep for most, not including some of our night owls, and the buffet breakfast, a hike through the wilderness where students certainly became risk takers. Chewing bark, tasting wild berries and nuts, drinking fresh mountain stream water and, oh yes, dissecting and smelling animal droppings. Who could forget that!! A highlight of the day was our walk to Kegon Falls, one of Japan's famous three waterfalls and the most famous of Nikko's forty-eight. Lots of pictures and a few souvenirs. More onsen time and another scrumptious dinner. An academic evening with a closely contested quiz night and a good night's sleep, even our night



owls managed to fall asleep quite quickly.

An early start was had by all the next morning with packing and cleaning on the agenda; a hard task for one particular room of boys. Once leaving our hotel for the final time, our last activity was Edomura where students enjoyed hanging out with friends, exploring the many souvenir shops and spending whatever money they had left, trying to decide where and what to eat for lunch, getting lost in mazes, being scared in haunted houses and watching ninjas perform death defying acts.

The train trip came too soon for most. With great memories, new friendships and new experiences under our belts, we boarded the train for Tokyo, but not before most of us had one last relaxing visit to the foot onsen at the station. Two hours later we were back where we started and ready to go home to our parents and loved ones.

## New Faces

*Welcome to Jamie Kenyon and Anna Findlay who have recently joined our ever-growing staff. We wish you all the best in your new positions.*



**Jamie Kenyon** has been appointed to the position of Bilingual Support Staff to work within our office team. Jamie will be involved with translating and interpreting, responding to telephone inquiries, and providing general office support. He will also be working as an instructor in the after-school LEAP program.

Jamie said of his position: "Hello. I'm James, also known as Jamie, and I'm from England. I majored in English and Japanese at Liverpool and Kanazawa Universities, I love all aspects of language and I hope that I will be a beneficial asset for everyone connected with K. International School. Cheers!"



**Anna Findlay** has been appointed as our new Library Assistant based in the Junior Library. Anna will be supporting our ECE and Elementary School students and staff with all their library needs as well as assisting within our Main Library as required.

Anna said of her position: "Hi there, I'm Anna and I have come to Tokyo from Wellington, New Zealand. I am enjoying meeting students and staff in the Elementary School and in the wider KIST community. I'm looking forward to helping students find lots of books they will love to read, both for fun and for school projects."

# Cross Country Fever

The sun was shining on Friday, November 5 for the annual **KIST Inter-House Cross Country** event at Ojima Komatsugawa Park. All grade levels from Grade 2 through 12 ran extremely well around their various courses. Congratulations to Hokkaido House (Green House) who was the victorious house on the day and all of the competitors from other houses who competed so gallantly during the day. I would like to thank all of the parents who came along and supported the event and enjoyed a picnic with their children, and I would also like to thank the teachers who gave up their time to make the day such a success.

Students who finished in the top three in each age group at the inter-house event then went on to compete in the annual **ISTAA Inter-School Cross Country Championships** hosted by KIST on yet another perfect autumn day at Ojima Komatsugawa

## KIST Inter-House Cross Country

**Grade 2 Boys:**  
Hee Sung (G2A)  
Samuel (G2A)  
Deniz (G2B)

**Grade 2 Girls:**  
Saki (G2B)  
Maki (G2A)  
Hannah (G2B)

**Grade 3 Boys:**  
Oliver (G3B)  
Amane (G3A)  
Salim (G3B)

**Grade 3 Girls:**  
Sara (G3B)  
Emily (G3A)  
Minori (G3B)

**Grade 4 Boys:**  
Keina (G4A)  
Keigo (G4B)  
Yusuke (G4A)

**Grade 4 Girls:**  
Hina (G4A)  
Mifuyu (G4B)  
Eleonore (G4B)

**Grade 5 Boys:**  
Hiroshi (G5B)  
Keijiro (G5A)  
Kiyoshi (G5A)

**Grade 5 Girls:**  
Seina (G5B)  
Seo Yeon (G5B)  
Riko (G5A)

**Grade 6 Boys:**  
Haruto (G6B)  
Shouta (G6A)  
Masaru (G6A)

**Grade 6 Girls:**  
Lin (G6B)  
Kotone (G6B)  
Moana (G6A)

**Grade 7 Boys:**  
Tyson (G7A)  
Makoto (G7B)  
Kai (G7A)

**Grade 7 Girls:**  
Koharu (G7B)  
Tabasa (G7B)  
Nino (G7A)

**Grade 8 Boys:**  
Salam (G8B)  
Taymur (G8A)  
Maung Wai (G8B)

**Grade 8 Girls:**  
Keerti (G8A)  
Erika (G8A)  
Rino (G8A)

**Grade 9 Boys:**  
Roland (G9B)  
Adam (G9B)  
Tae Yeon (G9B)

**Grade 9 Girls:**  
Himeka (G9B)  
Moyu (G9B)  
Misato (G9B)

**Grade 10 Boys:**  
Shimon (G10B)  
Joe (G10B)  
Abeer (G10B)

**Grade 10 Girls:**  
Shifa (G10B)  
Monica (G10B)  
Fenella (G10B)

**Grade 11/12 Boys:**  
Eric (G11)  
Ryosuke (G11)  
Maung Pyay (G12)

**Grade 11/12 Girls:**  
Ewa (G11)  
Sung Hye (G11)  
Na Yeong (G11)

Park on Friday, November 19. This year, eleven schools from around the Tokyo and Yokohama region competed. KIST had many excellent individual efforts throughout the day with many students taking home medals. Overall, KIST continued its dominance of the event winning the overall trophy and along the way winning the lower school and upper school trophies. Thank you very much to all of the teachers who assisted with the running of the event during the day and also congratulations once again to all students who competed.

**Will Spring**  
Sports/PE Coordinator



## ISTAA Inter-School Cross Country

**Grade 1:**  
**Boys**  
Gold: Kaiser (G1A)  
Silver: Kishore (G1B)  
**Girls**  
Silver: Rina (G1A)

**Grade 8:**  
**Boys**  
Gold: Salam (G8B)

**Grade 2:**  
**Boys**  
Gold: Hee Sung (G2A)  
**Girls**  
Gold: Saki (G2B)  
Silver: Hannah (G2B)  
Bronze: Maki (G2A)

**Grade 9:**  
**Boys**  
Gold: Adam (G9B)  
**Girls**  
Silver: Himeka (G9B)

**Grade 3:**  
**Girls**  
Bronze: Sara (G3A)

**Grade 10:**  
**Boys**  
Silver: Shimon (G10B)  
Bronze: Joe (G10B)  
**Girls**  
Gold: Shifa (G10B)  
Silver: Monica (G10B)  
Bronze: Fenella (G10B)

**Grade 4:**  
**Girls**  
Gold: Hina (G4A)

**Grade 11:**  
**Girls**  
Bronze: Ewa

**Grade 7:**  
**Boys**  
Silver: Tyson (G7A)  
**Girls**  
Bronze: Koharu (G7B)

**Grade 12:**  
**Boys**  
Silver: Maung Pyay  
Bronze: Keito



Totals	Lower (G1, 2, 3)		Middle (G4, 5, 6)		Upper (G7, 8, 9, 10)		
<b>KIST</b>	930	1 <b>KIST</b>	360	1 YIS	370	1 <b>KIST</b>	460
BST	680	2 MST	250	2 BST	310	2 BST	300
YIS	790	3 YIS	150	3 <b>KIST</b>	110	3 YIS	270

BST=The British School in Tokyo / YIS=Yokohama International School / MST=The Montessori School of Tokyo

## Save the Words

### Are you up for the Word Challenge?

1	2	3	4	5	6	7	8	9	10
2									
3									
4									
5									
6									
7									
8									
9									
10									

To solve this word puzzle, check out **Save the Words** at:



<http://www.savethewords.org/>

#### DOWN

3. prickly or thorny  
8. figurative expression

#### ACROSS

6. to become less good, to deteriorate  
10. filled with weeds or reeds

If you think you have found the answers, come and see me in the IB office or e-mail me at [pyp\\_co@kist.ed.jp](mailto:pyp_co@kist.ed.jp)!

**Emma Homerlein**  
PYP Coordinator

## MYP and DP Mathematics

The table below identifies some of the perceived issues (myths) raised by schools. The aim is to increase understanding and awareness of how the two mathematics programmes have been developed.



### From Mathematics: The MYP-DP continuum

Myths	Reality
There is little alignment between MYP mathematics and DP mathematics.	The mathematics courses in the MYP and the DP have a significant alignment. The MYP mathematics framework covers concepts and skills included in and beyond the presumed knowledge required for the DP. The objectives of the two courses are closely aligned and overlap.
MYP mathematics does not prepare students for DP mathematics.	The philosophy of the MYP allows schools to develop their own mathematics curriculum to meet the needs of their students. Schools need to plan to spiral the DP presumed knowledge purposefully within the MYP mathematics framework. Additionally, the assessment criteria in MYP mathematics demand a level of skill and rigour that provides an excellent transition to both the internal and external assessments in the DP.
MYP mathematics is not suitable for all students.	MYP schools determine the taught content of MYP mathematics and, therefore, its suitability for their students. The concepts and skills listed in the MYP framework for mathematics are recommended to allow easier transition from MYP to DP mathematics and allow the possibility for studying mathematics at two distinct levels.
MYP mathematics is not rigorous.	Schools develop their own curriculum and levels of rigour by using the standard and including relevant portions of the extended MYP concepts and skills. This developed curriculum must meet, and can exceed, the level required to succeed in the DP courses. Schools determine the frequency and rigour of tests and examinations in MYP mathematics and schools can opt for internally assessed work to be moderated within a worldwide context.
The DP mathematics courses do not explore mathematics in real-life situations.	The DP advocates teaching mathematics in a contextual manner where and when appropriate, as determined by the aims and objectives.
There are no assessments in MYP mathematics.	There are continuous internal assessments in MYP mathematics with the potential to request external moderation. Prescribed minimum tasks are submitted for moderation and include elements that are common to the DP.

#### Bibliography

International Baccalaureate. (n.d.). *Mathematics: The MYP-DP continuum*. Retrieved November 18, 2010, from Online Curriculum Centre: [http://xmltwo.ibo.org/publications/MYP/m\\_5\\_mathm\\_mdcdoc\\_1011\\_1/html/production-app3.ibo.org/publication/249/part/1/chapter/1.html](http://xmltwo.ibo.org/publications/MYP/m_5_mathm_mdcdoc_1011_1/html/production-app3.ibo.org/publication/249/part/1/chapter/1.html)



## Hana's Suitcase

On November 2, **Fumiko Ishioka** visited KIST and presented a PowerPoint presentation about a girl named Hana Brady and how Fumiko herself had researched about Hana.

When Fumiko was explaining about World War 2, she wanted something that is related to this event to show to children. So she got a suitcase from a museum, and this was the start of her research about Hana. Fumiko didn't know where to start, at first. She mailed to the museums for information, but it was hard to find something about Hana.

Then, she got four pictures drawn by Hana, and then she found out that Hana's brother, George, was still alive. George sent Fumiko his sister's pictures and told her all about Hana. When Fumiko got enough information with Small Wings (the students who were searching for Hana with Fumiko), they opened an exhibition.



Fumiko told us about the way she researched, where she went, how she felt when she found out something about Hana, what she had discovered, and about Small Wings. And now, Fumiko is traveling with Hana's suitcase, to tell people about Hana.

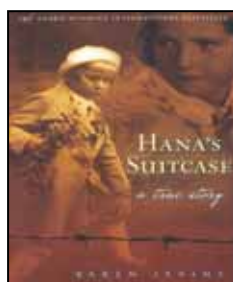
Hana Brady was a girl who lived during the wartime. Her parents were kind and nice, and had a store. Hana and her brother George were very close and they were a happy family. But then, the war started which was lead by Adolf Hitler and the Nazis. Adolf Hitler hated the Jewish people. He made restrictions that banned Jews

receiving services. Jews couldn't go to public places, and schools were included, too.

Then, they made concentration camps.

Jewish people were forced to go there, and many died in concentration camps, and the Brady family was not excluded.

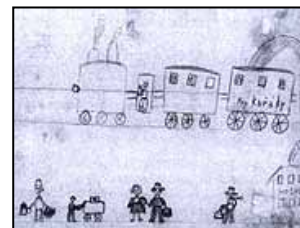
Hana suffered in the concentration camp and died there after two years. The war ended soon after, and George Brady was the only one who survived in the Brady family.



From Fumiko's presentation, I learned about human rights and how we should respect them. I learned that everyone is equal and should be treated the same. If we do not follow this, a lot of people will suffer. Her presentation made us think about the war and the people who died there again.

George said that Hana's dream was to be a teacher. I hope everyone learned something from Hana and understood what she wanted us to learn.

**Chae Youn (G8B)**



One of Hana's drawings

## Influenza Season

The onset of winter each year brings with it an increased danger of contracting illnesses such as influenza. We would like to remind all families to be extra careful during this season to take special care in preventing the spread of this disease.

Influenza is caused by a hardy virus that can mutate itself into different forms. It enters the body through the nose and mouth, similar to a common cold; however, the influenza virus can also cause high fever and can severely affect the brain and lungs. The virus may be spread directly from person to person through sneezing, for example, or indirectly through contact with items touched by an infected person. In fact, the virus can survive outside the body for a number of hours on soft objects such as items of clothing, and for up to a full day on hard objects such as door handles, cups and cutlery.

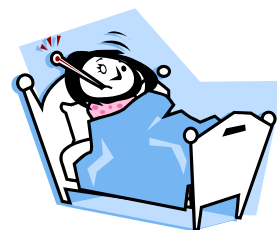
One of the most effective ways to prevent the spread of the virus is to simply **wash your hands** regularly with

soap. **Gargling** regularly is also effective in expelling germs from the throat. In situations where gargling is not possible, it is also a good idea to **drink liquids**

regularly as this helps to flush any germs from the throat into the stomach where they are killed. **Vaccinations** are also effective in preventing infection, and this year's vaccine is designed to cover the main types of influenza currently known. It is important to remember, however, that even after being vaccinated, there is no 100% guarantee that you will not contract the disease.

Children diagnosed with influenza should not attend school until cleared by a doctor—usually 2 or 3 days. If your child contracts influenza, please be sure to notify the school office directly.

Please take care of your health and the health of your family this winter.





**Memories of  
KISTival 2010**