



The Comet

The Newsletter of K. International School Tokyo

Volume 17 | Issue 3 | March 2014

➡ In this issue...

- ▶ Elementary Hosts School Visits...p. 3
- ▶ "Word Work" Discoveries...p. 5
- ▶ School Calendar...p. 6
- ▶ Ryuun Wins Award...p. 7
- ▶ Wall of Honor...p. 9
- ▶ Japanese New Year Party...p. 10
- ▶ Basketball Success...p. 11
- ▶ Middle School Brain Bowl...p. 13
- ▶ MUN Conference...p. 17
- ▶ Athletics Adventures...p. 20
- ▶ Internet Safety...p. 23
- ▶ Alumnus Report...p. 24

"Children have to be educated, but they have also to be left to educate themselves."

—Ernest Dimmet

From the Head of School

The plum trees in the school grounds have started to blossom, and although it is still a little cold, it is beginning to feel like spring is in the air. There are only 2 months left until the Grade 12 DP final examinations and I wish all our students the best.

As we continue working towards raising the level of education at KIST in order to reach our school's mission, we are currently planning a number of new initiatives for the upcoming school year; one of which is to raise the level of English and mathematics at the school, subjects which are important learning tools for all subjects.

Since June last year, KIST has adopted the British Key Stage and IGCSE, curricula which are well-suited to the DP, for its math diagnostic testing in Grades 3 through 11. As a result, we are now better able to understand the expectations for each individual grade, enabling us to analyze students' current levels, and implement appropriate educational structures that address the grade level objectives. Furthermore, we are offering supplementary mathematics classes in the elementary school and streamed classes in the secondary school to provide necessary individual support for our students. I am very happy to note that although the Key Stage and IGCSE math testing has been in place for little under a year, a large number of students have made great strides in improving their mathematical ability.

In addition to mathematics, we are also planning to implement Key Stage diagnostic testing in English from June for Grade 3 and above. Initially, we were planning to offer the test during February only to those who wished to do it, and we informed the community of such, but since then we have decided to make it available to all students in the eligible grade levels. The results of these tests will enable us to further build the necessary support structures for our students.

An explanation session is being planned for the day of the student-led conferences (Friday, March 21) to explain what support structures will be put in place and also to introduce the other new initiatives being planned. I hope to see you there.

Yoshishige Komaki
School Director/Head of School

DATES TO REMEMBER



March 2014

- 14 (K1-K3) Kindergarten concert (*Morning)
- 14 (G1-G12) Clubs program ends
- 21 Student-led conferences
- 21 Spring college fair
- 22-30 Spring break
- 31 (W) School resumes for all students

April 2014

- 4 Last day of quarter 3
- 7 (G1-G12) Clubs program resumes
- 11 (G10) DP subject options evening
- 14 School photographs (New and absent students)
- 23 (G7-G12) Math field day (Hosted at Yokota)
- 24-25 (G5) PYP exhibition
- 29 (G12) Last day of classes
- 29 School day

May 2014

- 3-6 Golden Week vacation
- 5-23 (G12) DP examinations
- 14 (W) Free dress day
- 23 (G12) Semester 2 reports issued
- 26-28 (G9-G11) Semester 2 examinations
- 28 PTA annual general meeting



Elementary School News

Making learning authentic and purposeful

What is authentic and purposeful learning? In the IB document titled "Making the PYP Happen", it says that students will become more enduringly skillful when the learning is authentic and in context. This means that in order for students to move from their current level of understanding to a new and deeper level of understanding students should be exploring, questioning, experimenting, researching and making connections.

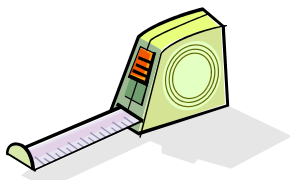
Recently I was afforded the opportunity to work with the K2 and K3 students to deepen their understanding of their Units of Inquiry in authentic, relevant, and purposeful ways.

As many of you may remember, a few months ago during a typhoon we had a tree fall in the kindergarten playground. As it turns out, K2 were learning about different materials at that time. We were lucky enough to have the workers who were removing the tree to cut us two slices of the tree for the children to see and touch.

When the tree fell it damaged one of the wooden decks which needed to be repaired. This seemed like a great opportunity to work with the K3 students who were inquiring into simple machines. In demonstrating the deck repair the students used a measuring tape and saw how a handsaw, electric saw, screwdriver and electric could be used. As these students use this playground every day at school they seemed to take ownership over the repair.

Inquiry and wonder are all around us; explorations that open up new questions and possibilities. Almost every experience we have can be a learning opportunity for us and our children, let's use these and embrace the wonder. As Benjamin Franklin said, "Tell me and I forget, teach me and I may remember, involve me and I learn."

Kevin Yoshihara
Elementary School Principal



Elementary Hosts School Visits

The end of 2013 and the start of 2014 were busy times not only for the students and teachers but also for our elementary school principal and the PYP coordinator. Three schools scheduled visits in order to learn about the International Baccalaureate PYP curriculum at our school. Participants came from as far away as Gifu prefecture and the Chinese city of Zhongshan to have a look at our teaching practices and methods. Such visits give our school administrators a chance to showcase our abilities while considering our own practice. Schools ask tough questions which demand an inward reflection regarding the way in which we teach and how we strive for and set the school's learning goals.

The schools that took part in the information tours included Sunnyside International Kindergarten in Gifu, Majestic Garden Kindergarten from Zhongshan City, China, and Kaichi Comprehensive School in Saitama. All visitors expressed amazement at our school's ability to provide a warm, engaging and challenging atmosphere while balancing the tenets of the IB with the needs of both the students as well as the teaching staff. Many compliments were generated in reaction to the colourful, artistic interpretation that the classes have produced through their inquiries. The *creative* joined with the *academic* seems to have burst out into the hallways from each room.



The visitor's compliments and thought provoking questions left Mr Yoshihara and myself with a deep sense of pride that surely should be shared with all elementary staff members.

Clay Bradley
PYP Coordinator



K3 Trip to Fukagawa Fire Station

In one of our units, How the World Works, K3 students have been exploring different simple machines and understanding that simple machines help people do work easier. It is a fun unit where learning quickly comes alive and the students are able to discover the different simple machines that are around them.

The students visited Fukagawa fire station on February 24 as part of this unit on simple machines. Even before we got there, the students were shouting out the different simple machines they saw on the bus and out the window: "There's a screw on the chair! The bus has wheel and axels! There's a ramp!" In less than ten minutes, our school bus had neared the fire station and we were greeted by five shiny red fire trucks, two fire motorcycles, and firefighters in their uniform!

The chief firefighter, Mr Koike led us around the fire station to show us the different equipment and vehicles a firefighter uses. The students were given the opportunity to observe firefighters training to rescue people from a three-story burning home and even have a turn at sitting in one of the fire trucks!

Students were able to apply their knowledge about simple machines at the fire station: "There's a pulley in the ladder!" **Saku** exclaimed as he closely observed the three-story tall ladder laid on the ground for the students to see. We took a group photo with Mr Koike at the entrance of the fire station and thanked him for inviting us. He told us that we could visit again if we wanted. We had a great day!

Christie Chung
K3B Teacher



K2 Sharing the Planet

As our new unit of inquiry is about living things, we have been learning what living things are. To begin our unit, I asked the K2 students what they thought a living thing was and we discussed their prior knowledge of living things. Most of the students' answers were bedroom, living room, spoon, fork, bathroom, etc. **David** answered that a living thing is a place where we stay and sleep. **Aina** said, "It is a place where we can take a bath, too". I read a book about living things and when they learned that plants, animals and people are living things; things which move, grow and change, their mouths opened with surprise and many questions arose. **David** asked "A tree doesn't move, why is it a living thing?" Lisa said, "A popcorn is a living thing because it pops". **Yuma** said, "A tsunami is a living thing because it moves up and down". **Fuwa** asked, "Why animal move?" **Max** told us that he was scared of living things because he thought they would eat him up.

Each student brought their own plant to the classroom to water and take care of. K2 students will also plant seeds to see how plants grow and they will use their journal to draw and write about what they observe as their seeds grow into plants. We have some pets in the classroom which are terrapin turtles, shrimps and goldfish. The students feed their pets in the classroom as part of their responsibility to take care of living things so that they grow and stay healthy.

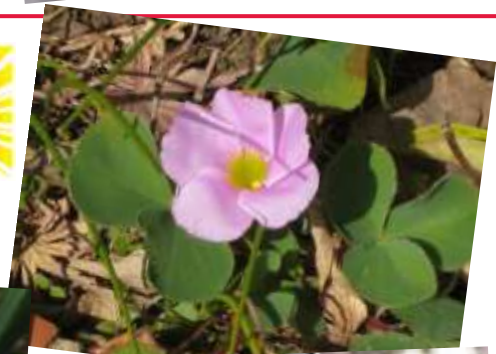
One of our G1 friends donated a giant daikon radish. As daikon plants are living things, we talked about how it grows and changes. They were amazed to see that this daikon was unusually round, as daikon are often long in shape. In mathematics, the K2s are learning about the measurement of weight. We took items from the classroom and paired the items to discover which items were heavier than others. We also compared our own weights with the daikon to see the difference in weight. We found out that the daikon weighs 15.5 kilograms and discovered that some of our K2 friends are lighter than the daikon!

Claire Yoneyama
K2 Teacher



Signs of Spring

Although the cold weather is not quite over, nature is showing us various signs of spring around the school campus.



"Word Work" Discoveries

"Word work" is a small group activity many of our students do across the grades to focus on vocabulary meanings and the spelling pattern-sound connections within sets of words. For example, think about these words: *feather, creature, indeed, weather, steady* and *extreme*. What do they have in common? What do they have different? How would you sort them into categories? (Hint: the long versus short "e" sound. Ask Grade 4 if you're still unsure.) Let's take another example, and think about what these words have in common: *shorten, summarize, clarify, harmonize, visualize, sweeten*. Not sure? They all have suffixes with the same meaning, "to make something ____ (short, a summary, clear, etc)". But why three different suffixes for the same meaning? A wonder question to investigate further. These are brief examples of the many explorations of words, their patterns and their meanings that our students lead each week. Such



explorations develop spelling knowledge, pronunciation, concepts, and also the breadth of vocabulary each child has at their disposal to include in their writing and discussions.

Furthermore, conversations that we have with our students during word work often reinforce our bilingual or trilingual education. Here's a recent example from Grade 4, one which also illustrates how you can jump in to consolidate this education at home. We were starting a session on "aw" and "au" words, one of which was "dawn". At the start, all students were unsure of which picture to match this word with. Then someone had the idea to match it with the picture of the pretty pink sky because this is what the sky looks like when the sun goes "down". "Down" indeed looks similar to "dawn"! Good guess, and a perfect opportunity to discuss the different pronunciations of the two words, and to contrast the meanings—dawn is actually just before the sun comes up. We finished with the question, "What is "dawn" in the other languages you know?" Hmm...we wished you'd been there to help us out on the spot, but you can always answer our questions later at home. Ask your child what their "word work" questions are and help us double or triple the new words we learn.



Rachel Parkinson
Elementary ELS Coordinator

Grade 3 Flash Mob

G3 performs KIST's first flash mob!

"Everybody dance now!" At least that's what the Grade 3 students did during morning recess on Friday, February 28, performing the first flash mob in the history of KIST. That's right – at approximately 10:20 a.m., the loud speaker blasted out the lyrics to C&C Music Factory's 1990s hit "Gonna Make You Sweat (Everybody Dance Now)" while forty-five G3 students took the stage – or, in this case, the field.

The flash mob was performed as part of G3's "How We Express Ourselves" unit which focuses on how cultures express themselves through art, music, and of course,



dance. The flash mob was a huge success, receiving cheers and applause from both elementary and secondary students, teachers and office staff, as well as from visiting parents, excited to watch their children perform.

If you witnessed this spectacular performance, consider yourself lucky – there may not be another flash mob at KIST for years to come!

Julia Lupone
G3A Teacher



Art Snap Shot



Grade 3 have been working on their Pop Art paintings for some weeks now. In their final piece of artwork, students used a **viewfinder** to zoom in on a part of their shoe; they used this study as the basis for a painting inspired by Pop artist Andy Warhol.

Students had to be **thinkers** when applying new painting skill techniques as they worked through the process.

They were encouraged to **reflect** upon their **knowledge** of the **complementary pairs of colours** and how, when these colours are placed next to each other, they can make a piece of artwork even more eye catching!

Helen Campbell
PYP Art Teacher



School Calendar

To assist families planning overseas trips, the dates of school vacation periods for the 2014-2015 school year are listed below. Families are asked to make arrangements accordingly to 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 in June.**

- [First day of school](#): August 18, 2014
- [KISTival](#): October 25, 2014
- [Autumn break](#): October 26 – November 2, 2014
- [Winter vacation](#): December 13, 2014 – January 5, 2015
- [Student-led conferences](#): March 21, 2015
- [Spring break](#): March 22 – 29, 2015
- [Golden Week](#): May 3 – 6, 2015
- [Last day of school](#): June 10, 2015

**2014-2015
school year**



Please also note that the **Parent Welcome Nights** held at the beginning of the school year will be organized a little differently next year as follows:

- [K1/K2/K3 Parent Welcome Night](#):
Thursday, August 14, 2014
- [G1-G5 Parent Welcome Night](#):
Wednesday, August 27, 2014
- [G6-G12 Parent Welcome Night](#):
Friday, August 29, 2014

Ryuun Wins Award

Further to our participation last year, there were three entries from KIST's Elementary School in this year's National Book Essay Contest for Young Readers: **Yudai** (G3A), **Ryuun** (G4A) and **Den** (G5B). From these entries, Ryuun's essay progressed to the selection committee where it was awarded a prize; an honor only awarded to 534 out of 270,000 entries from children in the metropolitan area.

Ryuun said on his award: "Being my first entry, I am very happy with the result but I would have liked to have finished top. Next time I want to try and get a higher award."

On his achievement, Ms Torikai, Ryuun's Japanese teacher, had this to say: "Well done on your success! Ryuun always makes sure to explain his reasoning and thinking, and to draw on his own experiences when discussing his ideas. My image of him is someone who is always trying to learn from books and I hope that he continues to read lots of Japanese books in the future."

The National Book Essay Contest for Young Readers is held annually during the summer vacation. In



Ryuun wrote his essay about this book.



addition, there will be a Sakura Medal book essay contest for Elementary

students in February. Further details will be distributed to students during their Japanese classes.

For more information about the National Book Essay Contest for Young Readers is available at the link below:

<http://www.dokusyokansoubun.jp/>

Grade 1 Inquiry

Grade 1 has just finished our fourth Unit of Inquiry, 'How the World Works'. The central idea was 'People use natural resources in different ways'. Together, teachers and students considered the different ways we use natural resources, and how the small and big choices we make in our lives impacts the world around us. As a class, we took action by making personal resolutions to change the way we use natural resources in our daily lives.

For the summative assessment, the Grade 1 students chose both a natural resource and a presentation medium for their student-centered personal project. They researched their natural resource at home, and used their research to complete a write-up at school. Students then conferenced with the teacher to re-read and improve their writing before moving on to complete their book, poster, or presentation materials. Finally, we presented our projects in an exhibition, inviting teachers and Grade 4 as our student mentors. The students were so excited to share their learning with people from their school community. They loved reading the feedback that was left for them by the many people who visited our exhibition!

At KIST, we believe even the youngest students are capable of making a difference in our world, and we understand our students are the future of our planet. We hope our Grade 1 students will take their new understanding of the importance of our natural

resources with them and begin a lifetime of making a difference in caring for our planet!

Jennifer Campbell
Grade 1B Teacher



Secondary School News

One thing parents and students will notice in this edition of *The Comet* are the increased articles written by students. As Principal, I cannot think of a better way for our community to learn about the many student centered events happening at our school.

Lunch time concert series

Our Secondary Student Representative Council (SRC) is very keen to start new traditions at our school. 'For students by students' certainly rings true with a very new initiative sponsored by the SRC. The Secondary Lunch Time Concert Series began taking place in January. Each month the students are performing during lunch recess on average twice monthly to the enjoyment of Secondary students. One or two acts are performed in front of an appreciative crowd which seems to grow in each succeeding performance. These performances are open to all students in Secondary in which a simple application is made through the SRC. It is hoped this venue will help students try new things out and also help with our End of Year Concert performances in general.

The Lunch Time Concert Series are an excellent example of students acquiring the IB Learner Profile attributes of being risk-takers and caring. It is events like this, in which students participate voluntarily and take initiative in which the teachers or supervisors only act as advisors that truly exemplify intrinsic action. I certainly hope this effort continues throughout the school year.

As I write this article, another impressive student initiative is about to take place. Grade 10 MYP students will be celebrating their learning by hosting the G10 Personal Project Exhibition on Friday, March 7. This year student representatives created a video that has been playing on the TV monitor at the reception counter. Students have been given general guidelines but as with the Lunch

Time Concert Series, more and more we are seeing students take on leadership roles and doing a stupendous job! This is not a coincidence but rather the positive environment our school culture continues to help nurture in line with our school mission.

Textbook exchange 2014

In 2012, we began the textbook exchange and will continue once again this year. The basic idea is to offer an opportunity where students moving on to higher grade levels or graduating can sell their textbooks to other students moving up grade levels at a used market rate. This will be of interest to students moving from Grade 5 to Grade 6 and subsequent movement between grades and of course students entering the Diploma Programme. The school developed a suggested pricing scheme, but all sales will continue to be between the seller and buyer in which the school does not take any responsibility. Last year, the book exchange was conducted on Family Day. We plan to do something similar to ensure



Secondary lunch time concert series, February 2014

convenient access to all families. Family Day is scheduled for Saturday, May 31 this school year.

The 2014-2015 Textbook/Digital Supply List will be updated by the middle of May and this will be distributed to all families via E-Communications before the actual textbook exchange. It is important for families to check the updated textbook lists as they are subject to change. Even if a particular textbook is no longer being used, parents may still find value in older textbooks for additional support as appropriate. All sales will be final in which the school is not involved directly with any purchases between parties taking part. Please stay tuned for more details.



Stephen Rothkopf
Secondary School

New Faces

Since the last issue of *The Comet*, we have welcomed a number of new staff members to our team. On behalf of the school community, we wish you all the best and hope that you enjoy your time with us.



Michael Davignon
LEAP Instructor /
Relief Teacher



Jonathan Homewood
MYP Science /
DP Biology



Nomingerelei Ulzii
Systems Engineer

KIST Spelling Bee

On January 27, the **3rd Annual KIST Spelling Bee** took place in the gym. The Grade 6 competitors were **Jun Hyuk**, **GaOn** and **Ayian**. The Grade 7 competitors were **Won Tae**, **Jin Il** and **Gautham**. The Grade 8 competitors were **Ayaka**, **Lae Eun** and **Selena**.

The competitors from each English class were chosen through preliminary rounds held in each English class. Since November, the competitors have been practicing every day in class, at home and with their friends who helped practice for the final competition. When the time came for the KIST Spelling Bee to be held, all the students from Grade 6 to 8 were supporting their classmates enthusiastically. The teachers as well as parents were invited to attend and there was a positive competitive environment in the gym.

After 19 rounds of spelling, **Gautham** (G7B) was declared the winner of the 3rd Annual KIST Spelling Bee 2013-2014. However, every participant was celebrated and all the competitors received a certificate of participation. The final three contestants: Jun Hyuk, Gautham and Lae Eun received gift certificates. The winner received a subscription for Encyclopedia Britannica and the opportunity to participate in The Japan Times Spelling Bee on March 22, 2014. The student who wins The Japan Times Spelling Bee will earn the opportunity to go to the US where representatives from different schools will compete to become the 2014 National Scripps Spelling Bee Champion.

Every participant did well, especially Gautham who spelt difficult dictionary words such as **dodecahedron** and **gravitational** to win. We are looking forward to seeing Gautham participate and represent KIST in The Japan Times Spelling Bee. Good luck, Gautham!

Keina (G7A), **Tom** (G7A) and **Tae Won** (G7A)



Congratulations Gautham!

Wall of Honor

In the Secondary School, the wall next to the office has been used to celebrate students showing learner profile attributes in their daily lives. This wall has been named the "Wall of Honor". Students in Grades 6 to 8 have been nominating classmates that demonstrate learner profile attributes in their daily interactions with teachers and classmates in class as well as outside of class.

When students nominate a fellow classmate they have to explain how the student has represented a learner profile with examples of behavior that they have shown. Once students have been nominated, Grade 6 to 8 teachers discuss nominations and decide who will be awarded a Wall of Honor certificate. That student gets to paint their handprint on the wall to commemorate the occasion. The handprints are done in different colors and have the name of the student, the learner profile attribute and the date in which the certificate was awarded written underneath each handprint.

It is a great way to congratulate our classmates in an anonymous way. Although it is not 100% guaranteed that the person you nominate will be chosen, a lot of the time they will have an opportunity to be considered for the Wall of Honor in the next academic quarter. If any of the students from Grades 6 to 8 see someone demonstrating a learner profile attribute in school, we recommend that you write a nomination for that student. The nomination slips can be found in each Grade 6 to 8 homeroom. It's free and it's quick!

Sophia (G7A)



Japanese New Year Party

The Japanese New Year Celebration on January 29 was, as it is every year, an entertaining event. Strategising with friends to win our fight against the sumo wrestlers was especially fun – this year, my friends and I did a short battle dance and chant to intimidate the sumo wrestler before we began so we could win the fight, and we did! Now, we can go around telling people that we danced our way to a win in a battle against a sumo wrestler. I am grateful to all the parents and staff who made this day possible.

Angela (G10A)

Thank you for annually coming to our school to celebrate New Year with us. Our country Korea also has similar New Year party as Japan like eating rice cakes, but we are very glad to experience Japanese New Year celebration and we truly felt how beautiful Japanese culture is. Especially, we are really glad to see sumo right in front of us. Thank you so much.

Sae Lim (G10B) and Ji Ye (G10B)

The whole experience of fighting, meeting and playing the sumo wrestlers was an amazing experience. A lot of people enjoyed physically playing with the sumo, and for the people who didn't get to play, thoroughly enjoyed watching the sumo fight and everyone left the gym with a smile. We laughed until our stomachs hurt. After the memorable experience, we got to pound the rice and got the opportunity to eat different types of mochi. This included, soy sauce and seaweed, sesame and more. To be honest, we had a lot of assignments pending and this event really was mind diverting.

Anisha (G10B) and Muskan (G10A)

There was a New Year's party at school on January 29. We were able to fight the sumo wrestlers, pound rice cakes and eat as many rice cakes as they had, at this party. When the teachers and students fought with sumo, even though everyone was trying their best, the sumo wrestlers looked like they did not have to try at all. When we pounded the rice cake, everyone was shouting "Yoisho" which made the atmosphere fun. There were four flavors of the rice cakes which were black sesame, bean paste, kinako and soy sauce and they were all delicious. We cannot wait for the next New Year's party!

Megan (G10B) and Misol (G10A)

The New Year party was very fun. A lot of sumos came to our school during the day and we were able to wrestle with them in small groups of 3. Even though there were 3 people in a group we were not able to win. Also some of the teachers volunteered but were no match for the sumos. The best part of the New Year party is when we were able to make the mochi (sticky rice) and then later enjoy it. The mochi was very tasty because they were all kinds of flavors.

Ryu (G10A)

The New Year party is something I really look forward to every year because of the sumos and the mochi. I have always thought that the parents and the sumos were amazing because they are always working hard to either pound the mochi or distributing them. I really love eating the shoyu mochi, and I really love the fact that its taste does not change. Every year I look forward to eating the shoyu mochi.

Kwan Woo (G10A)



Sumo wrestling on Japanese New Year's Day at KIST was a very fun experience. Students got to have a first hand experience with the tradition Japanese Sumo Wrestlers. The Sumos also pounded mochi (Japanese Rice Cakes) with the students. It was a great way to have some time-off from school and have fun with teachers and students.

Aditya (G10B) and Azzam (G10A)

In the New Year's festival, we had sumo wrestlers, mochitsuki, and ate mochi. They were all fun but first, we started with the wrestling with the sumo wrestlers. With Hamish, I wrestled a sumo wrestler. Hamish was pushed back in an instant but using my legs, I endured all the pushing attacks and kept pushing him. However, the wrestler was calm and he lifted my left leg and slammed me to the ground. I was a bit disappointed in my loss. Later on, after the wrestling, we hit the mochi with hammer and ate mochi after that. There were 5 flavors of mochi and they were good.

Hee Dae (G10A)

During this annual event, the signature culture of sumo in Japan visited our small family, KIST. We had a blast by training with the sumo wrestlers, and afterwards, taking years of revenge by fighting back with them. We were able to express 5 years of stress and anger from MYP. After that, we went for the regular mochi pounding, putting all our strength right in the hot steaming rice in the marble bowl. Lastly, we had a great time by eating many different types of oishii mochi too. Another fun memorable moment of our lives!

Raghav (G10A) and Raj (G10B)

On January 29, we had a New Year's Party at our school, where professional sumos came, and where mochi was pounded. There were four types of mochi; kinako, sesame, soy sauce with seaweed and red beans. All four were really delicious, as they were made by sumos, and were pounded by the students, with the help of the PTA mothers. Boys and girls ran towards the line for their second helping as the mochi was very tasty. Mochi competitions between the students were the main part of the party, since every student wanted to eat more than the others. The sumo wrestling was also very fascinating since teachers and students fought against sumos and were thrown off the mat. Overall, the New Year Celebration was very fun because we got to eat mochi and we got to see the sumo wrestling!

Aashvi (G10B) and Ji Eun (G10A)

On January 29, 2014, KIST participated in the New Year's event. Firstly, we went to the gym to have a wrestling match with the sumos. We all tried hard to beat them; however they were too strong for us! Next, we went outside to the gym, and we smelled something delicious in the air. It was the smell of mochi. To eat them, we firstly pounded them with the sumos. Lastly, we were awarded with mochi of many different flavors. It was a very enjoyable day!

Saya (G10B) and Yu Jin (G10B)



Basketball Success

To cap off a successful season, the middle school boys' basketball team headed off to The British School in Tokyo to take part in the ISTAA basketball tournament on Saturday, March 1.

Unfortunately, due to other commitments that day, we were missing a few of our players. Nevertheless, we went to the tournament ready to do our best.

Our first game was against CIS who pushed us hard but we managed to scrape through and get a win. We then went on to play TIS. They also proved to be tough opponents and after a period of overtime we were able to win the game.

Our next game was against KAIS, who were very competitive but we were able to pull away from them in the second half to get the win.

Our final game was against BST, who were also unbeaten. The winner of this game would ultimately become the tournament champions. We were able to build a good lead from the beginning but got into foul trouble early. However, the rest of the team stepped up and played some great defence against a determined BST team. With great delight, we were able to hang on and get the all-important victory and become the ISTAA Basketball Middle School Champions of 2014.

Well done, Comets!



(L>R) Mr Grant, Michael (G6B), Won Tae (G7A), Moe Min (G8B), Deniz (G5B), Ke Yi (G8B), Kenzo (G6A), Jovonne (G7A)



English Day

Thank you everyone for supporting English Day at K this year. Although we had many difficulties like heavy snow, the date changing and finding volunteers, the day finished successfully.

Our initial target for the day was 160 applications as we started to announce the event earlier than last year. Unfortunately we did not reach this number, but we had more applicants than last June. Furthermore, due to the date change, we had 13 cancellations. In the end, a total of 84 children enjoyed the event. We were pleased to have those children attend.



This year, due to the number of volunteers, we were able to take rests in turn and this helped the operation of the day proceed more smoothly. All the secondary and elementary student volunteers worked very hard. In particular, because of the secondary volunteers, the children who attended were able to enjoy the event happily and safely. We were very lucky to have such wonderful volunteers. We also appreciate the assistance provided by many teachers, students and parents.

I would like to thank all those who supported English Day at K, especially Mitsuko Morooka and Emiko Menon. We could not have held this event without their support.

Thank you again to everyone. We really appreciate your support.

Kaori Meguro
PTA Events Committee

Spotlight on Clubs

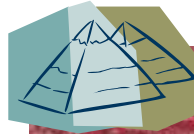
Performance arts club

The Elementary Performance Arts Club allows Grade 4 and 5 students to explore different ways of expressing themselves through fun drama and music exercises. Students work together in groups as well as individually to build performance pieces that will be showcased during assemblies and school concerts. Students in the performance club also assist with the kindergarten concert, undertaking different performance and MC duties. Any student with an interest in performing or just developing new skills is welcome to join. Please contact Mr Robert if interested.



Forensics mystery chamber club

Students in the Secondary Forensics Mystery Chamber Club are given the opportunity to explore questionable circumstances that help to invoke their critical thinking skills. Some examples include the Mayan civilization and their disappearance, the Yonaguni monument, and the pyramids on Mars, as well as mysteries in the subjects of paleontology and oceanography.



There are also many hands on tools that students use to acquire evidence necessary to solve a mystery. Spy glasses, invisible ink decoders, and detective disguises allow the students to immerse themselves and experience realistic investigation situations. These experiences are valuable because they help the students learn to analyze their environment and pay attention to information that can help them make informed decisions.



Summer Program



Applications for KIST'S LEAP Summer Programs 2014 are now being accepted. This year, the following programs will be offered:

June 16 (Monday) - June 27 (Friday)

1. Summer Day Camp

[For students entering **K2** to **G2**]

This program is designed for students to develop inquiry skills through enjoyable experiences.

July 28 (Monday) - August 8 (Friday)

2. Summer Academic Program

[For students entering **K2** to **G1**]

This program is based on the British Key Stage 1 mathematics and English curricula and is designed for students to improve their English skills and develop an understanding of mathematics while learning in enjoyable ways.

3. Summer Academic Program

[For students entering **G2** to **G5**]

This program is based on the Key Stage 1 and 2 math and English curricula and is designed to develop students' math and English skills.

4. Summer Intensive Program

[For students entering **G6** to **G9**]

This program is based on the British Key Stage 3 and International GCSE math and English curricula.

5. Summer Intensive Program

[For students entering **G10** to **G12**]

This program is based on the International GCSE and IB Diploma mathematics curricula and is designed to help students develop necessary skills in mathematics for the DP.

More information about the summer programs is available at:

<http://www.k-leap.jp/node/summer-program-2014>

Middle School Brain Bowl

On Wednesday, February 12, 2014, we attended the Middle School Brain Bowl which was hosted at Aoba-Japan International School (AJIS) in Hikarigaoka. The MS Brain Bowl is an event where students from G6 to G8 gather from a total of twelve international schools to participate in this event. We were separated into groups including 4 students, varying in school and age. First, we were required to come up with a unique name for our group and to create a banner for our own team. After that, there were three rounds including the general quiz round, the buzzer round and the novelty quiz round.



I was in Team U; Team Unity. My teammates and I had a hard time to introduce ourselves because everyone was waiting and relying on each other to break the ice first. All of my teammates were good in different areas. I knew quite a lot about Greek mythology, a different teammate was good in history and capitals, another was knowledgeable in sports, another was quite flexible in instruments.

This was my first participation in MS Brain Bowl so I had no idea how things worked. However, my teammates were very nice and explained things to me. The more I followed the crowd, the more I understood better. We did very well in the writing round, as for the buzzer round, I couldn't push the buzzer even once! All the questions had answers that I did not know of or I wasn't sure. I could have given a go but I did not want to badly affect my team and it was better to be safe than sorry. The novelty quiz rounds were quite hard since some were unexpected. By the end of the rounds, I put my head down on the table, feeling as if my brain would split up.

Overall, I'm glad I went and it was a great experience for me. It was not only about moving those gears in your brain but also being able to be good in team work. In this event, Brain Bowl, you won't get anywhere if you aren't working well as a team. If I would give advice to people who want to participate in the Brain Bowl event, it would be, keep it light, have a good attitude and enjoy. If you dwell on things and have a bad attitude, it would make it harder for your teammates. I realized, as soon as the first round was on, team work was very important. Team Unity lastly came in 9th for the whole competition.

Marlinah G6A

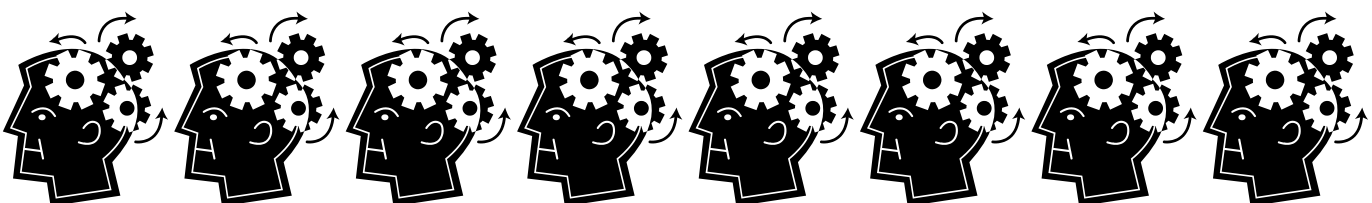


I was in Team Gamma which is one of the alternative teams. Everybody in my team was really cooperative and fun to be with. We struggled at some of the questions in round one. However, we all became good friends in about 10 minutes from when we first met.

We did not participate in the second round—the buzzer round—since we were one of the alternative teams. Although we could not participate, we had fun observing the other teams competing. Round three was probably my favorite round. I really enjoyed putting the Disney movies into a timeline because you could slowly tell the minor changes of Disney movies as the years went by. The question about Japanese cuisine was probably the most challenging question as it required us to match Japanese food names to their descriptions.

This was my first time participating in some event like this which is probably why I was very nervous. I think this was a good experience and I would love to volunteer to be part of next year's MS Brain Bowl.

Katherine G6B



The IB Educator's Network

As you may know, the IB mission is about taking action towards making the world a better place to be. The KIST mission shares this objective and through service and other programming, KIST students participate in efforts that better our local community and beyond. As an institution, KIST also makes significant effort to support attainment of the IB mission through direct involvement with the IB itself.

One such way we contribute is by opening our doors to observations from other schools in our region. As Mr Bradley described on page 3, we recently hosted observations and professional development opportunities for schools from within Japan and also from China. Another way we support the IB is through the IB Educator's Network (IBEN), a network of IB practitioners that work with the IB to provide IB services to current and prospective IB schools. A relatively large proportion of the teachers at KIST are involved with IBEN in ways such as leading workshops, marking DP exams, visiting schools for authorization or accreditation, as authorization consultants, or by moderating assessment samples. This support is essential to the IB as without it the IB could not support school development to current levels nor sustain growth of IB programmes.

Recently, Mr Cowe and I were invited to participate in further IBEN training. This was our first opportunity to visit the new IB Asia Pacific Office in Singapore. Having heard that the new office was beautiful and in a building that resembled one from Batman's Gotham City, in addition to the training opportunity itself, as I headed to Singapore I was also looking forward to seeing the office itself and to learning more about exactly where it is that all the IB staff we communicate with regularly actually spend their days.

As expected the training was exceptional. It was also insightful as it allowed us a glimpse into upcoming initiatives and services aimed at further improving the support offered to schools in providing IB education. Although the training occurred on a weekend, it was also nice to have many of the IB office support staff on hand to finally meet the people that I am often in touch with by email. The building itself was fantastic as well and very much lived up to its reputation of having a 'Gotham City' resemblance, so much so that it is apparently affectionately referred to as 'Gotham Building' by many.

Jeffrey Jones
Director of Education



IB Asia Pacific Office Building
Photo by Anja van der Vorts
(www.curlytraveller.com)

IT News

Individual student laptop requirement for G9 in 2014-2015

Over the past 1.5 years, KIST has introduced a student laptop requirement for all students in Grades 10 through 12. We are pleased to announce that we are able to expand our 1:1 Bring Your Own Device (BYOD) program to include students from Grade 9 through 12 from the 2014-2015 school year. Therefore, we are requiring that all students entering Grade 9 from 2014-2015 bring a laptop to school. This will be a requirement of enrollment at the school.



At KIST, we use Microsoft Windows, Microsoft Office and SharePoint Online exclusively. We believe that unifying the computer environment that teachers and students use will serve our community best, both from a teaching and learning perspective and better support the needs of students and teachers.



Students who bring their personal laptop to school must ensure their computer meets the published **KIST Student Laptop Requirements**. For computers that meet these specifications, one device per student will be eligible for laptop registration which is necessary to connect to the school Wi-Fi network. Students must have Microsoft Office 2013 (with minimum Word, Excel, PowerPoint and OneNote installed. Outlook, Publisher and Access are also preferred).

Please note that Microsoft Office software is available for purchase at an **educational discount price** through an arrangement between the school and Microsoft. Further details will be provided at a later date regarding software and hardware requirements.

Before making a computer purchase for your child, we ask that families seriously consider that technical support for non-Windows computers (Apple products etc.) is not provided by the school.

Should you have any questions or concerns about computer hardware or software matters, please contact: robert.whittaker@kist.ed.jp

Robert Whittaker
IT Software/Hardware
Coordinator
KIST IT Office



Grade 8 Language A English

Making connections

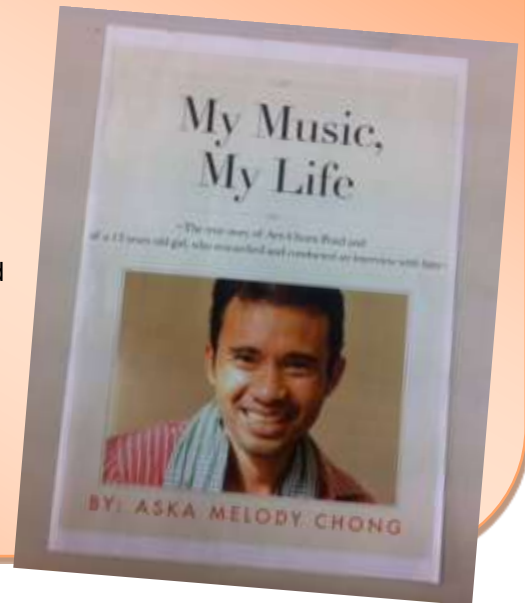
Our task for Grade 8 English A consisted of composing fictional text based on a true story of individuals who have experienced discrimination in their lives. The challenge was that we had to actually make real connections with those people. The options we had to present our fictional text were, a scrapbook, e-book, or a video. This states our experiences we went through in order to complete this task.



Fascinated by the history of Mr Arn Chorn Pond, a victim and survivor of the Cambodian genocide, I composed an e-book titled "My Music, My Life". It consisted of two stories—one about my process and feelings while I was working on this assignment, and another of the life of Mr Arn Chorn Pond, before, during and after the tragedy caused by acts committed by the Khmer Rouge. Gaining support from Ms Frances

Rudgard, one of the staff of the Cambodian Living Arts, I was able to conduct a Skype interview with Mr Arn Chorn Pond about his survival story and hardships he faced during the genocide. During this interview, which lasted for approximately 30 minutes, there were moments where Arn got emotional while he was telling his story. Through this meeting, I was able to appreciate the importance of direct contacts, where I can actually listen to my interviewee's feelings and experiences firsthand. My goal right now is to publish my e-book in a finalized form. Composing a whole book was really challenging, requiring skills and commitment. I had sleepless nights and had to overcome many issues. But this task allowed me to realize and re-confirm my passion towards English, so I believe it was a really valuable experience.

Aska (G8A)



As a student, it was a very adventurous experience for me that I got to interview Mr Michel Chikwanine who has lived through the years of hardships as a child soldier during the Congo wars. I think the most significant consequence of interviewing was that you could feel their emotion towards the incident. I could only manage to communicate by email, but I sensed the dynamic feelings from the words. This was very precious since you can receive

the information from their own perspective and it is not revised like most secondary sources. I was very moved by the feeling that he did not want to answer my questions half-heartedly. The experience of contacting an individual from the other side of the world was very thrilling. My thoughts before had been completely reversed after the interview. It is a chance where you could learn how to comprehend things in a different point of view. I can say that it was a priceless experience. I am sure that if anyone could step out a little with confidence, it would be a treasured resource for future tasks.

Ibuki (G8A)



Library News

Celebrating cultural diversity and support of mother languages



The **3rd International Mother Language Day at KIST on February 21** was even more exciting than the previous two years. The KIST Libraries, in partnership with the PTA Library and Events Committees, aimed for this event to be

a student-centered activity to promote cultural awareness in the school. Starting the celebration with a national costume parade in the morning, the elementary students wore colorful traditional costumes and waved national flags on the field.



Secondary students led by **Jeanine (G11A)** together with **Min Woo, Emani** and **Michiru (G6B)** sang "A Better World," followed by Mr Leroy performing the "Waka, Waka" dance with Grades 2 to 5. The MPR Exhibition was filled with artworks created by the students. The exhibition showcased original iCapture Digital Photography entries and PowerPoint shows of different countries made



by secondary students.



Meanwhile, we also had an overwhelming response from parents who volunteered to read stories using their mother-tongue to the children. The parent storytellers shared their favorite stories in French, Tamil, Korean and Spanish. Karuta games were held in the LMC and mostly participated by the Japanese Department. The "Global Showcase", a fashion show of national costumes coordinated by the SRC was held in the gym. The secondary dance in the evening was also named "Global Hearts" in line with this event.

Again, many thanks to the PTA Cultural Connections Committee, parents, secondary students and staff who volunteered their time to help out with this great event. And a big "thank you" to our PTA Library Committee for always supporting the library activities and sponsoring



the 1500 yen iTunes cards for the iCapture Challenge winners.



iCapture Challenge winners: Emily (G6A), Jeanine (G11A), Hana (G6A), Jiaying (G10A) and Erika (G12A)

Students really enjoyed connecting with their own and other's languages, and celebrating cultural diversity at KIST. You can see the pictures of the national costume parade, MPR exhibition and parent-storytelling on the Elementary Library and LMC Moodle pages.

DEAR "Guess Who?" winners

Congratulations to our Drop Everything And Read (DEAR) Guess Who? winners! **Eanya (G3B), Miku (G4B), Yoo Mee (G4A), Kishore (G4A), Armaan (G4B), Nimit (G6B), Max (G6B), Meng Ting (G7A), Dong Wook (G7B)** and **Yohdai (G7B)** were the lucky raffle winners from our Guess Who? game. They received 500 yen gift coupons sponsored by the PTA Library Committee. Thank you to everyone who participated, and a special thank you to our teachers who modeled for the posters.

Sakura Medal 2014

Students are invited to participate in the Sakura Medal Book Challenge and Sakura Book Trailers again this year. These contests are organized by the librarians and teachers from many international schools in Japan. If you are interested in joining these activities, please contact the Japanese teachers and the librarians for more information.

We need you to help the International School Librarians of Japan choose this year's Sakura Medal books! A team of librarians choose the nominees, but it's up to students to pick the best book! How can you help us? By reading five books (three for MYP and DP students) and voting on your favorites.

Students who complete a Sakura Medal booklet must submit their entries on or before **April 11**. Sakura Medal books and voting booklets are available at the circulation desk of the LMC and Elementary Library. Winners will be announced on **April 18**.

The KIST Libraries Team



KIST Hosts Successful MUN Conference

On a cold morning early in January, 60 KIST students—delegates, student officers and administrative staff—were joined by students from Yokohama International School, the British School in Tokyo, and Tamagawa Academy for the 7th annual **Near East Model United Nations Scrimmage**.

This year's conference was chaired by two Grade 12 students, **Moyu** (G12B) and **Abhi** (G12B), who acted as Secretaries-General. They opened the day by interviewing the press spokesperson for the Israeli embassy, Mr Ronen Medzini. The discussion was lively and engaging, and all of the students gained valuable insights into the role of diplomacy and the role of Israel in the world.

The rest of the day was spent in committees dealing with the issues of the conference. **Eun Ji** (G12B), **Keerti** (G11B) and **Jiaying** (G10A) served as committee chairs during the conference. The day was spent in debate on issues ranging from the use of drone warfare to the prevention of violence against women. One of the delegates shares her experience below.



MUN could very well be one of the best experiences—as well the most anxious situations—I

ever went through. I never participated in something similar to MUN before, so I was struck with abundant butterflies in my stomach. After preparing for MUN over the course of three months, the debate day had already arrived.

MUN first started off with an interview with a diplomat from Israel. This was exceptionally inspiring to hear, as he was young and yet was placed in such an imperative position. After this, we broke off into committees and started our first topic. Being in the Human Rights community, the first debate my partner, **Sara** (G10A), and I had was about the human rights in Syria. This was a

passionate topic; however, I was more comfortable with the second topic. After having lunch, we moved on to "Domestic violence against women in India." At first, I was tremendously worried as I was the first country to speak regarding this topic. I started off with an opening speech regarding my country, Kenya, and continued to raise awareness about domestic violence against women in India. After this, numerous countries came to me to inform me of their country ideas for a resolution during the un-moderated caucus.

It was motivating to meet new people from other schools, talking to them about the issue, and working together to create a solution to the problem. During this time, I was able to develop a resolution that other countries could vote on. After a long time spent talking about the resolution, we soon voted to have it passed. I

was ecstatic. At the end, with a few minutes left, we all voted on superlatives. I was voted best speaker and debater; I could hardly keep my elation. Although it was the first MUN I participated in, I was given such amazing titles by my fellow students and I truly appreciated it.

MUN was a way for me to improve many aspects of myself. MUN not only helped me in developing my skills as a debater, but also allowed me to become more aware about global issues while meeting new people. I can strongly say that after participating in MUN, I have grown significantly as a person and I am more comfortable with speaking in front of my audience. I strongly recommend for students to participate if they wish to develop as a speaker.

Aika (G10B)



Elementary SRC

The Elementary School Student Council (ESRC) meets once a week to discuss various issues, make important decisions, and help to solve and raise awareness of relevant issues in the Elementary School. The ESRC class representatives deliver messages to and from their classrooms to ensure that all voices around the school are heard. So far, the ESRC has decided the theme for Free Dress Day by surveying all the classes. We also discussed how to use the funds raised by surveying and interviewing all the teachers about their needs, and decided to help buy a set of guided readers for the school. The



ESRC is currently working to make a new school-wide hallway behavior control system. Many classes use the same stairway to go outside for recess and come back the same way when they returned to their classrooms. This system is to encourage responsible and sensible behaviors when walking in the school building. It is soon to be introduced and implemented.

Secondary SRC

New SRC logo



When I began thinking of designs for the SRC logo, my first idea was to somehow incorporate the school mascot, the comet, since it has been our mascot for a few years now. So, I decided to put a comet shape in the centre, with fourteen points to represent each of the fourteen homeroom classes represented in the Secondary School SRC. Another major component is behind the comet: the centre circle made up of four different coloured sectors. Used in the centre are the four house colours of KIST, all of which are



represented by the SRC. A logo with the school's mascot and house colours may, in meaning, seem to represent the whole of KIST instead of just the SRC. However, I believe that these two components unite us as students, and a large part of the SRC is about uniting the fourteen different homeroom classes and thus also uniting the student body, so I think this logo is metaphorically resonant to the organization it represents. My hope for the logo henceforth is that it reminds the student body of everything the SRC stands for, and therefore increase our visibility to them so we can help make our school an even better place.

Angela (G10A)

SRC Global Showcase

On February 21, the SRC hosted the **Global Showcase** as part of the annual International Mother Language Day. We organized this event in order to promote and display cultural diversity among our student body, and also to provide an opportunity for students to explore the beauty of ethnic costumes. We are proud to report that we were successful in that aspect, with 31 students from all grade levels representing 11 countries across the world. Thank you for all who demonstrated their courage and creativity by participating in the event, and we hope that all of you who attended the event enjoyed it. We are planning to make this event an annual tradition, and we hope to see you all next year!

Kouta (G11B)



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Robert Whittaker** who joined the KIST office in 2003. He is currently the IT Software/Hardware Coordinator.



Mr Whittaker at his desk in the main school office.

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

I am from North Narrabeen, Sydney, Australia. Narrabeen is the most famous Sydney beach north of Manly due to its appearance in the Beach Boys' song Surfin' USA and the holding of professional surfing events. It was also used to film parts of the Australian movie Muriel's Wedding!

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

Probably where ever home is—you can't relax like you can at home. For now, Japan is home.

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

Probably Justin Hawkins from the band "The Darkness." He has unbelievable vocals.

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

I write songs on the piano, but it has been a while.

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

The first concert I went to see was Gloria Estefan.

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

There is nothing more important to me than my wife and family in Australia.

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

Quiet and tenacious. I am a different person at work and home.

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

I would learn more languages from a younger age, the idea that I can have a similar kind of language and cultural experience like I have had in Japan in another country, another language is very appealing.

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

Software and application development for use within KIST, trying to improve the channels of communication between the school, parents, students and teachers and make them as efficient as possible. The school is constantly improving and it is always challenging to stay ahead of the needs of the school.

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

Never underestimate the complexity of simplicity. Working in IT, many people have a tendency to think just click, here, here and here and you're done. There is

a hidden beauty in making a complex process look so simple. With this in mind, I hope to be able to improve on the systems we have in place for the KIST community and make IT at KIST an enjoyable experience. Any feedback is always welcomed.



Office Updates

School lunch orders

Changes to lunch days or cancellations to lunch orders for the March 31 to June 11 period should be made by **Friday, March 21** by submitting the **School Lunch Order Form** to the office. The form is available at <http://www.kist.ed.jp/node/5>.



Custom-made uniform items

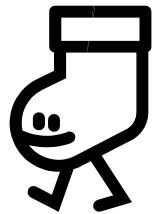
As previously announced, we are now able to offer custom-made and larger sizes for all official school uniform items—with the exception of the long gray trousers for secondary boys—at an increase of just 200 yen in price over the standard sizes. Subsequently, in accordance with this change, students who were previously permitted to wear non-uniform clothes to school will be required to wear the official items **from August 2014**.



Fitting for custom-made items is carried out by the uniform company, and it is a requirement for parents to be present. To arrange a fitting, please go to the school reception counter. Please bear in mind when placing your order that custom-made sizes may take approximately 1.5 months to arrive.

School uniform—socks

We are pleased to note that most students are wearing their uniform correctly and in doing so are being wonderful representatives for the school. Thank you for your cooperation. We would like to remind families, however, that the uniform requirements stipulated that socks must be **BLACK** only. Furthermore, ankle socks are not permitted. Black socks are now available to purchase from the reception counter for just 200 yen. **Students not wearing the correct socks will be required to purchase a pair to change into.**



Student withdrawals

If you are planning to withdraw your child from KIST this year, please be sure to submit the **Student Withdrawal Form** (available on the school website Community >>

Forms page) **as far as possible in advance of the final date of attendance**. In addition to submitting the form, please:

- Return your parent ID card and your child's ID card to the reception counter.
- Return any library resources borrowed to the appropriate library.
- Ensure that any outstanding fee payments are paid.
- Arrange to complete any remaining School Support Program (SSP) duties. **A fee of 25,000 yen per duty applies to duties not completed.**



Athletics Adventures

The KIST 2013-14 athletics season started with a bang as our girls U18 volleyball team successfully completed a three-peat, capturing the ISTAA Championship trophy for the **third consecutive year**. Congratulations to Mr Lee, Mr Hori and all the girls.



*2013 ISTAA U18 girls volleyball champions—
3rd consecutive title!*



Girls' team captain, Miku (G12B) returning the trophy to its rightful home.

Our U18 boys played in the ISTAA final match but lost a close decision to KAIS. The U14 girls 'A' and 'B' teams, most of whom have not played volleyball before, worked hard this season developing their skills and getting better with every match. Well done everyone!!

In other news, our long wait is over! All our fundraising efforts (student athletes, PE staff and the PTA) have finally paid off! Our new sport uniforms have arrived!! Now we can all represent our school with confidence and pride while showcasing our teamwork and sportsmanship. A big thank you to all



Some of our athletes modelling the new basketball and volleyball kits.

L>R: Motoi (G10A): boys volleyball (gray) / Tyson (G10B): basketball (reversible blue) / Erika (G12A): girls volleyball / Miku (G12B): basketball (reversible white).

who made this possible.

Next issue: ISTAA basketball/futsal updates and PYP sport news.

GO COMETS!!

Jay Leroy

Athletics Director / PYP/MYP PE Teacher



PTA Bellmark Committee

Thank you for supporting the PTA Bellmark Committee! Recently, the amount of Tetra Pak cartons collected has increased significantly. As a result, we in the committee get together regularly to sort out and pack the Tetra Pak cartons into boxes to send to the Bellmark Foundation.

Before bringing Tetra Pak cartons to school, please rinse them out and cut them open. This helps us a lot! You will find the collection box in the foyer of the West (Elementary) Building. Thank you for your cooperation and keep up the good work!

So far, we have collected Bellmark points worth **52,945 yen**, and we have started to discuss purchasing some school supplies with these points.

Please continue to collect and bring in Bellmarks for the benefit of KIST and our children!



Nurse's Notes



Food allergy diagnosis

On January 28, I attended a lecture by Dr Takanori Imai of the Department of Pediatrics, Faculty of Medicine at Showa University, on the issue of food allergies at schools. It was a short 2-hour lecture, but it proved a valuable opportunity to refresh my knowledge and to get myself up-to-date with the latest information and techniques. I would like to introduce you to a short extract from the information given out.

Diagnosis, Treatment and Resistance of Food Allergies

The standard way in which a food allergy is diagnosed is through a food intolerance test. Food intolerance testing basically involves eating a certain food and recording any negative reactions. Previously, food allergies were mostly determined by the results of an IgE blood test, but this method has since proved inconsistent; the only true way to find out if a person is allergic to a particular food is to actually eat the food.

Therefore, an intolerance test is recommended at least once if you have been diagnosed as having a particular food allergy. Additionally, as they get older a lot of people find that they are now able to eat the foods they once were allergic to. Food types most notorious for this are eggs, milk and

wheat which count for 50% of all allergies among 3-year-olds and 80% among 6-year-olds.

There has been an increasing trend for doctors and parents to argue against eating various foods which you may be allergic to, "just to be safe" or "because it's a worry." However, during tragic occurrences like the Great East Japan Earthquake, food allergies become a huge issue for those involved with distributing food aid. Of course, if there are foods that you can't eat, this doesn't change even in an emergency; however; if you refuse to eat something without any real basis or testing, this can result in more stress for parents and children during a crisis.

“...the only true way to find out if a person is allergic to a particular food is to actually eat the food.”

In summary, skin and blood tests (IgE) are no longer considered sufficient methods of determining whether a food allergy truly exists, and intolerance testing is acknowledged as the only true way. Furthermore, while there are cases of people developing a rash upon coming into contact with an allergen, it is not uncommon for people to experience zero side effects after eating. Regardless, please do not act on your own judgment and force children to eat something they may be allergic to as there is a chance of triggering an anaphylactic shock which is highly dangerous and difficult to treat alone. It is therefore important that you seek out a qualified allergy specialist when undertaking an intolerance test.

Maki Whittaker
School Nurse

PTA Library Committee

IMLD

A big thank you to all of the parents who came in to read a book in their mother language. and who donated books and helped with preparations, and events as part of our International Mother Language Day celebration. Another event sponsored by the PTA was the Rakugo and Karuta class held in the Japanese classroom in the secondary school. Students were able to enjoy a taste of Japanese culture and a great time was had by all.

Book club



Thank you to all the parents who purchased books in the second round of Book Club. Cataloguing, separating and distribution of the books is being handled by the Library Committee. Please direct any questions to the PTA Library Committee at pta.library@family.kist.ed.jp.

Additionally, we are now accepting orders for the 3rd round of Book Club so don't forget to get your orders in!

PTA Library Committee



CAS and Community and Service at KIST

Creativity, Action and Service (CAS) and **Community and Service (C&S)** are successive programs of the IB DP and MYP. The spirit of both programs aims to guide students toward self-awareness in ways they may be agents of positive change in their communities and their own lives. C&S places an emphasis on MYP students collaborating and initiating service oriented activities in their communities. This is an introduction to service learning that is expanded upon in CAS in the DP. CAS goes further to include Action and Creative activities that are often minimal or unavailable to DP students depending on their course choices and time management. Ultimately, students gain an appreciation for the opportunities afforded them by their respective communities, and gain insight into their own strengths and abilities.

At KIST, evidence reveals both programs have a strong influence on students' lives, and the people they interact with while participating in program activities.

Below are a sample of some of the great work our students are doing. I have included examples of how students 'reflect' and 'record evidence' in hopes of inspiring peers to take similar action and approaches toward their program. Thank you all for taking such a principled and caring attitude toward your service learning programs.

Daryl Bates
C&S/CAS Coordinator



Maria (G12B)

CAS



Activity: Prepare balloon art decorations for birthday party at infant hospital

Learning Outcomes: Collaboration, Ethics

Working collaboratively with others:

By having multiple people helping out in the activity, we were able to make more balloon art in a shorter period of time. If a person didn't know how to do something, we were able to teach each other how to make balloons for people who forgot them or didn't know how to.

Consider ethical implications:

Infants living in the hospital are all orphans. Either because their parents have passed away or they are imprisoned. Holding monthly birthday parties is very significant to an orphan in the hospital for being celebrated a key event that certifies their existence would increase the meaning to why they are living and why they have to live. (For the orphans are in the positions that were rejected, abandoned etc.) A huge emotional support can be gained by the orphan by having these parties.

Increasing number of irresponsible young parents abandoning their children makes me feel like I have to be a responsible adult when I grow up.



William (G7B)

C&S



Activity: Tutoring

Learning Outcomes: Awareness, Challenge, Collaboration, Initiative, New Skills

My tutoring helped the community because people can learn English and they can go to other countries and speak to people from foreign countries. I also give a benefit to the teacher because she will get money from tutoring and I get a benefit of C&S points.

It also helps the students' parents because the kids can teach their parents English and the parent might tell his or her friends to join the English lesson.

Internet Safety

The Internet plays an indispensable role in today's information-oriented society. You have probably seen your child doing research or homework at home using the Internet. Also, the number of young children who have their own mobile or smartphone is increasing nowadays. The Internet makes a child's life and learning more convenient; however, there are potential dangers as well. Below are some examples of dangers children can encounter on the Internet.

- Involvement with crime (e.g. sex related crimes, drug offences, blackmail)
- Online bullying or harassment
- Poor physical condition/Internet addiction due to overuse of computers/smartphones
- Inappropriate disclosure of personal information
- Access to inappropriate images or content such as pornographic websites
- Inappropriate comments/slander

This article will hopefully provide you with some useful incite on what you can do as parents to protect children from becoming involved in any illegal activity.

Children use SNS sites such as Facebook, Twitter and Instagram and/or free calling and messaging applications such as Skype and LINE as tools for communication. These sites and applications not only allow children to communicate with their classmates and friends, who they met outside of school, but also to meet and communicate with people who they have never met in real life. Some children may even give personal information such as their name, address and school, or arrange to meet these strangers. Not everyone they meet online is a criminal or has bad motives but it is true that there are some people who use SNS sites or applications with criminal intentions such as to commit sexual offences, sell and buy illegal drugs, and to threaten people.

Recently, the number of children who are becoming involved in criminal through SNS sites and applications is increasing. Below are some tips that you may use to avoid these dangers.

- Know what kinds of SNS sites or free calling and messaging applications your children use. Find out what these sites or applications are like and see if they have age limits. For example, Twitter and Facebook prohibit children under 13.
- Teach your children the danger of posting personal information such as their full name, address and phone number or giving this information to strangers. Giving personal information may help strangers find you and eventually harass or stalk you. Also remind them not to post photos of themselves on sites that can be accessed by anybody or send photos to people they meet online.



- Tell children not to communicate with strangers or arrange to meet strangers in real life. Strangers who approach children online aren't always who they say they are. Permit "instant message" access only with family or friends they already know offline. It is also useful to make yourself familiar with the privacy settings to check who can view their profiles.
- Make sure that your children use the Internet in an area where parents can supervise. Try and check what your children are doing online. It is also useful to restrict mobile/smartphone access to times when parents can supervise. This would help minimize risks such as children communicating with strangers, accessing hazardous sites and having lack of sleep due to overuse of smartphones.

In order to protect children from crimes, it is important for parents to understand what kinds of dangers there are online. Parents can then make appropriate rules for using the Internet at home and make sure that children follow them.

Please do not hesitate to contact me at nanami.komaki@kist.ed.jp if you have any questions or concerns.

Nanami Komaki
Student Welfare Counselor



Alumnus Report

Katina Kang is an alumnus of KIST's "Class of 2010." She majored in biology at the University of Miami and will commence work at one of the top pharmaceutical companies in Japan this April.



Hello everyone! I am Katina Kang, a member of the KIST class of 2010. In December of 2013, I completed my Bachelor of Science in Biology at the University of Miami. After graduating from KIST, I was very anxious and nervous about attending a university in the United States, but now that I have finished my studies there, I am excited for the future. My life in Miami was absolutely amazing! I am sure some students, especially those who are doing the DP, feel equally anxious about their college choices, and may also be thinking about attending a school in America. For their sake, I would like to share my experiences of living and studying in an American university.

First I would like to give some information on the school that I attended. The University of Miami (UM) was ranked at #38 of the best schools in the US in 2012, and is known as the best university in the state of Florida. As the name suggests, it is located in Miami, the warmest city in the US, with an average temperature throughout the year of 25 degrees Celsius. Including both undergraduate and graduate students, UM has a campus population of approximately 15,000. The campus itself is very scenic, with palm trees, a lake and a variety of native birds and animals surrounding the sophisticated buildings.

In general, there are three main points that I believe differentiate American colleges from those of other countries. The first is that students are allowed to challenge themselves if they choose to. In my first year, I chose to take an advanced level biochemistry course. The material was very difficult, and I often spoke to the professor after class in order to better understand the course. However, he eventually invited me to conduct research in his lab at the medical campus, as well as to participate in an academic poster competition as a representative of his lab. As a freshman who had just begun to

learn about biochemistry, it was an unbelievable opportunity for me to work with the professor and graduate students. In addition, if you are willing to take more classes per semester or over the summer, you can graduate early. As long as you wish to challenge yourself, the university will support you as much as possible.

Secondly, there are many opportunities to experience learning outside of the classroom. UM often invited insightful people, including Richard Dawkins, President Barack Obama, and the Dalai Lama to give presentations to the students. This is common at most other American schools as well. There is also a career center on campus that supports students' job hunting – they often invite local companies for recruitment events, and also have speakers who talk about the job hunting process. Many classes, too, invite outside speakers to give relevant presentation. The most memorable one for me was in my Sociology of Drug Abuse class, when a former drug addict gave a speech about his life story.

Finally, the system of double majoring is very interesting. You can major in two (or more) completely different fields. As long as your schedule allows for it, you can choose whatever majors you'd like. For example, a Chemistry student could also major in Political Science, or even Art. Furthermore, you are able to take classes from all the departments, even if you are not majoring in any of those fields. Even though I was a science major, I was able to take several music classes that I was interested in!

For those of you who are currently enrolled in the DP, or are planning to participate in it, be sure to study well and get good grades! If you manage to earn a 5 or higher (6 and 7 in some higher ranked colleges) in your HL subjects, you will be able to receive college credits for these classes. That way you will have more freedom to take your required

courses at your own pace, or take elective classes outside of your major. This is especially helpful if you want graduate early, which can save you a lot of tuition money. If you are having trouble studying, I would suggest creating your own review sheet for the subject matter you need to learn. As you read your textbook or source material, rewrite key concepts in your own words and in a way that makes sense to you – don't just copy what is written in the book. You can also try forming a study group with other students; a good way to learn something to explain it others.

If you do choose to attend an American university, and are interested in finding a job in Japan after college, there is an amazing event called the **Boston Career Forum**. It is the biggest job fair in the world for Japanese/English bilinguals, and is held in Boston for 3 days in winter. Over 100 well-known companies attend every year. This event is a really great opportunity; if you are an outstanding student, it is not impossible to receive a job offer in those 3 days!

I have experienced a lot in college. I believe that many of the things that I have accomplished and learned would have been impossible if I had not attended an American university. This precious experience has made me stronger as a person, and I will never forget my time there. My hope is that this article has helped at least some of you with your life decisions, even if it is only by one tiny bit. Thank you very much for reading!

Katina Kang
KIST Alumnus "Class of 2010"

College Guidance News

KIST acceptances and offers

Good news (and some bad news) has been coming in from current G12 students who sent their applications to UK, US, Canadian and some Japanese universities. There are still many students who are waiting for their results and/or are applying to universities with a rolling admission or late deadlines. The list of acceptances and offers for this year will be released on KIST's Family Day. Congratulations G12s and keep working toward your final DP exams in May!

KIST alumni talks



George Brova (KIST "Class of 2008") visited KIST and conducted a presentation for the entire secondary students on January 7 during the Tuesday Advisory period in the gym. He spoke about his experiences at KIST and Boston

University where he received a full scholarship for four full years and earned a master and bachelor degree in computer science within that period of time. Currently he is in a PhD program in computer science at the University of Illinois (one of the top schools in this field), again with a full scholarship. It is worth mentioning that even the youngest students who sat on the floor in front seemed excited and enjoyed his talk.



Katina Kang (KIST "Class of 2010") was invited to the G11 Tuesday Advisory class on February 18 to share her experiences of her two years at KIST as a DP student and University of Miami where she graduated recently with a major

in biology after only 3.5 years. (Please read her article on page 24.)

Many thanks to George and Katina and best wishes for your continuing success in the future!

G11 college guidance

Thank you again to all of the G11 families for attending the G11 College Night on the evening of Friday, February 28. We hope this information night gave you a general idea of the college application process which the current Grade 11 students and parents will follow within a couple of months. During semester 1 G11 Tuesday Advisory classes, students learned about higher education systems in major countries and explored career and major options based on their interest surveys. Semester 2 G11 Tuesday Advisory classes are focused on individual college searching and application preparation, including personal statement/college essay writing workshops conducted by Mr Hughes and Mr Cowe. A booklet called My Post-KIST Plan was given to students to help them organize activities and includes a self-survey of their interests, interview questions to be completed for an individual interview with Mrs Okude and Mr Hiro Komaki, and space for university lists and summer action plans. We would like to ask parents to take a look at this booklet and assist your children to complete activities with them.

College visits and college fairs

There are a number of events during spring including college

presentations at KIST and college fairs in Tokyo. Please make use of these valuable opportunities to learn more about higher education around the world.

College presentations at KIST:

Parents are welcome to attend these events in the KIST LMC.

- Monday, March 17, 3:40-4:40 p.m. **UBC (University of British Columbia) (Canada)**
- Tuesday, April 1, 2:40-3:40 p.m. **City University London; Goldsmiths University of London (UK)**
- Thursday, April 3, 3:40-4:40 p.m. **McGill University (Canada)**
- Tuesday, April 7, 1:40-2:40 p.m. **George Washington University (USA)**
- Friday, April 18, 1:00-2:00 p.m. **The Cooper Union, NY (USA)**
- Thursday, April 24, 3:40-4:40 p.m. **Ecole Hoteliere Lausanne (Switzerland)**

KIST Spring College Fair 2014:

Friday, March 21, 2:00-4:00 p.m. in the KIST gymnasium
More than 25 universities from Japan, UK, US and Australia will participate in this event. Please come to see the representatives from major universities around the world, as well as recent KIST graduates who will represent the university they are attending!
This event is open to the whole KIST community. Please see the list of universities below.

Participating universities (as of March 13):

Akita International University, British Council, Columbia University, Cornell University, Doshisha University, George Washington University, Harvard College, Hokkaido University, International Christian University, Josai International University, Juntendo University Medical School, Keio University GIGA, Lakeland University, Meiji Gakuin University, Melbourne Education Center (Melbourne University), Nagoya University, Okayama University, Otemae University, Regents University London, Ritsumeikan University, Ritsumeikan Asia Pacific University, Sophia University, Tama University, Tamagawa University, Temple University Japan, Tokyo International University, Tsukuba University, University of Kent, University of Miami, Waseda University SILS, Waseda University EDESSA, Waseda University FSE, Wellesley College, Yale-NUS College, Yokohama National University

External college fairs (open to the public):

Please see the web links below for more details.

- Thursday, March 20 – Friday, March 21 at the Canadian Embassy, **Study in Canada Fair Spring 2014**
<http://www.canadainternational.gc.ca/japan-japon/study-etudie/events-evenements.aspx?lang=eng>
- Saturday, March 29 in Shinjuku L Tower, **Beo Study Abroad Fair**
<http://www.beo.co.jp/fair/english/index.html>

Monday, March 31 at the British Council, **Education UK Fair 2014 Spring**
<http://www.educationuk.org/japan/articles/edukfair2014spring>

If you have any questions or concerns regarding your child's college and career options, please feel free to contact me at the e-mail address below to make an appointment.

Mrs Keiko Okude MBA

College Guidance Counselor
Office hours: Monday, Tuesday,
Thursday, Friday 10:00-17:00
keiko.okude@kist.ed.jp

