



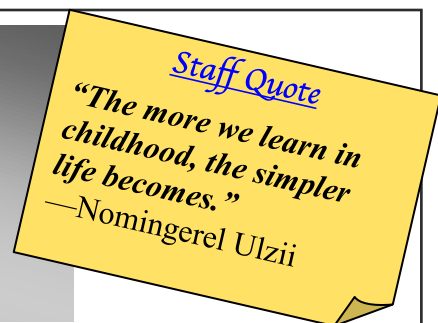
The Comet

The Newsletter of K. International School Tokyo

Volume 18 | Issue 2 | December 2014

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From the Head of School

Season's greetings KIST community members.

Perhaps due to the relatively warm fall, it is hard to believe that December is now upon us and we are about to enter our winter break. The start of the year has been a busy one for us at KIST, one with many successes worth celebrating.

Our annual KISTival celebration this October was the most successful in the history of the school. About 4000 people attended the event and over 7 million yen was raised to support the elementary and secondary schools and the future construction of a new gymnasium building. The KIST PTA hosted our first ever international family potluck, an event that was very well attended and offered the opportunity to sample a variety of international cuisine while enjoying conversation with other parents from the school.

In terms of co-curricular educational experiences for our students, in the first few months of this school year, a lot has happened at KIST. Our students have enjoyed our sport's field days, camps for both grades 7 and 11, a secondary school dance, two drama festivals (one hosted at KIST), a season of competitive volleyball, lunch time concerts, and our annual cross country events. We also reintroduced the winter concerts for both schools and were able to share our students' many talents with the larger community. This list alone is impressive but we accomplished much, much more since the start of the year as well.

Elementary school students enjoyed a guest author reading and presentation and a soccer workshop put on by professional soccer players (including Kisho Yano of the Japan National Team). Our book character parade was even more successful than last year, with more students and teachers participating than ever.

Secondary school students were visited by guest speakers during their school assemblies, including a visit by Michel Chikwanine who, through sharing his unfortunate tragic experiences as a child soldier in the Democratic Republic of Congo, inspired our students to believe in their ability to make a positive difference in the world. Also of note, this fall was the first opportunity for a group of our secondary students to represent KIST at the Model United Nations conference in Seoul, an experience which you can read more about in this issue of *The Comet*.

Continued on next page

DATES TO REMEMBER



December 2014

- 5 (G1-G12) Clubs program ends
- 8-10 (G9-G11) Semester 1 examinations
- 10 (E) Winter concert (*Afternoon)
- 13-Jan 5 Winter vacation
- 15-16 Office open

January 2015

- 5 Staff development day (No school for students)
- 6 (W) School resumes for all students
- 6-13 (G12) Semester 1 DP mock examinations
- 9 2015-2016 enrollment applications close
- 10 (G9-G11) MUN scrimmage (Hosted@KIST)
- 12 School day
- 12 (G4-G10) Mathematics diagnostic testing
- 12 IB DP information session 2015-2017
- 13 (G1-G12) Clubs program resumes
- 26 Semester 2 commences
- 27/29/30 2015-2016 enrollment interviews
- 28 Japanese new year party
- 30 (K1-K3) School holiday



Continued from previous page

Also of note, KIST became an SAT test center and in doing so increased support for our secondary school students as they make plans for university. From December 9 to 12 we will host our Council of International Schools preliminary visit and in doing so will embark on a journey towards further enhancing everything we do at KIST.

As we reflect on the happenings of late, there is much for us as a school to be proud of. However, none of these successes would have been possible without the support and commitment of our KIST community. As we come to the end of yet another calendar year, on behalf of all of KIST, I would like to extend a very warm thank you to all of our parents, staff, students, and other community supporters who have contributed so much towards KIST's growth for 2014. Your

contributions are hugely appreciated and your commitment is a source of pride for the school. With such strong community support, it is exciting to think of the growth that awaits us in 2015.

I hope that you enjoy this edition of *The Comet* and that everyone has a safe holiday full of wonderful experiences with family and friends. I look forward to welcoming everyone back to school in 2015!

Happy holidays!

Jeffrey Jones
Head of School

Seasons Greetings

Founders' Awards

KIST Founders' Awards are an initiative of the school Founders, Mr and Mrs Komaki. There are two types of awards as outlined below.

The **KIST Study Scholarships** recognize students who make a significant contribution to the school community. Awardees for this year will be announced at the Secondary Assembly on Friday, December 12.

The **KIST University Support Scholarships** recognize hardworking students who achieve high scores in their final year of the DP. Congratulations to the students below who have received scholarships in this year's round of awards.

Congratulations!



KIST University Support Scholarships

Silver Awards



Class of 2014
Rio
Silver Award



Class of 2014
Min
Silver Award

Bronze Awards



Class of 2014
Sashank
Bronze Award



Class of 2014
Adam
Bronze Award



Class of 2014
Daniel
Bronze Award

REMINDER

Math diagnostic testing (G4-10)

January 12th, 2015



KISTival 2014

As in previous years, KISTival 2014 was a resounding success due to the efforts of all involved. We would like to express our sincere gratitude to the entire school community for your commitment and dedication to this important annual fundraising event. This year's results are reported below.



Revenue: ¥8,952,971

(Revenue increase of ¥2,076,331 compared with 2013; however, outstanding individual family contributions of ¥90,000 are included.)

Expenditure: ¥1,675,422

Profit: ¥7,277,549

(Profit increase of ¥2,127,476 compared with 2013; however, outstanding individual family contributions of ¥90,000 are included.)



- Revenue includes advance and on-the-day ticket and raffle sales, on-the-day cash sales, entrance fees, donations, advertising sponsorship, air slider free ride ticket sales, individual family contributions and Café Tomato donation.
- Expenditure includes food and activity booth expenses, ticket and advertisement printing, rental fees, garbage disposal, raffle prizes, decoration costs, miscellaneous materials costs, and the Café Tomato sales settlement amount.

Details of individual booths are as follows:

| Booth | Grade | Activity | Sales | Expenses | Profit | |
|---|-----------------------------|-------------------------|----------|----------|----------|----------|
| Parents (Sales include individual family contributions still outstanding.) | K3 | Face painting | ¥77,275 | ¥0 | ¥77,275 | |
| | G1 | Drinks | ¥871,725 | ¥278,954 | ¥592,771 | |
| | G2 | Korean food | ¥360,558 | ¥0 | ¥360,558 | |
| | G3 | European food | ¥312,592 | ¥0 | ¥312,592 | |
| | G4 & 5 | Bazaar | ¥914,905 | ¥0 | ¥914,905 | |
| | G6 | Air slider ¹ | | ¥509,625 | ¥231,926 | ¥277,699 |
| | | Fishing | | | | |
| | | Ring toss | | | | |
| | G7 | Mexican food | ¥150,375 | ¥0 | ¥150,375 | |
| | G8 | Chinese & Japanese food | ¥278,032 | ¥0 | ¥278,032 | |
| | G9 | Egyptian food | ¥342,787 | ¥0 | ¥342,787 | |
| | G10 | Indian food | ¥341,035 | ¥0 | ¥341,035 | |
| G11 | Cakes & Café | ¥183,525 | ¥0 | ¥183,525 | | |
| G12 | Senegalese food | ¥183,186 | ¥0 | ¥183,186 | | |
| Students | G6A | Miniature golf 1 | ¥26,875 | ¥7,937 | ¥18,938 | |
| | G6B | Miniature golf 2 | | | | |
| | G7A | Angry birds | ¥71,500 | ¥6,974 | ¥64,526 | |
| | G7B | Ultimate cans | ¥37,500 | ¥6,780 | ¥30,720 | |
| | G8A | Free throw | ¥53,500 | ¥5,586 | ¥47,914 | |
| | G8B | Chocolate bananas | ¥82,250 | ¥0 | ¥82,250 | |
| | G9A & B | Bubble tea | ¥113,750 | ¥27,864 | ¥85,886 | |
| | G10A & B | Haunted house | ¥110,500 | ¥42,462 | ¥68,038 | |
| | G11A & B | Sponge toss | ¥113,500 | ¥11,935 | ¥101,565 | |
| | Les Miserablés ² | Slime & accessories | ¥51,375 | ¥0 | ¥51,375 | |
| Habitat ³ | Fundraising | ¥37,251 | ¥0 | ¥37,251 | | |
| Staff | KIPS | Mini-festival | ¥251,425 | ¥0 | ¥251,425 | |
| | Staff 1 | Philippine BBQ | ¥204,500 | ¥47,875 | ¥156,625 | |
| | Staff 2 | Ice cream (Yonanas) | ¥34,750 | ¥3,768 | ¥30,982 | |
| | Komaki Family | Thai food | ¥124,625 | ¥19,045 | ¥105,580 | |
| Others | Professional | Tamagoyaki egg rolls | ¥112,500 | ¥0 | ¥112,500 | |
| | Professional | Chanko | ¥114,000 | ¥0 | ¥114,000 | |
| | Support for Cambodia | Cambodian artifacts | ¥50,875 | ¥0 | ¥50,875 | |

| | | |
|-------------|----------|---------|
| Café Tomato | Donation | ¥54,640 |
|-------------|----------|---------|

¹ G6 Air slider: Sales include free ride ticket sales. Expenses include slide rental and free ride wrist band costs.

² Les Miserablés: 60% of profits will be allocated to the Les Miserablés club.

³ Habitat for Humanity: Total profits will be allocated to Humanity for Humanity.



Elementary School News

Happy Holidays!

As unbelievable as it may seem, we are already nearing the winter break and our three week holidays. Since those incredibly hot and humid days back in August when our school year began, we have all been extremely busy and productive. As the popular saying goes, "time flies when you're having fun!" As I personally believe that happy children learn, I am pleased that time seems to have flown by so quickly!

To continue the learning and enjoyment over the break, please carry on reading with your children and encouraging them to read independently. Whether a picture book, a children's magazine, a popular novel, or an in-flight magazine, reading is a much more enjoyable and productive use of their time than watching TV or playing video games.

I look forward to seeing you all in the New Year and anticipate a wonder-filled 2015, bursting with excitement and meaningful learning opportunities!

Have a great break!

Kevin Yoshihara
Elementary School Principal



Welcome to the World

We are pleased to share with the school community that K2 English Language Support Instructor, **Joanna Lee**, currently on maternity leave, gave birth to a healthy baby boy (as yet unnamed) on November 30. Congratulations Ms Joanna!



Holiday Thoughts

Quarter One with its assessments, grades reports and portfolios has finally come and gone. As the winter break draws near we find our thoughts filled with plans for the holidays and the New Year. The festivities that accompany this time of year usually are filled with stories and traditions designed to impart a moral lesson or some philosophical message to help us lead our lives. In that vein, I would like to point out the IB's system of personal and social standards that we feel are important as a school.

The IB identifies twelve attitudes and ten learner profiles which are used as models for behaviour and highlight the type of learners that we hope to develop here at the school. The aim is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Attitudes are targeted to help students understand their personal connection to social attitudes, other people, the environment, and life-long learning. I see these ideas repeated again and again in the traditional tales of the season and find it to be a perfect time to reflect on them as they are a part of every child's day here at KIST.

As parents, students and teachers, we all could focus on a few of these and in our own way make the world a better place, not just in the holidays but every day throughout the year. To help you on this request, I've listed the Profiles and the Attitudes to give you a kick start into having a wonderful holiday season! Take care in your travels and keep safe until we meet again in the New Year.

Learner Profiles

| | |
|---------------|-------------|
| Inquirers | Open-minded |
| Knowledgeable | Caring |
| Thinkers | Risk-takers |
| Communicators | Balanced |
| Principled | Reflective |

Attitudes

| | |
|--------------|--------------|
| Appreciation | Empathy |
| Commitment | Enthusiasm |
| Confidence | Independence |
| Cooperation | Integrity |
| Creativity | Respect |
| Curiosity | Tolerance |

Happy Holidays!

Clay M. Bradley
Elementary School Vice Principal /
IB PYP Coordinator

K2 Charcoal Self-Portraits

In the K2 class, we have been discussing the use of materials, discovering their properties and how those properties can change, through various experiments at school.

The students discovered what happens to wood when it is exposed to fire and heat.

In art class, we reviewed what happened to the sticks that we burnt in the playground and talked about how we could use the charcoal in art class. The students then used the charcoal to draw portraits of themselves.

John McDonough
K1-K2 Art Teacher



KIPS News



We have had an exciting first quarter here at KIPS making many friends and learning new things.



We enjoyed our first school excursion to Zoorasia in Yokohama with our parents where we were able to see many amazing animals. It was a great chance to practice our communication skills and link to our learning in the classroom.



KIPS Nursery and K1 students.

Nursery and K1 students used their binoculars to find different animals saying "I see a bird" and "I see a monkey" while K2 and K3 students answered questions about the animals they saw "Can monkeys fly?" or "Can penguins swim?"



KIPS K2 and K3 students.

It was a fantastic day to come together and explore together as a community.

Elementary ELS

Grade 5 students discuss how they make language learning part of everyday life

In an interview, I asked several Grade 5 students to share the routines, technology and other tools they use to learn language across all parts of their life, not just for school. Here is the first of a two-part article based on extracts from the interviews. This time we focus on technology and tools, while Part 2 will look more at the routines that these students have developed. A big thank you to **Minh Ha** (G5B), **Yoo Mee** (G5B), **Hanna I.** (G5A) and **Miyabi** (G5A) for the time they took to share their experiences with us. Their comments serve as great ideas for those of us who haven't found these tools yet.

Hanna I., Minh Ha and Miyabi share how they use the technology they always have at hand to learn vocabulary in their two main languages simultaneously:

"...if I don't know any word, I go to my iPhone. I have this application to change words, translator. I'm Japanese and if the word is difficult I change the word to Japanese and I ask to my mum and dad because they're Japanese, and they'll teach me." (Hanna I.)

"It's an app, on the computer. It is a dictionary for children that my dad he suggest, and it really good because it have example some sentence and it even have English meaning and Vietnamese meaning and it even have idiom that could have in that word, so it really easy to understand." (Minh Ha)

"I go to dictionary.com. It has translator and it's free." (Miyabi)

Yoo Mee uses the online versions of English-to-English dictionaries:

"I go Oxford dictionary or Cambridge dictionary."

However, when it comes to word reference books, there's general agreement that a thesaurus can in fact be more helpful than a dictionary:

"You know there's the dictionary for only synonyms. I think dictionary is ok, but dictionary doesn't really help me remember the words." (Yoo Mee)

"Like Yoo Mee, I did search for the synonyms, for example, "capacity", it's like "ability", so I think that's easier for me to understand." (Minh Ha)

"And sometimes I go to thesaurus so I can see another word for a difficult word." (Hanna I.)



Miyabi and Hanna I.



Minh Ha and Yoo Mee

If it is a case of more than just one word or one phrase, what do you do? Minh Ha gives advice on using whole text translators:

"When I read the news, it's very hard because the site is sometimes for grown up to read, so I need to copy all of it and paste it in "Translate" and put it in my language to read it. But sometime "Translate" is not right, so I need to read it and still think about it, and use dictionary too."

What other technology helps you with language learning? Minh Ha explains:

"I even do the apps, like "Fluent English" [an Android app]...It's really good because they read you a book, if you want to rewind it you can just rewind it...If you have any hard word, you can just tap on it and it will come to a dictionary, to your own language – you need to choose your language – and just click on it and you will have the answer what is it. And if you have an idiom then it will try to find you that idiom and it will say to you what that idiom mean too. I like the books."

I'm sure many of you will have found other apps and helpful online resources. It would be great to share any new technology you find with your child's class teacher and ELS instructor so we can pass the information on to other members of our school. Thank you!

Next time we will hear more from Grade 5 on what routines they have established for themselves to learn language in their daily lives.



Rachel Parkinson
Elementary ELS Coordinator

MYP News

MYP teachers and students focus on concepts

“What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.”

(Alec Peterson, first IB Director General 2003: 47)

Now that the school year is well underway, students are seeing the importance of concepts in each of their academic subjects. Concepts are enduring ideas that form the basis of understanding in a variety of subjects. While the content and skills of each subject group are important, it is understanding these larger concepts that will help ensure that education is meaningful.



Grade 7s explore the Related Concept of Evidence when they conduct experiments in the lab.

The MYP, as part of its Next Chapter initiative, has identified sixteen **key concepts** that form the basis of learning in the program:

| | | | |
|-------------|---------------------|-----------------------|-------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global Interactions | Identity | Logic |
| Perspective | Relationships | Time, Space and Place | Systems |

Each subject group claims four of these key concepts as being the best fit based on the needs of the discipline in question. As students progress through all of their subjects and move through the MYP, they will experience working with the concepts again and again. This reinforcement of the concepts will ensure a deeper, more meaningful understanding.

In addition to key concepts that are portable across subject areas, each discipline has **related concepts** that ensure a more rigorous, detailed examination of the knowledge base of particular subjects. For example, the Arts examine such ideas as Interpretation, Presentation, Composition and Expression.



Grade 6 Visual Arts students explore Communication by working on Composition using natural elements.

Parents can help students with their work in the MYP by exploring their sons or daughters' familiarity with these Key and Related Concepts and how they impact on student learning.

MYP Personal Project work continues

Grade 10 – Year 5 of the MYP – sees each student completing a long-term Personal Project. Each year, the Grade 10s have the chance to demonstrate their growth and understanding with their work on this intense endeavor.

As the name would suggest, the Personal Project is shaped by the interests and talents of each individual student. There is a large number of interesting topics being explored again this year. Student work involves four stages: **Investigating, Planning, Taking Action and Reflecting**. Once they have established a goal tied to one of the MYP's Global Contexts, students work intensely on researching a topic and producing a product that demonstrates their skills. Each student works one-on-one with a supervisor from the KIST faculty who helps guide students through the process.

Personal project process journal #1 – Choosing my topic:

In 10th grade the number 1 thing that we all are excited for and also expected on doing is the personal project. The personal project is a big project that we conduct in 10th grade on the course of 8 months (approx.). We get to choose any topic we want and investigate it in great detail. From the investigation we in the end write an essay and also create a final product showing all of our understanding on the topic. In the end we show all of our knowledge and products as an exhibition to our parents and also to other people in our school community. Whether it is teachers or people from other grades. Overall it is a very challenging, yet interesting project in general.

The first and the most important decision we have to make at the beginning of the process of the personal project is choosing the topic. This is a very important decision because it will determine the course of the entire personal project. My main focus was to somehow incorporate both of my passions, Art and Music. In order to make this possible I thought of many different combinations of the two. My original plan was to study Music Psychology, how the type of music we listened to affected the way we imagined things, whether it was optimistic or negative, but I was struggling to think of a product to create so I decided to change my topic. After trying to brainstorm ways to think of another topic, I came across a video of people creating music using only their voice.



Excerpt from a Grade 10 Personal Project Process Journal entry.

Work on the project is moving along quickly. It will culminate with a Personal Project exhibition open to the school community on Friday, March 6.

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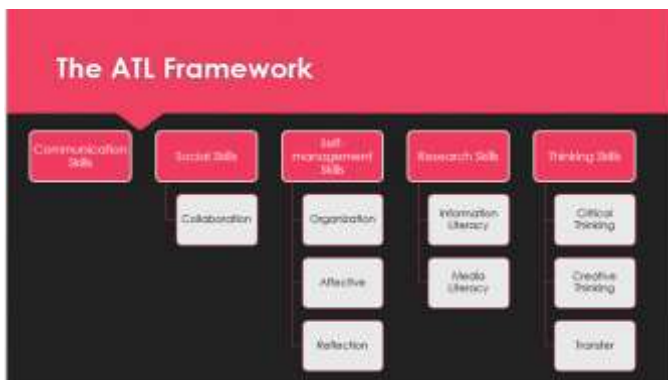
Portfolios guide reflection for MYP students



Cover of the MYP Student Portfolio.

Every student from Grade 6 to 10 keeps a portfolio of their experience in the Middle Years Programme at KIST. The Portfolio serves as a means of leading students to reflect on three key areas of their education: the IB Learner Profile, academic progress, and Approaches to Learning skills.

During Advisory time on Friday afternoons, students work with their advisory teachers to collect evidence for their portfolios. They need to demonstrate how their work this year shows an awareness of the Learner Profile attributes. They also include artifacts and reflections from each of their academic subjects. Students also use their portfolios as a way of self-assessing their progress with the Approaches to Learning skills.



The Approaches to Learning skills are used across the three levels of the IB.

Parents are encouraged to speak to their sons and daughters to ask about their progress using the MYP Portfolios. The portfolios will be used as the focal point during Student-Led Conferences scheduled this year for March 21.

If you have any questions about the MYP or you would like to learn more about concept-based learning, the Personal Project, or the MYP portfolio, please contact Mr White by e-mail at robert.white@kist.ed.jp.

Robert White
MYP Coordinator

Secondary School News

As I sat watching the Winter Concert on Friday, November 28, I reflected upon how many school events that our students have had the opportunity to take part in recently and the amount of time and dedication that the teaching staff and others in our school community give to make this happen. Mr Jones has already linked to a number of these events in his Head of School message and I know from working with many teachers and students that this edition of *The Comet* has written experiences from some of the students involved. I hope that you enjoy reading all of them! Please also take time to read our SRC page which the Secondary SRC Executive has organized. I hope that this becomes a regular feature of each edition of *The Comet*!

I want to take this chance to briefly emphasize the ongoing assemblies with guest speakers that we have had during Semester 1. In addition to the former child soldier guest speaker, we have had two former graduates present to current KIST students about their life experiences. One of them, **Marie Strand Hayashi** (Class of 2013), talked about her current challenge of making it onto and surviving the ski team at the University of Tokyo! I encourage you to ask your child about what these guest speakers are presenting to them. Secondly I want to thank parents for their support in ensuring that their child is following the school dress code. This year we are aiming to be more consistent and thorough in our expectations in this area.

To conclude this short message I would like to highlight a small number of academic dates in the school calendar that are relevant for all Secondary students. Thanks to those parents who attended the Parent Teacher Conferences of November 24 following on from Q1 reports. I trust that these were helpful in understanding your child's progress. At the end of January, students will be issued with a Semester 1 report which will provide feedback on their academic learning and performance since August. Two months later, at the end of March, students and parents will come for the Student Led Conferences day. Students in Grades 6 to 10 have already started to work on their Portfolios which are designed to be developed throughout the year so I would encourage parents to ask their children how their Portfolio is getting on. It can help give students a push to be working on it ahead of time!

I would like to wish the whole KIST Community a festive Winter Holiday and I look forward to seeing many students and parents around the school in 2015.

Mark Cowe
Secondary School Principal



Presentation Festa 2014

Last year we received an invitation from Nakamura High School for our students to attend Presentation Festa, an event put on by a few Japanese schools in the area and held at Atomi High School in Tokyo each November. You may recall an announcement last year that **Jiaying** from KIST joined last year and she won an award for her presentation.

This year KIST was proud to have four representatives join the Presentation Festa last month. **Enna** (G10B), **Haruka** (G11A), **Jiaying** (G11A) and **Mai** (G11A) represented our school and participated in groups with students from other schools to present on the topic 'What are the problems in society today?'



Enna

Haruka

Jiaying

Mai

After an activity to get everyone familiar with each other, the students brook into groups and spent 2 hours deciding on an issue, researching it and preparing a 5-minute presentation on the topic. The topics presented on by the 4 groups KIST students participated in were:

- English education in Japanese schools – How can it be taught in a way that is more useful? What other models of English education are there? (*Jiaying's group*)
- Gender stereotypes – What stereotypes are there against women and men? What unequal gender opportunities exist in Japan? (*Mai's group*)
- Use of technology in the education system (*Enna's group*)
- Walking with using smartphones – how many injuries occur at the main Shibuya crossing as a result of people walking while using their phones? (*Haruka's group*)

Some comments from the students about the event were:

"It was a good opportunity for us to interact with students from different schools and listen to different perspectives, while sharing our own. Although we learn in a very international environment, we tend to form a distinctive way or mode of thinking as well, that is, constantly looking at social phenomena from a retrospective point of view, and it was interesting to learn how other students are looking at the problem from a Japanese perspective or American perspective."
"We also got to make friends from different schools."

All KIST students present received an award for their participation.

Thank you Enna, Haruka, Jiaying and Mai for representing our school at this event and in doing so attaining our school mission as competent individuals making meaningful contributions to our global community. Next year we hope for strong participation again (and to have some boys representing us as well).

Secondary ELS

It is with great pleasure that I write this article for our school newsletter. Our school has implemented some new initiatives this year to help our students improve their English. These initiatives are aimed at assisting and developing individual students' needs. To this end, our English Language Support Centre (ELS Centre) offers daily conferencing with students who have questions on anything and everything English. The ELS Centre is located on the second floor of the Secondary School building in room 213. There, you will find two very helpful instructors: Mr Davignon and Mr Boyd. They also teach an academic writing class in the mornings! If you feel like you need to improve your writing for your other subjects, this is a great opportunity to learn how to write better, consistently. You can sign up online for the academic writing class through LEAP. You might also notice Mr Davignon and Mr Boyd in some of your classes. They are there to help anyone who might need it while in class; feel free to ask them anything about English. I am also making myself available on Thursdays, after school for anyone in grade 10 and up, to help with any problems they might be having with English.



Here are some quotes from students:

Riku (G9A)

"ELS helped me make my essays better for Humanities mostly, but for other classes, too."

Kuni (G9A)

"ELS is really helpful; the teachers are always there when I need help. Mr D. helps me with my ideas and is really easy to understand."

Ayaka (G9B)

"It has helped me with grammar! ELS helped me structure and write my summative task."



Thank you for using our ELS resources.

William Miller O.C.T.
Academic Writing and ELS
Coordinator

Secondary ELS Instructor, Mr Boyd, supporting a student in the ELS Centre.

Child Soldier

On November 4, 2014, the grade 12 psychology class was lucky enough to conduct an interview with former child soldier Michel Chikwanine. It was a mix of tears and laughter as despite his dark and tragic past, Michel seemed to have an exuberant personality that brought smiles and laughter to the class as well as understanding of how hard life can be for some people unlucky enough to be born into tragic situations.

The interview process was broken up into three categories. The first segment revolved around his experiences as a child, in the Democratic Republic of Congo, his home country. Members of the class also had ready questions concerning his views on the continent of Africa. Although he briefly mentioned his favorite Congolese dishes and childhood experiences, his real passion seemed to show when describing his view on Africa. Michel beautifully described his love for Africa, how it is a continent vast in culture, with so much to learn about it yet at the same time extremely rich in historical content. "In my opinion, Africa is the greatest most beautiful continent in the world", said Michel. The next segment raised harsher topics, as it involved asking about his life as a child soldier. Michel informed the class about the history of the Democratic Republic of Congo, and how political disputes aroused after the colonization of the country. The class also experienced minutes of intense silence, as Michel described the cruel and shocking experiences he had to endure during his captivity. The last set of questions provided the class with an insight to what Michel aims to do for the people of Congo, and child soldiers in general.



Lightening the mood, he talked about his love for the game of soccer, and how he hopes to one day return to the Democratic Republic of Congo to open up a facility that enables former child soldiers and unprivileged children to learn soccer.

Throughout the interview, the point that Michel frequently mentioned was the misconception that people have about the continent of Africa. He stressed that throughout the years, Africa has been portrayed from a Western and occidental perspective, disregarding the voice of African people. The world indeed has a negative preconceived notion of Africa, and Michel suggested that to solve this more Africans ought to speak out and portray Africa as the beautiful continent that it truly is.

It was a great opportunity for us to apply real life psychology methodology and a big thank you to Faith Amano and Momo Nukariya from Free the Children Japan for creating the opportunity for us. and obviously Michel himself for being so open and informative.

Salam (G12A)

On the morning of November 18, we had a guest speaker from Canada, who is originally from the Republic of Congo, Michel Chikwanine. When he was 5 years old, he was kidnapped by a rebel group and became a child soldier, known as one of the worst forms of child labor. Although it is really rare to successfully escape from it, Michel succeeded. Then his family and himself were admitted as refugees, and moved to Canada a few years ago.



From November 12 to 24, Michel was doing a speech tour all over Japan, and KIST had an opportunity to invite him for a special assembly to raise awareness of one of the global conflicts, child soldiers, through his speech on his life. Michel gave us a real sense of how we are blessed to be able to go to school every day and receive education because education is the only way to prevent and eliminate poverty, which is causing global conflicts at this moment.

Overall, I hope this was a memorable and life-changing experience for everyone. As a member of Free the Children Japan, if anyone is willing to contribute to be the change, I highly encourage to start participating. Free the Children Japan promotes taking action to eliminate global conflicts by having 'fun' at the same time. Participating in the events organized by Free the Children Japan counts as contributing to become a change in the world. Not only that, but it also counts as service activity, which is a necessity to pursue for all MYP students and CAS for the DP students. Participating in these events could definitely change your perspectives to change the world to a better place. Imagine that you woke up every day believing that you could make a difference in the world. Now imagine it wasn't just you; imagine it was everyone.

Aika (G10A)

CAS—Chemistry is Fun

On Friday November 14, the K2 students came to the secondary building for their first look at a science lab to explore several experiments. The visit was part of the introduction to science topic "Change" in K2. The DP students conducted the lesson to the K2 students as part of their CAS Service activity.

The DP Chemistry students were divided into five groups, and each group was assigned with a certain experiment. What the G12 students needed to do was to conduct a mini experiment which shows either a physical or a chemical change and explain the "Change" in the experiment to the K2 students.

The experiments were spread out in variety from blowing in limewater, burning sugar, making elephant toothpaste, to blowing up a gummy bear candy. Another of the experiments, which were conducted, was the movement of color inside milk. The experiment consisted of milk, food coloring and hand soap. After pouring food coloring into a prepared amount of milk, hand soap was touched with the food coloring. The colors moved to the side, and a huge area of white milk was created in the center. This experiment was an example of physical change of the colors.

The K2 students were also separated into 5 groups and went around each of the experiments to see what was happening. The K2 teacher and G12 students assigned for each group asked the students what they saw in the reaction, and each of them were required to give an answer. The kids' reactions were simple and energetic. The experiments were generally occurrences, which weren't familiar to them from their daily lives, and that is another reason why the K2 students really enjoyed the experiment.

As their seniors, the DP Chemistry students were impressed to see how the kids were really passionate to know what was happening and understand an unusual occurrence from their daily life. Currently, the kids may not know much about Chemistry, but as they learn many more things in the future, they may have the opportunity of advancing to the path of Chemistry.



Roshana (G12A)



KIST Cross Country Meet

The annual KIST Cross Country Meet was held on Friday, November 14 along the banks of the Arakawa River. Congratulations to the following students for gaining places this year.

KIST Cross Country Meet 2014

Boys

Grade 1

- 1) Roan (G1A)
- 2) Teo (G1B)
- 3) Kohki (G1B)
- 4) Naoki (G1B)

Grade 2

- 1) Killian (G2A)
- 2) Ryo Y. (G2B)
- 3) Sebastian (G2B)
- 4) Travis (G2B)

Grade 3

- 1) Lance (G3B)
- 2) Daiki (G3A)
- 3) Zoran (G3A)
- 4) Ethan (G3A)

Grade 4

- 1) Keanu (G4B)
- 2) Samii (G4A)
- 3) Soma (G4B)
- 4) Harunosuke (G4A)

Grade 5

- 1) Ryuta (G5B)
- 2) Kaiser (G5A)
- 3) Ross (G5B)
- 4) Daichi (G5A)

Grade 6

- 1) Joe (G6B)
- 2) Den (G6A)
- 3) Jun (G6B)
- 4) Deniz (G6A)

Grade 7

- 1) Nimit (G7B)
- 2) Tomohisa (G7B)
- 3) Oliver (G7B)
- 4) Ewan (G7B)

Grade 8

- 1) Keina (G8B)
- 2) Shin (G8A)
- 3) Shumpei (G8B)
- 4) Tom (G8A)

Grade 9

- 1) Ke Yi (G9A)
- 2) Taisei (G9B)
- 3) Moe Min (G9B)
- 4) Chanwoo (G9B)

Grade 10

- 1) Akira (G10A)
- 2) Ken (G10B)

Grade 11

- 1) Liam (G11B)

Girls

- 1) Kate (G1A)
- 2) Lingxuan (G1B)
- 3) Lilica (G1A)
- 4) Jacqueline (G1A)

- 1) Lingfei (G2B)
- 2) Mano (G2B)
- 3) Hana (G2A)
- 4) Hoyuki (G2B)

- 1) Homare (G3A)
- 2) Akari (G3B)
- 3) Hanae (G3B)
- 4) Aina (G3A)

- 1) Elena (G4A)
- 2) Aimi (G4B)
- 3) Sola (G4B)
- 4) Tomoko (G4A)

- 1) Manaka (G5B)
- 2) Nanami (G5A)
- 3) SeYoung (G5A)
- 4) Yoo Mee (G5B)

- 1) Saki (G6A)
- 2) Sato (G6A)
- 3) Maki (G6B)
- 4) Karina (G6A)

- 1) Karen (G7A)
- 2) Emily (G7B)
- 3) Reina (G7A)
- 4) Daphnee (G7A)

- 1) Ayumi (G8B)
- 2) Reina (G8B)
- 3) Rurian (G8A)
- 4) Milan (G8A)

- 1) Jiu (G9B)
- 2) Amina (G9B)
- 3) Leia (G9A)
- 4) Seina (G9B)

- 1) Kotone (G10A)
- 2) Lin (G10B)
- 3) Moana (G10A)



Spotlight on Clubs



Elementary Magic Beads Club

Grade One Magic Beaders come to the club each week with such wonderful enthusiasm and creativity! Magic beads are tiny beads that fit onto tiny pegs. Students can create their own pictures, or pattern ideas, or copy the examples supplied. Each bead needs to be carefully positioned onto each peg to build up a design; it is a fun way to help develop a child's fine motor skills.



Once the design has been created, the beads are ironed very carefully (an adult job!); the beads melt and stick together, thus creating wonderful permanent artworks.

The students have made bag decorations, hangings, necklaces and have also given them as gifts, sharing their creativity with others.

Here are a few snap shots of our Magic Beaders in action!

Helen Campbell
Magic Beads
Club Leader



Secondary Drawing Club



Secondary Drawing Club

We have a very enthusiastic and talented group in our drawing club who have made some great images with so much creativity so far.

Drawing club is an opportunity to try out some materials and projects that you may not be able to do in class, or a good club to join if you want to keep your drawing skills going when you don't take art for part of the year. Already we have shown our drawing skills with charcoal, pastel, paint and pencil, channelled our inner designer redesigning the school uniform and now are putting our creativity to good use painting a mural for the gym! Keep an eye out for what's to come!

-Emma Justice
Drawing Club Leader.



Library News

A November to remember!



As our 4th annual "Drop Everything And Read" (D.E.A.R.) event comes to an end, the KIST Librarians would like to thank everyone for a successful month. We started the celebration off with a bang: elementary students dressed up as their favorite characters for a parade around the field, and we were very impressed with everyone's creativity!

Grade 4 and Grade 5, and all elementary teachers, were encouraged to enter our Character Costume Challenge. **Mrs Justice**, the secondary art teacher, and **Ms Campbell**, the elementary art teacher, judged the student entries. Congratulations to **Shreya** (G4B), **Saanvi** (G4B), **Kota** (G4A), **Rei** (G5A) and **Kishore** (G5B). Student winners received a \$20 gift voucher from the Scholastic Book Club.



Parents who attended the parade voted on teachers' creative book character costumes. Good job, **Ms Lupone** (G3A), **Mr Vodden** (G2A) and **Mr Sullivan** (G3B)!



Special thanks to PTA Library Committee for sponsoring our prizes. Photo albums taken during the parade and other DEAR activities can be found on Library Moodle pages. Check them out!

Author visit

This year, KIST Libraries hosted our very first author visit. Local author, **Chris Larter**, visited us in the afternoon to meet with Grades 2 and 3 students. Mr Larter led the students in a creative workshop, explaining his creative process and giving students the opportunity to try their hand at writing stories and designing characters. Mr Larter generously offered signed copies of his books to the winners of the story and character design competitions. Grades 2 and 3 are



Mr Larter and Mr Dave (center) with the PTA Library Committee and Ms Hynes (right).

waiting excitedly to hear his decisions.

Mr Larter was joined by **Mr Dave**, a teaching assistant at KIST, who has collaborated with Mr Larter on two books, *Ten Little Fish* and *My Terrible Day*. Both books are available for check-out in the Elementary Library, along with Mr Larter's *Spooky*, a collaboration with his brother, Jolon Larter.

Graphic novels shelf

The LMC and Elementary Graphic Novel sections are expanding to reflect growing awareness of graphic novels as valuable learning resources and a literary art form. Please stop by to browse our collections, covering everything from superheroes to Shakespeare!

Upcoming library activities

Sakura Medal books 2015

If you are planning to vote for your favorite book in the Sakura Medal list of 2015 or join the Book Trailer contest and Sakura Art competition, you can start checking-out these set of books displayed in the library.

These are in different reading levels both in English and Japanese. Graphic novels are added now as a separate category. Many international schools in Japan participate in the Sakura Medal book reading programme. For more information about this reading activity, visit the Elementary Library and LMC Moodle pages or its official website <http://sakuramedal.com>. Enjoy reading this winter break!



World Cultures Day on February 20

Starting this school year, International Mother Language Day will be celebrated at KIST as "World Cultures Day". This change of event name will not affect its themes on "intercultural awareness" and "cultural diversity". This coming February, the KIST Libraries will be sharing the activities with the PTA Committees and student body. Some of the planned activities will include a national costume parade, parent-storytelling, library tour, bulletin board display, arts and culture exhibition, photo booth, rakugo, a fashion show and teaching mother-tongue languages. So if you are thinking of spending your winter break in your home country, consider bringing in your traditional clothes to share with the KIST community when you come back in January.

The KIST Libraries Team

Grade 7 Camp Excursion a Success



On November 20, a cloudy morning that promised rain later on, the students of grade 7, along with a selection of their teachers, boarded buses to head down to Kanagawa Prefecture for their overnight camp excursion. The events of the first day took place at Yanagishima Campsite in Chigasaki, which would be where we would be staying for the night. In the morning session, Mr Cowe led the whole grade in a number of team building activities, including one called The Human Knot where the goal was to get untangled without letting go of the people in your circle. Unfortunately, as the students came out for lunch, the rain promised in the morning by the grey clouds overhead began to steadily fall, causing the cancellation of the planned outdoor activities on the beach. Instead the students were split off into three groups and rotated through stations, two inside the camp buildings and one outside under the covered cooking area. Mr White, who had come down for the day, led a session on the IB Approaches to Learning (ATLs) and how they applied to the students. Ms Komaki ran a pastoral session that focused on the way students interacted with each other, including how to recognize and deal with bullying. Meanwhile, outside



under the cover, Mr Lee (with assistance from Mr Smith, Mr Ito, and Mr Cowe) taught the students the proper way to cook pasta and cut

vegetables which they would use to prepare their dinner later that evening.

On the morning of the 21st, the sun came up over the Pacific with the promise of a beautiful sunny day. We all ate a small breakfast and boarded the buses for the ride to Kamakura, where the students would be collecting photos and taking notes on their surroundings that they will later use in a short story for their Language and Literature (English) classes. Stops throughout the day included Tokei-ji (once known as the "Divorce Temple"), the Shinto shrine of Zeniarai Bente, and the Great Buddha of Kamakura (the Daibutsu). The students also completed a walk through the woods, walking the approximately 3.5 km forest hiking path from Kita-Kamakura to the Daibutsu which offered them glimpses of the fall colors, a beautiful view of snow-covered Mt. Fuji, and a number of opportunities to look out over the shimmering Pacific Ocean. While we ultimately ran out of time and did not get to do the planned Geocaching GPS-based treasure hunt, the day and the camp was a success.

Rather than write further about it though, you should hear what the students themselves have to say about their camp experience.

Aaron Smith
Grade 7 English/Humanities Teacher

GaOn (G7A)



I never thought of hiking as a fun activity, but this was because I had never hiked with a group of people before. My feelings about hiking changed at camp. The best thing about camp was hiking. We walked in big groups and we enjoyed the scenery together. I should have been tired from lack of sleep, but to my surprise I was not tired at all. It reminded me of an African proverb: "If you want to go fast, go alone. But if you want to go far, go together". If I had been walking individually, I would definitely have been so tired that I could not walk. However, walking with a group of friends made us all forget our exhaustion and gave us energy. I think this is true for other things as well. When we are going through hard times, we can rely on each other to help us feel better. In camp, grade 7 learned once again the importance of having reliable friends and being a reliable friend yourself.

Emani (G7B)



One of the best things at camp was the 3 km hike. It had beautiful scenery, and it felt like I was in a magical forest going in circles to find my destination. But it wasn't perfect. Lots of slippery mud on the trail from Thursday's rain and the roots of the trees were tangled beyond measure, making it almost impossible not to die. Okay, maybe I'm exaggerating. Nevertheless, I really had to watch my step. But one thing in particular made all the twists and turns and screeching sound of the birds bearable: While I was climbing one of the rises, I saw this piece of land full of grass and with two dainty little houses sitting on it, dirty and rusted looking. They had flowers all over the roofs, and some unruly little weeds sticking out of the window, which were tainted with mud and soil. That's when I decided that when I grew up I would buy a house on that same piece of land to use as a place to study, where I could drink my tea and read and dance all day long. A secret place, like a magic little portal to something just not too far from fiction.

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Michiru (G7A)



There were many activities in camp. They were all fun and meaningful. This trip taught me many things. But first, let me tell you what I enjoyed. I enjoyed everything! The cooking, the hiking, the poster-making. But if I had to choose one activity that I liked the best, I would choose the team building activities. The team building activity was the best, partly because my group won first place, but also because I enjoyed talking with people I usually don't talk to, smiling and laughing with my friends, completing things with my friends and enjoying that moment of satisfaction. I also learned how to cook delicious food, how to interact with people, etc. There are too many things I learned from the camp, but the two that I will remember the most are the IB Approaches to Learning and how to interact with people who I don't talk to that often.

Shridhar (G7B)



The camp was a really memorable time for me. My favorite part was the hiking. I realized how beautiful nature is. I saw leaves of many different colors. The red leaves were just so good looking! That gave me an opportunity to take many pictures. I saw Mt. Fuji as well. I saw a big part of Japanese tradition in the Daibutsu and the "divorce temple". But that was all on the second day. On the first day we did a lot of activities. Those activities really required team-work. That was one of the main things I learned from the experience. We also cooked our own food. We cooked spaghetti and loaves of French bread. We also made a really delicious dessert. This was all because of Mr Lee's great cooking skills which he taught to us. Staying with our own classmates for a night was really fun. I played cards and did a lot of other memorable things.

ISTAA Cross Country Invitational 2014

This year was the biggest event on record. KIST hosted 11 schools (NEW, BST, YIS, UST, NIS, COL, CIS, MST, TIS, KAIS) and over 400 runners at Arakawa River on Friday, November 28 on a beautiful sunny day.

KIST had approximately 80 runners competing from Grades 1 to 11. All of our representatives ran their hearts out and many managed to come away with a medal.

Congratulations everyone!

Jay Leroy

Athletics Director / PE Teacher

| KIST Medalists | |
|------------------------------|----------------------------|
| Boys | Girls |
| Grade 1 | |
| Kohki (G1B) – Bronze | Kate (G1A) – Silver |
| Grade 2 | |
| Killian (G2A) – Gold | Mano (G2B) – Bronze |
| Ryo Y. (G2A) – Silver | |
| Grade 3 | |
| Zoran (G3A) – Bronze | |
| Grade 4 | |
| Keanu (G4B) – Silver | Aimi (G4B) – Silver |
| | Sola (G4B) – Bronze |
| Grade 8 | |
| Keina (G8B) – Silver | |



Managing Technology Use

Top 10 tips for parents to manage children's technology use

It can be hard to tell whether your child is doing legitimate work online or if they are getting distracted with gaming, social media and the like. Here are my Top Ten Tips to help you manage your child's technology use.

2. Try to understand the technology your child is using and why

To help your child manage the way they use technology, spend time understanding what they are using technology for and why. This will help you set reasonable limits.

3. Set clear limits in relation to technology time

Parents need to decide when devices can be used. Options include: no technology before school, a time limit each day and games on the weekend only.

1. Model good technology behaviour

If you're always using technology, even for work, you are sending a message. Take time to "unplug" e.g. turn off your phone when you are having family time (even for a short burst).

4. Monitor technology use

If it's not possible to move the child/computer where you can monitor use, consider doing quiet activities in the space they are using, such as reading or ironing, to monitor their use.

5. Establish "screen free" systems—days, spaces etc.

Establish "screen free" spaces e.g. the kitchen and dining table. Perhaps have a screen free day on the weekend? This encourages more activity and interaction for the whole family.

6. Centralise storage of handheld devices

Have a rule that all handheld devices are stored in the one place, so when it's not an approved technology time, the device is away and not causing a distraction.

7. Use technology time as a reward

Show that you can be reasonable and flexible. Using screen time as occasional reward is fine. However, mixing up the rewards with other activities will benefit the whole family.

8. Provide lots of opportunities for physical activity and socialising

Providing opportunities to participate in meaningful and enjoyable activities away from technology helps develop interests and connect with people. Try sports, music or craft.

9. Use parental controls to block particular sites

The Australian Government's CyberSmart program has information on parental controls: <http://www.cybersmart.gov.au/Parents/About%20the%20technology/Parental%20controls.aspx>

10. Change the WiFi password

If nothing else works, and your child is constantly on social media or surfing the net, consider changing the WiFi password...even for a few hours.

Learn more this year about how to work effectively at home and manage distractions by working through the units on the following website: <http://www.studyskillshandbook.com.au>

Login information for this site is available on our Moodle page.

Jeffrey Jones
Head of School



G11 DP Orientation Camp

"Two days was too short" said the eleventh graders, as the bus took off on its long journey to Tokyo from Atami.

Spilling over with excitement on September 11, of this year, we as new DP students set off to embark on a journey that would change our lives forever. Okay, perhaps it was not life changing but it was a great experience nonetheless.

"We missed out on G10 camp so I'm glad we got to go in G11", says **Jiei** from G11B. The famous G10 Ski Camp had been cancelled last year, which had left some of us feeling disappointed. Upon hearing that we would be going on a camping trip this year, a lot of us had rejoiced on an opportunity to unwind from the hectic first weeks of the Diploma Programme.

But it didn't turn out to be the relaxing getaway that we anticipated. The camp was mainly for DP orientation purposes: on the first day, we had workshops about extended essay, studying methods and dealing with the DP in general. These sessions introduced us to the last chapter of our high school experiences before real life begins (figuratively). We also had a cooking session with **Mr Nakade**, to make sure we do not starve out when we leave home and do not have anybody cooking or buying meals for us. At the beginning, we thought hey, we know how to pour cereal and milk into a bowl! That should be enough to keep us going for a while. It unexpectedly turned out to be highly valuable when we tasted the goodness of food prepared with our own efforts. But what was more valuable was the late night karaoke session, when the 44 Grade 11 students with their arms around each other's shoulders,



simultaneously hit that high Cyndi Lauper note in 'We Are the World' and felt an immense sense of togetherness.

The excitement of the camp reached its peak, on the second day, at the beach. Even though we had to wake up at 6 o'clock in the morning and did our very first CAS activity at a Shinto shrine, we had just enough energy left for a sand castle competition and a number of intense dodge ball games – a tournament that was ended by a miraculous catch by G11B's very own **Masaki**, who was then thrown atop his classmates' shoulders to be paraded across the playing field among the heartfelt cheers of a proud team.

The G11 Orientation Camp was surely one of the most memorable camping trips we have experienced, and it has given us a strong incentive to study harder than ever. Yes, 2 days was too short. But 2 days was enough for us to realize how important friends and teachers are in moving towards our success. After all, "We Are the World – not just I".



Secondary SRC

DEAR

Every Wednesday during the month of November from 8:55 a.m. to 9:15 a.m., all students, teachers and staff at KIST were engrossed in their favorite reading text, whether it was a novel, a comic book or in some cases a textbook! The SRC promoted reading by making posters of students with their favorite book to encourage other students at KIST to read. The SRC also created creative posters with educational facts about the benefits of reading; for example, I bet you didn't know that reading can boost your analytical thinking. The SRC wanted to motivate students to continue reading and by giving them various types of books and genres to read and explore. Teachers and students also got an opportunity to showcase their creative side by responding to the question "What does reading mean to me?" which was posted outside the Library Media Center for students and teachers to answer the question and express their love for reading. Ray Bradbury, the author of Fahrenheit 451 once said, "There are worse crimes than burning books. One of them is not reading them."

Winter wonderland

The Secondary SRC got the opportunity to host the Secondary School Winter Concert this year on Friday, November 28! With the help from the Arts Committee and the Habitat for Humanity team, we were able to welcome the winter season with wonderful performances from the students.



Student club proposal

"Now, each and every one of you is capable of proposing your own club," announced the honored voice of an SRC member during the latest school assembly.



On a busy October evening of last year (Friday, October 11, 2013 to be precise), a voice emerged in an SRC meeting that said, "Students should be allowed to create their own clubs." This idea, after much discussion, was voted for by all the Class Representatives, meaning that it would then be furthered through an official proposal.

Students have been officially given a chance to propose an after-school club. All they have to do is submit a proposal form, then with enough number of students and a supervisor, and other logistic availabilities (e.g. timing, location etc.) the club shall be implemented!

Under the sea

If there is one time throughout the year where students can happily listen to music and dance along with their friends, it's during the school dance. The SRC organizes two dances throughout the year and on November 21, the first dance of the school year 2014-2015 titled "Under the Sea" took place. As members of the student representative council, we had to create decorations, plan the food, advertise and generally organize the event so that secondary students could have a fun and enjoyable time. The event was very successful as always!



Looking for something to do during the break?

Ever wonder why people don't smile in old photos? How about if chicken soup really does help cure a cold? What is the difference between bacteria and viruses? Check out the collection of videos providing answers to these questions and more at the Ask Smithsonian website at the link below.

<http://www.smithsonianmag.com/videos/category/ask-smithsonian/?no-ist>



LEAP News

The winter holidays are coming up and LEAP is starting to finish up Semester 1.

We have had very positive feedback from introducing LEAP portfolios this semester. The introduction of portfolios was inspired by feedback from parents, and I really believe that they have helped the students feel proud of and have a sense of ownership in their work. By reflecting on their work, children learn to be conscientious in their choices. Talking about mistakes in a constructive way transforms a mistake into a lesson. Let's be positive and continue to encourage our children to be the best that they can be.

I'm always happy to receive feedback about the LEAP program – class and/or administrative processes. If you are interested in giving feedback, you can do so on the LEAP website under 'Contact'.

Here are some examples of some activities the students have been doing in the past few weeks:

Mr John:

"In K2, we have been playing bingo by matching the beginning sounds of words to the corresponding letters on the bingo cards. Students were told a word by a teacher and students had to think about the initial sound and the letter which makes that sound. Students placed markers on the letter until someone declared 'bingo!'"

Every week we have a new 'letter word wall'. Students raise their hands and say words which begin with that letter/sound. The words are written on the 'word wall' by the teacher. By the end of the week, we try to have as many words as we can think of on the word wall."

Ms Anna:

"In Grade 5 math, students have been learning about fractions, decimals and percentages. They have learnt how to change convert fractions into decimals into fractions and back again! They have also been learning how to find a fraction of a number, a percentage of a number, and a decimal of a number – then connecting to find out they are all the same (i.e. $50\% = 0.5 = \frac{1}{2}$)."



Max (K3B) is practicing writing his sight words.

Ami (K3A) is practicing writing complete sentences with a capital letter, spaces between words and a full stop.



Last year, we introduced a 'recommendation' system into LEAP. Teachers and English Language Support Instructors work together to identify the students who are in the most need. Those students will then get preferential entry into the class. Recommendations for Semester 2 will be sent out in early January, and applications will open shortly after. If you'd like to join LEAP for Semester 2, please keep an eye on the LEAP website.

Our brand new **Academic Writing Program** for Secondary students has had a successful first semester. With most grades at full capacity, the class is popular with students who wish to improve their essay writing and structure.

Mr Boyd:

"Grades 6 and 7 have been working on some movie reviews and we have been paying extra attention to tense consistency and patterns in spelling. We are working hard to get our final drafts finished and close to perfect. Our break will be well deserved!"

Mr Davignon:

"In the past few weeks, Grades 8, 9 and 10 are honing their literary analysis skills using popular (in my day) music. The primary focus of this essay is on connecting the songs to our own experiences, other texts and the world at large. We are also working toward mastery recognizing metaphors, alliteration and other literary devices. We strive to understand and express how they impact the effect the work has on the reader. It is my hope that students go into the break with some skills that change the way they view popular culture and the knowledge that what they read can make them smarter, more sensitive and better people."

We will be accepting new applications for Semester 2, so apply early to avoid disappointment.

If you have any inquires about the program, please feel free to send an e-mail or visit me in the main office.

Anna Holdaway

LEAP Coordinator/Administrative Assistant

Staff 10!

In this month's *Staff 10!*, we are pleased to present KIST's Director of Operations, **Sayoko Naito**, who has been with the school since its founding in 1997.



Mrs Naito experimenting with a new look at KISTival 2013.

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

My hometown has one of the highest snowfalls in Japan. Every winter, whenever you hear about heavy snowfall on the news, it's probably my hometown Myoko in Niigata. When I lived there (several decades ago), global warming hadn't made much of an impact yet and the snow was much worse than it is today. There were times when school was closed for a whole week.

Niigata is said to be the birthplace of skiing in Japan. Although I'd love to say professional skiing skills come to me naturally, I'm actually not that good at skiing. I was a cross-country skier in junior high school, so I'm sure that if I returned to that weight I'm sure I could be great again! Jokes aside though, when I was a cross country skier, I suffered from mild frostbite in all my ten toes. It was very tough!

There are 5 different types of hot springs within 20 minutes of my house, so I'm sure all of you onsen-lovers would be jealous. Although my hometown is in the mountains, the ocean is very close so you can enjoy a wide range of seafood like crab and many others.

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

There are so many that it's difficult just to choose just one, but I love being surrounded by nature and historical buildings so I'd have to say Europe, or perhaps some of the national parks in the USA. If I had to choose a place in Japan, I'd say Kyoto or Yakushima.

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

It's a secret.

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

Whenever there is a situation where I have to work really hard, I'm able to push my limits beyond even my own expectations.

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

Before working at KIST, I worked as a system engineer. It was around the time when personal computers had just started spreading into people's homes. It is very common for computers to have a 64 bit CPU, but when I started working in the industry, 8-bit CPU was the norm, and by the time I left, it had already increased to 32-bit. I worked with control systems, such as gas meters. I was also involved with the development of the first generation of "Legend of Zelda" and "Bomberman", so I might even be respected by some of our parent community?!

My message to students interested in becoming a system engineer:

The world of computers has changed a lot over the years, but even now there is no mistaking that even now one of the most vital skills to be a system engineer is stamina!

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

Although it might seem cliché, I'll have to say it is my family. Of course I mean my actual family (pets included), but for me family also includes my closest friends. Because I have so many people who truly feel like family, I'm able to try to always do my best.

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

Responsible, trustworthy, persistent and committed. For some reason, though, my persistence and commitment has never extended so far as to my diet...

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

I have no desire to relive my life, but if I did, I would like to have received an IB education. While I was working in the computer industry, I experienced a wide range of challenges, failures and successes that helped me to attain critical thinking and problem solving skills. I often wonder how my experience would have been different if I had experienced an IB education like our students.

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

Be honest. A person I respect very much once said: "Honest people are the strongest people". I truly believe that to be the case, and I always try to be honest in my daily life.

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

I don't think that I have any fans, but if I were to give advice from my own experiences, I would say "Instead of regretting not doing something, it is better to regret doing something and reflect on the experience."

Although I'm working in a school now, I brought with me the skills that I learnt in a completely different field. Whatever the current situation may be, it is a very useful skill to be able to be flexible, and look at things from wide and varying angles before making any judgments. It is my hope that everyone will learn through the many experiences we have in our lives.

New Faces

Since the last issue of *The Comet*, we have welcomed a new staff member to our team—**Minako Kitamura**—who is our new school shop attendant.



Minako Kitamura
K. Shop Attendant

On behalf of the school community, we wish you all the best and hope that you enjoy your time with us.

Grade Progression at KIST

Last year, KIST released a document entitled '**KIST Progression Criteria and Graduation Requirements**', which is effective from August 2014. This document describes KIST expectations and policy followed when the school considers student progression to successive grades and to successive IB programs. All community members are encouraged to read this very important document accessible on the school website (Community > Information > General policies related to students) or at the link below:



<http://www.kist.ed.jp/node/67>

<http://www.kist.ed.jp/node/67>

KIST's expectations for Mathematics and English are also available at the same location.

Nurse's Notes

Norovirus infection

Every year from around November to April, there is a prevalence of symptoms such as vomiting and diarrhea caused by the norovirus, especially in facilities such as schools where a large number of children spend time together. The infectious capacity is extremely strong. Unfortunately, it is not possible to prevent the prevalence of the norovirus; however, there are various ways to minimize its prevalence and I have listed a few points below to note at home.

1. Cooking and serving

- Wash your hands carefully under running water with soap (liquid soap is recommended) before cooking.
- Heat the ingredients thoroughly, especially when using shellfish entrails. Sterilize knives and cutting boards used to prepare shellfish in boiling water immediately after use. Eating raw shellfish and their entrails may cause infection of the norovirus.
- Washing your hands before serving meals is also recommended. Washing your hands is especially important if you feel nauseous or have diarrhea.



2. Cleaning up after vomiting or diarrhea

In the case of the norovirus infection, a large concentration of the virus is found in vomit or the diarrheal stool. Only a small amount of the virus may cause the infection easily if ingested into the body.

Cleaning: Before cleaning up the vomit or diarrheal stool, please ensure that other people in the vicinity keep clear. There is a possibility of droplet infection when inhaling the surrounding air, so make sure that others are more than 3 m away from the area. Leaving the vomit or stool may also spread the infection. It is important to clean it up as soon as possible.

Procedures: Please ensure that you wear a disposable mask and gloves. Gently clean the vomit or stool from the outside inwards with a cloth or paper towel. If you do not wear glasses, covering your eyes with goggles is recommended. Put the used cloth or paper towels in a plastic bag, add chlorinated disinfectant, seal the bag, and dispose of it. Please sterilize the areas around the contaminated spot with a chlorinated disinfectant cleanser (such as Purelox or Milton) or diluted home-use bleaches (such as Highter or Bleach). Used gloves should also be disposed of after being turned inside-out, so the droplets do not spread. Wash your hands thoroughly after cleaning.

※Please make sure to use gloves when diluting the cleanser, and not bare handed.

3. Dealing with clothing contaminated by vomit or diarrheal stool



Disposal is the preferred option; however, if this is not possible, it is recommended that you wash the clothes in water in a bucket, while wearing a mask and gloves, and sterilize the items with chlorinated disinfectant. When directly washed in a washing machine, the washing machine will be contaminated, and the norovirus will attach itself to other clothes washed in the machine. Please make sure to sterilize the washed clothes with chlorinated disinfectant.

4. The most important method for preventing infective is washing your hands

Please make sure all members of the family wash their hands under running water with soap after coming home and before eating.

Note: Please never sterilize your fingers or hands with chlorinated disinfectant.

Makiko Whittaker
School Nurse

Congratulations Ankit!



Ankit of G8B recently participated in the Indian NGSE (National Genius Search Examination) and won a gold award for the grade 7 category. Congratulations Ankit for doing well on this challenging exam that tests students on application of understanding of topics in

mathematics and science!

NOTE: If your son/daughter has made a significant accomplishment outside of school, please share about it with your Area Principal (with a picture if you have one) so that we can celebrate his/her accomplishments within our KIST community.



KIST MUN Delegates Debate World Issues in Seoul



The delegates at the end of the second day of full debate.

I was one of many students that attended the MUN in Seoul (SEOMUN) in the first week of November. I have always been interested in MUN and it was my 2nd conference that I was attending. I believe that the experience had a tremendous change in who I am now to who I was before I went to the conference. At first I was very hesitant and terrified since I doubted myself and was scared of being attacked by other countries but as time went by in the conference, I became more confident and open to sharing my thoughts.



Eimi (G10B) addresses the General Assembly.

For those who don't know much about MUN, here is a brief introduction to what it is. MUN stands for Model United Nations, and pretty much just like the name, it is a United Nations on a smaller scale for high school students. There are various conferences held each on different scales such as international, like

the SEOMUN, it can be regional, such as the MUN that KIST hosts in January, and can even be a club, like the one that KIST has. In MUN, you are given an issue, and a country that you will be representing it as a delegate. So for the issue, you have to research and try to propose a suitable solution that the majority of the countries support. In a way it is like a debate, for which in MUN, you debate over the issue and which solution should be used in order to conquer this issue. Additionally there are different committees so that the issues are split up. Some examples of the committees that we had in SEOMUN were Human Rights, General Assembly, Economic and Social Council, Environment Council, and Security Council.

So in SEOMUN, I was the delegate of Slovenia and I was in General Assembly. We were given 3 different issues, and our initial step was to split up into groups and make a resolution, which is a document that consists of the possible solutions that you think will help the issue. So in my group I had around 15-20 delegates, representing countries from all over the world. In total, my committee, General Assembly, had more than 80 delegates, and giving speeches in front

of 80 strangers can be tough, at least for me it was. I'm not the most confident speaker and I tend to not speak much because I am scared that I might be wrong and other countries might attack me. But as time went by, I realized that it's better to speak now, because I know that once I got back to Japan I would regret not standing up. And so I tried my best and tried to speak and ask questions.



Keerti (G12B) and Aika (G10B) pause during debate of the Environment Committee.



Aditya (G11B), Raj (G11B) and Angela (G11B) listen intently during General Assembly proceedings.

There were numerous things that I gained from this experience. One thing, and one of the most important, I learnt was that to be confident. If you have confidence, everything will fall into place. If you speak with confidence, other delegates might get intimidated and would think that you are a strong contender and that they need you on their side. It doesn't matter what you are

saying, if you speak with confidence, everything will be fine. Another thing that I learnt was to talk to other delegates. Not necessarily in front of the whole committee, but even in smaller groups when sharing ideas, and during break times. That way you get to interact with other delegates from different countries and you get to learn from them. Since I was fairly new to MUN, most of the things I learnt was by watching other delegates. I would see them, and notice the little things that they did, that helped them. For example, speaking numerous times, asking questions to other delegates, and passing notes to other delegates, showing their interest in the topic and in the debate.



KIST delegates, Ms. Babaeva and Mr. Cernak visited Seoul's Insadong Art Street.

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Now some of you may be thinking, is that all you did? Just attended the conference? No! We also had time to do other things, such as sightseeing. We visited so many different places from the heart of the city, to streets in smaller neighborhoods of Seoul. It was amazing to see a different country and enjoy it with your friends! Even in the conference, I was able to make many friends and to have fun. The conference did have times where you had to be very serious, but during breaks, all the delegates would joke around, make memories and have fun!

Overall, from this experience, I gained so many different skills and made so many memories that I will remember for a life time. If anyone is interested in MUN, I strongly suggest to join the MUN club, and if you can, to go to SEOMUN. If there are any questions, feel free to contact me anytime whether it be through e-mail, or even in the hallway!

Radhika (G10B)

KIST MUN Trip 2014 Participants

General Assembly I

Kouta (G12B), Raghav (G11B), Akiko (G10A), Eimi (G10B), Radhika (G10B), Nina (G10A)

General Assembly II

Raj (G11B), Angela (G11B), Aditya (G11B)

Environment Commission

Aika (G10B), Keerti (G12B)

Special Conference

Aashvi (G11B), Aishwarya (G12B)

ECOSOC

Armina (G10A), Anisha (G11B), Saya (G11B)

Human Rights

Saachin (G10B), Arjun (G10A)

(Teachers: **Mr White, Ms Babaeva, Mr Cernak**)

College Guidance News

How to find a college that fits you

I believe most G12 students have already finalized the list of colleges they want to apply to and have already sent applications to the colleges on their list. We hope that we will hear good news from you soon and have another successful year at KIST.

Many G11 students and some G10 students might have already started searching for colleges by themselves. Semester 2 Advisory College Guidance for G11 and the G11 College Night on Friday, February 6, 2015 will cover topics on how to narrow down your list.

Here are some tips to help students finding a college that fits them.

Questions to ask before starting a college search:

- What is my career goal?
- Which subjects do I enjoy studying at school?
- Which subject or subjects do I want to study?

- Do I have the right qualifications? (high school subject requirement, minimum DP scores etc.)
- What are my career plans and does the college offer my area of interest and study?

Characteristics students should consider:

- Type of college: Liberal arts college, university, art schools, professional schools
- Size: Large, medium, small
- Location: City, town, rural
- Courses/Majors/Areas of study
- Cost: Financial aids, scholarships
- Diversity: Percentage of international students
- Admission criteria and acceptance rates
- Retention and graduation rates
- Employment after graduation
- Internship opportunity
- Study abroad programs

I would suggest you make a spreadsheet to compare the characteristics of the colleges you have in mind from the beginning of the college search process. Each student has a learning style to maximize their academic potential. Do you need detailed instructions and guidance from teachers to finish your work? Or do you prefer to work independently?

If you answer "yes" to the first question, you might be best suited to a small sized college instead of a large university so that you can gain more personal attention and care from instructors, professors and staff. Otherwise, you might get lost in a giant sea from the first day of arrival at the college campus.

If you have any question and concerns regarding career and college options, please feel free to contact the College Guidance Office.

Upcoming college events

G11 College Night

Friday, February 6, 6:00-8:00 p.m. (All G11 students and at least one parent are expected to attend this event. Information will be distributed to families in early January.)

College Presentation at KIST in the LMC

Friday, January 16, 2:45-(G11 Advisory), 3:45- LSE (London School of Economics and Political Science), UK
<http://www.lse.ac.uk/home.aspx>

KIST Spring College Fair 2015

Saturday, March 21, 2:00-4:00 p.m. in the KIST gym
This event is open to the whole KIST community including Elementary School parents. Please come and see the representatives from more than 40 (last year) universities and colleges in Japan, US, UK, Europe and Australia.

Mrs Keiko Okude

College Guidance Counselor

keiko.okude@kist.ed.jp

PTA Committees

Library Committee

This committee supports the KIST Libraries and their literacy programs and activities for students. Committee members help with events like the DEAR Character Parade, process Scholastic orders, or shelve books in the Elementary Library. The committee also sponsors prizes for library contests, author visits and other performers for Library organized events. Our members also support the libraries by covering books, helping with end of year inventory or any other tasks library related. If you are interested in supporting KIST Libraries and their literacy initiatives, please feel free to contact the Library Chair (Becky Yarita) directly at p-1022@family.kist.ed.jp.



Library Committee members and the KIPS donation.

Members of the Library Committee process Scholastic orders

Thank you to all the families that ordered. KIST Libraries earned £395 from the first Scholastic order of this school year. These funds were used to purchase some books for K. International Preschool (KIPS), our sister school. The Library Committee also sponsored the DEAR author visit for students in G2 and G3. Mr Chris Larter shared with the students how he became an author and how he decides what stories to write.

All parents are welcome to check out books in either library after school, Tuesday through Friday.

Becky Yarita (Yoki G7B, Yoreh G2A)
Library Committee Chair



Bell Mark Committee

Bellmark points collected can be exchanged for useful school materials. Points are attached to everyday groceries, used cartridges, and "Tetra Paks." The Bell Mark Committee meets once every two months to count and sort collected items. Please try to find Bell Marks at your home and bring them to school!

Takashi Yoshida (Koume K2) p-990@family.kist.ed.jp
Bell Mark Committee Chair



News Committee

The **News Committee** is a new addition to the PTA this year. By better publicizing the activities of the PTA, we hope we can further strengthen the great sense of community we have at KIST and encourage more families to get involved with out-of-class activities.

Our main activity initially will be to publish a regular PTA newsletter (look out for the first issue early next year!), and we would love to hear your ideas about the kind of content you would like to see in it. We would also love to hear from anyone who wants to get involved with the News Committee, whether that's writing about and photographing events, helping with newsletter translations or design, or any other way you can help. Please e-mail me at:

p-1010@family.kist.ed.jp.

Rob Goss (Arthur G2A)
News Committee Chair



Student Activities Committee

This committee supports KIST's extracurricular programs and activities with volunteer parents. The role of the committee is to ensure that students have a positive and rewarding experience while participating in extracurricular sports and related activities at school. If you are interested in this committee and have some good suggestions for the activities, please e-mail us at:

pta.student.activities@family.kist.ed.jp.

Mitsuko Morooka (Mariko G4A)
Student Activities Committee Chair



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Cultural Connections Committee

The Culture Connections Committee is excited to plan lots of exciting events for the families at KIST this year. In November we hosted a language exchange party for parents to practice and/or teach English (our school language) and Japanese (our host country language). The event was attended by mothers from 6 different countries!! We learned a lot more than just new vocabulary!!



Please join our similar events in the future. First up is the International Cookie Exchange and Coffee Morning on December 10. Please join us from 9:00 a.m. before the Elementary School winter concert!!

If you are interested in joining this committee, please e-mail me directly at p-791@family.kist.ed.jp.

Trisha Shikahama (Emiko G4A)



Events Committee

This year, under the theme "Simple and Fun," the PTA is focused on bringing the KIST community together in a variety of ways. The Events Committee recently hosted a successful Potluck in November, and is assisting in the food drive that will see delivery of food to Second Harvest Japan in December before the winter break. We have a number of other events planned for this school year, and are always interested in hearing your ideas and suggestions. Please join us in making this year one of the best ever!! If you would like to become more involved, please e-mail Kevin Williams at p-528@family.kist.ed.jp.



PTA Potluck

On Friday, November 24, the PTA Events Committee held its first ever school-wide KIST Potluck event. This type of event is quite common in North America, and we anticipated it would do equally well at KIST where families could casually socialize around a topic we all seem to enjoy:

FOOD. Parents were asked to participate by preparing and bringing a unique dish from home, something that perhaps is a family favorite or otherwise has special attachment to their home country. While we were quite enthusiastic as to what types of food would be brought, never could we imagine how much

overwhelming support there would be. Breads, salads, dips, stews, soups, pies, you name it, the gymnasium was filled with decadent aroma. In total, over 45 dishes (representing 16 countries) were prepared for our enjoyment. Over 100 people attended the two-hour potluck (even the students ate everything on their plates), indicating to me there was not only strong interest in trying new foods, but that there are a number of secret chefs among us.

I wish to thank the PTA Executive Committee for their continuous support, and to Jiunn Bay and Takashi Yoshida for poster design and printing resources. Lastly, to the potluck participants, I appreciate all of your hard work in preparing your delicious dishes. The KIST parent community is a truly awesome and resourceful group of people. Can't wait for the next event!!



Kevin Williams (G5A Kaiser, G2A Killian)
Events Committee Chair



Memories of...

K Festival 2014

Saturday, October 25

