



The Comet

The Newsletter of K. International School Tokyo

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Staff Quote

“As educators, we have a responsibility to make learning relevant for our students.”

—Kevin Yoshihara

From the Head of School

Another great year for KIST!

Once again the end of the year is before us and it is opportune to look back on some of our many accomplishments and look forward to the coming school year. It has been another great year and some thank yous are in order as well.

Our most recent accomplishment, and one of great pride, is the graduation of our class of 2015. This year 29 students worked hard to complete their Diploma Programme studies and are now ready to embark on paths to achieving their tertiary education dreams. On behalf of all of KIST, congratulations to all families who are celebrating graduation. We wish you the best with transitioning to the next step of your family's educational journey. Keep in mind that KIST is still here for you and we look forward to hearing about your post-KIST experiences.

We continue to see great progress from the initiatives introduced to support students with mathematics. In addition to increases in students meeting school published expectations for mathematics performance on school implemented diagnostics, KIST students have attained some very strong results on external standardized assessments as well. This year, all of our Grade 10 students sat the PSAT exam and we were very proud to have almost 80% of our Grade 10 cohort attain above the 70th percentile in the mathematics component of the exam, with 35% of them attaining above the 90th percentile. This year, students in Grades 6 – 9 sat the ISA exam in February—ISA reports will be coming home with the End of Year Reports—and the ISA mathematics component results as well were very strong. For all grades, KIST's mean scores on the mathematics component of the ISA were significantly higher than the means for all other schools that sat the exam worldwide. In only two short years, the mathematics initiatives are producing some very real results in the performance of our students. We look forward to continued growth of mathematics education at KIST and to further improvements of our students in this area of concentration at our school. The success of these initiatives is a result of strong support and collaborative efforts of many members of our school community. Thank you everyone for all of your hard work. And thank you to our hard working students for making us proud.

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DATES TO REMEMBER



June 2015

- 8 (G6-G11) Mathematics and science day
- 9 (G5) Promotion ceremony (*Evening)
- 10 (G5-G11) Peer student-led conferences
- 10 (S) Secondary awards assembly
- 10 (G10) Promotion ceremony
- 10 (K1-G11) Semester 2 reports issued
- 10 (W) Last day of school for students (Half day for students)
- 11-26 Office open
- 15-26 Summer day camp
- 29-Jul 24 Office closed

July 2015

- 27-Aug 7 Summer academic program

August 2015

- 13 (K1/K2/K3) Parent welcome night
- 17 (W) First day of school for all students
- 17 (G6-G10) Mathematics diagnostic testing
- 18 (G1-G5) Mathematics diagnostic testing
- 19 (G1-G5) Parent welcome night
- 20 (G1-G5) English diagnostic testing
- 21 (G6-G12) Parent welcome night



KIST is an IB World School

Continued from previous page

Last year, we commenced introduction of similar initiatives to our other areas of concentration at KIST, English. At the end of last school year, students in the Elementary and Secondary schools sat UK Key Stage diagnostic exams in reading to collect some baseline data and plan for further initiatives. This year students from both schools will sit Key Stage diagnostics in reading and writing as we work to collect more data and plan for initiatives to further support student success with English. In addition to continuing with English LEAP support classes, summer school programming for English is being expanded and, in the Secondary School from next year, Academic Writing classes will become part of the class schedule for students who would benefit from such supplemental support. We appreciate your understanding and support as we work to further establish initiatives for English that best support the success of our students.

In the fall we hosted a team from the Council of International Schools (CIS) who met with a variety of stakeholder groups to appraise KIST's candidacy to attain CIS accreditation. Thanks to the collective efforts of our community, KIST was granted CIS candidacy in January 2015 and will again host a team from CIS for our accreditation visit in November 2016. In the meanwhile, KIST staff are working hard through the CIS self-study process and may be calling upon select parent groups to obtain more data that shows KIST's progress towards alignment with CIS standards. Thank you to all staff and parent groups working hard to support KIST in attaining CIS accreditation and in doing so provide increased global recognition of KIST and increased opportunities for KIST graduates.

Thanks to the support and commitment of our entire community, each year KIST continues to grow in many other areas as well. In addition to supporting school planned events, our PTA was active in organizing a number of PTA sponsored events over the year. Thank you to all PTA Executives and Committee Chairs for the countless hours you have given to support our PTA and our school. The true spirit and power of our KIST community was reflected and on display at KISTival this year, with record breaking attendance of over 4000 people and also a record amount of 8,000,000 yen raised for the school. The New Year's party as well this year grew to include an official sumo announcer (a yobidashi-san) and a record number of sumo wrestlers. KIST is very grateful to the Sakamoto family for their gracious support in arranging for members of the sumo community to come and spend this day at KIST each year. Many parents worked alongside the sumo wrestlers to prepare mochi treats for all and the result of these collective efforts was a truly authentic cultural experience for our students (and staff) – thank you to all!

In addition to introducing many new extra-curricular club offerings, KIST was pleased to reintroduce camps to our school events this year. Students in Grades 5, 7, 9 and 11 now participate in camps that are aligned with

their classroom curricular experiences. Thank you to all the teachers for the hard work put in to not only arranging these learning opportunities for our students but also in accompanying the students during the camp. And also a big thank you again to our students for representing our school well during these off campus events. Thanks to strong enrollment and community support, we were also able to offer Saturday computer programming workshops through an outside provider. We are looking to deliver such workshops twice next year as well. For elementary school students, we are also looking to expand short Monday extra-curricular activities through outside providers, building on the very successful computer coding sessions delivered this year.

Another significant accomplishment this past year was the opening of KIPS, our preschool, located in Nihonbashi-Hamacho. It has been wonderful to have KIPS students join the KIST events and share their learning with the larger K. community. We look forward to the continued success of our newest K. school.

It is not possible to list all of our many accomplishments for 2014-15 in the limited space provided here, but I do hope that this partial reflection leads to further individual reflection and an even stronger sense of pride in all that we as a community accomplished last year. It is also not possible to recognize all the individuals who contribute so much to KIST's success. To all of our community members who have given above and beyond to support KIST this past year, THANK YOU! It was truly another great year for our school.

I would also like to make one last, very special thank you. While a strong parent-student-school relationship is essential in supporting our students to attain their potential, the success in our classrooms, the school concerts, the extra-curricular programming, and basically everything that KIST and KIPS provide, from after-school tutoring to the issuance of tuition invoices, is dependent on the strong commitment of our entire KIST and KIPS staff. To all of our KIST and KIPS staff, on behalf of the entire KIST and KIPS community, I would like to say THANK YOU for all of your commitment, hard work and enthusiasm towards supporting our students and our school. You are a wonderful group to work and learn with and I wish you all a wonderful, well-deserved summer break!

As we enter the holiday season, I wish everyone a restful and safe break full of quality time with family and friends. I look forward to seeing the summer schoolers in July and to welcoming everyone back to school on August 17, 2015!

Jeffrey Jones
Head of School



Elementary School News

Nice and peaceful

Let's talk about teasing and bullying. Better yet, let's not. Let's talk about taking care of each other instead. Yes, taking care of everyone in our school community! Rather than focusing on what we do not want to see, let's concentrate on what we do want to see. We want to see all of us, every member of our school community, students, parents, teachers, taking care of each other.

In May, we were very fortunate to have Mr Kazu Haga visit KIST and speak to our Grade 2 – Grade 5 students. Mr Haga is the founder of [East Point Peace Academy](#) in Oakland, California. His organization is dedicated to bringing about a culture of peace through training, education and the practice of nonviolence and conflict reconciliation.



During his presentation, Mr Haga talked about the factors which can make a person act like a bully. It seems that being unhappy can cause a person to be mean towards others. Some experts assert that among children, the incidence of bullying behavior is higher among those who experience frustration as a result of stresses at school or in the



home. In a bullying study between 2004 and 2009, participants were asked "If you see someone being bullied, do you intervene to stop it?" The results showed that in Japan, children between Grade 5 and Grade 8, are less likely to ignore bullying when they see it.

I believe that once we identify what bullying is, we may be more likely to help each other. [Please watch this video](#) we developed to raise awareness of what bullying is and discuss it with your children. As parents it is our responsibility to instill this sense of caring for others in our children. As Mr Haga mentioned in his presentation, **caring for each other is the best way to eliminate bullying**. As Mr Bradley and I often say, the most important phrase for all humans to know and remember is "Be Nice!"

Kevin Yoshihara
Elementary School Principal

Sugimori, S. (2012, December 3). Anatomy of Japanese bullying. Retrieved May 19, 2015, from <http://www.nippon.com/en/currents/d00054/>

Grade 5 Students Prepare for Transition to MYP

As the year winds down, the 50 students in Grade 5 are working on the transition to middle school next year. Over the course of the last few weeks, students and teachers in Grade 5 have been reflecting on the skills they will need as they move into secondary school.

The Grade 5s have had the chance to visit Grade 6 classes to get a sense of the work that takes place there. Each of the students returns back to share the things that they noticed with their class mates.

In addition to visiting individual classes, the students also participated in an MYP orientation session with Mr White, the MYP Coordinator. This session also included a seminar discussion with current Grade 6 students sharing their experiences with making the move into MYP.

The final session as part of the transition saw Grades 5 and 6 students sharing lunch and then a short sharing session where students had a chance to hear about experiences and ask questions one-on-one.



The G6 student seminar leaders (wearing white shirts) discuss issues that can cause problems for students making the adjustment to G6.



The G5s visiting Art class had a chance to follow the G6s and produce a still-life drawing.

Inquiry throughout the Year

With just a few days left in the school year parents and students alike are starting to make plans for the summer. Students are probably dreaming of swimming somewhere exotic, climbing a mountain or even lazing around the house surfing the beaches of the Internet. Parents, however might be thinking along the lines of something more academic. One problem that parents often face is maintaining the successes that their children so proudly strove for throughout the school year. Many times families turn to old textbooks or web pages to fill the void in lieu of a more traditional curriculum or a professional tutor. The possibilities are limitless, but the resources and facilities seem to be ever decreasing or out of reach for the busy family.

The IB curriculum is designed to provide engaging and relevant learning experiences through the method of inquiry. Most of us probably think that we wouldn't be able to continue IB style lessons on our own. However, the very nature of the IB curriculum is centered around sound questioning followed by research, experimentation and reflection on our work. The teachers here at school have spent the school year discovering new topics in increments of the six transdisciplinary themes which have limitless outcomes and connections.

The feeling of being interested can act as a kind of neurological signal, directing us to fruitful areas of inquiry.

B. F. Skinner

The themes individually could be expanded into full year courses and still not cover all perspectives and topics within the subject matter. The IB encourages students to take their investigations as deep and wide



as their imagination will provide. Within the curriculum is the student based notion of "Action" or taking your knowledge and applying it to some problem in the real world. This portion of the curriculum is often only lightly touched before the constraints of time require the teacher to move to the next transdisciplinary theme.

Parents are urged to become involved in their children's learning. The Inquiry is already in place and documented in your child's reports, portfolios and their memory. Use these resources to open communication about your child's learning. Review materials that have already been covered and think about ways in which you could implement action into your child's knowledge and understanding of the world. The solution to your summer planning might be as close as your own child's desk.

Clay Bradley
PYP Coordinator



PTA News

The KIST PTA held its annual general meeting (AGM) on May 27. Although there is typically a poor turnout at the AGM each year, this year's attendance rate was particularly low. This may have been due in part to the fact that this year's PTA officer election was held online. We look forward to seeing more parents and guardians attend next year's AGM.

On May 29, the KIST PTA presented members of the graduating class of 2015 with a special keepsake at the G12 graduation ceremony. In the past, the PTA has presented graduates with fresh flower corsages. This year, however, we sent out a questionnaire in advance to help us decide on a gift. Based on the results of this questionnaire, we decided to give graduates a photo frame (photo on right). There is enough space in the margin for signatures from classmates and teachers, and we hope this gift will remind graduates of their time at KIST. We would also like to take this opportunity to express our sincere appreciation to the Kojika family (K2) for their kind support in this regard.

Lastly, the KIST PTA would like to thank everyone for their understanding and cooperation over the last year. We look forward to your continued support next year.



Our First Year at KIPS: A Reflection

Time has passed by so quickly. KIPS has come a long way, starting from scratch to become a wonderful school. All the teachers and staff have worked together and contributed to the establishment of the new school. I still remember, during our orientation week, that all of us had many questions and concerns about the challenges to come. However, everyone involved with KIPS contributed and worked together to maintain excellent standards and a high level of support in every area of the school.

Members of staff greatly contributed their own expertise and ideas to help provide a fun and interesting range of activities. Ms Amber organized a Halloween party, with 'Trick or Treating', games, face painting etc. I organized the Christmas party in the K2 classroom and provided a number of stations for students to make Christmas arts, crafts and decorations which they could take home and display. We also organized a hanami party in the K2 classroom and all classes were encouraged to share something. The Nursery class made onigiri, the K1 class made daifuku and fairy bread, the K2 class made Philippine macaroni sopas and the K3 class made hot dogs and sausages. Other members of staff, as well as teachers and parents contributed a variety of foods so that we could enjoy different tastes from around the world.

Students were deeply emerged in their studies through excursions and opportunities for learning. The introduction of the Nursery level class to the school was a huge success. The K1 students visited the Fukagawa Edo Museum so that they could further their learning an understanding of houses/homes in the past and present. The K2 class interviewed the staff and teachers about their family and did a survey regarding the number of people in each class. To prepare K3 students for their coming academic year, they have been attending regularly the K3 UOI classes at KIST. To learn more about living things, each class kept tadpoles and cared for them until they had turned into frogs. Once they had turned into frogs, we released them back into their natural habitat. This was a wonderful way to show how we can care for living things and observe how they grow and change.

As there is no playground at KIPS, the children have enjoyed visiting the local park area, where they played on the playground and had fun walking on the foot massage area. The school roof top became an extremely interactive place after Mr Luke painted numbers, letters, shapes and a pond for children to enjoy playing a fishing game, using laminated fish pictures.



At KIPS, the level and use of English, in all grades, is impressive. Nursery and K1 students speak in English with teachers and peers. K2 and K3 students can speak, read, write and communicate in near-perfect sentences with everyone.

KIPS students enjoyed their first chance to perform, at the 'Winter Concert'. They truly shined at the concert, despite their young age, showing an impressive level of maturity. At the Spring Concert, KIPS students proved once again that they could perform well and showed integrity by maintaining the high standard they had previously set at the Winter Concert. It was indeed a successful concert and showed the strong co-operation and relationship between KIPS and KIST.

Claire Yoneyama
KIPS K2 Teacher



Elementary ELS

Learning lexis, valuing vocab, wielding words: systems for recording new vocabulary

In the March 2014 edition of *The Comet*, there was an article titled "Word Work Discoveries" that gives a picture of one of the ways we learn vocabulary in the elementary school at KIST. But how about the question of *recording* vocabulary as part of a system for learning it? Since any language's vocabulary is infinite, the task of learning words is endless, even in our mother tongue. What is the best way to keep track of all this lexis - especially considering a new word can often contain a brand new concept that we are just on the cusp of comprehending? For our younger grades, the classroom word walls are a way to record new words so that we can refer to them anytime. As we get older we start finding our own way of organizing vocabulary records that suits our unique brain and particular interests best. (The Grade 5s when asked recently were emphatic that one recording method should not be imposed on them.) However, along the way it helps to experiment with different models and get ideas from each other. So, here are images of various vocabulary recording formats used by different students in the elementary school, as well as some recommendations for older kids that I'm passing on from the Grade 5s.

Firstly, size-wise, the majority of Grade 5s think that a personal vocab book should be bigger than the fit-in-your-pocket-sized notebook they used this year. B5 was agreed on as a compromise between adequate recording space and portability. As for the features of each entry, many suggest including synonyms, example sentences, and visuals, as these can be even more useful than the word's definition in aiding comprehension and memory. If you do write in the definition, some students recommend paraphrasing it rather than copying word-for-word from the dictionary. This consolidates understanding. Color-coding of the various features of each entry is also a popular layout method, assisting quick navigation through one's notes. Some way of adding categories to the book is likewise favored. This could be, for example, one section for each UOI's vocabulary, another section for math words, yet another for vocab associated with different literary genres, one for words learned during free reading at home (keep it up over summer!), and one for special categories of words such as homonyms, connectives, affixes, Latin or Greek root words, and so on.

Finally, an almost universal practice in Grade 5 is to include an "other languages" column where first language translations or other additional languages besides English can be recorded alongside the new English word. Frequently a vocab entry in fact represents our first encounter of that word in all languages. We are learning lexis and concepts simultaneously. And as such, our vocab notebook is the perfect tool to use at home to spur discussion in our



Hyun Jin, Tatsunori and Satoshi (G5A) test each other on their vocab notebooks.

home languages about new concepts and their associated vocabulary. Remember, mother tongue development is indispensable to our overall cognitive development and prompts speedier acquisition of our additional languages too. Plus, conversations about words and concepts are just simply fun anyway!

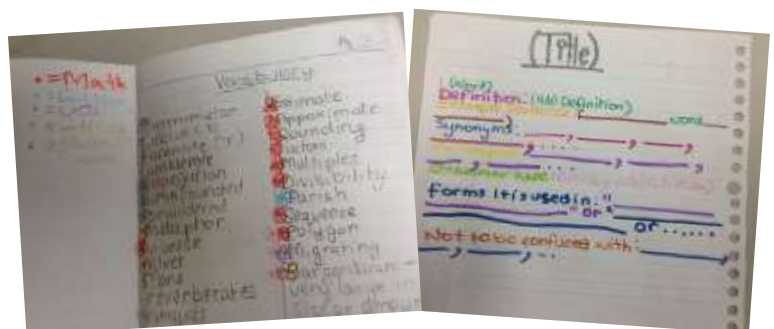


Soo Ah (G3A) shows a page from her Wonderfully Wise Words book.

Rachel Parkinson
Elementary ELS Coordinator



K3B students teach each other with their awesome Words We Know Wall.



Mehak (G5B) has used this small book this year with a key to categorize her words. The loose leaf paper shows the layout she plans to use next year, in a larger vocab book with the category title at the top of the page.

Secondary School News

The school year is almost over! It is amazing how time passes so quickly especially in May and June. Please enjoy all the information about school life in *The Comet* and also the number of school events that mark the end of the year.

One change we made to this year's calendar is that your son/daughter should receive their Semester 2 report on the last day of school this year, rather than school reports being sent to families by post a week after the end of classes. I hope that this timing brings a nice closure to the end of the school year on the last day. In addition to school reports, families will also receive results of recent diagnostic tests that students took; it is planned to send out paper copies of student ISA results from February along with the Semester 2 report, whilst student results of end of year grade 6-9 Math and grade 6-8 English diagnostic testing will be sent home electronically in the middle to end of June.

To conclude my last *Comet* message of my first year as Principal, a lot of preparation has already been done

for academic year 2015-2016. Like myself, I am sure that students and families are looking forward to some well-deserved holiday! If you are travelling I wish you safe adventures and if you are staying in Japan, well... I may see you at KIST summer school! I look forward to welcoming all students back on Monday, August 17 at 8.45am and a date for parent diaries is Friday, August 21 when we will have our grade 6-12 parent welcome night for 2015-2016. It will come around so fast!

Mark Cowe
Secondary School Principal



User Fee System for Academic Support Programming

KIST's mission is based on our belief that quality international education should be as accessible as possible. As such, KIST makes every effort to keep our tuition fees as low as possible while still delivering quality education.

KIST makes strong efforts to support student needs through interventions delivered within regularly scheduled classes. Some such programming includes:

- English Language Support Instructors are made available to support student progress in both the Elementary and Secondary schools.
- An Intensive English Course is available for identified students in Grades 6 through 8.
- Academic Writing classes are provided for identified students in Grades 6 through 10.
- Extra math sessions are provided for identified students in Grades 6 through 10.

However, to support KIST in keeping our tuition fees as low as possible, for students with support needs beyond what the school is able to provide within regular programming, additional academic support interventions are provided on a user fee system. User fee academic support programming includes: before- and after-school Learning Enhancement Academic Program (LEAP) classes, two sessions of Summer School programming, and mandatory Saturday academic sessions for identified Secondary School students.

KIST's goal to raise already strong DP performance to a 36 point average by 2018 demands that we put in place appropriate structures and interventions that support students in attaining performance expectations set by the school. Hence, with that goal in mind, students identified as needing support beyond what can be provided within our regular programming, may be required to attend additional support programming on a user fee basis.

To support our community in better understanding the rationale for, and decisions made in relation to, user fee academic support programming, as announced in a recent E-Communication, KIST recently published a new document entitled *KIST Academic Support Programs*. The document describes the various user fee support programming arranged by KIST and provides information about how the school makes decisions to recommend and/or require that students participate in such programming. You can access the document on the KIST website at the link below.

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



MYP News

Another MYP year comes to an end

KIST students, teachers and parents have worked hard all year. Next Wednesday marks the end of another successful year for the IB Middle Year Programme at KIST.

There have been a number of highlights throughout the year for students in the MYP. Each of the courses in the program has been revised. Teachers are working on implementing the changes. One noticeable difference is the aligning of assessment criteria so that each MYP class has four objectives that the MYP has identified as areas of focus.

Grade 10 students completed the first Personal Projects using the new criteria for Year 5 of the program. Students explored a wide variety of projects that explored a number of rich experiences.

In addition to the regular academic work of the MYP, students in Grades 7 and 9, also had the chance to experience camp trips. These trips allowed students to put their work in subjects to work in new and exciting contexts.

MYP students also embarked on a new program designed to foster service learning. Students worked their way through the changes in the Service@KIST program and many were able to make meaningful contributions to their community.

Finally, students were able to experience a wide variety of school-life activities. These experiences, ranging from the arts to athletics to



G6B students creating mandalas from nature in Kiyosumi Park.

co-curricular activities all offer a rich education for students to take advantage of.

Rob White
MYP Coordinator



G10s getting ready for Family Day activities.



Grades 6 to 8 at the Wall of Honor assembly.



Mr Kroschel presents Emily U. (G7B) with an award recognizing her Learner Profile attributes.



Mr Ross and Aditya (G6B) at the Wall of Honor assembly.



Grade 6 and 10 students working together on volleyball skills in PHE class.



Karina (G6A) shares her work during Student-Led Conference Day.

Habitat for Humanity

Fundraising totals

Thanks to the support of the KIST community, the 2015 Habitat for Humanity Team has successfully raised **215,317 yen** in total. The money will be used to build a sanitary system in a school in Siem Reap, Cambodia, in June 2015. This year, we will also be working with the local school to teach kids the benefits of brushing their teeth, washing their hands properly and healthy sanitation practices. Thank you very much for the support throughout the year!

Fundraiser	How much we raised
KISTIVAL Booth	88,033 yen
Winter Concert Food Booth	14,114 yen
SRC Dance Food + Photo Booth	28,363 yen
World Cultures Day Photo Booth	44,554 yen
Student-Led Conference Coffee Booth	40,253 yen

Motoi (G11B)

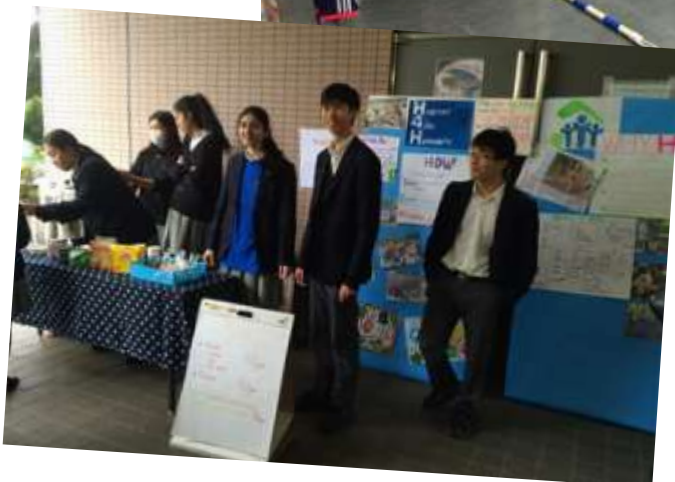
Habitat for Humanity Club Accountant



Food sales at the SRC dance.



World Cultures Day photo booth.



Student-led conference coffee booth.

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.



Ma. Cielito Bautista
Preschool Teacher's Assistant (Nursery) /
Preschool Nurse



Mara Hayashi
Preschool Learning Support Instructor (Nursery)



Mineko Kobayashi
MYP/DP Japanese



Karen Mandokoro
Teacher's Assistant (K3A-K3B)

Life Lessons of a Spelling Bee

The Spelling Bee sounds like memorizing words, but I think it's not. Spelling is only a minor part of the Spelling Bee. It is an unforgettable, mind wrenching experience. It improved my risk-taking skills, perseverance, presence of mind and my vocabulary.

You may be wondering, how does one do well in the Spelling Bee without memorizing a handful of words? The key is to study, not memorize. To study the words I had to understand the words. I started from word roots – the building blocks of English. Word roots are parts of words such as 'anti' which means against and 'bio' meaning life. Roots are useful to know, because you can deduce the meanings of words and it helps you remember the meanings of words.

If you've seen a Spelling Bee, you've probably seen contestants asking questions. You might be thinking: "Why are they asking this? Why not go on and spell the word?" The contestants are confirming if their spelling is correct and trying to make connections to what they know. There are certain 'rules' to spelling words. These rules are crucial to getting words right. You can study a handful of rules, and study no words and get many words correct. Our minds don't work like computers. We can't handle memorizing the one million words in the dictionary. But if we understand how these words are formed, and why they are like that we can make connections between our knowledge and the words and get them right. When studying from a list what I do is to learn the meanings of the words. Since we can ask word definitions, we can confirm if the word is what you think it is.

In Spelling Bees, I am my biggest enemy. If you know the word, but make a careless mistake, you are disqualified. My mind wanders a lot and when I lose focus I tend to make these mistakes. There is lot of concentration involved in Spelling Bees and it is a hard skill to develop. Because of my carelessness, I made a mistake on an easy word in the final rounds. This is the most important skill I developed from the Spelling Bee, and it will be useful for me in my life.

Handling pressure is another skill I developed. It is hard to spell in front of an audience. There is also lot of pressure from others for you to win. Many people make careless mistakes because they weren't confident in spelling in front of an audience. I did not have problems in handling pressure, but what I would say to someone who has these problems, is to forget the pressure, and forget that the audience is there.

There are many moments I had to take a risk. I was

given the word "blight". I was not sure if the correct spelling was "blite" or "blight". I thought and thought and I expected to make a mistake. I decided to go with "blight" and it was correct. It was a risk for me since the Spelling Bee was only half over and most people usually go with the simpler spelling.

Taking a risk is not choosing a spelling randomly. It is trying to compare possible spellings and which might be the most likely to be correct. I got blight correct because I knew another word, "plight". Plight rhymes with blight, so I decided to go with blight instead of blite. It was a hard decision, and this trained me to make better decisions. There will be hard decisions to make in life, therefore it is important to know how to deal with them.

Spelling Bees are a great opportunity to improve many skills that will help you in your life. Spelling Bees were important in my life, and I would encourage others to participate. One of the things I learnt from Spelling Bees is how to take defeat. I was in the Japan Spelling Bee for many years but I did not win. Perseverance is important. What many don't realize is that you learn far more than spelling in the spelling bee. Spelling is 1% of what you learn. 99% is life skills.

Gautham (G8A)



Photo: THE JAPAN TIMES

Gautham finished in second place against students from 41 schools at the 6th Japan Times Bee held in Tokyo on Saturday, March 14, 2015. Congratulations Gautham on your great achievement!

Grade 9 Camp

G9s experience nature at Yamanakako

Grade 9 Camp took place the first week of May. Scheduled to coincide with students beginning to transition to the last year of the MYP, students and their homeroom teachers had the opportunity to work on a variety of activities to help build their sense of unity and to experience physical activities in a beautiful natural setting. The trip had a curricular focus on an introduction to the MYP Personal Project which is to be completed in Grade 10. The following gives a sense of the students' experience of the camp and its activities.

On May 7, the ninth graders left KIST at 8:30 and headed towards the YMCA camp site in Yamanakako. The campsite was placed next to Lake Yamanakako; well known as a beautiful area to view Mt. Fuji. We stayed at the campsite for one night and two days in which we took part in activities such as canoeing, cycling and hiking.

As we arrived at the campsite, we were split up into three groups: 'yama', 'naka' and 'ko'. These were the groups we were to complete activities in. The canoeing activity was a first-time experience for many of us. Before we were allowed to take part in the canoeing activity, we took part in a safety check called 'buddy check'. For the cycling activity, in our 3 groups, we cycled around Lake Yamanakako for about 2 hours. The hiking activity was about strength and a positive mindset. We were to climb 403 STEEP steps until our heart rate was on the roof. But that was not the end, after we kept and kept climbing. The view was beautiful, the leaves were green and Mt. Fuji looked fantastic behind the clouds. The effort was worth it as at the top we encountered a neat looking little temple and a beautiful view of the landscape.

The camp fire was one of the most enjoyable aspects of camp. We made a circle around the fire and sang many camp songs. Such camp songs included the boogaloo, Penguins Attention and Mr Tihor's old camp song. We had a lot of fun with the boogaloo because everyone had to participate in this song. We had to think about one thing and present it to the whole grade if someone chooses you. But the most annoying and memorable song was the penguin's attention. It is a repetitive song and each time you repeat you add in another 'move', and at the end you are moving/dancing around like a crazy penguin.

As our long day was about to come to an end and all the students were shuffling towards their room, the students spotted crickets jumping in and out of their beds. This was probably the most terrifying moment for the students. In the end, the students had to share their beds with crickets.

On the second day, the groups took part in activities they could not take part in the day before. As we completed our activities, we ate lunch and departed the campsite.

All in all, the G9 Camp was a great opportunity to develop social skills as well as relax before a week of exams.

Rachel (G9B), **Gabriel** (G9A) and **Leia** (G9A)



G9s rode bicycles along the edge of the lake with Mt. Fuji in the distance.



Hyun Jun, Selina, Keali'i, Qifei and Seina at the shrine.



Moe Min and Manato prepare to tackle the 403 steps to the shrine.



The G9s enjoyed great meals and team building in the camp dining hall.



A campfire finished the first evening of activities.



G9 students and teachers by the totem pole at YMCA Camp Yamanakako.

World Scholar's Cup

KIST students compete in World Scholar's Cup Tokyo Round for the first time

World Scholar's Cup is an intense, demanding academic competition held around the world in a variety of cities. For the first time, three teams from KIST competed in this event held during Golden Week at the National Olympic Memorial Center in Yoyogi-koen. The students did very well, and all of them were recognized for their achievements. K. students demonstrated their ability and showed they belonged with a large group of capable students from across international, public and private schools from across Japan. What follows is the account of two of our competitors, Saachin and Hana from Grade 10.

Hana (G10B)

The World Scholar's Cup was an absolutely exciting and memorable experience. Over the course of two days, students from across Japan participated in various competitive activities that were both unique and engaging. I thought one of the most interesting events was Collaborative Writing, in which teams of three had to individually write a persuasive piece within 45 minutes on a particular topic related to this year's general theme: "The World Unbound". I wrote about whether controversial views of world renowned psychologist Jean Baudrillard regarding America could be applied to Japan as well. I was surprised as well as overjoyed to be awarded first prize for this particular piece in the individual writing category. I also enjoyed the Team Debates, in which student teams were assigned a position on an issue and must assert their arguments as persuasively as possible. This event was challenging because it required individual communication and debating skills, team collaborative skills and time management; team members must work together within 15 minutes to formulate and organise a clear and convincing argument. The debate itself was nerve wracking but fun! At the end of this 2-day event was the awards ceremony which was the culmination and highlight of the World Scholar's Cup. I beamed with pride to be part of the 3 teams representing KIST as our names were called for several awards!! We had a most amazing time during this two-day event, and I'm already looking forward to next year's World Scholar's Cup.

Saachin (G10B)

In the World Scholar's Cup, there are 6 subjects in which the event is based around. The subjects are Art and Music, Science, Literature, History, Social Studies and Special Area. In each event, you will be tested on your knowledge of the content in each of these areas. The content for each of these subject areas are related to the theme, which this year was "The World Unbound". The special area is a random category that relates to the theme. This year, the special area was titled Heroes and Superheroes. The most difficult aspect of understanding the subject areas was that there was a lot of content that needed to be read and memorised. For example, in the Art and Music category which was called "Peering over the edge", the content was mostly pieces of art and music ranging from Andy Warhol's Campbell Soup Cans to Radiohead's Fake Plastic Trees. The science category focused on liberating technology such as prosthetics. The history category focused on movements to freedom which was mainly revolutions that occurred throughout history. The literature area "Voices on the Unbound" consisted of poems, short stories and novels that related to superheroes and freedom. The Social Studies area known as Worlds Held Together, Worlds Torn Apart focused on cultural identity. Overall, the subject areas were very interesting but it was quite challenging to understand them in detail due to the complex nature of the content. Personally to me, the experience was quite enjoyable as I got to learn a lot of new things and experience the world from a different perspective. Meeting up with teams from different school was also fun, and we had the opportunity to sharpen our debating skills with the wide range of topics.



KIST World Scholars (L>R) Selena (G9B), Akiko (G10A), Seina (G9B), Hana (G10B), Radhika (G10B), Nina (G10A), Saachin (G10B), Mirabelle (G10A), Arjun (G10A).



Saachin, Hana and Nina won top team from a school new to the competition.



Gerry the Alpaca is the symbol of the World Scholar's Cup. Seina, Selina and Radhika hold their souvenirs.



Akiko, Mirabelle and Arjun with even more alpacas.



K. students were recognized for a series of achievements during the competition.

Congratulations to the Class of 2015!



At the start of May, our graduates were looking stressed yet confident as they entered the DP exam session and commenced the final set of culminating assessment tasks of their secondary school education. Now, at the end of the exam session, much of the stress has been replaced with forward thinking about what awaits as they commence new beginnings at universities around the world.

KIST graduates of 2015 – CONGRATULATIONS. Life is an adventure and we wish you the best with all of your post-KIST endeavours. We share with you pride in all that you have accomplished and trust that you move forward with confidence that your KIST education has prepared you well to continue making significant contributions to our global community. As you move on from us, we hope that you cherish your KIST memories and feel reassured that our community is here waiting to celebrate your future successes, and support you with your challenges, as you continue 'learning for life' on the next phase of your educational journey.

We wish you all the best and look forward to you visiting us at KIST again soon! 😊

Mr Jones

Math Field Day 2015

On April 22, 2015, students from KIST attended the annual KPASSP Math Field Day event at Zama High School. Our students from grade 7 to grade 12 performed very well during the morning individual competitions and showed enthusiasm in the afternoon math mania competition where they designed and constructed flying machines.

The coaches would like to congratulate all participating students for their hard work preparing over the past 4 months. We would also like to recognize the following students for their outstanding achievements.



Jun Hyuk (G7B), Ji Ye (G11B), Meng Ting (G8A)

Jun Hyuk (G7B)
1st place in G7 category

Meng Ting (G8A)
Member of the 1st place team

Ji Ye (G11B)
2nd place in G11 category

Great job to everyone!

Christopher Tihor
Team Coach

Andre Ito
Team Coach



LEAP News



This year has been a really tumultuous year for LEAP. In the elementary we introduced brand new morning classes for English support as well as twice weekly English extension classes. In the secondary, we introduced academic writing classes for secondary and SAT preparatory classes. In addition to that, K. International Preschool (KIPS) launched their LEAP classes which are completing their first year!

I'm always happy to receive feedback about LEAP classes and/or administrative processes. If you are interested in providing feedback, you can do so on the LEAP website under [Contact](#).

Our LEAP Summer Program is just around the corner, and some of the classes still have space for the July session – check the website for more details. This year we have two sessions:

Session 1 (June 15 – June 26)

- **Summer Day Camp** – a fun play based inquiry program for New K1 – New G6 students
- **Summer Academic Program** – an intensive two-week study program for English and/or mathematics for New G3 – New G6 students.

Session 2 (July 27 – August 7)

- **Summer Academic Program** – an intensive two-week study program for English and/or mathematics for all grades.



It's always so wonderful to hear from students that they enjoyed their time in LEAP. I had a Grade 5 student say to me just last week; "When my parents signed me up to morning English LEAP I just thought 'UGH! I have to wake up so early!', but after being in the class all this year I don't want it to end." The comment really warmed my heart and I really have to say I really enjoy the rapport that you can build with students when you see them 2 to 3 times a week. I know that the other LEAP instructors feel the same way. You really get to know their strengths and weaknesses, and how best to support them and help them grow.

We will be accepting new applications for semester 1 from the first day of school, 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
KIST LEAP Coordinator

FREE ONLINE LEARNING OPPORTUNITIES

Are you interested in learning about Physics or Engineering through MIT? How about computer programming in C# or Python? What about learning Mandarin or studying the works of Dante through Harvard, Berkeley, or one of the many other well-reputed universities from around the world who have partnered with this initiative?

These courses and many more are available online to students, with many courses scheduled for the summer months. In fact, **Arjun** (G10A) recently completed a course from MIT on Introduction to Aerospace Engineering and earned a certificate (congratulations Arjun!). Why not take advantage of some **free** online learning over the summer break?

For more information, please visit:

edx.org
coursera.org

Happy studying!



KIST Band

This year marked the inaugural formation of the KIST staff band. Featuring Ms Anna (voice), Ms Kay (keytar), Mr Dave (saxophone), Mr Vodden (guitar), Mr Collins (guitar), Ms Karen (bass) and Mr Hughes (drums), the KIST band has begun playing at different venues and charity events around Tokyo. Playing a selection of rock and pop classics, the band will continue to play over the coming year.



Middle School Basketball Team

International Schools of Tokyo Athletics Association (ISTAA) Middle School Basketball Tournament

On Saturday, March 14, the KIST Comets U-14 Basketball team participated in the ISTAA Middle School Basketball Tournament at The British School in Tokyo. As defending champions, the Comets had high hopes of returning back to KIST with the trophy again this year. Unfortunately, it was not to be.

In our first game, we were narrowly defeated by Columbia. However, despite this disappointing loss, the team displayed excellent teamwork skills and perseverance to bounce back and win the rest of their games. In the end, we finished in second place behind this year's winners, Columbia, who went on to win the rest of their games, too.

I received many compliments from other coaches and referees about how well our team played together. The team should be very proud of themselves to receive such praise. Well done! I would also like to thank the great support we had from the parents (and teachers) that came to cheer us on. We definitely had the loudest fans! You were a big help! Thank you!

I look forward to coaching the Middle School Basketball team next year. If you are interested in joining the team, please make sure to sign up for our club next year and have the opportunity to be part of something special. Go Comets!



Scott Grant
Middle School Basketball Team
Coach



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Christie Chung** who joined us in 2013 as a K3 teacher in the Elementary School.

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

My mobile childhood has given me multiple places to call my hometown.

Here they are:

Seoul, Korea—Within

Seoul's hustle and bustle, you can always easily spot street vendors all around selling all sorts of interesting things like food, plushy thermal socks, cute handmade accessories, shoes, and that's only to name a few! My favorite street food is Hotteok, which is fried dough with a warm, gooey filling of sugar, honey and cinnamon. I'm never bored in Seoul. The city never sleeps; it even has night markets that are open all night!

Honolulu, Hawaii—Honolulu is a place that I hold close to my heart. I like to reminisce back on the days when I used to spend lots of time in the lush backyard of our home. We had coconut trees, a papaya tree, yellow and pink plumeria trees, red ginger root flowers, ti plants, and gardenia bushes. I'd pick plumeria flowers to string leis, peel coconuts for fun, braid ti leaves to make a headband, and look for geckos hiding out.

Brookline, Massachusetts—Brookline is part of Boston. It's a quiet, small town with lots of beautiful homes and parks. It's also the birthplace of President John F. Kennedy and his house still stands as a memorial place open to the public for viewing. Our home was less than a 20-minute drive to Harvard University (the very first college in the U.S.) and Fenway Park (home of the Red Sox)!

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

If I had to choose only one, it would be Hawaii. I had my wedding there three years ago and so it's officially become even more special to me.

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

My husband when he was a kindergartener. I wonder what he was like as a kid.

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

I'd say it's more of a hobby. I love to cook! (and eat!)

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

I love growing vegetables and plants. At the moment I'm growing red radish, lettuce, and basil in my balcony.

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

As cliché as it may sound, my family!

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

Friendly, energetic and loyal.

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

Not really.



Ms. Chung demonstrating her cooking skills.

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

Broadening my cooking repertoire. I'm pretty confident in cooking Korean and Japanese (thanks to my mother-in-law), but I would love to learn how to cook some Indian food, especially curry with different spices!!

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

Thank you for keeping me cool in summer!! 😊



Secondary ELS

It has been a busy year for the English Language Support Center. Mr Davignon and Mr Boyd have been working hard to help you develop your English skills. You may have seen them in your classrooms or met with them for one-to-one help. I encourage you to meet with them if you ever have any questions about your school work at KIST; they are here to help! Next year, we will be continuing to support your academic needs with academic writing. In the following year more students will be able to take advantage of extra classes to improve their writing skills! I look forward to seeing you all next year and know you will work hard to develop your English abilities.

William Miller

Academic Writing and ELS Coordinator



Mr Campbell, Mr Miller and Mr Davignon.

Across the Vast Stories We Have Finally Met

BELONGING WHERE

Caught in an abyss
Belonging where?
Thousands of children
Heartache despair

Stolen, separated
Leaving mothers behind
Lost to our culture, music, dance and
art
Lost to Ourselves – our Families –
Our hearts

As a child wondering
What did I do wrong?
Who the hell am I?
A feeling so strong, the taunts of a
childhood all a whirl.
Half caste – half caste a little black girl

Italiano?
Greek?
Maori? Or What?
Some of the questions asked a lot.

To black to be white
Too white to be black

Caught in the middle belonging no
where

Lorraine McGee-Sippel (1997)

On April 11, 2015, along with my homeroom teacher, Ms Christian, I walked across the streets of Shinjuku to get to a place called the Washington Hotel. Why were we heading there? We went there to meet a very special person. A person I interviewed for my grade eight summative task. Her name is Lorraine McGee-Sippel.

It was an ordinary school day, and fourteen-year-old me just entered the classroom, prepared to learn all about World War Two in English class. All of a sudden, my English teacher, Ms Gore started introducing our new summative task for this unit. The task was to interview a victim who experienced a tragic incident and write a faction based on the person interviewed. A faction is a fictional story that incorporates real people and events, blending the terms fact and fiction together (Morgan, 2015). The tragic incident I chose to research was the Stolen Generations. The Stolen Generations is when the colonists of Australia desperately wanted to assimilate the Indigenous race of this nation by breeding them out. They almost succeeded by stealing the Indigenous Families children, because it is these children who would continue practicing their culture. The children were placed in institutions, fostered and adopted. Later, they would be known as the 'Stolen Generations'.

The first step I took to investigate this topic was visiting the Stolen Generations Testimonial Site. I was scanning through the website when suddenly I just stopped scrolling down. A poem called, "Belonging Where" caught my eye. This poem showed so much emotion on how the poet felt and experienced the Stolen Generations that I was desperate to find out who this poet was. The poet was none other than Ms. Lorraine McGee-Sippel. I immediately sent her an email, asking her if she would participate in my project and I received an immediate affirmation. I interviewed Ms. McGee-Sippel and based on the answers I accumulated, I finally achieved to finish writing my faction based on her life story.

To this day, I am still in contact with Ms McGee-Sippel. When she and her husband decided to visit Japan, we arranged plans to meet each other at the Washington Hotel in Shinjuku. I did not know how either of us would ever recognize each other since we never did exchange our photos last year. But somehow we did, which was fortunate. We sat at café in the hotel and started getting to know each other. Ms Christian, Ms McGee-Sippel, her husband and I talked about their vacation, my school life and chatted the afternoon away. We shared laughter and exchanged stories for two straight hours. I have to say, it was one of the best weekends I have ever had in ninth grade.

I hope the students at KIST will become risk-takers, and take a step out into the real world to get answers from real people, regardless of whether it is someone they idolize or purely research purposes. Students will realize how fun it is to learn the story of the person they contacted who would show a wide range of emotions on the topic instead of reading off a passage from a page or a website.

Nikita (G9B)

How to Create a Faction for a Fiction Story, The Classroom (2015). Retrieved April 21, 2015, from <http://classroom.synonym.com/create-faction-fiction-story-4523.html>



Nikita meeting Ms McGee-Sippel

Library News

Sakura Medal Book Bowl

The students from KIST all held their breath. So did the teachers, as Mr Brian from International School of the Sacred Heart read out the top three winning teams. All fingers and toes were crossed – "Second place goes to...**K. International School Tokyo!**"

This year was our first time participating in the Sakura Medal Book Bowl. Held yearly, this is a chance for fourth and fifth grade students to compete with other international schools to test their knowledge of the Sakura Medal Chapter Books.



Our team members worked long and hard to read all twenty English language Sakura Medal Chapter Books, and memorize the details for the quiz. (Do you remember what kind of stone Professor Steg needed for the Really-Good-Moves-Around-In-Time-Machine? Fortunately, the Milk expert had to think fast at the



competition!) All of their hard work paid off, because KIST came in second place out of the ten schools who showed up to compete at ISSH in April. Congratulations to our students, and a big thank you to club leaders, Ms O'Handley and Ms Paterson.

Sakura Medal raffle winners

Students in first through fifth grade are welcome to vote on the Sakura Medal books between October and April. Students may vote once for every five books they read in the English Picture Book, English Chapter Book, English Graphic Novel, Japanese Picture Book, and Japanese Graphic Novel categories. After collating student votes, the KIST Librarians drew three ballots from the box. Those lucky students won a \$20 gift voucher for the Scholastic Book Club Order. Congratulations, **Haruka N. (G2A)**, **Killian (G2A)** and **Eanya (G4B)**!



Haruka N. (G2A) Killian (G2A) Eanya (G4B) (right) with sister.

Even if you didn't win, thank you to all students who voted. The Sakura Medal is a student choice award. If you would like to see the winning books, please visit <http://sakuramedal.com>.

What's new next year with our Library Online Services (or the Quick Links in the Library Moodle pages)?

In order to meet evolving student research needs, KIST Libraries are subscribing to additional research database. These will give students greater access to research materials 24/7 and support their learning in IB's culminating activities such as **G5 Exhibitions**, **Personal Projects** and **Extended Essays**. Starting next school year, KIST students will have access to *Infobase Ebooks*, *Classroom Video on Demand*, *Bloom's Literature*, *Science Online*, and *World Almanac for Kids*. We will also be continuing our existing subscriptions to *WebPath Express*, *Britannica School Edition*, *Kids Infobits*, *Opposing Viewpoints*, *BrainPop*, and *Active History*.



You can access the educational resources through the **Quick Links** found on the LMC and Elementary Library Moodle pages.

Summer reading

Students are encouraged to continue reading in English and in their mother-tongue languages over the summer vacation. To support this, the LMC and Elementary Libraries will allow students to borrow up to ten fiction titles, starting on June 10.



DP students who wish to work on their Extended Essay research may arrange with Mr Andi to borrow nonfiction resources.

Continued on next page

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Library action plans for 2015-2016

KIST Librarians understand that maybe you're just thinking about the summer vacation and reading some nice books at the beach, but we're already planning ahead for next school year.

In 2015-2016, KIST Libraries will continue participation in Sakura Medal programs. All students are welcome to read, vote and submit artwork for the **Sakura Medal Art Competition**. Elementary students in fourth and fifth grades are invited to join the **Sakura Medal Book Bowl club**, and secondary students have a chance to promote their favorite Sakura Medal book by showcasing their video editing skills in the **Sakura Book Trailer Project**. The **Student Center for Excellence** will continue to provide opportunities to all students to complete their Services and CAS through projects such as *Library Elves*, *Hungry Readers*, *Book Bloggers*, *Student Presenters* and other library events.

November marks the return of **D.E.A.R.**, but we're shaking things up a bit. In the past, KIST has set a certain time and day for our D.E.A.R. reading, but this year, Mr Larsen will surprise you with the announcement. Keep a book on hand, so you're ready to "Drop Everything And Read"!

In February, KIST will celebrate **World Cultures Day** once again, to honor the diversity in our school community. We hope to see you in your national costume, and we look forward to the parent storytellers and many others who volunteer their time to share their culture with the school.

Leaving staff

Rosanna O'Connell, our LMC Library Assistant, will be finishing up her time at KIST at the end of June to return to her home country. Thank you for all of the hard work, and let's all wish her good luck in the UK.



KIST Library Team

Nurse's Notes



Pharyngoconjunctival fever

Pharyngoconjunctival fever is an illness in which symptoms of pharyngitis and conjunctivitis appear at the same time. It is an infectious disease which starts to spread from spring and reaches its peak around June-July.

In Japan, the illness is known as "pool fever" as infection is commonly spread through pool water. The adenovirus which causes the pharyngoconjunctival fever is highly infectious and particularly likes the human eyes and throat.

Symptoms include discomfort and pain in the throat, redness of the throat, and a whitish pus-like material on the tonsils. There will also be continued high fever over 39°C, red eyes and eye mucus.

Washing your hands under running water is very important to prevent the infection. Touching the eyes or putting your fingers in your mouth should also be avoided.

When diagnosed with adenovirus, it is important to rest quietly and drink plenty of fluids. It is very important not to pass the disease on to another person. When there is a lot of mucus due to pharyngitis, there is a tendency to want to touch the eyes. In this case, please avoid using handkerchiefs or towels and instead use tissues, making sure to dispose of them immediately. Furthermore, please use different towels from other family members. The virus will be inactivated by heat or sterilization, but towels with mucus may be a cause of infection even after washing with detergent. It is therefore recommended to wash them separately. Infected individuals just infected with the disease are highly contagious, so measures such as having them take a shower or bath last in the family may be effective in preventing the spread of the disease.

Makiko Whittaker
School Nurse

The Kindergarten Playground

This summer holiday, thanks to donations from within our school community, we will be making some exciting improvements to our Kindergarten Playground. In an effort to make it safer and more attractive, we will have a rubber surface covered by artificial turf installed around the play structure. The wooden decking will be removed and replaced with a safer surface.

In order to limit the number of mosquitos in the playground during the summer months, we have taken various measures. We first had the trees trimmed over Golden week, and we have now purchased a mosquito trap. We hope that through these measures we can keep the playground as it should be, safe and fun!



Spotlight on Clubs



LEGO Robotics Club (Secondary)

For the first time this year, KIST has begun offering a LEGO Robotics club. Using LEGO Mindstorm and NXT equipment, students in the club have had the opportunity to build a variety of machines, ranging from cars to whole traffic sets. For each task, students not only assemble the robot, but program the robot's commands using the Mindstorm and NXT software. This includes telling the robot when and where to move and when to use their particular sensors (touch, light, sound, etc.). With the first session of LEGO Robotics nearing completion, we are already looking forward to introducing new elements to the



robotics club next year, such as students designing their own robot, and a robotics competition between students. Look for the LEGO Robotics club in next year's club sessions!

Andrew Tulk
Club Leader



Junior Author's Club (Elementary)

Why should we refer to our students as 'authors' or 'writers'? We often forget that instilling a *love of writing* is one of the most important things we do in the classroom in Elementary. Handwriting, grammar, and teaching writing conventions such as punctuation and grammar are most certainly essential parts of our lessons. However, instilling a sense of ownership and a passion for writing has significant academic benefits. Students who believe in themselves and what they write will write more and thus improve through practice. Most importantly, if students are excited about their writing, they will challenge themselves to try new words, ideas, and writing skills such as more advanced punctuation – and therefore they will constantly be improving. Teaching the planning process and proofreading skills helps children understand that writing is a process. Instilling these skills in our students early is the best way to set them on a path for success in writing throughout their academic careers. Students that dislike writing and see it as a chore that they have no control over will not be able to direct their own learning in the same way children who love writing do. In Junior Authors' Club, we tried our best to make writing fun, reinforce planning skills, and give students a sense of themselves as authors that will hopefully keep them writing for years to come!

Jennifer Campbell
Club Leader



K3 Reading Rascals Club

This reading club for K3 students started when **Armina** and **Sophia** (both from G10A) approached me with an idea of a service activity that involved working with Lower Elementary School students (K1-K3). This idea was brought to Mr Yoshihara and he thought it was a perfect opportunity to start a reading club for K3 students that he had been hoping to start. Armina and Sophia then recruited several other students to help with this initiative, and had a training session with Mr Yoshihara to learn how to work with K3 students before starting this club. At this point, this seemed to have evolved to something slightly bigger than the students had initially expected, but they showed commitment towards the activity from the start until the end. They have contributed to the Elementary School goal of having more students enjoy reading books which will lead to achieving one of the school's guiding beliefs to develop language skills as essential learning tools. Please read the comments from the students to see more about this service activity. I'd like to thank all Grade 10 students who have participated in this as part of their MYP Service this year!

Shun Nakade

DP CAS and MYP Service Coordinator

The child reading activity has been one of my most enjoyable activities this year. Though we were only reading simple story books or even picture books with the K3 students, I enjoyed communicating and having fun with the smaller kids as it was very calming and the students were also very keen on learning. I also loved the fun and relaxing atmosphere that was present during the activity, and this was exactly what everyone needed to end the week with. I learned to be more flexible and adaptable while encountering new people, and this skill is important in life as it allows us to have newer connections with more people. I would definitely love to continue this activity for CAS in Grade 11 as it would give me a chance to meet the students again and we would also be able to learn new things and embark on more adventures with the story books.

Mirabelle (G10A)

Reading to K3 students was such a fun activity to do since I got to talk with K3 which I normally don't. I really enjoyed reading to them, and hearing them read the book on their own was very heartwarming. I found it interesting how my child was first shy when I met her the first time but as the weeks went by she started to open herself up to me. By doing this activity I was able to learn how to communicate with children in general. As I don't have any siblings it's hard for me to communicate with children but because of this activity, I think I am now capable of talking with them. I would love to do this activity again for CAS next year since it's a very fun experience. Keep in mind that reading to children for the first time is not an easy thing especially when they are tired because then they will go out of control. We tried to read as many books as possible but after reading the books that my child chose we always ended up doing "I SPY" to keep them entertained. Even though there were some difficulties it was still fun, I will recommend you to do this activity if you love playing with children or reading to children!

Kaili (G10B)

This service activity has been very enjoyable, being able to read to several K3 students every Friday after school. It was always a very good way to end a Friday since we got to spend time with several K3 students that were very eager to read with us. I believe that this activity gave me the opportunity to develop mainly my commitment skills, since I took responsibility and made sure to participate in every reading session. This is a very important skill to develop, as it can be applied to many different situations such as completing a group project where you have to be committed and have to participate in. Other than my commitment skills, I have gained other important skills such as communication skills, and these skills gained are applicable to real life situations and become increasingly important skills to have as we get older. Therefore I would like to continue this activity next year to gain essential skills, as well as to have the opportunity to read with very determined K3 students again!

Sophia (G10A)

This activity was truly an experience that could not be given through any other activity. Even though it was only for 6 weeks, I developed many skills that I never thought I had. In those 6 sessions, I was able to not only help the students improve their reading skills, but I was able to enjoy spending time with the students and making memories that I will never be able to forget. The main skill that I think I developed through this activity was patience. I am not a patient person at all, but through this activity I was able to improve and become a more patient person than I was. Children can be adorable, sweet and fun to work with, but at the same time, they can be a handful. But in the weeks that I worked with the students, I learnt how to cope with them and how to stay patient. Other skills that I developed included: communicating, teaching and to compromise. Students often wanted to read "I Spy" books, which didn't involve much reading. So I had to compromise and make sure that they read an actual book, and leave the last 10 minutes for "I Spy" books. These 6 sessions were amazing and I hope to continue this activity next year!

Radhika (G10B)



This K3 reading activity that some of my classmates and I have been taking part in for the past 6 weeks has been an extremely interesting and worthwhile experience. Although at first a lot of us were anxious about how the club would run and whether or not we would be able to take on the task successfully, after the first session, we realized how fun it really was. The best part about the sessions was actually being able to see the improvements in the kids' reading skills, and knowing that they did so while still having an enjoyable time in the club. I would definitely like to continue this service activity in future and I encourage others to find SA activities that they take particular interest in as well.

Armina (G10A)



This activity was enjoyable in many ways. We got to interact and read with some of the K3 kids, which we rarely get the chance to do. Since handling kids isn't really a strength of mine, I was able to develop collaboration skills with a completely new age range. This could be helpful in different situations; for example, working with small children again in the future, or even just collaboration or teaching in general. This activity is definitely something I'll consider doing again next year!

Hiroya (G10B)

As part of this year's service activity, I participated in an activity which involved reading to K3 students of our school. Throughout the 4 weeks of meeting up with the students and spending time with them to read books I have definitely grown as an individual but also developed some new skills along the way. I believe that these skills that you acquire through reading alongside the students and having them engage in conversations is something that we would all have to experience in the near future, and so it is just as important to start early. It was truly a sublime experience which I would like to be involved in again for next year, as one of my services.

Marcus (G10B)

Secondary SRC

KISTalk

On March 11, 2015, we got the opportunity to organize another KISTalk again this year. KISTalk was a very successful event organized by the SRC last year and it allowed students to express and share their creative thoughts with the school community. This year, KISTalk was organized to commemorate the 3.11 earthquake that happened in Japan 4 years ago. Students from G9 all the way to G11 shared their experience, thoughts and ideas on the earthquake. KISTalk was very successful!

Biblio

For the very first time, on April 17, 2015, the KIST SRC organized a Biblio competition. In short, Biblio is a book recommendation competition. Students were given about 5 minutes to present and recommend their favorite book to the whole secondary school. Following this, the audience voted for what they thought was the best presentation. The winner for this year's Biblio competition was **Sara** (G9A) recommending the book *Unbroken* written by Laura Hillenbrand. Overall, the first ever Biblio was a success!

WHAT DID YOU LEARN AS A MEMBER OF THE SRC...?

By being the SRC of G6B, I have learned how the SRC system work and how much the SRC is doing to improve our school. I also learned some problems and things that could be improved in the school. After we do things to improve the school you become really happy. I also enjoyed when I interacted with other SRC in different grades. By being an SRC I also have learned how to be more responsible, time wise, and how to be a better representative for my class. **Aditya** (G6B)

As being one of the SRC I was afraid for being one of the SRC. But when we had meetings, everyone was nice to me and helped me when I needed help! In the meeting I was new so there are some things that I don't know. But everyone explained to me and I was happy! With duties and meetings I think my responsibility skills went up. When we always did our meetings I felt that I was one of the members and every one makes me laugh! I enjoyed being one of the SRC!! **Saki** (G6A)

I learned a lot from being part of the SRC for the past two years. What I believe was the most valuable lesson through this experience was to be disciplined. From committing to meet every Friday after school to organizing dance parties, it was all very hard at first. But as I kept doing so, rather than performing those tasks as a duty, I began to do it from my self-interest and commitment. **Arya** (G12A)

Having spent two years in the KIST SRC, first as the secretary and second as a class representative, I have gained a lot of meaningful experience. I now have a skill-set that encompasses aspects that I wouldn't have had the chance to explore as well otherwise, such as student-specific leadership, communication, and diplomatic problem solving. I am proud to have been a part of a group of students that strive to make the school a better, more comfortable place for all students. **Prakhar** (G12B)

Experiencing one year as a class representative and two years as an executive in the SRC literally changed my perspective about the world. Honestly, before I joined the SRC, I was one of those typical jerks that would claim that the SRC is "lame" without even knowing what those three letters stood for; I was one of those excessively loud and attention-seeking boys that created nothing but trouble for the class representative. However, after being dragged into the SRC by my friend who is my fellow graduate and currently the president of the council, I cannot explain how much I learned in the SRC and enjoyed being in the SRC simply in this short section of the article. I am sure that in ten years time I will not remember specific proposals or projects I helped with in the SRC, nonetheless I will remember the people I worked with, the trivial yet memorable moments we shared, and above all this feeling of appreciation for the SRC.

Tatsuya (Treasurer) (G12B)



THANK YOU FOR AN
AMAZING YEAR!

Sports and Athletics Update

ISTAA sport update

Congratulations to both our High School Boys and Girls Basketball teams for completing perfect seasons and bringing home yet another set of Championships!

Farewell to our graduating athletes **Keerti, Mikio, Salam** and **Rei**. Good luck and all the best in your future pursuits!!



Also, congratulations to our Mini Basketball Club for a very successful ISTAA Mini Basketball Tournament. Our Mini Ballers were runners up this year for the 2015 event.



Both our High School Girls and Boys Futsal teams recently completed their 2015 ISTAA seasons in commendable fashion representing KIST in the championship tournaments on May 30 and 31 at The British School in Tokyo's Showa Campus. Here are some words from our U18 Futsal coaches.



Congratulations to the girls' futsal team for a very enjoyable and successful season. This was my first season in charge, and I have been impressed with not only how much actual skills the team possess, but also how willing and able the team has been to work together and support each other. There were students from Grades 7, 8, 9, 10, 11 and 12, and all of them contributed and encouraged each other. I was particularly pleased with the new students from Grades 7, 8 and 9 who joined this year. For many of them, it was their first attempt at futsal, and the improvements they made as the season progressed was nothing short of outstanding. The older, more experienced students helped them integrate in the team, and now we are in strong position for next year. I hope to see most of these students for another exciting season next year. Thank you to all the students for their commitment, belief, effort and sense of sportsmanship they demonstrated throughout the season. It was a pleasure to coach such a great group of athletes. Yoku dekimashita.

Campbell Boyd
Girls U18 Futsal Coach



Continued on next page

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The U-18 Futsal team had a hard season this year. We won our opening game, but could not register another win throughout the season. There was a lot of progress, though, as the players managed to learn new tactics along with the ability to switch between them during a game and really came together as team. Although we lost both games in the final tournament, the team played hard in extreme heat and put on a respectable display, really challenging the opposing teams. I would personally like to thank all the players involved for playing so hard for me over the entire season. Everyone showed a lot of determination and perseverance. It was an honor to have worked and coached such a great group of boys and I am just sorry that I will not be able to continue the work we started this year over the next season. I am sure that whoever gets the honor of coaching you next season will be able to take you to even greater accomplishments than I was able. I wish you all the best of luck in whatever challenges your life brings you. Thank you for the opportunity to have been a part of your time here at KIST.

Jude Ross
U18 Soccer Coach

KIST baseball

This year, the KIST Baseball team played a friendly game vs St. Mary's International School on May 15. In the first inning, our team batters **Kenta, Jo, Hae Soo** and **Hikomasa** captured the opponent team's pitcher and scored three points to open the scoring. **Kenta**, our ace pitcher, threw well with 8 strike outs in five innings. It was a very exciting and well played match, but unfortunately KIST lost in the bottom of the 6th inning by one run 7-6. Well done team!! You showed great commitment and sportsmanship.

Aki Nogami
Baseball Coach



Sports awards

U14 Female Outstanding Athlete **Asami (G8B)**

- U14 ISTAA Girls Volleyball Team Captain
- U14/18 ISTAA Girls Basketball Team Member
- 2015 ISTAA Champions, Yokohama J/V Tournament Runners Up
- U14/18 ISTAA Girls Futsal Team Member



U14 Male Outstanding Athlete **Shin (G8A)**

- U14 ISTAA Boys Basketball Team Captain
- U18 ISTAA Boys Basketball Team Member
- 2015 ISTAA Champions, Yokohama J/V Tournament Champions
- U14 ISTAA Boys Futsal Team Member



U18 Female Outstanding Athlete **Megan (G11B)**

- U18 ISTAA Girls Volleyball Team Member
- U18 ISTAA Girls Basketball Team Member
- 2015 ISTAA Champions, Yokohama J/V Tournament Runners Up
- U18 ISTAA Girls Futsal Team Member
- SRC Sport Committee Leader



U18 Male Outstanding Athlete **Motoi (G11B)**

- U18 ISTAA Boys Volleyball Team Captain
- U18 ISTAA Boys Futsal Co-Captain



Female Outstanding Graduating Athlete **Keerti (G12B)**

- U18 ISTAA Girls Volleyball Team Captain
- U18 ISTAA Girls Basketball Team Captain
- 2015 ISTAA Champions, Yokohama J/V Tournament Runners Up
- U18 ISTAA Girls Futsal Team Member
- SRC Sport Committee Member



Male Outstanding Graduating Athlete **Rei (G12B)**

- U18 ISTAA Boys Basketball Team Member
- 2015 ISTAA Champions
- U18 ISTAA Boys Futsal Co-Captain and Player Coach



College Guidance News

Spring College Fair 2015

Thank you to all who participated in our third annual Spring College Fair on March 21, 2015. I hope you enjoyed visiting university display tables and collecting information directly from the representatives you met there. This year we hosted more than 30 representatives from 23 universities from Japan, USA, UK, Australia and Singapore. The representatives mentioned how much they enjoyed meeting with our enthusiastic students and parents and expressed their willingness to come again next year. Special thanks to the KIST PTA who prepared and provided nice refreshments for the reception after the fair. Thank you again and please pencil in March 21, 2016 for the KIST Spring College Fair 2016.



Class of 2015 college and university acceptances and offers

KIST has had another successful year! 24 students out of 29 graduates this year sent applications and have so far received 92 acceptances and offers from 66 universities/colleges around the world (see the list on the next page). There are several students who are still waiting for the results, sending applications after graduating to Australian and/or Asian universities, or taking a gap year.



Congratulations and wishing you all the best for continued success in your future!

Mrs Keiko Okude
College Guidance Counselor
keiko.okude@kist.ed.jp

Alumni news



Shreya Deshmukh (Class of 2011) graduated as Trustee scholar (full scholarship) receiving 'magna cum laude' for her Biomedical Engineering degree at Boston University's Kilachand Honors College. For her outstanding academic achievement she was placed on the Dean's List for all 8 semesters! What a wonderful record! She has been inducted into the distinguished National Engineering Honor Society 'Tau Beta Pi' and the National Biomedical Engineering Honor Society 'Alpha Eta Mu Beta'. She was accepted to the PhD program at MIT and Stanford University and has decided to join Stanford University for their joint Masters and PhD program in Bioengineering in September 2015.



College and University Acceptances and Offers

KIST Class of 2015

*scholarship offered (number of students accepted)
As of May 23, 2015

UK

Bangor University
Durham University
Glasgow School of Art
Imperial College London
Kings College London
Lancaster University
Leeds College of Art
University of Aberdeen
University of Bath
University of East Anglia
University of Edinburgh
University of Essex (2)
University of Exeter
University of Kent
University of Leicester
University of Manchester
University of Nottingham
University of St Andrews (2)
University of Sussex
University of Warwick
University of York (2)

EU

Amsterdam University College
University of Utrecht College

USA

Academy of Art University
Birmingham Southern College*
Boston University*
Brandeis University
Brown University
California College of Arts (2)
California State University, Long Beach
California State University, Los Angeles
Columbia University
Florida Institute of Technology*
Fontbonne University
George Washington University
New York University
North Carolina State University (2)
Northeastern University* (3)
Occidental College
Pacific Lutheran University*
Pennsylvania State University

Pratt Institute

Princeton University*

Rensselaer Polytechnic Institute

Savannah College of Arts* (SCAD) (2)

School of the Arts Institute Chicago

Stanford University

Stevens Institute of Technology*

University of California (UC), Davis

University of California(UC), Santa Barbara

University of Illinois at Chicago

University of Massachusetts Amherst* (2)

University of Minnesota Twin Cities

Virginia Polytechnic Institute and State University

(Virginia Tech) (2)

Webster University

Whitman College

Worcester Polytechnic Institute (2)

CANADA

University Of British Columbia (UBC) (6)

University of Toronto (4)

University of Waterloo

JAPAN

International Christian University (ICU) (4)

Nagoya University

Sophia University (4)

Waseda University SILS

HONG KONG

Hong Kong University of Science and Technology*

SINGAPORE

Yale NUS College*



Alumnus Report

Rio Kate Bradley is an alumnus of KIST's "Class of 2014." She is currently studying in the Arts and Sciences Honors Programme at Boston College in the USA.

I did not put much thought into my freshman year of university beforehand: in preparation, I bought my ticket, shower slippers, a new suitcase, and other miscellaneous supplies that I expected would be needed in college -- but that was as deep as my thoughts towards university went.

'Okay, great. I'll be leaving late August.'

I was conscious of my departure, and knew that I would be living away from my family. When I got another letter after my acceptance letter -- a notice that I was enrolled into the Honors Programme at Boston College -- I was content; I felt like my hard work in high school had been recognised. However, I never fully accepted the fact that I would be leaving Japan for Massachusetts, a state I had never been to and could barely spell.

It was only upon my arrival to Logan Airport that I realised that I had already opened a new chapter of my life. Still, I was far from knowing what to expect from college. I (wrongly) expected university to be 'just another school', as I was used to enrolling into a different school every three to four years. I wasn't especially concerned with the workload or with making friends. I assumed that making friends would be easy:

I was registered to so many different courses, I'd already met a fraction of the freshmen during orientation, and I was in a co-ed dorm... how hard could it be?

I found within my first week of classes that it was immensely difficult to make friends from my classes. During lectures and seminars, all of our attention is on the professor. Writing down notes during classes was hard enough -- nobody had the time to socialise in class. Additionally, on a campus with 9100 undergrads, finding the people I met during orientation was a challenge. I was lucky if I so much as saw one face that I recognised, unless it was in the dining halls, my dorm, or because they were in one of my classes. It's worth stating that in university, although meeting new people is easy, keeping them as friends is not. Of course, this is not to say that making friends is impossible; I made amazing friends that I'm confident that I will only get closer to over the next three years.

In regard to academics, I learned two crucial things in my freshman year, both in my second semester. One, I learned that taking classes that do not pertain to your major or minor can change your perspective (and lifestyle, in my case). Taking 'Russian Cinema' has changed my life. I used to be a self-proclaimed 'cinephobe'. I was convinced that



Honors students council outing in Boston to see a ballet performance: The Nutcracker. (Rio on left)

movies were not for me; watching movies felt like a hedonistic way to waste two hours. Taking a class that explored Soviet and Russian masterpieces has turned me into a Russophile and cinephile. Without this class, I would still have no idea who Tarkovsky was, or what masterpieces he created throughout his life. Second, I learned the importance of having a mentor. My professor for my 'Conversion to Islam in the Balkans' class has become a mentor to me and encouraged me to minor in Slavic Studies/East European Studies; never in my life had I expected to become so friendly or close to a professor. Because of these two Slavic courses, I am now a Slavic Studies minor, and will be travelling abroad in Bulgaria next summer. I can say, sincerely, that my new area of interest will influence me for the rest of my life. If all goes well, I hope to integrate my degrees in Economics and East European studies by pursuing a future in academia.

Rio Kate Bradley
Boston College
Arts and Sciences Honors
Programme
KIST Alumnus "Class of 2014"



Gasson Hall in Boston College: the most loved building on campus, with its own hashtag on Instagram (#gassongram).



A portion of the class of 2018.

IT News

[See The Comet June 2014 about KIST going Windows only](#)










2015-2016 KIST student laptop requirements and Wi-Fi access

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

Due to many technical complications over the past 3 years, such as teacher prepared student materials unable to be viewed on Mac OS, and all school resources not operating on Apple products, KIST does not support Apple products.

It is compulsory for all current students entering Grade 9 to purchase a Windows laptop (i.e. no Apple hardware). Only Windows laptops will be allowed to connect to the school Wi-Fi. Any computers students bring to school must meet the KIST Student Laptop Requirements below. Once confirmed by the IT Office one device only per student will be registered. If the computer changes, re-registration is necessary.

KIST Student Laptop Requirements for 2015-2016

Who must bring a laptop?	Grade 9-12 must bring charged laptop & power adaptor to school every day.								
Requirements apply to	New G9 students. New students joining KIST for the first time in G10, G11 or G12. Current students with a registered computer students who want to change their computer.								
Hardware	Windows hardware only (with a physical keyboard). <u>No Apple hardware or other tablets.</u>								
Minimum Hardware Criteria	Processor speed: 2.0 GHz or more				Available hard disk: More than 16GB				
	RAM: More than 2GB				Screen size: More than 13 inches				
	Video memory: More than 512MB				Battery: More than 4 hrs				
	Wireless LAN enabled: Essential								
Operating System	Windows 8.1 (English language only) Students using a different version of Windows will be able to upgrade to Windows 8.1 Enterprise using KIST's student upgrade license for no additional cost. However, depending on your laptop hardware this may not be possible. <u>English Language Pack must be installed for non English versions of Windows, free via Windows Control Panel</u>								
Anti-Virus	Norton 360 with an up to date license (English language only)								
Microsoft Office	Microsoft Office Professional Plus 2013. Free for all current students.								
									
	Word	Excel	Power Point	OneNote	Outlook	Publisher	Access	Skype for Business	OneDrive for Business
Internet Browser	Microsoft Internet Explorer and Firefox only. (most recent versions)								
Additional Software	See KIST Required Software List (http://www.kist.ed.jp/node/328)								

Notes: Users with Windows receive technical support from the KIST IT Office.

In order to access the school Wi-Fi students will need to make sure that:

1. Their computer meets the KIST Students Laptop Requirements.
2. They have installed all the software in the [KIST Required Software List](#).
3. They have submitted the [Student Laptop Registration Form](#).
4. KIST IT Office checks laptop and enables access to Wi-Fi.

G9-G12 Laptop Orientation

All G9-G12 are expected to attend a laptop orientation at the beginning of the school year. Details will be coming at a later date.

If you have any questions please contact the IT Office staff.

About Moodle

Due to maintenance and upgrades over the summer, Moodle will be offline from June 13, 2015 until August 17, 2015.

KIST Email and SharePoint

Withdrawing students and families will no longer be able to access KIST Email and SharePoint from June 25, 2015.

SSP Sign Up

Due to maintenance and upgrades over the summer, parents will not be able to log into the school website from June 13, 2015 until August 17, 2015.

Family Day 2015



Saturday, May 23





KIST on Stage 2015

Friday, June 5

