



The Comet

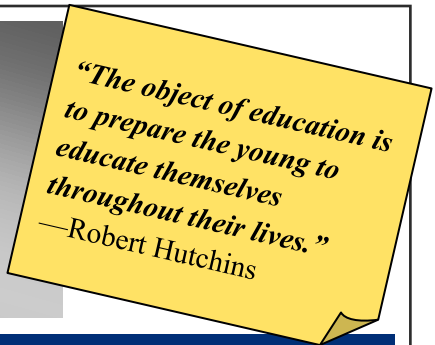


The Newsletter of K. International School Tokyo

Volume 19 | Issue 2 | December 2015

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From the Head of School

Holiday greetings KIST community members,

Once KISTival is behind us it is amazing how quickly the winter holiday approaches us! The start of this school year as well has been an exciting one and I am pleased for this opportunity to reflect on some of our progress and successes here with all members of our KIST community.

Before getting started, I would like to thank all of our readers for supporting our newsletter. As you may know, hard copies of *The Comet* are now made available outside the reception office near the front gate. I was pleased to have had to replenish these hard copies quite a few times since the past issue. It brings great pleasure to all those who work hard to put *The Comet* together to know that our community readership is strong and that those reading enjoy our efforts. If you have any ideas for future *Comet* articles, or how we can further improve the newsletter, feel free to email me anytime and I will pass your suggestions on to the editing team.

As a staff member and as a parent, KISTival is one of my favorite times of year, a time when all KIST community members work together as one towards our common goal to raise funds for the school (and have fun doing so!). This year's KISTival was again a huge success with over 3000 visitors and over 9 million yen raised to support the school. Some of the funds from KISTival this year will be used to replace the water pipes in the Secondary School building and the remaining funds will be added to the construction fund in place for replacing our gymnasium and main school building in coming years. KISTival demands huge commitment and support from all members of our community and, on behalf of our school, I would like to take this opportunity to once again thank everyone for their contributions to making KISTival a success each year.

In early October, our Grade 5 students attended a two-day technology camp aimed at developing skills to support them with preparing for the PYP Exhibition in April 2016. The camp schedule was full and challenging with ample opportunity for the students to collaborate, develop skills and have fun! In mid-November our Grade 7 camp took place, with our students spending two days at the well-equipped YMCA facilities located at the base of Mt. Fuji in Shizuoka. During their stay, the students learned about the environment and visited a forest conservation site where they actually fell a 20+ meter tall tree using only handsaws! Thank you to all of our teachers for the countless hours put in to planning these wonderful learning opportunities for our students and to our community for the support shown towards our camp programming.

Continued on next page

DATES TO REMEMBER



December 2015

- 4 (S) Winter concert (*Evening)
- 5 SAT@KIST
- 11 (G1-G12) Clubs program ends / (Nu-G5) LEAP classes end
- 14-16 (G9-G11) Semester 1 examinations
- 16 (E) Winter concert (*Morning)
- 17 (G6-G12) SRC dance
- 18 ((Nu/K1/K2/K3) Aftercare not available on this day
- 19-Jan 10 Winter vacation
- 21-22 Office open

January 2016

- 11 Staff development day (No school for students)
- 11 2016-2017 enrollment applications close
- 12 School resumes for all students
- 12-19 (G12) Semester 1 DP mock examinations
- 15 (G4-G10) Mathematics diagnostic testing
- 18 (Nu-G5) LEAP classes resume this week
- 21 Semester 2 commences
- 23 SAT@KIST
- 26 (G1-G12) Clubs program resumes
- 26/28/29/Feb 1 2016-2017 enrollment interviews
- 27 Japanese new year party



KIST is an IB World School

PYP | MYP | DP

Continued from previous page

The November DEAR book parade was another huge success. This year we welcomed some very special guests dressed as characters from Star Wars. Students and teachers alike did a great job preparing and modelling superb costumes of their favorite book characters and all present enjoyed mingling with our special guests Darth Vader, Stormtroopers, Jawas and even a toddler R2-D2. This annual event is brought to us by our Library Team with the support of our hard-working Community Association. The great weather this year also drew an impressive crowd of supporters to share in the festivities. A very big THANK YOU goes out to our Library Team, our Community Association and to all who came out to support the event.

In November, some of our Secondary School students participated in a locally held drama festival to share their passion to perform with students from other schools in the area. The Secondary School is proud to be able to also offer a two-week long drama workshop run by two professional actors from New York in January 2016. We do require 30 participants to secure this workshop. There has been good response thus far from hopeful participants and we look forward to moving ahead with this unique learning opportunity. If your Secondary School child is interested in participating, please refer to E-Communications #124 sent on November 16 or contact Mr Cowe for more information.

Both of our Winter Concerts are coming up to provide us even more good cheer as we head into our winter holiday. The Elementary School concert in particular draws a huge crowd and this year we have planned various complementary activities that are sure to contribute towards making our Winter Celebration a very festive time. Our Community Association will be selling hot chocolate and other snacks, and there will be cultural activities as well, including pictures with Santa and an opportunity to make hand-made nengajyo (New Year's cards). I look forward to seeing

many of you at the concert on the afternoon of December 16.

This time last year we hosted our visiting team from the Council of International Schools (CIS) who granted us candidacy for accreditation. Since then, KIST staff have been meeting regularly and working hard within committee teams to prepare documentation and other arrangements for our accreditation visit which will take place at the end of November 2016. There will be opportunity in the new year for further community involvement in some of these committees and I thank you in advance for your support if you are called upon to take part in committee happenings.

2015 was another busy and successful year for KIST and we look forward to the excitement that 2016 will bring as well. Once again, thank you all for your continued support of KIST and all that you do to making our community special. Your contributions are hugely appreciated and your commitment is a source of pride for the school.

I wish everyone a wonderful and safe winter break full of relaxation and quality time with family and friends. I look forward to welcoming everyone back to school on January 12.

Season's Greetings from KIST!

Jeffrey Jones
Head of School



Image from <http://www.happyholidays2014.com>

Student Surveys

This year we had a very positive response rate on our student surveys. You may be wondering what happens with the survey information. The data collected is processed and then passed on to individual teachers so that teachers can prepare an analysis of results report. The analysis of results report has teachers look for areas of strength and also look for areas where they would like to improve. The reports are submitted to the Area Principal for review as part of our annually implemented Teacher Appraisal and Support System (TASS).

Although students must log in to the survey site to enter their responses, the survey data given to teachers does not identify any student in any way. The student survey data collected provides teachers with a look into their classroom from a student perspective and allows them opportunity to reflect on their practice. Thank you to all who participated in supporting our teachers in this way.



KISTival 2015

Thanks to the dedication of the entire school community, KISTival 2015, held on Saturday, October 24, was a great success! Our sincere thanks goes to everyone who supported the festival this year and made it an enjoyable and highly profitable day.



Revenue: ¥9,337,584
 (Increase of ¥384,613 from 2014; however, outstanding individual family contributions of ¥60,000 are included.)
Expenditure: ¥1,643,234
 (Decrease of ¥12,188 from 2014.)
Profit: ¥7,694,350
 (Increase of ¥396,801 from 2014; however, outstanding individual family contributions of ¥60,000 are included.)

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

Detail of individual booths are as follows:

Booth	Grade	Activity	Sales	Expenses	Profit	
Parents (Sales include individual family contributions still outstanding.)	K2	Security patrol	¥20,000	¥0	¥20,000	
	K3	Drinks	¥447,525	¥7,608	¥439,917	
	G1	Face painting	¥104,276	¥0	¥104,276	
	G2	Carnival	¥610,700	¥105,293	¥505,407	
	G3	Australian food	¥225,550	¥0	¥225,550	
	G4 & 5	Bazaar	¥1,157,131	¥35,617	¥1,121,514	
	G6	Air Slider ¹		¥560,250	¥194,400	¥365,850
		Game 1				
	G6	Game 2				
	G7	American food	¥240,750	¥0	¥240,750	
	G8	German food	¥208,797	¥0	¥208,797	
	G9	Chinese & Singaporean food	¥210,001	¥0	¥210,001	
	G10	Mexican food	¥317,544	¥0	¥317,544	
	G11	Indian food	¥426,101	¥0	¥426,101	
G12	Cakes & Café	¥178,339	¥7,304	¥171,035		
KIPS	Mini-festival	¥252,475	¥0	¥252,475		
CA	KIST goods sale	¥20,625	¥0	¥20,625		
Students	G6A	Bowling	¥51,500	¥0	¥51,500	
	G6B	Amazing race	¥19,000	¥0	¥19,000	
	G7A	Laser maze & Nerf target shooting	¥45,625	¥11,031	¥34,594	
	G7B	Blind taste/touch test, Archery game, FIFA 15 competition	¥16,500	¥7,866	¥8,634	
	G8A	Free throw	¥48,280	¥0	¥48,280	
	G8B	Apple taffy	¥44,150	¥0	¥44,150	
	G9A & B	Choco bananas & Games	¥121,625	¥0	¥121,625	
	G10A & B	Haunted house	¥126,300	¥12,034	¥114,266	
G11A & B	Photos & Sponge toss	¥63,275	¥7,296	¥55,979		
Staff	Staff 1	Philippine BBQ	¥259,750	¥51,193	¥208,557	
	Staff 2	Thai food	¥73,375	¥39,801	¥33,574	
	Komaki Family	Crepes & Mojitos	¥205,655	¥0	¥205,655	

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



Festival 2015

Saturday, October 24

Message from the Board President

First meeting with SRC executive members

On November 18 from 4 p.m., the Board had its first meeting with five Secondary SRC representatives including President **Angela** (G12B) and the other executive members **Rachel** (G10B), **Motoi** (G12B), **Nina** (G11A) and **Raj** (G12B). All five students have been enrolled at KIST since elementary school, and I was surprised to learn that four of them have actually been here since kindergarten. (Later, I compared current and past school yearbooks, and while reflecting on the school's history, I felt deep nostalgia and great pride to see how much they have grown over the years.)

Representing the Board were five out of the seven members including Mr and Mrs Komaki (President and Vice President), Mr Jones (Head of School), Mrs Naito (Director of Operations) and Mrs Okude (Career and University Guidance Counselor). The meeting began with a question from Mrs Komaki: "Are the SRC members aware of the role of the Board?" The students indicated an awareness of the role of the Board by responding: "To check if the school is operated in line with its mission".

The Board representatives explained that they are making every effort to achieve the school's mission (to provide highly motivated children from diverse cultural and social backgrounds with high quality education in a safe and nurturing environment to develop competent

and moral individuals who make meaningful contributions to our global community), and that one of the ways to do this is through the introduction of the grade progression criteria which have been put in place not with the aim of forcing students to fail or leave the school, but to make our expectations clear in order to motivate students to work hard to reach the required levels.

One discussion during the meeting made me especially pleased. Every morning, I greet students at the entrance gate as they arrive at school. Unfortunately; however, nearly half of the student population make no effort at all to reply. When I mentioned this to the SRC, they indicated that they understood the importance of proper greetings, as they too have been standing at the gate in the mornings, and are planning various promotional activities such as the production of a video. I look forward to seeing how these activities will be implemented by the SRC.

The meeting on this occasion provided a great opportunity for the Board and the SRC members to meet and discuss our roles. I look forward to meeting with the SRC representatives again to discuss ways to further improve the school in order to achieve its mission.

Yoshishige Komaki
Board President



(L>R) Mr Jones, Mrs Naito, Mr Komaki, Mrs Komaki, Mrs Okude, Angela, Rachel, Nina, Motoi, Raj

Elementary School News

Appreciation

As an IB school we place significant emphasis on the development of the Learner Profile traits. In the PYP we have another set of attributes known as the PYP attitudes. A focus on the development of personal attitudes towards people, the environment and our learning is essential in the development of the internationally-minded person. There are twelve PYP attitudes, however, I would like to focus on one: **appreciation**.

This festive time of year is an opportunity for us to make merry and celebrate for a variety of purposes. We meet with family and friends, give and receive gifts, dine out and take overseas vacations. During this festive time, I believe it is also important for us to be thankful and appreciate everything we have.

Most of us in our school community, myself included, have more than what we need for our daily lives. Around the world, and sadly even here in Japan, there are many who do not. Charles Dickens wrote in his classic holiday story *A Christmas Carol*, "At this festive season of the year, many thousands are in want of

Writing with purpose

According to the Oxford Dictionary, **communication** is defined as:

"The imparting or exchanging of information by speaking, writing, or using some other medium."

Writing is communication. Communicating what? To whom? We write for many purposes. We write to entertain. We write to inform. We write to persuade. If we ask many students why they write, they may simply reply that they write because they are told to. At KIST it is our goal to give our students a sense of purpose in their writing. We believe that children need to know and understand the reasons they are writing; the purpose their writing serves, and for whom they are writing. Simply writing for the teacher is not authentic or purposeful. It is not effective.

Some of the writing genres our students are learning at KIST are:

- Narrative (story writing)
- Descriptive writing
- Persuasive writing
- Poetic writing



Each of these genres serves a different purpose. Some can serve multiple purposes.

Over the winter break, there are many ways in which you can encourage your child to keep writing. Through this encouragement, it is important to keep the purpose and audience of the writing in mind. Keeping a journal



common necessities; hundreds of thousands are in want of common comforts".

This holiday season, while we enjoy the fruits of our labor and celebrate all of our hard work and successes, let's be sure to take the time to reflect on everything we have; reflect on how blessed we are to have all of our needs met and a great deal of our wants satisfied. This holiday season, let's take the time to appreciate how blessed and fortunate we are.

may seem an obvious choice, however, what is the purpose? For whom is it being kept? Some examples of authentic holiday writing tasks are:

- Writing letters to friends and family while on vacation
- Writing a story to share with a relative
- Writing the directions to a party or event
- Writing a personalized poem to attach to a gift or add to a New Year's card

According to adult learning theory, adults enter into learning experiences with a task or goal in mind. Children, too, respond better when they have an authentic, purposeful goal. Let's work together to show our children the wonders of writing and give them reasons to **want** to write!

I wish you and your children a wonderful winter holiday and as always, keep reading and writing!

Kevin Yoshihara
Elementary School Principal



K1 Creative Activities

How we express our emotions and creativity through music and art in K1

Our second unit, "How we express ourselves," is focused on our imagination to express our emotions and creativity through the arts. In this unit, the children are exploring the different emotions such as happy, sad, scared, excited, confused, disappointed and angry. To express themselves, a stage has been set up throughout the unit for the children to show their natural talents by singing and dancing. They are also exploring the different musical instruments we have in class and listening to different musical genres to evoke their emotions.

During one of our activities, the children were asked to paint whilst listening to music. However, in this case, our papered floor was the canvas and our feet were the tools. Students used their feet to create a beautiful painted canvas. By listening to music, students were able to express themselves and share their emotions through dance. The children were risk takers when they used their feet for painting, and were open-minded to a new activity. They were communicators when they used their feet as brushes, and showed their emotions by dancing to the music and moving their bodies. When the music changed from genre to genre, their expressions also changed. They became excited when listening to dance music and made lots of foot prints, and slowed down when the music changed tempo. After everything had dried up, each child chose their favorite part of the canvas that they made and framed it as their own piece of fine art.

Claire Yoneyama
K1 Class Teacher



PYP News

PYP parent information session

On Tuesday evening, November 24, the elementary school held a Parent Information Session focused on "Assessment". This was the second information night for the school year and was attended by around 40 people. The workshop was designed to help parents understand various aspects of assessment. These included defining what assessment is and the purpose for which it is intended here in the elementary school. Parents were treated to a firsthand view of testing as the workshop-style session began with a "Pop" quiz. Through such firsthand experience, the parents were then able to grasp a clearer picture of not only what the students must feel and think, but also how the teachers are using the results. Also included in the evenings offerings were presentations by Mr Vodden (G2A), Ms Chung (K3B), and Ms Aya (K2) regarding ways in which different teachers use assessment in different grade levels.

These info-workshops allow parents to deepen their understanding of the methods involved in educating students and driving instruction in a more meaningful manner. Parents have a chance to voice their thoughts and questions during and after the meetings which helps strengthen the bond between administration, teachers and families.

Information sessions take place twice in the fall each school year and are focused on PYP teaching methods as well as "Best Practices" in education. Please anticipate these opportunities for the next school year and leave an opening in your schedule book.

Clay M. Bradley
Elementary School Vice Principal / PYP Coordinator



K2 Excursion

For an excursion related to our first unit, "Who we are," the K2 students learned about the 5 senses and the information we can obtain through our senses. After much exploration and investigation, the class went on an excursion to Todoroki Ravine. The children explored various sight and sound stimulations, and reflected on their observations through a Venn diagram. It was such a beautiful day, and the children, parent helpers, as well as teachers, all enjoyed being out in nature and "listening in" on the sounds we could hear.

Aya Kurosaki
K2 Class Teacher



Elementary ELS

Helping with online research: Using images and questions to launch a search with a bang

In the PYP, with its concept-based curriculum and inquiry learning, students in one and the same classroom can end up heading in diverse directions when they do group or individual research as part of the "going further" part of the inquiry cycle.

Researching as part of UOI begins from lower elementary, and gradually becomes more and more independent heading towards Grade 5 and the Exhibition at the end of the PYP. This research will often include Internet searches, and indeed many of us turn to using a Google web search almost automatically. But using the net can get us bogged down from the start in a long list of sites and an endless stream of overwhelming text.

When helping our students with their online research – whether at school or at home – first stop is the KIST Library Moodle page which has links to educational sites the school subscribes to (BrainPOP and Encyclopedia Britannica, for example), as well as links to search engines catering especially for children. However, even when using child-friendly search engines, our students' research can still stall because there is so much text. This is hard enough for Grade 5 students, but even more so for those of us in younger grades.

A tip to help get your child's research rolling, no matter which search engine they are using, is for them to search first under "images" instead of "web". Even the regular Google search becomes much friendlier by selecting "images". Help your child choose 1 – 3 images that seem most relevant to their research. Spend some time together taking a good look at the pictures, and then – this part's important – ask *questions* about them. This will help predict some of

the information they will find later. Some examples of questions to ask are: What do you see? What do you already know about what you see? What

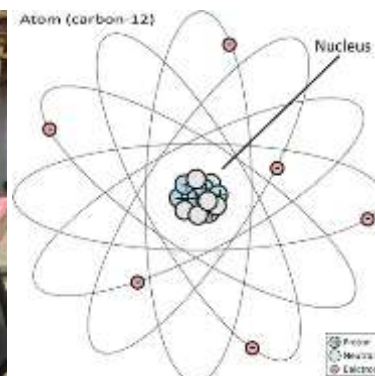


do you think is happening, or has happened in this picture? What might happen next? Are there any labels or captions? What do these key words mean? What do you think the connections between these key words and your research topic might be? How are these pictures the same or different from each other? Why might they be different?

After using questions like these to help us think about and discuss images (in English at school, and in your home language(s) at home), our brains will be much better prepared for handling the task of a web search and scanning text for answers.

Rachel Parkinson

Elementary ELS Coordinator / G5 ELS Instructor



(image from openclipart.org)

Serena, Ishan and Hibiki (G5B) start their research on electrical energy with a Google image search. They discussed images similar to this one shown here before moving on to sites with written text and video.

School Calendar 2016-2017



To assist families planning overseas trips, the dates of school vacation periods for students and other important dates for the 2016-2017 school year are listed on the right.

Families are asked to make arrangements accordingly to ensure that students are back in Tokyo ready to start school after each vacation period on the correct date.

The complete calendar will be distributed in June.

- [First day of school for students](#): August 15, 2016
- [Silver Week vacation](#): September 17 – 25, 2016
- [KISTival](#): October 22, 2016
- [Autumn vacation](#): October 23 – October 30, 2016
- [Winter vacation](#): December 17, 2016 – January 9, 2017
(Classes resume for students from January 10, 2017)
- [Spring vacation](#): March 25 – April 2, 2017
- [Golden Week vacation](#): April 29 – May 7, 2017
- [Last day of school for students](#): June 14, 2017

Backward Design Planning . . .

In **traditional** methods of lesson planning, a teacher focuses on content to be taught and then plans lessons based on that content. In the **backward design** method of lesson planning, a teacher first identifies desired **learning goals**, then plans assessments, and finally makes lesson plans. Which method might work better to teach Grade 2 students a central idea such as 'Stories are a way to express ideas and creativity?'

In the **How we express ourselves** unit of inquiry for Grade 2, a backward design approach was followed. First, learning goals were identified. It was hoped that students would understand: 1) that good stories have **structure** (form), and 2) that stories can be understood from different **viewpoints** (perspectives). Second, a task was chosen: re-telling a familiar story in any mode of storytelling. Success criteria were laid out in an assessment rubric, which was given to students at the start of the project. To ensure a deeper understanding of the concept of **form** was acquired, the students had to make sure that their collaboratively written stories had a beginning, build-up, problem, solution and ending. To ensure that they gained a deeper understanding of the concept of **perspective**, students were required to shift the viewpoint from which the stories were told. Over the first few weeks, lessons were planned to help students understand the concepts in focus. Students then formed groups and chose modes of storytelling such as singing, acting, ballet or adventure-games. After planning and preparing for a couple of weeks, the students gave their performances and then self and peer-assessed the results according to the success criteria laid out in the rubric.

In this type of inquiry, since the focus of instruction is not upon pre-selected content, the teachers act more like facilitators (helping students) than instructors (telling students). In this learning environment, students have autonomy over every aspect of planning, preparing, and performing their projects. If the students create a story that lacks structure, they are able to experience the consequences when performing in front of a live audience. This type of enduring understanding is what teachers hope their students acquire. By focusing on the process rather than the product of inquiry, students can experience first-hand what it is like to succeed or fail. Experience of success and failure is what leads to reflection, and ultimately growth.

Timothy Vodden
G2A Class Teacher



Accompanied by Kate on the keyboard, Alyssa, Carrera, Emma, Sara and Kanade strike a pose before performing their interpretation of the ballet Swan Lake.



Grades 2 and 7 Collaborative Ephemeral Art Project

As part of a collaborative Visual Arts project inspired by our local environment, and a range of kinetic and ephemeral artists (Andy Goldsworthy, Motoi Yamamoto, Chris Drury, Rosalie Gascoigne, Dale Chihuly and Richard Long), Grades 2 and 7 ventured to Kiyosumi Park.



Students were asked to use their local surroundings to inspire the creation of sculptures made from naturally found objects. The excursion provided students with a wonderful opportunity to be art detectives by reflecting, seeking, finding and selecting suitable materials from this environment for their artworks.



The Grade 2s worked with their peers and the Grade 7s to brainstorm on paper through drawings, their creative ideas for installations/sculptures before the construction process began. Some groups found it easier to get stuck into the construction process straight away; each group problem solving in their own way.



Students were asked to reflect upon the display space (West Building foyer) and whether their sculpture would be:

1. Hanging
2. On the wall, or
3. (Balancing) on the floor

They were asked to reflect upon the elements of art as they constructed their sculptures (colour, shape, line, pattern, texture, form, tone, point).



How artworks can CHANGE was a vital concept for students to reflect upon, and CAUSATION, what may cause the artworks to change, whether within an outdoor or indoor environment, and the idea that art works do not need to last forever.

Photography was considered to be one way to record the sculptures before they changed. Process rather than product was also an integral aspect of the learning activity.



Cooperation and communication skills were a vital element in this collaborative project and students worked magnificently with each other, problem solving construction challenges, modifying ideas, and being creative risk-takers throughout the process!

Helen Campbell and Emma Justice
PYP and MYP/DP Visual Arts Teachers

Secondary School News

Semester 1 exams to start soon

All students in Grades 9, 10 and 11 will sit semester exams in most of their subjects from Monday, December 14 to Wednesday, December 16.



The exams are two hours long and will challenge students to perform their understanding in a variety of ways. Each subject chooses the format that best fits its needs and requirements. In the MYP, Grade 9 and 10 students have an opportunity on their exam to complete a summative assessment that will help form their criteria grades. In Grade 11, DP students will continue the process of preparing for DP exams by working on papers that match the actual exams they will sit at the end of their Grade 12 year.

The exams offer a good opportunity for students to focus their attention and consolidate their learning. A copy of the exam timetable for each of the three grades is included here.

Grade 10 Semester 1 Exams: December, 2015

Day	Subject	Room	Time	
			From	To
Monday, December 14	Exam Revision 10A (Room 303)/10B (Room 304)		8:55	9:50
	10A Individuals and Societies	303	10:00	12:00
	10B Individuals and Societies	304	10:00	12:00
	Exam Revision 10A (Room 303)/10B (Room 304)		12:05	13:00
	Lunch		13:00	13:30
	10A English Language and Literature	303	13:40	15:40
Tuesday, December 15	10B English Language and Literature	304	13:40	15:40
	Exam Revision 10A (Room 303)/10B (Room 304)		8:55	9:50
	10A Japanese	303	10:00	12:00
	10B Japanese	304	10:00	12:00
	Exam Revision 10A (Room 303)/10B (Room 304)		12:05	13:00
	Lunch		13:00	13:30
Wednesday, December 16	10A Math	303	13:40	15:40
	10B Math	304	13:40	15:40
	Exam Revision 10A (Room 303)/10B (Room 304)		8:55	10:00
	10A Science Paper 1	303	10:00	12:00
	10B Science Paper 1	304	10:00	12:00
Regular classes resume Period 4 on Wednesday				



Grade 9 Semester 1 Exams: December, 2015

Day	Subject	Room	Time	
			From	To
Monday, December 14	Exam Revision 9A (Room 305)/9B (Room 306)		8:55	10:00
	9A Japanese	305	10:00	12:00
	9B Japanese	306	10:00	12:00
	Exam Revision 9A (Room 305)/9B (Room 306)		12:05	13:00
	Lunch		13:00	13:30
	9A Math	305	13:40	15:40
Tuesday, December 15	9B Math	306	13:40	15:40
	Exam Revision 9A (Room 305)/9B (Room 306)		8:55	10:00
	9A Science	305	10:00	12:00
	9B Science	306	10:00	12:00
	Exam Revision 9A (Room 305)/9B (Room 306)			
	Lunch		13:00	13:30
Wednesday, December 16	9A Individuals and Societies	305	13:40	15:40
	9B Individuals and Societies	306	13:40	15:40
	Exam Revision 9A (Room 305)/9B (Room 306)		8:55	10:00
	9A English Language and Literature (Periods 2 and 3)	305	10:00	12:00
	9B English Language and Literature (Period 2 and 3)	306	10:00	12:00
	Regular classes resume Period 4 on Wednesday			



Grade 11 Semester 1 Exams: December, 2015

Day	Subject	Room	Time	
			From	To
Monday, December 14	Exam Revision 11A (Room 301)/11B (Room 302)		8:55	9:50
	English Language and Literature HL	301	10:00	12:00
	English Language and Literature SL	302	10:00	12:00
	Exam Revision 11A (Room 301)/11B (Room 302)		12:05	13:00
	Lunch		13:00	13:30
	Japanese A Language and Literature (HL/SL); Japanese B (HL)	301	13:40	15:40
Tuesday, December 15	Japanese Ab initio/ Japanese B (SL)	302	13:40	15:40
	Exam Revision 11A (Room 301)/11B (Room 302)		8:55	9:50
	Math HL/ Math Studies	301	10:00	12:00
	Math SL	302	10:00	12:00
	Exam Revision		12:05	13:00
	Lunch		13:00	13:30
Wednesday, December 16	Biology (HL/SL)	301	13:40	15:40
	Physics (HL/SL) / Environmental Systems and Societies (HL/SL)	302	13:40	15:40
	Exam Revision 11A (Room 301)/11B (Room 302)		8:55	9:50
Wednesday, December 16	Economics (HL/SL)	301	10:00	12:00
	Geography (HL/SL)/ History (HL/SL)	302	10:00	12:00
	Exam Revision: Chemistry and Music Students (Room 301) / Art Students (Art Room)		12:05	13:00
	Chemistry (HL/SL) / Music (HL/SL)	301	13:40	15:40
	Visual Arts (HL/SL)	Art Room	13:40	15:40

Grade 7 Overnight Excursion

From Thursday November 19 to Friday 20, Grade 7 students went on an overnight excursion to Fujinomiya City in Shizuoka. Prior to this excursion, students learned about problems related to overpopulation of trees and unmaintained planted forest in science class, and they actually went to a forest to take action towards this problem during the excursion. They worked with members from an NPO called Mori-no Yomigaeri (<http://mori-no-yomigaeri.jimdo.com/>), which was introduced to the school by parents in our community. Students worked hard to help maintain the forest in a good condition and they actually cut down some trees! One of the students said, "I thought it was a misunderstanding when I first heard we were cutting down the trees because it would be harmful to the environment", but "... we gained more knowledge about trees through the activity and contributed to

thinning of the forest to grow healthier trees". Grade 7 students surprised me with how well they work in teams, and it was very good to see the students enjoying different activities that accompanying teachers had planned for this excursion.

Shun Nakade
Service Coordinator



Here are some comments from the Grade 7 students about the overnight excursion.

Sonakshi (G7A)

Tree cutting experience (Thursday afternoon)

On the first day of camp we went to a forest. There we learned many different things. We learned that Japan has the second largest forest land percentage in the world, we also learned that out of all the trees in Japan only 20% of the trees are used for resources. The other 80% is shipped to parts of South America and other countries. We first learned how to cut trees properly, then we learned how to carry trees. We used sharp saws to cut branches of the wood so that they could be used for the wood in the fire place. After some rest we carried logs of the trees to a specific place. This experience was a very good experience since we got to help the professional wood cutters, and stay in the nature for a long time.

Michiko (G7A)

Working at the forestry conservation site (Thursday afternoon)

On the first day of the G7 camp, we all went to a forest, and stayed there for about 3 hours, helping the forestry conservation staff. There, we had time experiencing cutting trees, working with them and learning more about them. It was a lot of hard work, and even though it was a huge work we had done, it was a great experience to have. We live in a big city and only a small number of us had ever been in a forest. And no one had ever experienced cutting down trees. From the experience we had, we learned about how to cut a tree (my group was shown two ways), how long it takes, and how hard it actually is. At first, I thought that cutting trees weren't that much of a hard work but I was completely wrong, and the workers had to calculate and work out where to cut so that the tree can be cut perfectly. It was a new, extraordinary experience and everyone learned new things. Overall, the camp made us learn new things and something that we don't study in normal classes.

Thilo (G7B)

Night time activity (Thursday night)

On Thursday night the whole 7th grade were gathered for a trivia quiz. The quiz was to test our knowledge on random subjects, and also to put our teamwork powers to the test. Most students enjoyed the trivia quiz while others raged out. The quiz tested us on math, geography and miscellaneous section. Almost everyone struggled in the math and geography section while some of the students did well on math, but our obsession with unnecessary knowledge finally became useful when the miscellaneous section began. I think everybody enjoyed the last subject the most, the questions could've been anything from Shrek to the definition of bi-polar fusion. At the end everyone had fun and our teamwork skills proved useful.



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Maki (G7A)

Walking around the lake (Friday morning)

We walked around the lake which was less than 3.5 km. Around the lake there was a mountain. On the mountains there were trees and one part of the trees were starting to turn red, getting ready for winter. This view was very beautiful. One part of this walk had a place where we can see the ducks swimming in the lake. There was one place where there was a lot of trees. As we walked through this we were talking about which trees should be chopped down. We knew which trees should be chopped because on Thursday we went to the forestry conservation site and learnt about trees such as which tree should be chopped by staff who works there.

Ririka (G7A)

Walking around the lake

The seventh graders had a wonderful time hiking around a lake nearby the place we stayed during the camp. The view was astonishing with a lake surrounded by mountains and roads covered in autumn leaves. The water was crystal clear and it was shimmering like sparkles with little ducks gracefully swimming in it. There was a huge amount of autumn leaves at the site. There were red, orange and yellow leaves on mountains, trees and on the trail that I walked on. The colors of the leaves were very eye-catching and pretty. The colors were so vibrant that it all seemed like an illusion! With all the leaves and opaque colors from the mountains and trail, I felt very peaceful and serene as I was walking along the trail. I enjoyed this hike and camp significantly. I am looking forward to going on more camp trips like this!

Aditya (G7B)

Overall experience with the Grade 7 camp

The overall camp experience was tremendously exciting. We did many things and had a fun and exciting time. During the night and the morning we bathed in an onsen-type place which was something not a lot of people have the experience. It was a very relaxing feeling when we were in an onsen and it was also fun. At the bus when we were going to Shizuoka and coming back, we sang together a song called "Little Einstein" as the song reflected the same thing we were about to do which was, going on a trip and exploring the different environment together. We ate in a big dining room, and it was a big experience as we never experience eating together. The whole 2 days and one night in general was a great experience as the things we experienced did make us closer together as a grade.

Grade 4 Dreamtime Art

In September, Grade 4 students completed a project that they started towards the end of Grade 3, which was inspired by Native Australian Aboriginal Dreamtime paintings.

Students created their own symbols and chose the environment for their Dreamtime landscape onto which they printed footprint wanderings.



The project began with observation drawing studies of their shoes. Then an observational drawing of the shapes, patterns and textures of the base or sole of their shoe was created. This design was then transferred onto scratch foam/polyboard ready for printing.

Students used their colour theory knowledge of complementary pairs of colour and analogous colours within this project.

Well done students!

Helen Campbell
PYP Art Teacher



Secondary Visual Arts News

Polygon Pictures talk and studio visit

This semester the Visual Art students had the unique and exciting opportunity to have a visit to school from a Polygon Pictures representative, arranged by Ms Wakasa in the KIST office. The DP art students learned how life working in a professional design studio was like, and all of the various positions involved in running a professional studio. They were shown the range of projects the studio works on which involve a variety of genres in illustration and animation.



The representative mentioned how students like ours, studying in an international environment and with an understanding of multiple languages are highly sought after by studios such as this as working in a global platform and liaising with design studios around the world is essential. Translation skills and technical



Ken (G11B)



Isabella (G11A)



software knowledge are also important aspects of working in this environment, so it is not just only for those who can draw!

A few students were also able to visit the studio in person and speak to professional modellers and animators, also being able to use the software and try out creating digital characters which was more difficult than it initially seemed! Although the excursion was over a little quick, the tour of the studio and getting to experience the atmosphere of professionals working on so many different aspects of what it takes to make an animation was really interesting and valuable for understanding today's design market and industry. We hope Polygon will come and visit the Art Department at KIST again!

Emma Justice
MYP/DP Visual Arts Teacher

Artscape 2016 Logo Competition

KIST submitted a large number of logo designs for this year's competition to be the official logo for Artscape 2016 – an exhibition which is held in February every year and showcases the best work from international schools from the Kanto region.

This year, **Chae Hyun** from G9A placed 3rd overall in the logo design which is a great achievement considering there were submissions from all over Tokyo! Her placed design is shown here:



Chae Hyun (G9A)

As we had so many high quality designs, some teachers voted for their top 3 designers which received house points and a small prize from the Art department. Well done to these submissions!



Nishi (G6A)



Varsha (G9A)



Felix (G12A)

DP Reflections

My Journey from MYP to DP

*"Diploma Programme...
more like Depression Programme"*

If you are in the MYP, chances are you have probably heard people saying that before. I know this because, I too, had been hearing this during my time in the MYP.

My name is Hardik and I am currently in Grade 11. About 3 months ago, I was enrolled into the DP and during this time, I have noticed a few things about the DP. And although I am not the best person to hear this from, you might as well. The experiences in DP are over exaggerated. Almost half of the things you hear about the DP are just myths. Now, don't get me wrong. DP, in no way, is easy. However, it is definitely manageable.

Coming into the DP, I was scared. I had been performing badly in almost all subjects and, well, wasn't anything really special. On top of that, hearing about how DP is a nightmare, wasn't really helping my case. I was truly frightened. These two years were going to determine how my life would take off and I really didn't know how I was going to do anything. This was a lot of stress and as evident from my previous grades, I was almost certain that I was going to fail. At that time, I realized that I was faced with options. I could either continue with my lazy lifestyle, or study as hard as I possibly can.

After all this, I was still curious about some of the things. How would I study in the DP? What should I study? I heard a lot about how DP was based on independent learning and, frankly, I was confused about what to do. But as the days went by, I realized that I wasn't truly alone. Yes, I had to do the readings and the question-solving alone. However, at the end of the day, if I needed any help, I knew I could turn to my teachers and friends for help. Until now, what has helped me the most is just asking questions. A lot of people hesitate to ask questions and I don't understand. It is easier to clear up confusions because usually all the topics are linked together and if you don't get one concept, it is really hard to get related concepts. That is why I think asking questions is key, especially in the DP.

DP might appear hard from all the things you hear, but I'm sure anyone will succeed with a clear goal, undying dedication and using the resources available to you, well.

Hardik (G11B)



Grade 11 and the Diploma Programme

Prior to this school year, I had been warned by the DP students about the horrors of the Diploma Programme. "No more sleep for two years," they told us. "There's a reason it's called the Depression Programme." To us Grade 10 students – eldest among the MYP students, but nevertheless still in MYP – DP seemed like the abandoned house across the street everyone knew about but no one dared venture into. We always talked about it because the two years ahead of us seemed too daunting for us to think about alone. It didn't help that, when discussing DP classes, my subject choices made my classmates laugh and teachers widen their eyes a little ("Are you sure?"). All of us were scared about the DP because most of it was so unknown.

A semester into Grade 11, I've learned what makes DP so challenging. The classes are demanding, of course: there's no leeway for zoning out or slacking off on classwork. Each class counts. Regardless of whether it's a Standard or Higher Level subject, the time and effort required for tasks has increased twofold. Before DP, I'd be finished with schoolwork by midnight; now, I'm awake in the wee hours of the morning either because I've stayed up till then or have woken up early for some quiet time to study. However, I've slowly realized that DP is notoriously exhausting not because of the academic content itself – that's another struggle altogether – but rather the mental and emotional strain it inflicts. The never-ending summative assessments and continuous flow of new knowledge leaves little wiggle room. It's no wonder teachers have stressed the importance of time management and efficiency: those are the skills that will make us more successful as we trudge through DP.

However, despite the academic pressure put on us now, there are aspects of DP I enjoy! I love learning more in-depth about subjects that I'm interested in: for instance, I focus on 20th century history for my Humanities subject. Being in DP has also helped me improve my work ethics and study skills, such as taking concise notes. Finally, I think DP has brought us closer as a grade level: since we're all going through the same struggles, we support each other however we can. It's easier to face challenges like the DP with the moral support of teachers, family and friends.

For most of us, the Diploma Programme has proved challenging both academically and physically. I wish everyone the best of luck for the next two years!

Hana (G11B)



Family Handbook

An updated version of the Family Handbook (formerly known as the School Handbook) is now available on the school website. For the first time, the handbook has been prepared in an easy to access and easy to update online format. Although a number of pages are still under construction, the majority of the handbook has been completed and is now ready to access.

The handbook is designed to help you and your family understand the school's policies, procedures and expectations. It provides a guide to the school rules and regulations that all families in the school community are expected to follow. We hope that it will assist us to work together in a successful learning partnership. We therefore ask you to refer to it at times when you are unsure about the procedures to follow in particular situations. By following the procedures outlined, you will help contribute to maintaining the smooth running of the school's daily operations.

The handbook may be accessed via the Community section of the school website at the link below.

<http://www.kist.ed.jp/node/340>



Japan Shogi Association Visit

As part of a cultural exchange program, the Japan Shogi Association hosted a workshop for our Grade 5 students on October 2. Three professional shogi players visited KIST and shared very interesting stories of the history, mannerisms and cultural aspects of shogi games. After the students learned the basic rules of shogi, they competed against each other. For many students, this was their first experience playing shogi and everyone greatly enjoyed themselves. A number of media representatives (newspaper companies and TV stations) also visited us to cover this event. We have also received 10 shogi sets from the Japan Shogi Association as a gift.

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KIPS News



Hello everyone, you may have heard by now that KIPS K1 and K2 are joining KIST K1 and K2 from the next school year. There will be a new preschool for children aged 0 to 2 years opening at Morishita, which will take over the name 'KIPS' from the next school year. In this issue of *The Comet*, I would like to give you an opportunity to get a sneak peek at our Nursery class which will move to this new campus.

In the Nursery class, it is a big step for students to be away from their mummies. Now all the students have gotten use to the class routines and there are no more tears. We learned about Halloween and now they are learning about vegetables. We are singing vegetable songs and have even planted our own vegetables on our veranda. We are planning to have a sandwich party to familiarize the children with vegetables. We are also practicing for the Winter Concert which is their first presentation. I hope you all enjoy their singing on the stage.

Tina Aya Nishihara
Nursery Class Teacher



It always takes a fair amount of time for young learners of this age to settle into a new environment. However, I understand that our Nursery staff work hard to make the learning environment as stimulating as possible for their students. Learners of this age acquire language through interacting with grown-ups they are familiar with, and who are well aware of the children's learning stages. This is also when and where cognitive learning occurs. The Nursery class is a class for 2 year olds, and from the next school year these children will become the oldest students at the new KIPS campus. I cannot wait to see their first performance at the KIST Elementary Winter Concert on Wednesday, December 16. Please hop into the KIST gym to cheer them on if you have time on the day.

Eri Ozawa
KIPS Head Teacher

Office Updates

Bicycle parking

We would like to remind families that bicycle parking space is limited at KIST. The bicycle parking area at the front of the school is for students and staff. Parents are also permitted to use the area when visiting the school for a short time to drop off children, perform SSP duties or attend meetings. It is not available, however, for parents who wish to park their bicycle at school during the day when commuting to and from work. We ask for the cooperation of all families in refraining from using the parking area for this purpose.



School fee payments

The payment date for the 3rd installment of school fees for 2015-2016 is **December 15**. Please ensure that you make your payment by this date if you have not already done so.



School lunch orders

The closing date for changes or cancellations to school lunch orders from January 2016 is **December 18**. For all changes or cancellations, the **School Lunch Order Form** must be submitted to the office by this date. **Requests to change or cancel school lunch orders will not be accepted after the closing date.**



The form is available from the school website at: <http://www.kist.ed.jp/files/pdf/enrolment/School%20Lunch%20Order%20Form.pdf>

Jewelry

Families are reminded that students are not permitted to wear jewelry of any kind to school—with the exception of a small watch. This includes clear earring posts. Students who wish to pierce their ears should do so only at the beginning of a long vacation period and must remove earrings and earring posts when they return to school.

School uniform

As the weather gets colder, it's time to get your woolly hats, gloves, scarves, neck warmers and other winter gear out of the wardrobe.



During winter, all accessories worn to school must be plain black with no stripes, patterns or brands visible. If your child is currently wearing items that are not black, please ensure that these are replaced. Winter items are available to purchase at low cost from the school.

Furthermore, we have noticed in recent weeks that a number of students have been coming to school in non-KIST coats and jackets.



Library News

Promoting "reading culture" at KIST

Thanks to the enthusiastic participation of the whole KIST community, our 5th annual **Drop Everything And Read** event was a huge success! To help us promote this event, students from elementary and secondary, including the library elves volunteers, Sakura Medal Book Bowl team members, SRC executives and house prefects, posed as models for our DEAR posters. These reading promotion posters are displayed in both buildings. We give special thanks to **Michael** (G11A) and **Ms Erika**, our library assistant, who became our photographers for a quick photo shoot session in the LMC.



DEAR Book Character Parade



We kicked off the month with some very special visitors from a galaxy far, far away. Darth Vader joined our parade, flanked by Stormtroopers, security officials, and a whole family of Jawas! Our appreciation goes to the **501st Legion Japanese Garrison** for joining us and encouraging a love of reading at KIST.

Not to be outdone by the Star Wars guests, KIST students showed up with costumes in full force. Students coordinated to dress as twins, painted their faces, and used their creativity and effort to create some wonderful costumes. **Ms Helen** and **Mr John**, the costume contest judges, had their work cut out for them in choosing the winners. Congratulations to **Saanvi** (G5A), **Kota** (G5B), **Hina** (G4B), **Ethan** (G4B), and **Kian** (G4B). The teachers had shown their support by parading their book characters too! **Mrs Christian**, **Mr Archibald** and **Mr Grant** were also chosen by the **CA Library Committee** as having the most interesting

dress-up costumes this year. Winners received certificates and a token of appreciation from the librarians. Photo albums can be viewed from the [Library Moodle pages](#).

Throughout the month, KIST students, teachers and staff participated in weekly **Drop Everything And Read** sessions. The whole school stopped what they were doing and settled in to read quietly for twenty minutes. Participants picked up a whole variety of formats, from picture books to magazines, chapter books and graphic novels, in genres ranging from popular science to science fiction and everything in-between. We hope you will continue making time to read every day.



Saanvi (G5B) Kota (G5B) Hina (G4B) Kian & Ethan (G4B)

To strengthen the enthusiasm of our youngest community members, we have included the **DEAR parent-storytelling sessions** held in our elementary foyer to read aloud to K1, K2, K3, G1 and G2 students. Thanks to our parent volunteers: **Mrs Sunanda** (parent of K3B Rihanna), **Mrs Ai** (parent of G6B Andrew), **Mr Nick** (parent of G3B Sebastian) who came and read *Room on the Broom* with props!

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Last but not the least, our final guest presenter was none other than our very own **Mr Jones**, reading another classic Dr. Seuss book, *Green Eggs and Ham!* Our students enjoyed listening to your stories and were able to connect the importance of reading in school learning.



Mrs Sunanda's parent storytelling session.

Upcoming library activities

In collaboration with the Secondary Japanese Department, the **Sakura Book Trailers Contest** is open to all Grade 6 to 12 students who are reading books included in the Middle School and High School categories of the 2016 Sakura Medal Reading List. The due date for Sakura Book trailer entries to join the KIST level competition is **January 16, 2016**.



For **World Cultures Day** on **February 19, 2016**, the planned activities include:

- National Costume Parade
- Parent-storytellers of world languages (4 parent volunteers needed!)
- Student presenters teaching mother-tongue languages
- Student-led seminar
- Photo booth for a good cause in the MPR
- International Food Fest (CA Library Committee)
- Possible student performances

For more information about these upcoming events, contact the library team via e-mail:

library@kist.ed.jp.

Again, thank you to all teachers, the CA Library Committee, the school administration and the whole KIST community for giving us the opportunity to be a part of providing meaningful learning experiences to our students.



KIST Library Team

Nurse's Notes

Infectious gastroenteritis

What is infectious gastroenteritis?

Infectious gastroenteritis is a general term for gastroenteritis caused mainly by microbes such as viruses. The viruses causing the gastroenteritis are the **norovirus**, **rotavirus**, **sapovirus** and **adenovirus**, and the main symptoms are **stomachache**, **diarrhea**, **vomiting** and **fever**. Gastroenteritis caused by the rotavirus and the adenovirus are seen widely among infants. As the symptoms of these types of gastroenteritis tend to last for a shorter period of time, and treatments normally do not differ from other viruses, a diagnosis of infectious gastroenteritis may be determined from the general symptoms without undergoing a virus test.



Cause and infection route

Infectious gastroenteritis caused by the norovirus is either transmitted from others, or by food poisoning. Below are some of the routes of infection.

- Norovirus entering the body (mouth) through fingers after touching vomit or stool of an infected person.
- Eating clams such as oysters or shijimi when raw or not heated enough that have been infected by the norovirus.
- Eating food cooked by an infected person who has not washed their hands properly.
- Inhaling the virus through dry vomit or stool mixed with small particles of dust in the air.

Preventing infection

1. Proper hand washing is the most important measure. Washing hands under running water with soap after going to the bathroom, and before cooking or eating is essential.
2. Make sure clams or oysters are heated to the core (heating for 90 seconds with the core temperature of 85 to 90°C is required*) *From the "Large Scale Cooking Facility Hygiene Manual" (Ministry of Health, Labor and Welfare).
3. Vomit should be treated appropriately using sodium hypochlorite (chlorine bleach).
4. When cleaning up vomit, disposable gloves, a mask and an apron should be worn. Afterwards, hands should be washed carefully with soap under running water.

Treatment of infectious gastroenteritis

There is no specific treatment for infectious gastroenteritis caused by viral infection. Symptomatic treatment is provided to ease the pain of the patient. Infants and elderly patients may suffer from dehydration caused by diarrhea, and are recommended to consult a doctor as soon as possible. When the vomiting settles, taking enough liquid and rest, and taking light, digestive food during the convalescence stage is recommended.

Makiko Whittaker
School Nurse

Ways to Ask "How Was Your Day?"

Hello everyone,

When I collect my own two young children from school I always ask them "How was your day?". Every day I get an answer like "fine", "good" or "so-so", which doesn't tell me a whole lot. I would like to know so much more!



Recently I read a fascinating article by Simple Simon and Company, a father of a grade 1 and grade 4 student (Link: <http://goo.gl/oYHVBI>). He wrote a wonderful list of delightful questions that I would like to share with you.

I hope these lead to more engaging conversations, and a few insights into how your children think and feel about their time at school.

Timothy Smith (Mr Tim)
ELS Instructor (K2) / Elementary ITC

20 Ways To Ask Your Kids "So How Was School Today?" (Without asking "So How Was School Today?")

1. What was the best thing that happened at school today? (What was the worst thing that happened at school today?)
2. Tell me something that made you laugh today.
3. Where is the coolest place at the school?
4. Tell me a weird word that you heard today. (Or something weird that someone said.)
5. If I called your teacher tonight what would she/he tell me about you?
6. How did you help somebody today?
7. How did somebody help you today?
8. Tell me one thing that you learned today.
9. When were you the happiest today?
10. When were you bored today?
11. Who would you like to play with at recess that you've never played with before?
12. Tell me something good that happened today.
13. What word did your teacher say most today?
14. What do you think you should do/learn more of at school?
15. What do you think you should do/learn less of at school?
16. Who in your class do you think you could be nicer to?
17. Who is the funniest person in your class? Why is he/she so funny?
18. What was your favourite part of lunch?
19. If you got to be the teacher tomorrow what would you do?
20. Tell me about three different times you used your pencil today at school.

From an original article "25 Ways" by Simple Simon and Company. <http://goo.gl/oYHVBI>

Staff 10!

In this month's *Staff 10!*, we are pleased to present **Aya Kurosaki** who joined us in 2014 as an early childhood teacher in the Elementary School. Ms Kurosaki currently teaches the K2 class.

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

I don't really have one hometown, I have a few!

My Japanese hometown is in Chiba Prefecture, and it is also the home of Tokyo Disneyland/Disney Sea. My house in NY State was the set to the Dick Van Dyke show.

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

My favorite place so far is Vermont State, USA. The entire state is full of wilderness ("The Green State"), and has the most beautiful starlit sky that I have ever seen. Houses have a hot tub in the backyard (just like houses have pools in their backyard in other states), and in the brisk air, under the zillions of stars, all in the still of the night, we dip into the hot water and enjoy the quiet and serenity.

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

I would love to see my grandma again. She passed away a few years ago, but I never got to see her much as she lived far away. I know that me being an adult now, we would have a blast. I will learn how to make miso and umeboshi from her! Yum!

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

I am pretty musical, and play many different instruments. I love photography and videography. I have a kimono license to teach the art (wearing only), and my laugh. People think I am hyperventilating when I laugh, because I suck in so much air.



Ms Kurosaki and friend.

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

To this day, I cannot sit still and watch a movie that is even a bit scary. I am a sucker for family-stories, and the old Disney movies. My favorite is the Lion King, all three series. The first musical I ever watched was *Les Miserables* which I watched when I was in the fifth grade. We went down to NYC as a grade, and although I couldn't pick up much of the storylines because the words were drowned by the music, I have never found another musical more powerful, more moving to this day. I love animals, and when I was 9, I captured frogs from a nearby creek with empty tennis ball cans, and with my younger sister, released them in the vacant women's changing room of my mom's tennis school and had a frog race.

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

My instruments, and my kimonos. I have a Steinway & Sons grand piano, a German flute, and a Senegalese djembe drum. I have lived so many memories with all these instruments.

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

Genki! Positive! Genki! Positive!

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

I would start my life over with the memories/experiences of my mistakes/regrets unforgotten. But I would still be me, live in the same places, and love the same wonderful people.

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

Trying to be a mindful teacher/person has me learning from people around me every day! Being a new IB teacher has me continuously learning too. I am constantly stimulated with "new" and that has me revved up, it keeps me going.

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

"Live with intention. Walk to the edge. Listen hard.

Practice wellness. Play with abandon. Laugh. Choose with no regret. Continue to learn. Appreciate your friends. Do what you love. Live as if this is all there is." (a quote by Mary Anne Radmacher)



The winner of the IB bag from our September Comet draw was:

T. Ashida from G5B

Congratulations!



Spotlight on Clubs



Spanish club (Elementary)

¡Hola! First of all, I would like to thank all the students who decided to join the Spanish club. It is exciting to watch them tackle a new language with enthusiasm every week. It gives me such joy when students randomly come up to me in school and say "Hola" instead of "Hello". Every week I am blown away by their growing knowledge of Spanish.

So far in Spanish club, we have covered the topics of basic greetings, numbers, days of the week, animals and colors. The students play games every week to help them understand the topic better. Towards the end of the club, the students will learn how to dance the Macarena ♪ So parents who are reading this newsletter, get ready to dance the Macarena with your children!

On a final note, I feel privileged that I got the opportunity to share my knowledge of Spanish at the school I graduated from! It would be a dream come true for me if the students were to use what I taught them in the club in any situation outside of the club! I sincerely hope that your children are enjoying studying Spanish as much as I enjoy teaching them. ☺

Joann Yamazaki
Spanish Club Supervisor
(KIST Alumnus, "Class of 2010")



Cooking club (Secondary)

As some of you may have noticed, the hallway on the first floor of the secondary building smells good every Wednesday after school. Do you know why? It's because the secondary cooking club is held on Wednesday after school!

Students in the cooking club learn to cook different kinds of food. So far, we have made tomato spaghetti, fruit punch with shiratama (rice-flour dumplings), scones, udon noodles, mochi (sticky-rice) pizza, steamed bread and Hiroshima-style okonomiyaki. Most of these were successful but there were times when things didn't go as expected. In fact, this is when students can really learn about cooking, just like how we all learn from our mistakes. One example of this was when students made udon noodles from scratch. Students realized that it is difficult to cut noodles thinly and that noodles stick together if you use too much force when cutting them.

Students in the club enjoy learning how to cook, but the best part about this club (according to the students) is that they get to eat what they cook! We often have visitors asking and checking what we cooked. I encourage them to look out for cooking club offerings in future club cycles.

Nanami Sakuma
Cooking Club Supervisor



Secondary SRC

The survival of the KISTest

At the beginning of the school year, the Secondary Student Representative Council in collaboration with the faculty consultant and Secondary School Principal planned the first ever 'vertical' event called 'The Survival of the KISTest'. In this event, students from all grades worked together in randomly assigned groups consisting of one member per grade to complete a race style scavenger hunt.

The event occurred on September 18th and lasted for one hour during advisory class. The first portion of the Survival of the KISTest was a human knot untying game in which all students were to create a human knot by linking hands and untying themselves in a certain time limit. Next was a group trivia which consisted of questions based on academics, the school, pop culture and historical events. The third portion was a group art project in which a limited number of art supplies such as colored paper was given to students, and students created large art pieces portraying team work and the KIST house colors.

Students reported saying the event was enjoyable and surprising as the event itself was secretly organized by the SRC executives, faculty consultant

and secondary school principal. Before the event, students were only given their group number but had not gained any information regarding what they would be doing. The art pieces produced at the end definitely proved that by the end, members were able to communicate and work with one another effectively as all pieces were carefully created by all students.

The event turned out very successful and to this day, students seem to greet those they had been grouped with during the activity. The three winning pieces of the activity have also had their work on display next to the cafeteria for everybody to enjoy!

The SRC was pleased to see that the student body enjoyed the event. We plan to create more team building events of this sort to increase communication amongst students from various grades.

Secondary SRC



A Conference on Women's Leadership



On November 19, 2015, we had the honor of representing KIST at a panel discussion at Japan Women's University. The panel discussion primarily focused on leadership for women along with the benefits of studying abroad. It was very inspiring to see leaders such as United States ambassador in Japan Caroline Kennedy and Kathleen McCartney, the president of Smith College voice their opinions and give their advice on leadership. The panel also consisted of a graduate and a student from Japan Women's University who both studied abroad in the US through programs available at the Japan Women's University.

The panel was very inspiring and for taking leadership opportunities along with studying abroad in new environments. A quote which especially stood out was one said by Caroline Kennedy in her opening speech at the conference which was 'look before you leap', suggesting taking a spontaneous approach to entering new and possibly intimidating environments as many have gained rewarding experiences through studying in new environments.

As the students at the conference consisted of female high school students, many of the questions were aimed towards leadership for women. The panel members agreed upon the fact that intimidating experiences like studying abroad can in turn lead to the gain of confidence which goes to show the role of university and education in building leadership abilities.

The panel members especially focused on the importance of liberal arts universities and their effect on leadership skills for everybody. Through working in various fields and understanding standpoints across a multitude of subjects, knowledge and skills can be acquired which can definitely shape one's overall confidence and knowledge. The fact that this can all be achieved within one institution through the years of university was something all of the panel members seemed to agree upon at the conference.

In all, being able to attend the conference featuring great inspirations like Caroline Kennedy and Kathleen McCartney was an experience that has changed our outlooks on education and leadership. It was a conference that was fully captivating and eye opening.

Nina (G11A) and Radhika (G11B)



Technology in Education

Can we have too much of a good thing?

The Organization for Economic Co-operation and Development (OECD), the organization which implements the world-renowned Programme for International Student Assessment (PISA) tests, recently released a study entitled *Students, Computers and Learning: Making the Connection* ([available here](#)). The report presents some interesting findings related to education and technology use, such as the following:

- Compared with students who use computers rarely at school, students who used computers moderately at school performed better academically.
- Students who use computers very frequently at school performed lower than students who used computers moderately at school.
- Countries that made heavy investments in educational technology saw 'no appreciable improvements in student achievement in reading, mathematics, or science' (p. 3).
- Students spending excessive time online outside of school time reported higher incidents of poor attendance and social challenges.

So, how does this relate to KIST? Although our mission is to keep international education accessible through lower tuition fees, at KIST we work within our budgets to provide the best possible information and communication technology (ICT) that we can at school. We recently updated the computers in our Elementary School computer laboratory and Elementary School classrooms and also updated some of the older computers that are available for student use in our Secondary School LMC. We have recently extended our 1:1 computer program to all students in Grades 9 – 12. We have a design course that is IT based, with an emphasis on coding, in our Secondary School and our teachers are encouraged to embed ICT related approaches in their teaching, including maintaining a Moodle page and supporting the development of student understanding of common software applications.

We feel that students at KIST are using computers and other technology in ways that best support learning. However, we are also aware that computers must



play a complementary role in students' learning experiences. We believe that a strong foundation in reading and mathematics is more important for student success than investing heavily on the latest high-tech gadgetry. This belief is supported by the findings of the OECS study. We also believe, as the OECD concludes from their study, that 'building deep, conceptual understanding and higher-order thinking requires intensive teacher-student interactions and technology sometimes distracts from this valuable human engagement' (p. 3).

Technology can be a wonderful support resource for teaching and learning but this OECD report confirms that it is possible for schools to have too much of a good thing.

"...technology can amplify great teaching, but great technology cannot replace poor teaching" (p. 17)

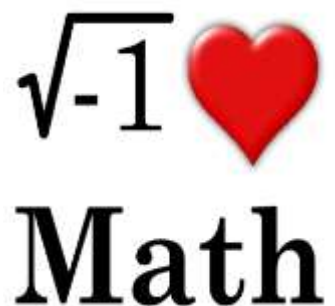
Mathematics Expectations - Revised

Mathematics diagnostic tests are coming up soon on January 15, 2016 for students in Grades 4 to 10. Upon reviewing past data and upon consideration of feedback provided, the *KIST Performance Expectations: Mathematics* document has been slightly revised. This newly updated document is now accessible through our website via our new online Family Handbook (Section 17 – [click here to access](#)).

The mathematics expectations in the past implied that, for Secondary School students, the school expected student progress over the summer months. This has been revised so that expectations at the end of one school year now have more overlap with the expectations at the start of the successive year.

We encourage all parents and students to review the *KIST Performance Expectations: Mathematics* document and set their learning targets accordingly for the January test sitting.

HAPPY STUDYING!



Explaining the News to Your Child

Today, children absorb news from TV, friends, social media, and often directly from their phones and laptops from websites that are designed for adult audiences that might not always be age-appropriate. Children do not have the ability to understand news events in context, much less know whether or not a source of information is credible. No matter how old your child is, threatening or upsetting news can affect them emotionally.

Tips for all children

Reassure your child that they are safe, that even though a story may be getting a lot of attention, it was only one event that was far away. They will look to the way you handle your reactions to determine their own approach. If you stay calm and considered, they will, too.

Tips for kids under 7

Keep the news away and out of range of young eyes that can be frightened by the pictures, particularly of other children in jeopardy. Young children do not need to see things that will scare them, especially because they can easily confuse facts with fantasies or fears.

Stress that your family is safe. At this age, children are most concerned with your safety and separation from you. Though it's important to listen and not belittle their fears, distraction and physical comfort can go a long way. Watching something cheery or doing something fun together may be more effective than logical explanations.

Tips for kids 8–12

Carefully consider your child's maturity and temperament. Many children can handle a discussion of threatening events, but if your child tends toward the sensitive side, be sure to keep them away from the TV news.

Be available for questions and conversation. At this age, many children will see the morality of events in stark black-and-white terms and are in the process of

developing their moral beliefs. You may have to explain the basics of prejudice, bias, and civil and religious strife.

If you let your child use the Internet, go online with them. Some of the pictures posted are simply grisly. Monitor where your kids are going, and set your URLs to open to non-news-based portals.

Tips for teens

In many instances teens will have absorbed the news independently of you. Talking with them can offer great insights into their developing politics and their senses of justice and morality.

Let teens express themselves. Many teens will feel passionately about events and may even personalize them if someone they know has been directly affected. Try to address their concerns without dismissing or minimizing them.

If you disagree with media portrayals, explain why so your teens can separate the mediums through which they absorb news from the messages conveyed.

The above is an abridged version of an article published by Common Sense Media, *Explaining the news to our kids* which can be viewed at:

<https://goo.gl/tGMMeU>

Timothy Smith (Mr Tim)
ELS Instructor (K2) / Elementary
ITC Integration Support



GOOD
NEWS,
BAD
NEWS

REMINDER

Math diagnostic testing (G4-10)

January 15th, 2016



KIST Cross Country Meet



Congratulations everyone for running hard and finishing this year's KIST Cross Country race on Thursday, November 12. We had great weather and enjoyed a very successful day at Arakawa River. Below are the top 4 boys and girls from each grade who will represent KIST at the ISTAA Cross Country Invitational on Thursday, December 3. There will be 8 schools joining us: United School of Tokyo, Tokyo International, The Montessori School of Tokyo, Nishimachi International, New International, Canadian International, Colombia International and The British School in Tokyo. Good luck runners!

Boys

Girls

Grade 1

- | | |
|------------------|----------------|
| 1) Luca (G1A) | 1) Uta (G1A) |
| 2) Sora (G1B) | 2) Aina (G1B) |
| 3) Zai (G1A) | 3) Riko (G1B) |
| 4) Akihiro (G1A) | 4) Akane (G1A) |

Grade 2

- | | |
|----------------|-----------------|
| 1) Roan (G2B) | 1) Kate (G2A) |
| 2) Naoki (G2A) | 2) Sara (G2A) |
| 3) Mark (G2A) | 3) Emily (G2A) |
| 4) Teo (G2B) | 4) Mamiko (G2B) |

Grade 3

- | | |
|--------------------|-----------------|
| 1) Killian (G3A) | 1) Hana (G3A) |
| 2) Ryo Y. (G3B) | 2) Mano (G3B) |
| 3) Sebastian (G3B) | 3) Sophia (G3A) |
| 4) Arthur (G3A) | 4) Hoyuki (G3A) |

Grade 4

- | | |
|------------------|-----------------|
| 1) Lance (G4B) | 1) Homare (G4B) |
| 2) Kaito (G4B) | 2) Akari (G4A) |
| 3) Tatsuto (G4A) | 3) Nikol (G4B) |
| 4) Kian (G4B) | 4) Aina (G4B) |

Grade 5

- | | |
|---------------------|----------------|
| 1) Keanu (G5A) | 1) Elena (G5B) |
| 2) Soma (G5A) | 2) Sola (G5B) |
| 3) Shin (G5A) | 3) Aimi (G5A) |
| 4) Harunosuke (G5B) | 4) Diane (G5A) |

Grade 6

- | | |
|-----------------|-------------------|
| 1) Ryuta (G6A) | 1) Manaka (G6B) |
| 2) Kaiser (G6B) | 2) Nanami (G6A) |
| 3) Ross (G6B) | 3) Se Young (G6B) |
| 4) Hugo (G6A) | 4) Rina (G6A) |

Grade 7

- | | |
|------------------|-----------------|
| 1) Joe (G7B) | 1) Maki (G7A) |
| 2) Den (G7B) | 2) Sato (G7B) |
| 3) Preston (G7A) | 3) Alia (G7A) |
| 4) Noah (G7B) | 4) Ririka (G7A) |

Grade 8

- | | |
|-------------------|--------------------|
| 1) Nimit (G8B) | 1) Karen (G8B) |
| 2) Ewan (G8B) | 2) Emily U. (G8A) |
| 3) Tomohisa (G8A) | 3) Katherine (G8A) |
| 4) Namiki (G8B) | 4) Michiru (G8B) |

Grade 9

- | | |
|----------------|----------------|
| 1) Keina (G9B) | 1) Ayumi (G9B) |
| 2) Shin (G9A) | 2) Asami (G9A) |
| 3) Tom (G9A) | 3) Milan (G9A) |
| 4) Igor (G9A) | 4) Emiri (G9A) |

Grade 10

- | | |
|--------------------|------------------|
| 1) Taisei (G10B) | 1) Jiu (G10A) |
| 2) Chan (G10A) | 2) Seina (G10B) |
| 3) Moe Min (G10A) | 3) Leia (G10A) |
| 4) Shouheng (G10A) | 4) Selena (G10B) |

Grade 11

- | |
|---------------|
| 1) Ken (G11B) |
|---------------|



International School Students Visit KIST for MUN

KIST's Model United Nations club hosted another successful version of the Near-East MUN scrimmage on Saturday, November 28. A record seven international schools participated with over 85 students taking on the roles of ambassadors from countries around the world. In a day-long simulation, students drafted resolutions and debated the nuances of issues affecting the world. Two of the students who participated in the scrimmage provide reflections below. **Emiri (G9A)** was a first-time delegate. **Aditya (G12B)** is an experienced MUN student who acted as chair of a committee in this his last MUN conference.

A First-Time Delegate

Emiri (G9A)

Imagine this: A group of delegates representing various countries to create a resolution for a global issue, in order for nations to reach an economic equilibrium. When we think about it, it is phenomenal of how within just a few hours, countries come together as one and create a potential solution to a universal concern we are confronted every day. As my first year participating in the MUN Scrimmage held at KIST, it was truly one of my utmost experiences in secondary up until now.

Every Tuesday, students gathered in a room with Mr White, Mr Erickson, Mr Cernak and Ms Jesuthasan to practice, prepare and familiarize with how the MUN works. The club sessions had given us the opportunity to not only practice for the scrimmage that was held on November 28, but also given us the chance to learn new techniques for debating. Most importantly, being able to work with students from different grades to discuss their opinions and share newly discovered knowledge about the global issue, was personally, a striking prospect.

Something that was very intriguing about the whole scrimmage was that, we were able to instantaneously connect with students from other schools, despite the fact we did not know each other. Within a matter of minutes, we were already discussing from our country's point of view, on understanding the issue and coming up with a resolution that was beneficial, constructive and which effectively embark on the issue given to us.

If I were to describe the whole experience in one word, it would be *remarkable*. It is not necessarily the case where everyone agrees to your ideas. However, you develop your learner profile attributes, such as being open-minded with one another. You might sacrifice your break time to complete your resolution, or you might be involved in a situation where the debate has become very intense between other delegates. But then again, when you reflect back on every single thing that happened on that day, you realize that time flew by very quickly and see the significance of how an international community is built up and every nation works together in order to perfect the world we share and live together. I especially thank Mr White, Mr Erickson, Mr Cernak and Ms Jesuthasan for their support and for giving us this significant opportunity.



A group of KIST delegates vote on a resolution.



KIST students work with delegates from other international schools to draft a resolution.

An Experienced Delegate Serving as Committee Chair

Aditya (G12B)

Walking into a room filled with numerous other students from schools unknown to you is surely nerve-wracking. Additionally, to debate with some of them approaching you in an aggressive manner may even be an unheard feat to accomplish, but, the results, I promise you, are far greater than what is anticipated in the beginning.

The Model United Nations (MUN) is a globally recognized afterschool club which is centered around current world issues, bringing about students collaborating with others to propose resolutions. Students represent different countries in order to produce a realistic environment of clashing or approving viewpoints. Since it is completely student-orientated, the judges (known as chairs) are also fellow students, which dictate the flow of the debate.

Here at KIST, with great pride and pleasure, we were able to hold the Near East Model United Nations Scrimmage where approximately 80 students from international schools from Tokyo and even Yokohama attended. This diverse range of students not only allowed our students to engage in real-life situations with students of different grade levels, but also with students of varying backgrounds. This activity, I believe, supports the overall development of a student as it emphasizes valuable qualities such as, but not limited to, leadership, communication and interactive skills. Furthermore, in this era of globalization, this way of learning is fascinating because of its hands-on, interactive approach.

I vividly remember my first year as a delegate at the scrimmage here at KIST. Being my first year, it was difficult for me to follow with the pace of experienced delegates. I was in awe at how fellow students could deliver such well-developed arguments on short notice. Nevertheless, it was an amazing experience as I would be able to apply the skills obtained from this experience to the upcoming scrimmages. This year, 4 years from my first MUN scrimmage, I volunteered to be a chair for one of the general assemblies. The position of a chair demanded me to be thorough with the issues, and to provide an efficient system for the fellow delegates to debate. It required me to facilitate the debate and to "keep the house in order." The most striking aspect about the position of the chair was that it allowed me to view the assembly from an external perspective. Hearing both sides of the debate, I had to make decisions which would result in the most productive and idealistic debate. The chair's duty was also very technical, for example, keeping time of how long delegates spoke, how many times they spoke, and the results of a vote. Although it sure is an arduous task requiring one to be attentive and efficient at multitasking, once one familiarizes themselves with this task it is fruitful. I highly encourage delegates that have had previous experience with MUN scrimmages to take upon this task as it delivers a different perspective to the debate, and also helps develop new skills which one might not as a delegate.



Lobbying calls for strong communication skills.



Grade 9 and 10 students enjoy a break from debate.

Learning in the MYP

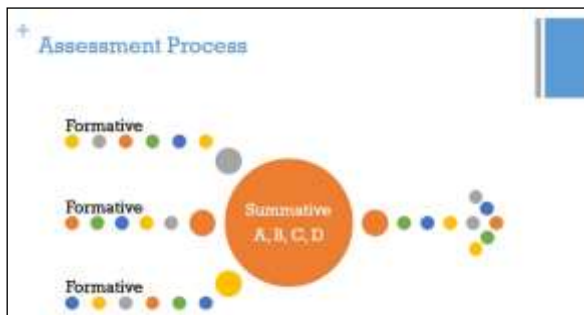
Assessment: Finding the best fit

As students move through their years in the MYP, they recognize early on that the work they do demands a lot from them.

Every student is responsible for engaging with the key and related concepts in a wide range of subjects. Each of their subjects call on students to engage with difficult topics, to develop new skills, and, perhaps most importantly, demonstrate their knowledge and understanding.

It is this demonstration that is the subject of student assessment. The MYP's system for evaluating student work has two main components: formative and summative assessment.

Formative vs. summative assessments



Students move from many formative experiences to fewer summative assessments.

Formative assessments offer students a number of opportunities to work through their thinking, receiving feedback and refining their approach to the work. Formative assessments can take many forms. They can include homework, quizzes, class discussions, or any of a range of activities.

Summative assessments come at the end of periods of formative assessment. The formative experiences are rehearsals leading up to the performance of knowledge on the summative assessment. Students will be assessed on each of the subject criteria at least twice each semester. Along with their formative activities, the summative tasks provide lots of opportunities to improve and master the necessary skills.

MYP assessment criteria

Each of the subject groups in the MYP have identified four assessment criteria that work to give shape to the

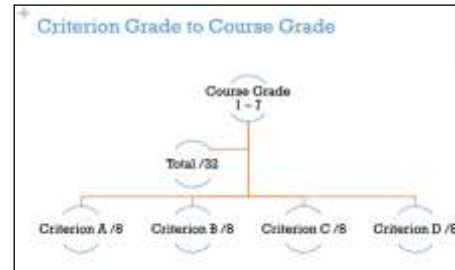
	Criterion A (0-8)	Criterion B (0-8)	Criterion C (0-8)	Criterion D (0-8)
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World

Subject groups choose the criteria that best reflects the key work in their disciplines.

explorations students undertake. By having four criteria across all the subjects, students and parents are able to make comparisons and see which subjects might require more work.

Moving from criteria scores to subject results

At the end of the each semester, MYP subjects publish results for individual students. On semester reports, all four of the assessment criteria receive a mark out of 8. This means that in all of their courses, students can achieve a total criteria score out of 32.



Each criterion score comes from at least two assessments. Teachers determine the best fit from among the various scores.

The total score out of 32 is then converted to a grade scale which produces a course grade out of 7.

MYP Grade Boundaries	
7	28 - 32
6	24 - 27
5	19 - 23
4	15 - 18
3	10 - 14
2	6 - 9
1	1 - 5

The total of the criteria grades determine where the course grade fits on the MYP's grade scale.

Finally, the IB also publishes descriptors that are common to all MYP schools across the world. Parents and students can be confident that scores based on two assessments using the subject criteria give an informed sense of students' strengths and weakness.

MYP Grade Boundaries	
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Limited
1	Very limited

The descriptors come from the IB's core document for the MYP.

In the end, it's worth remembering that assessment is intended, ultimately, to help students develop a greater engagement with their work. Success comes quickest when students develop independence and understanding on their own.

Robert White
MYP Coordinator

College Guidance News

G12 university applications

The university application cycle in the northern hemisphere begins from September and some of our current G12 students have already sent their applications to universities in the UK, the USA and Japan during the early application period in October and November. A couple of these students have already received offers from the universities they applied to including University of St. Andrews, University College London and University of Oregon. Congratulations! We look forward to hearing more good news from the current G12 students who are either waiting for the results or plan to send applications during the regular application periods towards the end of this year and beginning of next year.

Alumni talk by PPO, KIST Class of 2011



On November 12, **PPO** (Class of 2011) visited KIST to present an alumni talk during lunch time. He graduated from the University of Chicago last spring and is currently working at a consulting firm in Tokyo. He talked about his experience at the University of Chicago and the city of Chicago. A number of students from G9

through G12 came to see him during lunch time to seek his advice on the DP and university preparation and career planning. Thank you PPO! (He contributed an article about his college life when he was in his second year at the University of Chicago. Please see page 18 of The Comet September 2012 issue.)



SCAD presentation by Vigi, KIST Class of 2015

On December 1, KIST alumnus, **Vigi** (Class of 2015), visited KIST as a student ambassador for his university, SCAD (Savannah College of Arts and Design), and conducted a very informative and enthusiastic presentation during Mrs Justice's G12 DP Visual Arts class. During his presentation, he showed videos and spoke about his exciting experiences during his first quarter at SCAD, which is located in

Savannah, Georgia, USA, and shared his plan to complete his major in interior design and minor in advertising. He also spoke about the advantages IB students have in gaining generous scholarships according to the scores they achieve. Good job, Vigi! Wishing you all the best for continued success at SCAD and beyond!



Mrs Okude meets Caroline Kennedy



As president of the George Washington University (GWU) Alumni Association in Japan and KIST university guidance counselor, Mrs Okude received an invitation from US Ambassador Caroline Kennedy to attend a private reception held at her

residence "In honor of US University and College Alumni and Their Contributions to Promoting Bilateral Exchange" on the evening of November 19. She was honored to be able to chat with Ms Kennedy about her mother Jacqueline Kennedy (GWU BA 1951)'s alma mater university during the reception and to share with Ms Kennedy about how Mrs Okude's efforts in establishing the official GWU alumni chapter in Japan three years ago has helped to triple the number of students entering GWU from Japan. This includes two KIST graduates, **Sashank** and **Naishi** from the Class of 2014.



Mrs Keiko Okude

College Guidance Counselor

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