



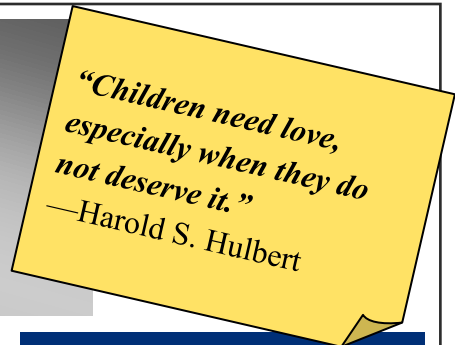
# The Comet

The Newsletter of K. International School Tokyo

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## From the Head of School

Dear KIST Community,

Maybe it is part of not being so 'young' anymore but for me each year seems to be going by quicker – I find it hard to believe that Spring is here already and we are entering the final months of our 2016-17 school year. There are many events planned between now and June so I am sure the remainder of the year will go by very quickly as well.

I would like to start off with a big thank you to the Sakamoto family and to our KIST Community Association for your generous support of our New Year's Party. This annual event is a tradition at KIST and is a special opportunity to share Japanese culture within the school community and one that is looked forward to each year by students and staff alike. Another event that keeps getting better and better each year is the World Cultures Day event organized by our KIST Library Team, again with the support of our KIST Community Association. The fortunate weather was a wonderful complement to the day as KIST students and staff enjoyed sharing their various cultures through costume, dancing, food and other presentations. It was fabulous to have guest visitors this year from Fukagawa Elementary School enjoying the festivities with us. Thank you to everyone involved for your support towards furthering multicultural understanding through this special event.

I hope that you had the opportunity to attend the MYP Personal Project Exhibition and enjoy the celebration of learning that our Grade 10 students had on display for us. The Personal Project is the culminating assessment task of the MYP and a valuable experience that prepares students well for the Extended Essay in the DP. Congratulations to all of our Grade 10 students on accomplishing this milestone – you are now even more ready for success in the DP. A big thank you goes out to Mr White and to all of our staff who supported the Grade 10 students during the Personal Project journey. Grade 10 parents as well, thank you for the support and commitment you provided throughout this learning task.

With the Personal Project now completed, our Grade 10 students are now looking forward to commencement of the DP as they seriously consider their post-graduation plans and make their DP course selections. Each year Visual Arts is a popular course selection for our DP students and another community event coming up that is always worth attending is the DP Art Exhibition.

*Continued on next page*

### DATES TO REMEMBER



#### March 2016

- 16 (G2-G3) Mathematics diagnostic testing
- 18 (G1-G12) Clubs program ends / (Nu-G5) LEAP classes end
- 21 Student-led conferences
- 21 Spring university fair
- 23 Last day of quarter 3
- 24 (G9-G12) High school SRC dance
- 26-Apr 3 Spring break

#### April 2016

- 4 School resumes for all students
- 4 LEAP classes resume this week
- 5 (G1-G12) Clubs program resumes
- 11 School photographs (for new and absent students)
- 20 (G7-G11) Math field day (Hosted @Zama)
- 22 (G12) Last day of classes
- 25-29 (G12) DP study week (G12 teachers available)
- 29 School day
- 29 (G5) PYP exhibition
- 29 (G10) DP subject options afternoon for parents and students

#### May 2016

- Apr 30-May 8 Golden Week vacation
- 2-20 (G12) DP examinations



**KIST is an IB World School**

PYP | MYP | DP

*Continued from previous page*

Last year our Exhibition was our largest ever and this year as well is sure to be another wonderful opportunity for community members to be thoroughly impressed by the artistic talents of our DP students. Thank you Mrs Justice for the countless hours put in to plan for and arrange this community event each year! I look forward to seeing everyone there on April 8.

It was fantastic to see strong parent support at our PYP Exhibition information session a couple of weeks ago. The MPR was packed with parents and students and there was a positive vibe of excitement and anxiety in the room as our Grade 5 students embarked on their final unit of inquiry in the PYP. Students are now well into their 10-week journey and I hope that everyone is looking forward to the celebration of the students' learning that will be on display in the gym on April 29. It is wonderful to see the hard work of our Grade 5 students at the PYP Exhibition – thank you again to all of our parents for your commitment to making this event a success. And a big thank you as well to Mr Archibald, Mr Grant, and Ms Parkinson for their hard work guiding the students as they inquired into their various topics.

With many events between now and the end of the year, the Spring months are a very busy period at KIST.

Spring is also when our Grade 12 students fully immerse themselves in review of their studies as they prepare for the upcoming Mock Examination session in March and for the 'real event', the DP Exam session in May. Based on the results from the January Mock Exam session, we are optimistic that this year as well will be another successful year for our Grade 12 students. To all of our Grade 12 students – good luck with your studies and be assured that the whole KIST community is cheering for you to attain your best on your exams.

I hope that you enjoy this edition of *The Comet* and look forward to seeing you at one of the many upcoming events.

Sincerely,

**Jeffrey Jones**  
Head of School



## Founders' Awards

Recipients of this year's **KIST Study Scholarships** were announced at the Secondary Assembly held on Friday, December 18, 2015. The scholarships recognize students who make a significant contribution to the school according to its mission, vision and guiding beliefs, and who demonstrate qualities that truly represent the essence of the spirit of the school. Congratulations to the four students below who received scholarships this year.



## KIST Study Scholarships

### Silver Award



**Jiaying**  
(G12A)

### Bronze Awards



**Aska**  
(G10A)



**Hana**  
(G11B)



**Motoi**  
(G12B)

## Message from the Board President

### Future Horizons Scholarship Program (for external students)

KIST has introduced a new scholarship program – the **Future Horizons Scholarship Program** – to support children who have demonstrated excellence in academics, exceptional moral character and the potential to make extraordinary contributions to our global society in the future as the next generation of leaders, but who would not normally have the opportunity to receive a quality international education due to financial need. The program is targeted to external students living either in Japan or abroad who are eligible to enter Grades 10 or 11, and is partially sponsored through financial contributions received from corporations, organizations and individuals.

KIST offers an inquiry-based curriculum based on programs developed by the International Baccalaureate (IB). These programs are widely recognized as providing skills and knowledge essential for children to succeed in our future global society. KIST is currently the only school in Tokyo fully authorized to offer all three IB programs. Upon completion of the IB Diploma studied during the final two years of high school, students take final examinations which are considered as an entrance requirement by universities around the world. In May 2015, 141,828 students from 2,437 schools in 138 countries sat for these examinations. KIST students achieved exceptionally high scores, and as a result, KIST is currently the highest ranking school offering the IB Diploma in Japan.

One of the features of our school is that we have a large number of exceptional students who go

on to receive acceptances with full or partial scholarships from leading universities such as Princeton University and Stanford University in the USA, the University of Tokyo and Waseda University in Japan, and Seoul National University in South Korea.

At KIST, we offer a number of internal scholarships to support current students who have demonstrated excellence. With the success of these internal scholarships, as part of our continuing contribution to our global society, we have established this new scholarship program for external students who wish to join us in order to continue their studies. It is our sincere wish that by accepting excellent external students through this scholarship program, we can provide opportunities to as many students as possible, and also motivate our current students to achieve further personal and academic growth, and work together to achieve our mission of 'developing competent individuals who make meaningful contributions to our global community.'

We would like to ask for your cooperation and support for this new initiative.

For more information about the Future Horizons Scholarship Program, please visit the KIST website.

**Yoshishige Komaki**  
Board President



Brochures in English and Japanese are also available from the office for companies, organizations and individuals who may be interested in contributing to the Future Horizons Scholarship Program as sponsors.

## Elementary School News

### International-mindedness

Every year I look forward to our World Cultures Day. This event celebrates the diversity within our school community and allows us to reflect on our own backgrounds, who we are, and where we are from. Having recently re-read a great article titled "Beyond Food, Flags, and Festivals" from the journal *Educational Leadership*, I have been reflecting on this annual event at KIST. This article states that George Walker, a past Director General of the International Baccalaureate Organization, was correct in pointing out that "international education must be more than the five "Fs"—food, festivals, famous people, fashion and flags." (Skelton, M., Wigford, A., Harper, P., & Reeves, G., 2002). While reading, I began to question whether our World Culture Day event should be redesigned. As I read on, I began to reflect on how international-mindedness is embedded into what we do every day here at KIST; how it goes beyond this yearly celebration.

Around the world it is common for students to learn about topics such as transportation, energy, homes and governments. Through our units of inquiry, we look at these topics from a different, international perspective. As Niki Singh (2002) points out in her article "Becoming international", each of our units begin with "a single concise sentence expressing a globally significant central idea that is truly universal and worth knowing—and therefore worth study by any school anywhere in the world." (p. 57). These central ideas drive our inquiry beyond the walls of our classrooms and our national borders.

While our World Cultures Day is a great opportunity for us to celebrate the diversity within our community, international mindedness runs deeper at KIST; our curriculum and our teachers provide the rich and precious learning experiences which develop deep thinking about international concerns.

The next time your child excitedly describes their new unit of inquiry, take a minute and think about it; contemplate its global significance and its international perspective.

Happy learning!

Kevin Yoshihara  
Elementary School Principal

#### Notes:

Singh, N. (2002). Becoming international. *Educational Leadership*, 60(2), 56-60.


Skelton, M., Wigford, A., Harper, P., & Reeves, G. (2002). Beyond food, festivals, and flags. *Educational Leadership*, 60(2), 52-55.

### Farewell to Ms Ashley!

Last September, KIST welcomed its first teaching intern, Ms Ashley Chin, from Malaysia. Over the past six months Ms Ashley worked tirelessly to support students in the Elementary School and has now returned to Malaysia to complete her university study to become an elementary school teacher.

Thank you Ms Ashley for all that you did for KIST. We wish you the best with your studies and hope that you remember us and come for a visit again! We will miss you!





# REMINDER

Maths diagnostic testing (G4-10)

## May 30, 2016

## FREE UK MATHS RESOURCES

Register for free with the website below to access 1000s of math videos and lessons on Key Stage 3 and GCSE math topics. A great resource for reviewing topics in preparation for diagnostic exams in the secondary school!

<http://mathswebsite.com>

Click [HERE](#) to read an inspiring article about the teacher who created the website. He is shortlisted for a \$1 million teaching award!

## PYP News

### A sense of wonder

One of the requirements for a truly "inquiry-based approach" to teaching is the sense of wonder that teachers foster into their investigations with the students. The idea being that children are more willing to push farther in their learning when it is fueled by their own curiosity.

Teachers are forever trying to strike that spark of enthusiasm which wonderment brings. Without the honest yearning for understanding, the opportunity for learning becomes a realization of boredom and apathy.

Having experienced the pressure to increase engagement with an authentic sense of excitement, I've come to realize the importance of "learning for life" in order to root out the perspectives and qualities that make a lesson enchanting. Teachers have to have the

“ There are no seven wonders of the world in the eyes of a child. There are seven million. ”  
—Walt Streightiff



same feeling as the students to make the task at hand more than a chore to be dealt with and simply filed away in a portfolio when finished.

Without a sense of wonder, students and teachers alike will lose an opportunity to experience our world in all its complexity and uniqueness. As educators and as students we need to inject a sense of wonder into our daily lives in order to enrich our time that we spend together.

**Clay M. Bradley**  
PYP Coordinator



## G4 Recycled Instruments

As part of their current unit of inquiry, Grade 4 students have been creating musical instruments using recycled materials, exploring the acoustic properties of different materials and how sound is made. Using pet bottles, old cans, rubber bands, cardboard and other discarded items, students have invented their own instruments, such as the "Orchestar", "Guitdrum" and "Shakey Shake". After presentations on how each instrument was constructed, students will come together in an ensemble to play their new instruments. Keep an eye out for the Really Rubbish Orchestra!

**Robert Collins**  
PYP Music Teacher



## K1 Provocation and Exploration of Transportation

As part of our new unit, 'How we organize ourselves', we planned a **provocation** involving modes of transportation. To challenge the class to consider this, we laid a big blue sheet across the floor of the classroom and asked the question "What is this?" "What large areas are blue?" **Misha** replied, "The sky is blue", **Kei** answered, "The map is blue", and many students collectively answered, "Water is blue". After talking about how the blue sheet represented the ocean, a small island was placed at the other side of the blue sheet and we discussed that this island would be Hawaii. The class used their thinking skills to answer the question, "How do you get to Hawaii?" They were thinking when they tried to answer the question, and reflected on possible answers. Each student then roleplayed how to reach Hawaii by using a tissue box as a mode of transport. They reflected on whether their chosen transport traveled in the water or in the sky, went fast or slow, and made noise or not. They showed that they were risk-takers by acting out their chosen method, taking their tissue boxes to the island.

We went on a journey to visit our friends at KIPS. From KIST, we walked to Morishita Station and took the train to Hamacho Station, then walked to KIPS from there. We participated in group activities, ate snack together and explored the school. We met specialist teachers for Dance and Music and had fun dancing and listening to music before our return journey on the train and by foot. The class were risk-takers when they took the train as a class for the first time. They were thinkers when they considered which mode of transportation could be used to get there, and reflective when they drew their pictures describing their journey and what transportation they used.

During the unit, we discussed the different modes of transportation that we use. The students worked together in groups to identify and sort different transportation cards into three categories. The categories were separated according to travel in the sky, on land and in water. The students were thinkers when they identified the type of transportation and reflective when they considered where it can be found and which category to place the card in.

**Claire Yoneyama**  
K1 Teacher



## K3 Fundraising Initiative

As an authentic and engaging way to kick-start our third unit, **How We Express Ourselves**, a unit on exploring different celebrations as a means of recognizing important events in our lives, K3 students tuned in with a busy agenda ahead of them – to plan a surprise baby shower for K1-K2 teaching assistant, **Ms Angela**, a soon-to-be mommy!

Instantly, students came up with great ideas for Ms Angela's baby shower and how we should celebrate it, but we were faced with a small problem: **We really wanted to buy her a gift, but we had no money.**

Although many students proposed that they could get money by asking their parents, teachers suggested a plan for students to earn their own money! The plan was to make use of our students' developing fine motor and writing skills and make greeting cards of various celebrations to sell (money is also what we've been learning in math so everything tied in nicely!), **all the while exploring why and how these celebrations are being celebrated around the world**, as well as learning the appropriate messages associated with each particular celebration.

Students enjoyed making their greeting cards, unleashing their creativity as some drew barcodes on the back, while others included pop-up features like a springing heart for their Valentine's Day card.

To our surprise, we sold out and earned much more money than we had anticipated; we were able to raise close to ¥3,000! We are very grateful for having our dedicated K3 parents who came to support us with a lot of change in their wallets, as well as the rest of our learning community here at KIST including our **teachers, Ms Leslie, Mr Bradley, Mr Yoshihara, Mr Jones, office staff and students** not only from the elementary school, but from the secondary school as well!!!



As a result, we were able to buy a hairpin for **Ms Angela**, a teddy bear for her baby, and some balloons to complement our handmade decorations and cards. Our surprise baby shower turned out to be a great success!! However, I must say that the most fascinating part of all of this was when we were faced again with another problem: **What were we going to do with the leftover money?** After a discussion, both K3A and K3B students impressed their teachers by displaying a caring and moral character as they independently decided to give the money away to **"people who don't have money."** And so that's what we did! We took our money down to the elementary office and requested that it gets donated to some good cause. Through this activity, our students have demonstrated that they are a step closer in achieving our school's mission, making *"meaningful contributions to our global community."* ☺

**Christie Chung**  
K3B Teacher



## PYP at KIPS

In this issue of *The Comet*, we will talk about what the children in K1 and K2 are learning during their unit of inquiry time at KIPS.



### K1

In K1, the children are learning about different forms of transportation in their community, as well as the reasons for choosing different transportation systems for each occasion through the 'How We Organize Ourselves' unit. The K1 class has been out on several excursions using different forms of transportation: they took a train from Hamacho station to Morishita station and walked to KIST; they walked all the way from KIPS to KIST; they also used a school bus from KIPS to KIST. Now they say that if we walk all the way to KIST, it is not good because it is far, far away and we get tired. They think catching the train to KIST is also not that good because the walk from Morisita station to the school took us a while. They told me that we do not need to catch a bus or a train to go to Hamacho Park (a nearby park we often go to) because it is so close, but we cannot ride bicycles because it is not safe. The children are learning a lot through these real life experiences.



**Eri Ozawa**  
KIPS K1 Teacher



### K2

K2 have been exploring the natural world around us through our unit of inquiry, Sharing the Planet. We have been talking about the characteristics of living things and finding living and non-living things around our school. We discussed and wrote about what different living things need to survive. And we have been practicing being responsible by taking care of our new class pet, Snowy the hamster, as well as our own plants every morning, checking the soil and giving them water when they need it. We are also looking forward to our Ueno Zoo excursion to learn more about living things.

**Luke Callaghan**  
KIPS K2 Teacher

## K3 How the World Works

The students in K3 learned about simple machines in the unit How the World Works. The central idea of the unit is "simple machines can make work easier". To begin the unit, students were given the task of "cutting out" hearts or stars from paper. The students all found it difficult to complete the task because all the scissors in the class were hidden.

As students became more familiar with the different types of simple machines, they began to understand that various jobs require the help of simple machines. One activity the students did was to role play jobs such as bakers, hair dressers, construction workers and paleontologists. The students especially enjoyed pretending to be paleontologists! We used a hammer and a minus screw driver as a wedge to crack open rocks to find fossil leaves. This activity was made possible with the generous donation of fossil rocks from the parents of Marie in K3A!

**Kay Shinada**  
K3A Class Teacher





## Art in All of Us

In December, Elementary students at K. International School Tokyo participated in a New Year's card (nengajou) fundraising activity to help support, and raise awareness of 'Art in All of Us' <http://artinallofus.org/>. Students eagerly decorated their nengajou cards with stamps and drawings and sent them off to friends and family with wishes for the New Year. Proceeds to Art in All of Us were also generated from students having their photo taken with Santa. A food drive for a local charity was run by our grade 5 students. Total proceeds amount to around ¥42,000 yen (approx. USD350!).

This is a time when many of us are surrounded by friends and family, plentiful food and sometimes an excessive abundance of gifts. To highlight this disparity between the children of the world, to instill a sense of gratitude for what one has, and the ability to empower children to help others is vital. Students and parents kindly and generously gave their support. AiA uses art, photography and poetry as a means for children to express themselves, their lives, and for them to find similarities between themselves and others through their art works, within a global creative forum.

Reflection, communication, open-mindedness and appreciation are key elements in stepping towards



uniting minds for a common goal. Finding a more accessible means to support, celebrate and provide authentic understanding of differences and similarities within not only our local, but global communities is important to pursue. Hopefully with more awareness and fundraising events such as this at KIST, fundamental empathy will grow and impress upon these young minds that the act of giving, no matter how small, can and does make a difference, it is the act of inspiring such a mindset and taking action that infuses a lifelong motivation to contribute to society in such a purposeful way.

Thank you to you all for your invaluable support! Much appreciated.

**Helen Campbell**  
PYP Art Teacher



Art. Art. Art.

## Drama Intensive Workshop at KIST



In January 2016, KIST hosted a unique event when two drama specialists from New York City flew over for two weeks to deliver an "intensive" workshop to interested students. Intensive meant almost every day within a two week period. The workshop ended up with a small performance where students were able to demonstrate what they had learned. Students seemed to have enjoyed the activity and are keen for it to happen again next year. Below is a short article with two pictures by one of the male participants, **Igor** from grade 9.

**Mark Cowe**  
Secondary School Principal



What is the first thing that you think of when someone mentions drama? Is it a movie, William Shakespeare, or your friend trying to imitate someone during lunch? For me, it is acting and becoming a part of a different vision. This is where the Drama Intensive Workshop comes in. Pretty much anything that is associated with drama was covered in this amazing workshop. But what exactly is it? It is a drama "club" that is 2 weeks long where you do all sorts of activities and lessons that relate to this topic. The best part? The mentors, Celine and Logan, are drama experts from New York City who appear in various cinemas and TV shows.

During the course of the workshop, we did various activities and lessons. We learned about the proper use of the stage, to make sure you can get as much attention as possible. The workshop offered insight into one of the greatest figures in all of literature, William Shakespeare. Then there was a class where we did an activity called prior circumstances. You are given a pretty extreme situation (like you just won the lottery) and you have to act this situation out while following a script of a regular conversation. Oh, I almost forgot, the workshop included a final play that was performed by everyone. We made a monologue or a play to perform, along with a "set piece" dance (called a movement) where we had a song; we then had to make a dance out of it with several other members. It was a lot of hard work, but it was a great opportunity to improve your drama skills. You can express yourself in various forms, which can allow you to view your limits and what you are capable of. It also requires a lot of critical thinking, collaboration and communication, which are some of the key things to being successful in the IB.

There you have it folks. There are rumors that the mentors will be back next year. You still have plenty of time to keep your calendar clear...

**Igor** (G9A)



## Secondary Wall of Honor

On December 11, 2015, KIST hosted its bi-annual Wall of Honor Ceremony for the G6 to 8 students, a ceremony that recognizes students for displaying one of the characteristic traits of the IB Learner Profile: *Balanced, Caring, Communicators, Inquirers, Knowledgeable, Open-Minded, Principled, Reflective, Risk-Takers and Thinkers.*

What is special about this event is that all of these students were nominated by their peers. During the weeks leading up to the ceremony, students in G6 to 8 had the opportunity to submit a nomination form, where they included a short explanation as to why they feel the classmate they have chosen should be recognized for the named Learner Profile attribute.

Two of the winners from the first Wall of Honor Ceremony of the 2015-2016 school year have shared their reflection on this page.

The complete list of winners, along with the recognized IB Learner Profile attribute, from the December ceremony are listed below:

**G6A**  
**Yuzu** – Knowledgeable  
**Ryuta** – Communicator

**G6B**  
**Anna** – Caring  
**Kaiser** – Balanced

**G7A**  
**Deniz** – Inquirer  
**Uri** – Open-Minded

**G7B**  
**Sinali** – Caring  
**Sung Guk** – Communicator

**G8A**  
**Ji Hye** – Principled  
**Yongjun** – Risk-Taker

**G8B**  
**Gaon** – Knowledgeable  
**Michiru** – Caring



During the wall of honor ceremony, I was predicting the winners with my friends. I never thought that I would get awarded as an 'open-minded' person for the IB MYP learner profile attribute. When my name was called I was surprised so much that I couldn't speak for a second. I wasn't patient at all and I could not hear what I was awarded for. When I went to paint my handprint on the wall of honor, I knew that I was awarded as an open-minded person. The paint that I painted on my hand was green, which is my house color. The paint was a bit cold and it added to the coldness in the wintry weather that day. After I got the certificate and went back to my seat in the gym, my friends were cheering for me and I was very happy. I reflected what kind of things I did to be recognized as an open-minded person. Since I was a new student at KIST, I tried to be friends with everyone. After a few days, I started teaching some classmates when they were struggling with their homework. (Well, I don't know why I was teaching because I was a new student.) I also accept other's opinions every time.

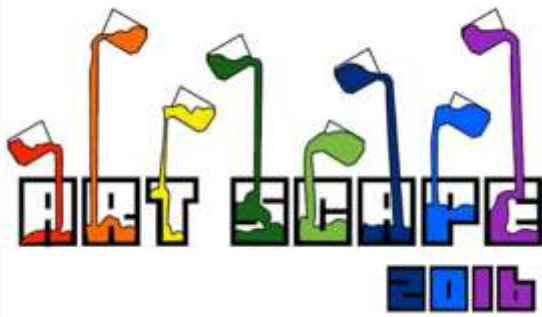
**Uri** (G7A)



On the day of the announcement, I was extremely excited about listening and watching students from both of the younger grades, as well as my very own grade, receive an award in front of every G6 to G8 student. I was very surprised when Mr Van Loh looked at me, and called my name during the Wall of Honor ceremony. It was surprising for me because I had never thought of myself as a caring person. That day, when my hand shape was printed against the wall in red paint, I finally realized the importance of being caring. Every morning, every day we are being caring to one another. Saying "Good Morning" to friends, teachers, or anyone who's around us, and them saying "Good Morning" back to us. That is what caring means. Letting others recognize each other's importance, giving them a sense of belonging, showing them how much they matter. All these things can define caring. Being awarded for caring affected me very much. It made me realize that we don't have to be pushing or pulling chairs for another, or serving them their favorite food like waitresses do in a restaurant, to be caring. What I do in daily life can affect the people around me. This is because this world is not only my world, and we're sharing one world with billions of other people. What we do can hurt another, or cure another. So why choose hurt? Being awarded for the Wall of Honor allowed me to start thinking about these questions. It let me realize that nobody will ever get hurt if everyone becomes caring. I hope that in the future, not only the students in KIST, but everyone in this world will learn the importance of caring, and start taking action towards it.

**Michiru** (G8A)





This year's Artscape exhibition at the Kids to Teens Hall in Azabu has had some wonderful artwork showing how creative and talented the students in the Kanto region are, with some exceptional artwork from the students at KIST as well. We had students from Grades 6 to 12 participate with a selection of drawing, painting, printmaking, 3D design and sculpture in this year's exhibition.

Well done to all who took part! I am very proud to see so much work on display from KIST and it was a very difficult choice to select the work this year.

**Emma Justice**

MYP/DP Visual Arts Teacher



*Hugo (G6A)*



*Hae Soo (G11A)*



*Naman (G9A)*



*Julie (G8A)*



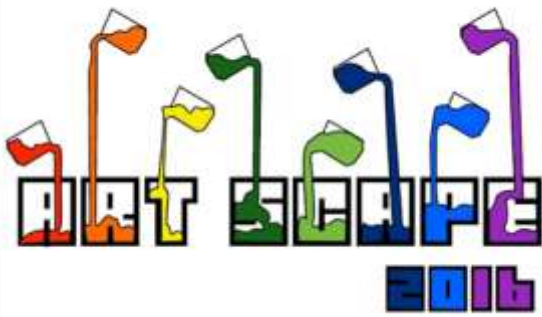
*Cindy (G12A)*



*Hee Dae (G12A)*



*Emiri (G9A)*



### Artscape masterclass workshops

Some students also took advantage of various Masterclass sessions which were running during the Artscape period; a printmaking workshop and ceramics/pottery workshop held at the International School of the Sacred Heart, a photography and Photoshop session at New International School, Life Drawing at Seisen International School and Paper Fashion here at KIST. All workshops were held free on a Saturday during the teacher's spare time, and students from all over the Kanto region took part in the sessions. This was an incredibly rewarding and great opportunity for the students to not only take advantage of the facilities at other schools but also to get to know other art students while learning some new materials and techniques.



## Middle School Brain Bowl Reflections

### Nimit (G8B)

I was in Team H. We called ourselves "The House of Historians". This was an ironic name for our group especially, since none of the members were actually quite knowledgeable in the subject "History". Once our whole group was present, it didn't take us long to become the loudest group around. Also, unexpectedly, we introduced and started to get familiar with each other very quickly. We were a group of 4 people with a boy from Aoba, 1 girl each from Seisen and Sacred Heart, and I, representing KIST. However, the issue was that we all were mainly knowledgeable about the same topics; math, science and other general knowledge. Luckily, the rest of the subjects we knew, our minimal knowledge tied up and led us to become prepared for questions from almost every subject.

This was my second participation in the MS Brain Bowl, so I was mostly prepared for what I was to face, at least I thought I was. I shared my experiences with my teammates and we all seemed prepared and energetic to start off the competition. Our teamwork worked out well for the first 5 Q&A rounds but then we started to lose points due to the lack of knowledge in some subjects. However, we didn't lose hope and believed that we would do well in the buzzer round. And, we did. I got to press the buzzer 3-4 times and was able to answer most of them right. Our hopes rose as we progressed well, until we faced the novelties round. There were so many quizzes that we weren't sure about and many of them were completely unexpected. We were able to gain points in some of those activities but mostly failed in the others. By the end of the competition, my head was spinning and had no bit of energy left.

Overall, I'm glad I took part in this competition, it was a great experience for me where I learned a lot of new things and also got to interact with different people. Even though we didn't win, I learnt that in order to win, neither the teamwork, nor the knowledge are more valuable than the other. I would definitely recommend my fellow 5th-7th graders to give this a shot next year, because it is a great way to learn new things, and to improve on your collaboration skills and thinking skills. And if you're lucky enough, you just might get to miss a day of school!



### Aditya (G7B)

In the brain bowl tournament, the first thing we do is find our groups. You always want to know about your group like "are they good" and a few more things. Your group has different group letters and names that you can call yourself; we were in group O and called ourselves Orion since that was the coolest name we could think of. You don't know who you are with and there are 2 boys and girls in each group from different schools. In my group a boy was from Aoba-Japan International School, and the girls were from Seisen (maybe) and Sacred Heart. Compared to last year, I felt my group felt slightly better and was more fun since each of us were knowledgeable in different topics.

After you get to meet your new groups and create a group banner, the questions start pouring down. There was a total of 12 rounds, each round having 10 questions. There were a lot of things we knew and didn't know since many of them were things that you usually won't learn in school. Then there was the buzzer round where we have to buzz when you know an answer before the other team to get points. Since it was my 2nd time I felt fine but a few mistakes I still made was not being confident enough, and pressing the buzzer too lightly. My group was wondering why the questions we got were hard but others were easy. After that we had lunch and recess and quickly followed to the novelty round. I was already by then and there were questions that were very tricky (like guessing pixelated characters and book titles and authors) and it was really hard.

At the end we were top 10 being tied with 3 groups and it was worth it. Even though we weren't top 3, it was a very fun experience, and I learned a lot of things about trivia and also about my teammates and other schools. In general it was a good and valuable experience that is hard to get and if you are going to join next year, I assure you that it's going to be fun.



## Raising Awareness of Child Labor

In December, Ayaka, Sara, Remi, Emi and Emily from G8 brought up the idea of holding a bake sale for raising awareness of the issue of poverty and child labor. This was a good example of students taking action from what they learned in their class, and I am impressed with how committed and organized they were with this event. They donated all the money raised from the event to UNICEF afterwards. Here are comments from the students about their experience with this event.

**Shun Nakade**  
Service Coordinator



Throughout this service activity, I learnt many things about children who were aged close to us living in many other countries facing the issue of poverty and child labor. We were motivated to work on our service project from our class in Individuals and Societies, mainly learning about child labor and poverty. We initiated the activity by coming up with the service project ideas, and asking if we could hold a bake sale on the last day of school before the winter break. Before the bake sale, we gathered up in Emi's house to bake and decorate our treats and sold our treats on December 18 on the deck in the main building.

I have never experienced holding a bake sale at school so I was very excited, and I had fun baking and decorating the treats for the bake sale. I would like to thank all the customers who came to buy our treats at the bake sale.

**Remi (G8A)**

What inspired us to hold this bake sale was the studies that we were doing in Individuals & Societies class. We were learning about the agony of child labor and how it is still currently a universal issue to this day. With getting a more open view on this topic, we thought it would be a great idea to do an activity for the purpose of helping others who are in need.

We prepared for the bake sale by discussing with each other on when and where we would bake the goods and on what day we would sell them. The day was very successful, with many students and even teachers purchasing the sweets. Getting the opportunity to do this event was very meaningful for spreading an awareness of poverty and child labor. It was definitely a learning experience for all of us and wish to do something like this again soon.

**Emi (G8A)**



## Office Updates

### Withdrawing from KIST?

If you are planning to withdraw your child from KIST during the current school year, don't forget that you must submit the **Student Withdrawal Form** to the office at least one month (or sooner!) prior to the date of withdrawal. The form is available on the school website at the link below:

<http://www.kist.ed.jp/node/5>



### Family Handbook

As indicated in the previous issue of *The Comet*, an online version of the **Family Handbook** is available on the school website at the link below. Please refer to the handbook when you need to check the school's policies and procedures.

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



## Library News

### World Cultures Day 2016

Now in its fifth year in promoting "inter-cultural awareness" and "support of mother-tongue languages", **World Cultures Day** at K. International School Tokyo continues to be bigger and better – and we couldn't do it without your help.



The national costume parade has been a highlight of the event formerly known as International Mother Language Day since its inception at KIST four years ago. This year we invited **Fukagawa Elementary School** and other nearby schools to watch and join us. Since they enjoyed the parade they promised to come back next year with their traditional costumes! The students had a great time watching the performances of One Voice group, Bollywood Dancers, and the KIST Comets Cheer Dance Team. Thank you to everyone who wore a traditional costume. The parade was very colorful – probably our best yet!



Secondary student presenters visited elementary classes to teach them Polish, Chinese, Korean, Finnish and Swedish as well as hula dancing. For our younger students, parent-storytellers came and read books in English, French and Spanish. Grade 4 and Grade 5 students had the opportunity to hear rakugo, a traditional Japanese storytelling sit-down comedy, in English performed by our distinguished guest, Mr Sanpei Hayashi.



In the secondary school during lunch time, students had a chance to show-off their national costume in a fashion show directed by Mr Andi (teacher-librarian) in collaboration with the SRC. The purpose of the show

was to express students' individuality and respect to different nationalities represented in our KIST



community. Aside from these, there was also a presentation on "**Third Culture Kids**" during the advisory session of Grade 6 to Grade 8 classes, while



a student-led seminar organized by Mr White (our MYP Coordinator) was presented by a group of DP students to the Grade 9 and Grade 10 classes in the LMC. Lastly, the SRC completed this event by organizing a world cultures-themed middle school dance in the gym where students had a chance to play and dance the night away.

If all that excitement made you hungry, the CA Library Committee had an international food booth sale set up outside the MPR.

Parents, students and guests bought delicious goodies inspired



by many cultural backgrounds in our community. Thank you CA parents for your support and working with us!

Meanwhile, in the MPR the **KIST TASSEL** students raised approximately **¥25,000** at the photo booth during this event. As part of their CAS, TASSEL group's mission is to help lesser fortunate schools in Cambodia by teaching them basic English communication grammar lessons via webcam sessions in the LMC. They plan to use this money to support their students in buying their school needs. Again, "Thank you!" for your continued support to the Library Team and making this day a huge success.

### Sakura Medal books

Another KIST Libraries tradition, **Sakura Medal Programme 2016** is going strong! If you read five books listed from the 2016 list in the Elementary Library, you can cast your vote for your favorite Sakura Medal book. Need help voting? Please see Ms Leslie for a ballot form or help in choosing an eligible book.



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### Sakura Medal Book Bowl

Thanks to club leaders Ms Bridget (G4), Ms Katie (G1B) and Ms Leslie (Elementary Librarian), KIST Grades 4 and 5 students will again have the opportunity to participate in the Sakura Medal Book Bowl. This is KIST's second year participating in the competition, which tests students' knowledge of the Sakura Medal chapter books. This year's competition will be held at Yokohama International School on April 12. Our team has been working hard, but please wish them the best of luck, as they will be facing serious competition this year!

### Sakura Book Trailer Competition (for secondary school)

Starting **March 1 till 25** the LMC will be collecting book trailers made by our students based on the Sakura Medal Books 2016 list both from the Japanese and English categories. There will be house points and exciting prizes at stake. Watch out for posters ads and other information posted on our daily notices about this competition.



### Collection update

A group of secondary students led by **Nikita** (G10A) collated a recommended list of fictional books to be added to the LMC. This Book Blog group aims to support the goals of KIST Libraries in developing "reading for pleasure". Special thanks to the **CA Executives** and the **CA Library Committee** for donating interesting books to our libraries every month. All of these items are displayed in the new arrivals shelf of the library.



**KIST Library Team**

## Promoting Good Conduct

**RESPECT SAFETY RESPONSIBILITY** Our school promotes "Respect, Responsibility and Safety" at all times to all students when inside the school and off-campus. This principle must also be applied when visiting **Family Mart** (the nearest convenience store to our school) and using **Tokyo Metro subway stations**. It is very important to remind our students to display their "best behaviour" in these places. Showing **RESPECT** to the culture of our host country impacts the reputation of our school and reflects the values we teach our students in school or at home. For this reason, we are asking for the cooperation of parents in reminding their child/children about "good manners, right conduct and social skills". After all, we have the same goal and a shared responsibility of nurturing our students to be "responsible citizens" of our society in the future.



Another issue we wanted to emphasize is the use of ID cards at our school entrance gate. Each student must scan his/her ID (Edy) card when coming in every

morning and also going out in the afternoon. In case of emergency such as earthquake, fire or an unexpected stranger breaking in, it is a protocol that we have an official record of students who are inside the school or who went out and on their way back home. Please remind your child that we follow this procedure to make our school a safe and secured learning environment.

**Andi Licuanan**  
Secondary Student Conduct Coordinator

## Second Harvest for K. Parents

On December 4 and 10 from 10 a.m. to 12:30 p.m. we went to Second Harvest Japan for our volunteer work. We volunteered there to better understand the activities of Second Harvest, for which our children have been running food drives as their volunteer activity for some time. Both days spent volunteering at Second Harvest involved helping with the food preparation for the following Saturday's soup kitchen. We first received a 20-minute lecture about Second Harvest from the staff and proceeded to prepare and cut vegetables for meals. There were also other volunteer members who were not K. parents, both individuals and volunteers from corporate programs, and we enjoyed working together happily. Our committee is planning to return there for more volunteer work. How about joining us next time?

**Students Events Committee**  
KIST Community Association (CA)  
[ca.studentevents@family.kist.ed.jp](mailto:ca.studentevents@family.kist.ed.jp)



## G12 DP Economics Excursion

### Learning about negative interest rates at the Bank of Japan

On February 2, 2016, the DP Grade 12 Economics class had the privileged experience of visiting the Bank of Japan in Tokyo (BOJ). Prior to this excursion, we were learning about how central banks use monetary policy to achieve certain macroeconomic objectives. With numerous discussions and activities that assisted us in understanding this topic in class, we also had a chance to visit the BOJ and further understand about their operations and roles as the "Bank of Banks" and the Bank of the government.

We were introduced to the Public Relations Head, who guided us on the tour and gave us a short lecture on the recent negative interest rate policy adopted by the BOJ on all financial institutions (banks) across Japan. Starting off with a video, we were given a general guide to the history of the BOJ and the building which remains as an important cultural symbol for Japan as it was established as the nation's central bank in 1882. After the video, we had the experience to go on a BOJ tour where we were introduced to both the new and old building that the BOJ currently operates in. The most interesting part was when we had the privilege to take a view of the old vault in which the gold and issued bank notes were once stored. It was guarded by a three layer door with a heavy steel frame that weighed over 25 tonnes! Beyond this massive gate were two other doors, which were significantly strong and heavy as well. It was very good to see how the BOJ valued its old building and kept it maintained as if it was still in operation. The new building in which the BOJ currently operates seemed to be a busy world of its own. I was astounded to hear the daily transactions that the BOJ deals with exceeds 100 trillion yen a day and that the bank never shuts down its operations throughout the year.



After the tour, we were given a short lecture about the new 'negative interest rates' which were announced on January 29, 2016. With attempts to counter Japan's economic stagnation, the BOJ imposed this negative interest rate of -0.1% on all commercial banks in Japan with the ultimate aim to encourage financial institutions to use their reserves to lend to businesses. The charge does not directly apply to ordinary customer's accounts like us, which was a relief to know, but I was excited to hear that the country was willing to increase spending and investment. After all, it is imposed for the betterment of the nation's economy. Our class was honored to have this experience and have a chance to look at the BOJ and its operations closely. I must say, that it did inspire me to know more about banking and financial institutions.

Special thanks to both of our Economics teachers, Mr Cernak and Mr Erickson for organizing such a wonderful trip.



Raj (G12B)



## IB Mock Exam Reflections

### Mock exams: A blessing in disguise

A person's reaction when hearing about a mock exam is "A mock exam!? I have to live through the nightmare of a full IB exam more than once!?" At least this is what my reaction was.

The typical first stage-symptoms of dealing with the mock exams, or any exams for that matter is the denial and the anxiety. This usually appears from 1 month before the mocks, where you are in this painful limbo between procrastinating because you deny the fact that the mocks will happen in a month and the anxiety of what will happen if you fail the mocks. As the days shorten, a bunch of other emotions start to join the mosh pit, such as the guilt of not studying early enough, the false-hope that maybe you will do decently in the mocks and the regret of taking the DP program in the first place.

Now this is where the yellow brick road splits into two. You take a right and you will actually gather the courage to start studying. You take a left and you will end up where I went, a deeper darker place than the first stage-symptom; forfeit. You will experience the forfeit stage at about two weeks or less before the mocks. At this point, you are so unprepared and in despair that you can almost feel yourself summoned by Mr Rose to be noticed that you have failed miserably. As a result, you will often see yourself slamming your textbooks on the desk at home or any gesture similar to giving up.

It is the weekend before the mock exams. Your senses are pretty much numb to the demoralizing sensations of the previous symptoms and have started studying just to avoid being a complete humiliation to your family, school and yourself. The actual mock exams are just a mixture revision, concentration, nervousness and self-contempt.

The first week back from mock exams is rather relaxing in terms of work load. When the exam results come back, some will be disappointed and some will be happy. Although, you will change gears and start focusing on getting your act together pretty quickly and the rest is just constant in-class revision.

This is a quick rundown of how a student with university application results counting on the mark of the first mocks will feel during this process. I, fortunately will start applying from July of 2016 (due to the nature of the Australian school system) so the experience was not as dreadful as for the others. On a serious note, experiencing a bitter result for the first mock has prepared me for the worst to an extent and has helped me gather myself to study hard for the second mocks and the final exam in May.

**Joh** (G12A)



### After mock exams...

While everyone was excited about having 3 weeks of winter break, the grade 12s had to study for 6 days of mock exams. Preparing for my first mock exam was a lot of work because I had to review all of the subjects including what I had learned in grade 11. It was hard to find an efficient way I could cover all of the contents and study. The only way I could do was to take notes and try to solve a lot of questions as possible as I can. It was very stressful during 3 weeks, reviewing all of the contents and solving a lot of practice questions to get used to the IB-style questions.

Six days had passed faster than I thought by taking two or three tests every day and reviewing for the next day's test every day. It was as stressful as the 3 weeks of winter break, however what I thought after the mock exam was that this mock exam really helped me a lot despite of a big stress. It was a great opportunity for me to take the test in the same exam conditions as the real IB exam. The real IB exam would lead to nerves, anxiety, frustration and sloppy mistakes and the mock exam was a great opportunity for me to figure out and practice what works best for me under exam conditions. It was also a better chance for me to realize the areas that I am weak at or the subjects that I need to improve on for the next several months until the next mock exam.

It was a stressful month of preparing for the exam and taking the exam, however a very beneficial time for me at the same time.

**Yu Jin** (12B)

### Mock exams

The mock exams slowly crept up on me and other students during the DP. From the very beginning, we learnt of the horrors and the stress the mock exams would bring upon the students. But when it actually happened, it wasn't THAT bad.

To any soon-to-be DP students, my advice is to STUDY. Prepare for months in advance, focus on the subjects you hate, read your textbook like the bible, just about any advice is going to benefit you. Procrastination is your enemy. I know you want to watch movies, play games or hang out during the winter holiday. But you can't. That's how it works. But if you think about it, it's only a month of pain and agony. After the exams, you can reward yourself all you want.

When the schedule was first released, I was panicking. The dreaded exams were now so close, beginning to assimilate my sanity. The mock exam is like "The Thing" (the monster from the famous John Carpenter film) that slowly "changes" your friends one-by-one. Despite my reassurances that everything was going to be okay, in my mind I was paranoid.

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Studying for the mock exams is the hardest point. Here, you can either advance or just stop. I chose the former, and I am glad I did. The subjects I focused on most were Economics and ESS. These were the subjects I needed to focus on. On the other hand, I allocated less time to study Math since I knew plenty beforehand. I studied using past papers and the textbook in general. A simple study schedule will suffice, on my desk I left the memo "Do ESS, Do Econ tomorrow, Do English today afternoon", simple as that. To study, you need motivation. I rewarded myself with a nice movie or two after my study session. That way, I felt less pressure and ease on my nerves. This went on for a couple weeks, and the mocks began.

It was a cold morning, where I approached the dreadful exam hall. It was an ordinary apartment, but to me it was the gateway to hell. I was there first, since I made sure I shouldn't be late. Big mistake. I came too early and was freezing. A couple minutes later, my friends came. They were all cramming in their final

revision. A couple hours later, my first exam "Economics" ended. During the exam, I felt no pressure but to do the test. Here, I felt rewarded since I understood everything on the test. Thanks to studying, it made a difference. The best part about the mock exams are the breaks. You can go wherever you want with your friends. I visited Denny's with a couple of my friends to share our struggles and accomplishments. A couple days later, the exams were done. I felt a sense of relief, but also felt ready that the final exams were approaching.

But overall, the mock exams is a one-of-a-kind experience. You have to experience it to decide whether the myths told on the internet are real, or if it wasn't that bad. Just study and you're good. Reward yourself. You will not succeed if you lose your motivation. Just do it.

**Masaki (G12B)**

## Elementary ELS

### Small group work boosts language learning

If you've been a KIST community member for some time, no doubt you've noticed our classrooms include a lot of small group work. Working together closely on a task with 3 to 4 peers, helps students learn the curriculum content more effectively; however, this is not the only benefit. From the perspective of language learning, small group work is priceless. It offers students a low-risk space where they can comfortably experiment with putting their ideas into sentences. What's more, since the talk time for each student increases exponentially, they get loads of speaking practice. Especially when the assigned task is *collaborative* (making new knowledge together, not just reciting facts), the motivation to speak and the level of language demanded goes up, and students include more high level vocabulary in their discussions as they work.

Class teachers and ELS staff plan together and make sure group work is designed into each unit on a regular basis. Then we monitor this group work together to reinforce both the unit's content/ concept goals and the overlapping language goals. The PYP Exhibition inquiries that Grade 5 students are currently leading are one example of how small group work leads to language learning. Below we share some photos to show off some of the language Grades 5s are learning as they discuss, plan, organize, search, read, analyze and publish writing about their issues together.

#### Rachel Parkinson

Elementary ELS Coordinator / G5 ELS Instructor



**In Kyu (G5A) and Yuki (G5B)** discuss how to make their word choice more formal as they revise a comment on one of the Exhibition Blog posts together.



**Jessie (G5A) and Sally (G5B)** finalize creating the lines of inquiry for their issue, homelessness.



**Taimu and Shiven (G5B)** teach each other about creating blog posts, including how to format text and insert photos.



**Yudai (G5B) and In Kyu (G5A)** plan their online research on overfishing, deciding who will focus on which line of inquiry for their initial search.

## MYP News

### MYP students attend seminar to mark World Cultures Day

Students in Grades 9 and 10 ended the recent World Cultures Day with a student-led seminar in the LMC.

The discussion, under the direction of **Sara L.** (G10B), touched on a variety of subjects connected to language, identity, culture and international mindedness.

DP students **Akiko** (G11A), **Akira** (G11A), **Hana** (G11B), **Mirabelle** (G11B) and **Oshin** (G11A) each had a chance to explain how their lives and their time as students has been effected by complicated and rich connections to language and culture. The students were joined by MYP teachers Mr Florent and Mr Homewood, both of whom also have a lot of experience in reflecting upon such issues.



*The student-led seminar highlighted the complex experiences of KIST with respect to language and culture.*

#### Hana (G11B)

One of the World Cultures Day events held on Friday, February 19, was a student-led seminar about cultural identity. Several DP students and teachers discussed their multicultural backgrounds and its effect on their character and beliefs. Some of us were raised in Japan yet are not ethnically Japanese, while others have lived across continents. I particularly enjoyed listening to the teachers' responses, as they've had very diverse and interesting experiences. It was a very productive discussion that raised and answered many questions about language, culture and identity.

This seminar reminded me of how culturally diverse the KIST community is. Listening to the other students' and teachers' experiences and thoughts, as well as sharing my own, prompted me to think more about how my cultural background has shaped my identity. I realized how much my experiences with language and culture have affected my beliefs, values and even mannerisms. It was also fascinating to find how people reflected on similar experiences differently. For example, some people thought living abroad expanded their cultural identity, while others thought the experience weakened their connection to their mother culture. It's not only what kind of experiences we have, but how we respond to and reflect upon such experiences.

As a multicultural student in an international school, I sometimes forget how lucky we are to have such an internationally-minded community which is inclusive of people from different cultural and social backgrounds. I hope that this event gave students an opportunity to think about their cultural identity, as I did.

#### Mirabelle (G11B)

Being able to share different experiences about culture is one of the highlights of being an international student. That was what I learnt as a speaker during the World Cultures Day seminar.

World Cultures Day is a yearly event at KIST where the importance and uniqueness of cultures worldwide are celebrated, nurturing values of international mindedness among international students. This year, 5 students as well as 2 teachers of complex cultural backgrounds shared their personal story about culture and how it has hence affected their lives.

Though my cultural experiences weren't as extraordinary as the others, I certainly felt a renewed sense of appreciation towards my own cultural roots that I've never felt before. This seminar showed me how people were different because of their exposure to cultures as well as how their mindset adapted to the varying perspectives that each culture had to offer. The importance of international mindedness was brought up and I realized that this value was perhaps extremely valuable to our current society as the lack of such values has been causing issues such as discrimination, which is a major setback to humanity itself. During this seminar, I felt more connected to the people in this school as this was one of the rare times in which I got to share my personal story with others, and being able to hear their stories, too, provided me with a sense of comfort as I realized that I wasn't alone in this fascinating journey of culture.

Looking back, I think the seminar was a really interesting realization that everyone has their own perception of culture and that perception is what makes us individual. As we ascend into society, we should also learn to understand and constantly reflect on not only the cultures of others, but also the cultures of our own to be able to truly make a difference.

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### KIST teachers undertake self-study for IB evaluation

As an IB World School, KIST participates every five years in a self-study to help ensure that each of the school's three IB programmes are being delivered in a way that matches the expectations of the IB itself.

This year, the self-study is being conducted alongside the process of certification for the Council of International Schools. Both the CIS and IB processes will be completed within the next year.

In November, teachers from across the three programmes met in the school's gym for a kickoff workshop. Teachers from the PYP, MYP and DP all shared their expectations about the process and learned more about how the self-study is conducted.

Ultimately, the school will use the information gathered in the process to help guide practice for teachers, students and parents over the next five years.

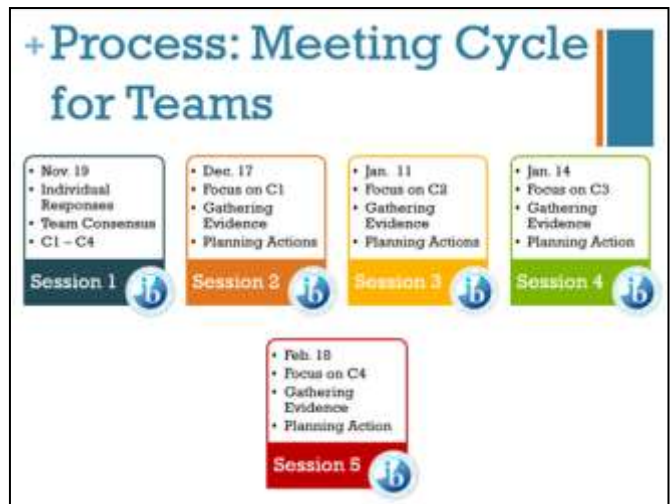


*Work is underway for the IB evaluation visit scheduled for November 2016.*



*Secondary Japanese teachers discuss the process of evaluating the delivery of curriculum to MYP and DP students.*

*The outline of meetings devoted to reviewing and evaluating curriculum at the school.*



*All three programmes will be reviewed to identify strengths and areas for improvement.*

## Secondary SRC



2015-2016 has been a rather successful year for the SRC and we hope to continue on with a number of events and activities in plan for 2016. Here are a number of accomplishments from this school year.

### World Cultures Day middle school dance

The SRC held its first middle school dance on February 19 with a world cultures theme! The decorations, flag games and costumes portrayed the various cultures seen within our school community. A number of other games took place such as a balloon race and a whipped cream challenge which some students seemed to enjoy. Also, lights and colorful decorations were all around the dance floor, bringing a very fun and bright vibe to the night.



### Morning greeting video

In order to promote the importance of greetings every morning, the SRC has created a video promoting morning greetings in a comical form. This was shown during homeroom to all students in the secondary student body in the hopes to encourage more students to properly greet those who greet them in the morning.



### SRC fashion show

As a part of World Cultures Day this year on February 19, 2016, the SRC in cooperation with the library team conducted a fashion show. The fashion show consisted of many elements such as close to 40 student models who went out in different progressions and a ballet/ expressive dance performance which took place. The fashion show was an 8-minute-long event but was conducted in a very organized manner thanks to the library team and cue managers who managed the models and performances taking place. This led to a very enjoyable and intricate performance which was



open to students, parents, staff and teachers to view during the lunch break.

### The sports and arts committees

The sports and arts committees are specialized committees within the SRC, focusing on events like lunch concerts, art competitions, sport department assistance and sports events for the student body. The arts committee has conducted a number of very entertaining lunch concerts with performances ranging from dances and songs to poetry and instrumental pieces. They are also in the process of carrying out an art and photo competition and have assisted the arts department for Artscape. The sports committee has also worked hard, with the assistance for cross country and sports games within our school, and is also in the process of finding solutions for field and gym rotations.

### Financial records from this year

The middle school dance was very successful financially and the SRC spending ¥35,320 in the materials for the dance has raised ¥9,930 through the entrance fee and food booth which will later be used in World Culture related events.

As for this year, beginning from January to March 2016, the money collected from SRC events and SRC-organized activities was used to purchase:

- Materials for SRC dances: ¥35,320 (for the middle school dance)
- SRC dance lights: ¥8,124
- Banners for SRC events (two big stage banners and two smaller banners for the main gate entrance for SRC dance and the winter concert): ¥8,578
- Student printer ink and paper (Money raised from the SRC printer is used only for printer purposes)
- Board games for the LMC: ¥4,500

The student fund, which students can sign up for with a maximum of a ¥15,000 budget to work on projects benefitting the school, is still available and interested students are more than welcome to apply for it!

### Upcoming projects

As semester 2 has begun, the SRC has a number of projects taking place. Firstly, the first high school dance will take place on March 24, which will be run by the SRC. Secondly, the annual KISTalks will take place on March 25 which is an event where student speakers can give short speeches to the secondary student body with the theme being 'tell us your story'. The SRC will also be hosting a "Future Horizons" logo contest in collaboration with the school board along with a bicycle area improvement project to promote neatness and respectful usage of the bicycle area.

## Spotlight on Clubs



### World cultures club (Elementary)

The world is such an amazing place! People around the world live life in countless different ways and in all kinds of beautiful places. In World Cultures Club, we strive to grow our awareness for the rich cultural diversity in this world. Rather than judge others for being different, we seek to see the good in other people's way of life.

This year in World Cultures Club, we have made 'respect' as our main objective. As we learn about different people around the world, we seek to understand them and treat them in a way we would like to be treated. Each week, we explore a new country and try to immerse ourselves in a different culture. We do this via slideshows, songs, games and other fun activities.

I feel privileged to share my passion for world cultures with such a wonderful group of students. I am amazed by these students' incredible curiosity and desire to learn more about the world they live in. I am confident that this group of students will be role models in the way they show respect to others from different cultural backgrounds.

#### Axel Norwood

World Cultures Club Supervisor



### Badminton club (Secondary)

Do you know a sport that you can move your body and have fun? Well, that's badminton! Badminton club is where you can learn how to play badminton with the lovely teachers, Mr Nakade, Ms Hamano and Ms Kobayashi. Badminton is a racket sports where you hit the shuttlecock and get it across the net.

#### Hanna (G6B)

I learned a lot of things in badminton club. The biggest improvement I made is smash, which I was really bad at, but I overcome it because of the badminton club. I am still learning backhand, but I am enjoying to learn different things in the club.

#### Satoshi (G6A)

The badminton club is very fun, however, in the time remaining at the club, I would like to try the following: teacher vs students, a singles tournament, 1 vs 2, and 2 vs 3. If possible, I would want to have a tournament with the other schools. I will continue to work hard to make these happen.

#### Daichi (G6A)

This club is very fun and entertaining as we have plenty of time to practice useful skills such as serving, backsides, drop shots, far shots and other useful techniques, allowing us to get better. In this club, we don't just learn and practice but we are able to play matches every club day. We also do not have to worry about the weather as we do clubs indoor. This club is very fun and in time, anyone could get better.

#### Rei (G6A)





## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Florent Debouverie** who joined us in August 2014 as a Japanese teacher in the Secondary School.



*The photographer being photographed.*

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

Having lived, as a kid, about as much in France's countryside than in Brussels, I do not feel like I have a real hometown. So let's pick the latter, which is where most of my family lives. Brussels is one of the most interesting places I have lived; not because of the place itself, but because of its inhabitants and the political/social status of the city. Despite being located in the Dutch speaking part of the country, French is the capital's official language; you can already imagine how complicated the administration of such a place is!...and also how rich its language scenery became, especially since the middle of the last century, when a great number of foreigners came to live in Belgium. As a result, Brussels came to be way more international than a capital like Paris (where I used to live for a few years too). This is something that I liked a lot, and is only slowly starting to appear in Tokyo.

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

I haven't seen half as much of the world as I want to, and that is just talking about sightseeing; I would love to live for a couple of years in all the places I found interesting! Living some place gives you a totally new perspective on pretty much everything about it: culture, values, inhabitants, life rhythm... I have to say that I do not know what would be my favorite place in the world even if I had lived everywhere (which will never happen of course), but at the present time, Tokyo is the place I love best to live in: most of the things I've learned so far have lead me here, and I also have a great job that I love!

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

Three persons: my parents before I was born, and my 11-year-old self. The former because I would have heaps of things to ask and tell them as my 20-year-old father and mother were not the same people then as they are now. The latter because I had some rough times around that age, and since no one knows you better than yourself, I could certainly give myself some good advice!

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

Not much that I haven't talked about, used or showed at school already. In no particular order: I trained in 5 different martial arts and have 2 black belts; I can read a lot of 17th century Japanese (at least until 2 years ago! I'm forgetting more and more everyday...), some of it handwritten; I'm a pretty good cook when I try my best, whether it's Japanese food or Belgian desserts.

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

Most people probably view me as hyperactive, athletic and smiling a lot. Well, those who have known me since my teenage years know that I was the exact opposite: lazy as can be, nerdy, seldom smiling. My recipe for change: getting to know yourself by doing what you love!

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

If we speak about material objects, I would say my camera and my speakers. I got my camera only a couple of years ago, but photography made me rediscover an artistic part of me that I had forgotten about for a long time. As for the speakers—a pair of Monitor Audio Bronze BX2—they bring another dimension to an already good song or an already great movie; going back to more basic hardware would be difficult!

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

"Serious(ly) and inquisitive lifelong learner". I know, it sounds cocky and probably not like a lot of fun. But I assure you, fun is part of the deal too. After having learned seriously of course!

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

Yes and no. Yes, because I feel like I took the (very) long way to get where I am, which cost me quite a few years in the process; being 25 rather than 33 would be great! But no, because I only got here by making the choices I did; I believe that there is no shortcut in life, and that no discourse or explanation can make up for experience, even (especially) when experiencing means making mistakes!

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

A better question would be "Is there anything you are not trying to learn/improve?" Life is a never ending work in progress, and so am I. But to be more specific, on the intellectual side, I am currently trying to improve on my planning as a teacher, and on the physical side I am challenging myself with some boxing.

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

Only one: be(come) your own fan, and no one else's!



## Nurse's Notes

### Gargling

Every year during the influenza season, you may often hear about "gargling" and "handwashing". Are you gargling and washing your hands correctly? This month, I would like to explain how to gargle properly.



### ■ The mechanism of cold and influenza infections from the throat

Eight to ninety percent of colds and influenza infections are caused by viruses. Viruses in the air become attached to the mucous membranes and start to increase which causes an inflammation of the throat. This inflammation leads to various cold and flu symptoms. The increasing virus gradually destroys the cells in the mucous membranes and infects the surrounding cells.

Typically, the cilia in the mucous membranes vibrate 1,000 times/minute. This causes mucus to be sent out of the membranes to eject any foreign substances such as viruses. However, when the air is dry, the surface of the mucociliary becomes damaged which causes the vibrations to weaken or cease. This makes it easy for viruses to enter the body.

### ■ The effects of gargling

When you think about gargling, you may have the image that its purpose is to physically remove foreign substances such as viruses or bacteria from the throat. But this is not the only effect. Gargling stimulates and improves the flow of blood and the secretion of mucus, and also improves the immune function of the throat.

### ■ How to gargle properly

Many of you may think that gargling means to simply swallow water or mouthwash, gargle (with face up) and spit the liquid out. Of course this is effective enough, however, following the procedure below is even more effective in helping to prevent infections.

#### 1. Rinse the mouth

Take in some water or mouthwash and rinse your mouth to clean out any bacteria or food debris. There are bacteria in the mouth that create enzymes that destroy the mucous membranes so it is important to wash these bacteria out. If you feel that your mouth is not completely clean after one rinse, keep rinsing until it feels clean.

#### 2. Gargling

After rinsing, it is time to gargle. To gargle, take some water or mouthwash into your mouth, gargle for about 10 seconds (face-up) and spit the water out. Producing an "AWW" sound while gargling will enable the mouth to be cleaned right to the back of the throat.

#### 3. Rinse again with water

As some mouthwash contains acid, frequent gargling may damage the enamel surface of the teeth. After using mouthwash, rinsing the mouth with water to neutralize any acid remaining is recommended.

### ■ What if I cannot gargle?

Although gargling is important, it is unrealistic to gargle all day long. Viruses that are strong may increase at a rapid pace before you are able to gargle again.

At times when you may not be able to gargle frequently, or there is a strong cold or viral influenza epidemic, it is effective to keep your throat moist or to wash down the virus by drinking liquids frequently. Since viruses are consumed by gastric acid, swallowing them does not pose any problems.

**Makiko Whittaker**  
School Nurse



# KIST Summer Programs 2016

## Applications opening soon!

Did you know that students' diagnostic scores often *decrease* over the summer break? Attending one of our summer programs provides a great chance to catch up on learning from the previous year, and get a head start for the year ahead. It also acts as a buffer between the school holidays and the school year to get back into study mode. It is not only recommended for students that are struggling, but also students who want to exceed expectations and make it into the High Level Mathematics in secondary school. And you can make sure that your child has the chance to give their best performance in the diagnostic tests held in the first week of school in August.

Please keep an eye out for the summer program applications that will be sent out via E-Communications after the spring break.

\*Note: Incoming K1 students will be unable to join the summer program as they have not been through the regular KIST gradual entry program. Only students from KIPS will be accepted.



### Session 1 (June 13 – June 24)

#### New K1 – G1 **Summer Day Camp**

A play-based program that lets students try different activities in English. Students will take part in various classes such as science, dance, story time, sports, art, yoga, phonics, excursions and more!

#### New G3 – G6 **Summer Day Camp**

An inquiry based program where students will take excursions to various places around Tokyo. Last year, our students went to Haneda Airport for a JAL backyard tour, learned how to make mayonnaise from Kewpie, went on a Japanese-style boat cruise, and took part in many more exciting activities.

#### New G2 – G5 **Summer Academic Program Session 1**

An intensive academic program geared towards giving your child's English and math levels a boost. The Key Stage 2 curriculum will be taught at different proficiency levels based on diagnostic test results.

### Session 2 (July 25 – August 5)

#### New K1 – G1 **Summer Academic Program Session 2**

An intensive academic program geared towards giving your child's English and math levels a boost. The Key Stage 1 curriculum will be taught to prepare your child for the year ahead.

#### New G2 – G12 **Summer Academic Program Session 2**

An intensive academic program geared towards giving your child's English and math levels a boost, giving them practice and key feedback to help prepare for the diagnostic tests. Students may attend English and/or mathematics classes. The Key Stage 2, Key Stage 3 and IGCSE curriculums will be taught at different proficiency levels based on diagnostic test results.

Here are some photos from our KIST and KIPS LEAP classes in Semester 1 and 2:



*G1s participating in a guided reading session with Ms Millican.*



*K3s learning the importance of sequencing events to tell a story with Ms Wang.*



*Mr Norwood helping the G2s to edit their writing.*



*KIPS Science Literacy students making predictions about how different objects react to each other.*



*KIPS Dance Class students learning choreography for the KIPS LEAP concert.*



*KIPS Music Math class playing a concentration game to learn their musical notes and rests.*

# *K. International School Spring University Fair 2016*



**Date: Monday, March 21, 2016**

**Time: 2pm - 4pm**

**Venue: KIST Gym**

*Bond University  
 Doshisha University  
 Griffith University  
 Hosei University  
 International Christian University  
 James Cook University  
 Juntendo University  
 Keio University  
 Kyushu University  
 Lakeland College Japan Campus  
 Musashino University  
 Nagoya University  
 Okayama University  
 Osaka University  
 Ristumeikan Asia Pacific University  
 Sophia University  
 St. Thomas University  
 Temple University, Japan Campus  
 The University of Tokyo  
 Tokyo International University  
 University of Kent  
 University of Tsukuba  
 Vanderbilt University  
 Waseda University  
 Yamanashi Gakuin University*



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