



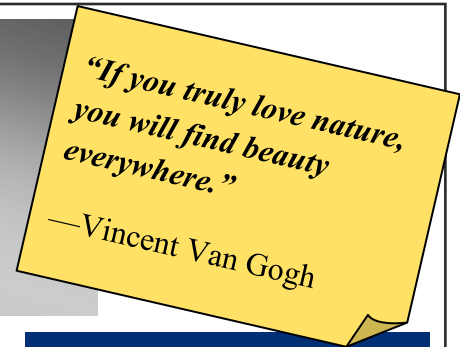
# The Comet

The Newsletter of K. International School Tokyo

Volume 20 | Issue 3 | March 2017

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## From the Head of School

Dear KIST Community,

After two long years of hard work from all areas of our school community, we are proud to announce that KIST has attained full accreditation status from the Council of International Schools (CIS). In attaining this milestone, KIST joins a global community of over 511 CIS schools located in 112 countries around the world. CIS provides a well-recognized 'stamp of approval' showing that KIST meets strict requirements in areas including whole-school operations, school governance, and curriculum.



As you know, 2016-17 is KIST's 20th year of operation and we are proud to mark our 20th year with this significant accomplishment (the CIS letter of accreditation also appropriately arrived on Mr Komaki's birthday!). A big THANK YOU goes out to Mr Sullivan, as CIS Accreditation Coordinator, for his leadership of our community efforts and to all of you who supported us in various ways to attain this school goal!

As we welcome Spring, we also welcome the final months of this school year. In addition to successful completion of our IB evaluation visit and attaining CIS accreditation, we have enjoyed many well-enjoyed school events since the Winter break.

Once again this year, a big THANK YOU to the Sakamoto family and to our KIST Community Association for supporting our annual Japanese New Year's Party. I am always pleased to see our community come together to provide our students with an opportunity to celebrate the culture of our host country and enjoy testing their sumo moves on real-life rikishi. The New Year's Party is a favorite event of the year for me – thank you to all the KIST parents who came out to support the event and, in doing so, put smiles on our students' (and teachers') faces.

The World Cultures Day event organized by our KIST Library Team, was a great success this year as well. We were blessed once again with wonderful weather as KIST students and staff enjoyed sharing their various cultures through costume, dancing, food and other presentations. Thank you to the parents for all the support you provided with costumes and to those who came out to support the event. From book readings to bake sales, thank you to our CA and the many parents who volunteered; thanks also to our Library Team for the countless hours they contribute each year towards this school event.

*Continued on next page*

### DATES TO REMEMBER



#### March 2017

- 15 (G2-G3) Mathematics diagnostic testing
- 16 (K1/K2/K3) Kindergarten concert rehearsals
- 17 (K1/K2/K3) Kindergarten concert (\*Morning)
- 20 Student-led conferences
- 20 Spring university fair
- 24 Last day of quarter 3
- 24 DP Art exhibition
- 25-Apr 2 Spring vacation

#### April 2017

- 3 School resumes for all students
- 7 (G1-G1) KIST cross country meet
- 10 School photographs (for new and absent students)
- 12 (K1/K2/K3) Cross country (\*Morning)
- 17 (G10) DP subject options session for parents and students (\*Evening)
- 19 (G7-G11) Math field day (Hosted@Zama)
- 21 ISTAA cross country invitational
- 21 (G12) Last day of classes
- 24-28 (G12) DP study week (G12 teachers available)
- 27-28 (G5) PYP exhibition
- 28-May 19 (G12) DP examinations
- 28-May 7 Golden Week vacation



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I am writing this before the event takes place, but I hope that you were able to attend the MYP Personal Project Exhibition and celebrate this significant accomplishment that marks the end of our Grade 10 students' MYP journey. Each year the exhibition offers the KIST community a chance to learn more about the MYP, about our students' interests, and about the amazing things that are going on at KIST. A big thank you to Mr White and to all of our staff who supported the Grade 10 students as supervisors. Thank you also to our Grade 10 parents for the support, commitment, and of course patience, you provided at home.

We have two more exhibitions coming up this semester. First is the DP Art Exhibit on Friday, March 24, a wonderful way to kick off our week-long Spring vacation. I hope you are able to come out and enjoy this display of the creative works of our DP students. Thank you Mr Jones (not me!) for the countless hours spent planning and preparing for this well-attended community event. Following the Art Exhibit is our PYP Exhibition where our Grade 5 students share about their 10-week culminating personal inquiry of the PYP. Thank you to Mr Archibald, Mr Grant, Ms Parkinson and all the teacher supervisors for their hard work guiding the students' inquiry, and to all the parents for your commitment in making this annual event a success.

In January, our Grade 12 students completed their first set of Mock Examinations and have the second Mock Examination session coming up March 6 – 13. These two sessions are in place to support our students as much as possible in preparing for the actual IB DP Exams which take place April 28 to May 19. The mock results thus far have been promising and we look forward to another successful year for our Grade 12s. To our Grade 12 students – good luck with your studies and know that the whole KIST community is cheering for you to attain your best on your exams.

I hope that you enjoy this issue of *The Comet*. I look forward to seeing you at one of the many upcoming events. In closing, I leave you with some of the positive words that the IB had to say about KIST during our evaluation visit. Please do be sure to read the concluding remarks and commendations from the CIS report enclosed in this issue of *The Comet*.



*KIST is commended for promoting open communication based on understanding and respect. The school has built a stimulating learning environment throughout the school community.*



Well done everyone and enjoy the hanami season!

Sincerely,

**Jeffrey Jones**  
Head of School



## From the Board President

### KIST gains official CIS accreditation



Last November, we welcomed a week-long joint evaluation visit from the Council of International Schools (CIS) and the International Baccalaureate (IB). We are very pleased

to announce and would like to celebrate the fact that KIST has been granted official accreditation from CIS.

Along with its long-standing authorization from the IB to offer the three IB programs, and recognition by the Tokyo Metropolitan Government as an educational foundation, KIST has joined the ever-growing list of schools around the world to be accredited by CIS.

On behalf of the Board of Directors, I would like to express my sincere appreciation to Mr Jones, the Head of School, CIS Accreditation Coordinator, Mr Sullivan, and all members of the school community—staff, parents and students—who were involved in the self-study process for their hard work and efforts in helping us to achieve this milestone.

Thank you all for supporting KIST.

### What is the purpose of scholarships?

In the previous issue of *The Comet*, I wrote about "why we learn". The various scholarship programs we offer at KIST are an extension of this. The programs exist to reward and provide financial support to students with excellent character and academic proficiencies, with the aim of promoting achievement of KIST's mission.

Specifically, the aim of the scholarship programs is to increase the number of individuals who have a similar goal of wanting to "develop higher level knowledge and skills in order to be able to contribute to creating a better world".

Every year, very talented individuals apply for our scholarship programs, but many do not seem to fully understand our mission. It is my hope that the students who apply for and receive scholarships do not take the benefits they enjoy for granted, but will have pride in what they receive and the spirit to contribute what they have received to the community and the larger world through their actions.

**Yoshishige Komaki**  
Board President

## CIS News

CIS represented a true collaborative effort from all areas of our KIST community and we are proud to share with you the concluding remarks from our CIS accreditation report.



Thank you to **everyone** who supported KIST in attaining this school goal.

### Concluding remarks from the CIS accreditation report:

*KIST, as befits its philosophy, is a self-aware community and justly proud of its ethos, its academic success and its collaborative relationships. It is also a school focused on putting into place those structures and procedures, which will enable it to move to the next stages of strategic improvement. The Board and leadership teams have already demonstrated the capacity to drive academic success and the realisation of their students' potential for themselves and for the world that awaits them.*

*Within the last three years the school has made sustainable progress in many key areas. It has reviewed and clarified its vision, mission, guiding beliefs and educational goals. These are well understood by the whole community. Students at all levels can articulate in age-appropriate language their drive to become 'global citizens' and are proud of their school. The Board, leadership teams and staff show a clear commitment to the vision and mission and lead by example in communicating these to the school community.*

*The school is firmly committed to its journey towards internationalism and recognises that it is a concept to be internalised as well as expressed through festivals and fashion. Staff and students celebrate in class the diversity of the student population, developing a fluency in English alongside Japanese. Through extracurricular and service activities, students debate world issues and engage in projects to support those less fortunate than themselves.*

*The learning environment for students reflects the caring but persistent attention of the school to their academic well-being. Students respect their teachers, knowing that they in turn are respected. Parents are welcomed into the school and play a supportive and constructive role in its activities. Facilities are maintained to a good standard and this adds to the overall climate of teamwork and respect.*

*KIST is a listening school. Board and management teams are to be congratulated on their timely response to the challenges identified in the CIS Preliminary Report, the Opinion Surveys and in the various sections of the Self-Study report. The Visiting Team is confident that the Recommendations in its own report will be addressed with determination and vigour. However, it also invites the school fully to appreciate the many Commendations which reflect a substantial journey accomplished in relatively few years.*



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### **Commendations from the CIS accreditation report:**

(commendations are areas where the school showed particular strength, beyond the expectations defined by CIS)

#### **In relation to the School's Guiding Statements, CIS commends:**

- *the school community for its understanding of and commitment to the vision and mission of the Founders and for being able to articulate this as an inherent part of their conversations.*
- *the students for their motivation and commitment and for their acceptance of the school's high expectations for their academic achievement.*
- *the Board and Senior Management Team for creating a definition of International Mindedness which promotes a real depth of understanding and sensitivity to other cultures among the wider school community.*
- *the Senior Management Team and staff for developing a broad range of international and intercultural activities within the constraints of the academic timetable.*

#### **In relation to School Governance and Leadership, CIS commends:**

- *the Board of Directors for providing sound direction, continuity of leadership, and effective support for the school.*
- *the Board and Head of School for their positive, trusting, open and interdependent working relationship.*
- *the Head of School for providing dynamic and responsible leadership for the school's educational programmes, well supported by the Senior Management and Instructional Leadership teams.*

#### **In relation to Faculty and Support Staff, CIS commends:**

- *the school community for the positive relationships demonstrated by all stakeholders, both within and beyond the classroom.*
- *the Head of School and Board of Directors for addressing salary discrepancies for staff by introducing initiatives to keep school fees low in order to achieve the school's Mission.*

#### **In relation to Access to Learning, CIS commends:**

- *the IT support team for providing an effective method of tracking students' progress across the school.*
- *the Senior Management Team for the range of language support programmes the school provides.*
- *the previous and current school nurses for their organisation of electronic and paper based records of students, available to all staff, and their excellent communication with the wider school community about health issues.*

- *the school catering team for the quality of its healthy and freshly cooked meals and for sharing information on sources of the ingredients.*

#### **In relation to School Culture and Partnerships for Learning, CIS commends:**

- *the Service Coordinator for providing opportunities for students to experience other cultures such as the Habitat for Humanity and TASSEL projects in Cambodia.*

#### **In relation to Operational Systems, CIS commends:**

- *the Senior Management Team for supporting an increase in IT support staff, the updated wireless/internet, and an increase in the amount of tasks that are outsourced. This is a result of acting on Endicott survey results.*

## **Farewell to Ms Amanda!**

**Last September, KIST welcomed its second teaching intern from Taylor's University in Malaysia.** Over the past six months, Amanda Lee 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 Amanda 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!



## Elementary School News

### Coding for kids

There are many benefits to learning coding skills. Apart from the obvious, such as developing logical thinking skills, Porter (2016) explains, "Computer coding is the universal language of the planet. People who know how to code will be able to communicate across countries and cultures, be innovative, and solve problems more efficiently, with no barriers to impede their success." This idea matches well with our school's shared beliefs in international mindedness.



In an effort to develop enthusiasm for coding and demonstrate how it is applied in the real world, two sets of guests were invited to KIST to present to our students. On Wednesday, February 22, representatives from [Oracle Japan](#) presented to our Grade 4 classes. This presentation demonstrated to our students many real world applications for coding and how it affects our daily lives.



Roan and Raito (G3A)



On Thursday, February 23, representatives from [Afrel](#), a company which works with Lego robotics sets, presented to our Grade 3 classes. Through the use of robotic controlling software, our students learned how to code basic commands for the Lego robots.



Computer coding is a skill which can be a lot of fun to learn and one which children can learn in their free time. It teaches logical thinking, instills problem solving skills, and promotes creativity. As Steve Jobs said, "Everyone should know how to program a computer, because it teaches you how to think!"

For those students who are interested, many engaging and fun online coding games can be found at [code.org](#).

### Kevin Yoshihara

Elementary School Principal

#### Reference:

Porter, J. (2016, July 14). 4 Benefits Of Learning Programming At A Young Age. Retrieved February 19, 2017, from <https://elearningindustry.com/4-benefits-learning-programming-at-a-young-age-2>

## Really Rubbish Orchestra

As part of their new unit of inquiry, students in Grade 4 are busy exploring the acoustic properties of materials and building musical instruments using recycled materials. Keep an eye out for the Really Rubbish Orchestra!





## PYP News

### "A Village"

We often fall into the common thought that the relationship that your child holds with schooling is primarily between the student and their teacher. This could not be farther from the truth. Here at KIST, you will find that many more community members are involved in the education of your child than is traditionally considered in the reciprocal relationship between the two.

Considering this notion with regard to the elementary school, a team of educators is involved with the day-to-day implementation of your child's education. During the course of a day, your child will interact with a number of educators that are essentially collaborators, not just mentors or leaders. This instills a sense of responsibility to the process in young learners by giving them choices on the direction their learning can grow.

Each class has language support staff whose job is to facilitate your child's learning of language, regardless of whether or not they are fluent. Japanese, physical education, art and music, delivered by teachers regarded as experts in their fields, share perspectives that drive a child's imagination or hunger for expressive ways to live their lives.

Administrators and office staff who are familiar with students and their particular learning styles can step in and assist on a variety of learning experiences that fall

outside of the traditional disciplinary roles one would assume to find, round off the on-site community members who are essential to young learners lives.



Reaching the end of this long list of support and care, one would naturally be content to rest assured that the child is well on their way to success, but it is lacking one of the most important and influential members yet to be mentioned. That would be you as the parent. You must find a way to support your child's learning from the home. We ask that you remember that learning begins at home and is a reflection of the values instilled in your child from home. The results that you see from your child are equally your responsibility along with the rest of the school community.

If you are ever at odds with how to positively influence your child, reach out to the school community members who are in this journey with you and let us make a difference in your child's future together. As the saying goes, "It Takes a Village to Raise a Child".

**Clay M. Bradley**

PYP Coordinator / Elementary School Vice Principal

## Mamemaki



Once again this year, we celebrated the Japanese seasonal event, *setsubun*, on Friday, February 3 with a *mamemaki* (bean throwing) activity. As in previous years, we had arranged for K1, K2 and K3 to participate in this activity; however, with the closure of the K3 classes on that day due to influenza, only K1 and K2 were able to participate this year.

This year, in consideration of those with food allergies, the children made their own *mame* (beans) using paper clay. The children listened to a story that explained the origins of the tradition and sang a song about *mamemaki*. When they were all ready to throw their *mame*, some scary *oni* (demons) came sliding into the room. (The floor seemed to be a bit too slippery for the *oni* who were wearing socks!) The children bravely fought off the *oni* with their beans calling out "Oni-wa Soto! (Demons go away!)". Some children started to cry from fear, but as a result of their courage and the power of beans, the *oni*, who may have wanted to stay longer, ran away. The children cheered for their courage and success in chasing the *oni* away. It looks like we will have another safe and healthy year ahead.



About the *mamemaki* (bean throwing) tradition...

Large *mamemaki* events are held at temples and shrines to chase away diseases and disasters, and to wish for a good year ahead. Japanese families also do *mamemaki* at home, calling out "Oni-wa Soto! Fuku-wa Uchi!" (Out with demons; in with luck).



## K1 Mini Exhibition

To finish up our unit, 'How we express ourselves', the K1 classes held a mini exhibition to display the crafts and artwork they had made. Throughout the unit, the students inquired and explored lots of different ways of expressing their creativity, ideas, thoughts and themselves. The students were **communicators** speaking in front of many people including their parents and other visitors.

The nursery students from Shirakawa Kamome Hoikuen came and enjoyed looking at the K1 students' artwork. Some elementary students, teachers and secondary teachers also came and looked at the displays and asked questions. The grade 5 buddies helped their K1 buddies set up their arts and crafts on their own exhibition boards. Their big buddies stapled their art on the boards and displayed their crafts on the tables.

There were questionnaires left for parents to complete with their child. Some of the questions were: **What is this? What did you use to make it? Did you like making it? Which artwork is your favorite?** Many of the visitors asked the same questions. The students were able to answer these questions with confidence.



They were **risk-takers** to be in a new situation and stood in front of their own boards, answering questions from many people from the school and the neighborhood. The students proudly hosted this exhibition to show how they express themselves. A big thank you to everyone that took the time to come to the K1 classes, view the displays and ask questions to the students. We are so proud of all the K1 students for their hard work. Good job K1!

**Claire Yoneyama**  
K1A Teacher





## Exploring Paper in K2A

As part of their Unit of Inquiry, 'How the world works', K2A learned about different materials and their properties. The students investigated paper and its uses, and used paper combined with different media to create a collage. The background was created by experimenting with baking soda and vinegar to create a chemical reaction that splattered the paper. Other paper was folded and the shape was changed to make origami animals. The students could recognize this as a physical change, as well as cutting the paper to make trees and flowers. In Japanese class, they learned how to make complex origami animals which were added to the artwork. Finally, they used paper to represent themselves through drawing. During each creation, the students demonstrated they were **thinkers** by considering what they could do with paper, and how its properties could be utilized to make art.

**Catherine Wells**  
K2A Teacher





## K1 and K2 News

### Secondary students supporting the after care service

We have a variety of extracurricular activities after school. After care is one of the services that we provide for K1 to Grade 2 students to assist working parents. Through this service, students are able to remain at school until 6:30 p.m. under the supervision of our early childhood staff. From 3:30 to 5:00 p.m., students from the Secondary School also join us in supporting this activity. These students are from the Secondary Childcare Committee – organized by G11B students **Selena** and **Seina** with the support of the CAS Coordinator, Mr Nakade.

This is our first year running the after care service with assistance from secondary students. In the DP, students study 6 main subjects and also 3 extra subjects. One of the extra subjects is called 'CAS' (Creativity, Action, Service). Participation by students in the childcare committee is counted towards their CAS requirements.

During after care, the secondary students have a lot of responsibilities, and the early childhood staff count on their support. If the students arrive late, we have less hands to supervise the children, and if they took this time as their own social time, we would need to provide more adult supervisors. For our young learners, spending time with our highly motivated MYP and DP students always helps them learn!! Thank you to Mr Jones for the brilliant idea, and to Mr Yoshihara for making it happen!



### World Cultures Day

I would like to take this opportunity to thank the parents for your cooperation in supporting our learning environment at KIST.

On World Cultures Day, the K1 to K3 students enjoyed eating the snacks from the bake sale. There were all different kinds of snacks available; some of them were in large goodie bags while others were smaller, but all the items must have



taken a long time to prepare, and they all gave the students a chance to enjoy different tastes from other countries. Also, during the storytelling time, the students enjoyed not only the stories but also the national costumes that the parent storytellers wore for us. Lastly, in our class, parents from China introduced one of their most important events—Chinese New Year—by giving the students an opportunity to cook Chinese dumplings. The children watched a short video clip about Chinese New Year and then cooked dumplings with support from the parents. In addition to the dumplings that the children prepared in class and took home for their families, the volunteer Chinese parents had pre-prepared 100 dumplings, which were cooked in the classroom for the students to try.



Our students are from all over the world and all this support increases the curiosity and familiarity they have toward the countries where their friends come from. Without the support of parents, none of our events would have been successful and we would not have been able to provide

practical learning opportunities for our students. Thank you again to our super supportive parents.

**Eri Ozawa**  
Early Childhood Coordinator  
(K1, K2) / K1B Teacher



## The Bookworm Reading Challenge

Over the past month, G4A have been improving their reading skills by taking on **The Bookworm Reading Challenge**. Since the beginning of the school year I have been most impressed by the class' appetite for reading, resulting in me often having to tell them to put their books away! However, I gradually began to realise that despite being avid readers, the students were not reading widely across different genres. A survey confirmed my suspicions, revealing that humorous and adventure-themed graphic novels were extremely popular, whilst classic novels and works of poetry were largely overlooked.

The Bookworm Challenge required the students to read material from ten different categories within a thirty day period. Students needed to read books from all the categories for a Gold Award, at least five for a Silver, and a minimum of three for a Bronze. The various categories were selected after looking at the results of the survey and consulting with Ms Hynes, who suggested the inclusion of a Merit Award (Gold Award plus an additional Sakura Medal book) to provide an extra challenge for enthusiastic participants.

The ten categories were:

- a biography
- a poetry anthology
- a *How to* book
- a book in another language
- a traditional story
- a classic novel
- a book recommended by a friend
- an Elementary School Sakura Medal book
- a Middle School Sakura Medal book
- a number lottery book (random)



Every day, students had at least fifteen minutes of class time to read, and the majority continued their reading at home too. After the deadline, each student had an in-depth interview to ensure that they had actually completed the reading, and to help me understand more about their individual experiences. The responses were overwhelmingly positive, with nearly all the students commenting that they enjoyed the classic novels far more than they imagined they would. In fact, some students admitted that they did not know what a classic novel was before and were surprised that they enjoyed stories that were written in 'the olden days'. Popular choices were: *Wind in the Willows*, *Black Beauty*, *Treasure Island* and the *Secret Garden*.

I was thrilled that everyone achieved a Silver Award or higher, with four students receiving a Merit Award. I hope that this positive experience will encourage the students to continue to broaden their reading habits, and to realise that reading more widely can be both enjoyable and beneficial to the development of their reading skills.

**Bethan Thomas**

G4A Homeroom Teacher



**REMINDER**  
**MATHS DIAGNOSTIC**  
**TESTING**

GRADES 4-5...

May 29th, 2017

GRADES 6-10...

June 5th, 2017



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## Decisions and Consequences

We make decisions every day. As soon as we are awake, we start making decisions: when to get up, what to eat, what to wear, where to go, how to get there, when to get there, who to play with, what to say and so on, until we decide to go to sleep. We don't even consider some of the simple decisions we make. However, we need to understand that even simple decision making is a very important process of our lives. We sometimes forget that every decision we make has a consequence. Everything about and around us is a result of our own decisions. If we make a bad decision, then we can't complain about the consequences, therefore, we must think carefully before we act.



We are currently leading a community circle activity with Grade 3 students, focusing on this topic. With Mr Green, Mr Sullivan and Ms Watanabe's support, students are able to evaluate their decision-making skills, and predict the consequences of those decisions. They are now able to apply decision-making strategies to make the best possible choices for themselves and others.



We also made a display in the Elementary foyer called "I made a smart choice". Students are contributing their "smart" choice of the day and the consequences of them, on the beautiful paper butterflies which Ms Cat kindly made for us. K2A students are learning about the sequences of the action in stories as a part of their storytelling activity for their unit of inquiry, so they are able to choose the smart choices that fit our IB learner profile.

We are organising an assembly on this topic in March with Grade 3 and K2A students. I will be sure to let you all know how it goes in the next newsletter.

**Kana Furnival**  
Student Conduct  
Coordinator  
(Elementary)





## Nengajo Activity Fundraiser

For the second year running, we ran our nengajo (New Year's card) activity fundraiser as part of the winter concert celebrations.

Students once again enjoyed with enthusiasm, decorating their cards and sending them out to family and friends.

A total of ¥12,240 was raised! This will go towards supporting the programs run by the **Art in All of Us** organization. <http://artinallofus.org>

I would like to take this opportunity to thank the various teachers, Elementary students and Grade 11 students who were involved in helping run this activity, and a huge thank you to the KIST community for your invaluable support towards this fundraising initiative, the proceeds of which will be very much appreciated by children elsewhere in the world in their expression and enjoyment of Art.

**Helen Campbell**  
PYP Art Teacher





## Elementary ELS

### Request for mother tongue book recommendations

We've just celebrated World Cultures Day where all of us at KIST could share parts of our languages and cultures that we might not always display on a regular school day. As part of the celebrations, the KIST Libraries have launched a campaign to build our collection of mother tongue books, with *your* very important help. The library team is asking the adults in our community to think about what books in your mother tongue you loved to read as a child and as a teenager, and recommend these books for the KIST Libraries to buy (we are also very happy to receive donations of slightly used mother-tongue books popular with children). This way you can help give your child, and other children with the same mother tongue, the chance to borrow literature in their other languages as well as in English when they visit the library.

Mother tongue reading is not only crucial for its own sake, but is simultaneously a central factor in learning literacy in English. Research into bilingual education tells us not only that children can develop their mother tongue without slowing down the development of English, but what's more, "reading skills acquired in the native language will transfer readily and quickly to English, and will result in higher reading achievement in English" (E. Garcia, 2008).

Please take advantage of this chance to help our students. Especially for Tokyo residents for whom it is hard to locate the books you want in your mother tongue, this is a precious opportunity for the KIST community to work together to develop an amazing collection.

#### Rachel Parkinson

Elementary ELS Coordinator / G5 ELS Instructor

#### Reference:

García, E. (2008) *Bilingual Education in the United States*. In Altarriba and Heredia (Eds.), *An Introduction to Bilingualism: Principles and Practices*. Mahwah, NJ: Lawrence Erlbaum Associates. Pp. 321-343.



Muskaan (G5A) reading in Hindi and Dawon (G4B) reading in Korean.



Nikol, Selin and Ai (G5A) reading in Russian, Turkish and Tagalog, respectively.



Liwei (G3B) and Andrew (G4A) share a book in Chinese.

## Mother tongue book recommendation form - World Cultures Day

Students at KIST come from a wide variety of national and cultural backgrounds. In order to support mother language development and honor our diverse population, KIST Libraries maintain a collection of books in many languages. We need your help to build a vibrant collection of the best books from all over the world.

Parents, what books were your favorite in your mother tongue when you were a child? What books do you share with your children?

Fill in the form to recommend a book in your mother tongue on the Elementary Library / Library Media Center Moodle page here:

<http://bit.ly/2lxC4a6>

## KIPS News

### KIPS P2 and KIST K1 gathering

On Thursday, February 16, the KIPS P2 children had their first short gathering with the KIST K1s. The K1s normally have Buddy Reading time with the G5B students; however, as the G5s are busy preparing for their big event—the PYP Exhibition—they used this time block to invite KIPS P2 children to their classrooms.



The K1s were so excited to welcome the P2 children into their class as now they are very responsible in how they spend time in the classroom. The K1s also wanted to be big brothers and sisters to the P2s just like their G5 partners! The age of the K1s and P2s and the actual size of their bodies is not that different, but for the K1s, KIST is their school and they were so very confident in showing it to the P2s and in helping them go to the toilet, to the sink to wash their hands, and to the big field to play.

Due to the weather, we had to cancel one session, but we are planning to hold more of these days for the children to interact. Our very youngest children are learning how to be

caring and responsible members of the community.

### KIPS and KIST supporting each other

On Friday, January 13, the KIPS community participated in a large evacuation drill. Prior to the drill, the children ate survival food—dry bread—for their afternoon snack. After they had finished eating, the actual drill began and everyone started to evacuate from the KIPS building to a safer place—K. International School. The children who cannot yet walk were piggy-backed by KIPS staff, and those who can walk were led by the adults all the way to KIST while wearing their safety helmets. Upon arrival at KIST, the children gathered in the MPR to listen to an earthquake story while waiting for their parents/guardians to come to pick them up. Some of the children were so relieved to see their parents that they started to cry when they saw them.



The children from KIPS also visit KIST occasionally to use our big field. When we – KIST community – had a half term break, KIPS had their normal school days. The KIPS teachers took an advantage of using the big field with only 20 children! Those two days were pretty windy, however, with nothing to hide the sun, but with the soft artificial grass, the children enjoyed the time spent on the field.

We are physically at different campuses, but we all help each other!

**Eri Ozawa**  
Preschool Coordinator





## Kids Baseball School

A charity baseball school for children was held on Sunday, December 11, 2016 at Jingu Gaien Stadium indoor practice facility. Eight elementary students from KIST participated in the practice which was led by Mr Kimiyasu Kudo, the field manager of the professional baseball team, SoftBank Hawks. Participation in the school provides a great opportunity for international students who do not usually have the chance to play baseball. This is the 8th year that KIST has been invited to participate.

At the time the school was held, the area around the stadium was crowded with people enjoying the colored autumn leaves, and the students enjoyed walking through the bright autumn scenery on their way to the stadium. When they reached the field, there were children from local baseball teams warming up in their uniforms. Seeing the other teams made our small group of KIST students feel a little nervous.

After listening to a greeting by Mr Kudo, five professional players taught the children how to throw. Among the five was last year's top draft-selected pitcher. The group then split up into positions: pitchers, catchers, outfielders and infielders. Fortunately, the pitcher's group was taught by Mr Kudo himself. From his extensive experience, he has developed an efficient training method that is less burdening for children and helps to prevent injuries. In this method, children practice swinging strongly with a light baseball bat for 30 minutes until they can produce a zipping noise. At first, this was difficult for the children, but as their form improved, they started to be successful. When they began throwing the ball after this exercise, they were able to throw a good strike. This practice, which was based on sports biomechanics, was very meaningful for the children.

Students who joined other groups also seemed to enjoy learning from professional players. At the end of practice, all participants received an autographed ball. Some students also won autographed gloves, mascot dolls and baseball caps as prizes in the lottery. For students who were not able to participate this year, please look forward to next year as we may be invited again.

**Akihiko Nogami**  
Baseball Coach



## World Scholar's Cup Reflections

From preparing for the World Scholar's Cup (WSC) to participating in the actual Tournament of Champions competition (at Yale University, November 18 – 21, 2016), every moment of the process was amazing. My fellow team members **Nimit** (G9B) and **Aditya** (G8B) can attest to that. All through the preparation, I had the joy of acquiring new knowledge across a wide range of subjects and developed skills such as critical thinking, debating and argumentative writing.

Topics in the WSC come from a range of issues including science, law, history, literature and the arts; therefore, I was able to learn about a variety of issues relevant to our society today. Also, in the actual competition, I was able to expand my knowledge and views regarding various issues by debating and sharing opinions with other participants from all over



GaOn (G9B)



Nimit (G9B)



Aditya (G8B)

the world. We challenged each other's views as well as our own, and we were all able to develop more mature ideas in the process. I was personally able to become more knowledgeable and global-minded.

I thank my teachers for helping me develop throughout the experience and would like to encourage other students to join to become better "scholars."

GaOn (G9B)



## Sleep Deprivation

### The difference between six and eight hours of sleep – and how to increase sleep time

With the increase in academic demands, and even more of technological distractions, it seems many of our students are getting fewer hours of sleep each year. Although many of them claim that they can function off fewer hours of sleep without suffering decline in performance, research suggests this may not be the case.

According to David Dinges, the head of the Sleep and Chronobiology Laboratory of the Hospital at University of Pennsylvania (USA), individuals who consistently receive six hours of sleep were incapable of sustaining their attention as long as their counterparts who received eight hours of sleep. Furthermore, there was a steady decline in memory, fluency and speed within the participants for each passing day that they received six hours of sleep. So, what participants sleeping for eight hours could remember after reading once, participants with six and four hours of sleep needed to read the passage several times to retain the same information.

Gregory Belenky, who heads the Sleep and Performance Research Center at Washington State University (USA), discusses about these cognitive deficits as: "you don't see it the first day. But you do in five to seven days. Unless you're doing work that doesn't require much thought, you are trading time awake at the expense of performance." (Jones, "How Little Sleep Can You Get Away With?")

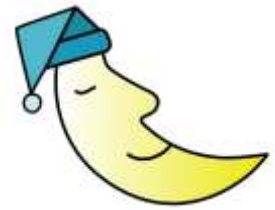
Most interestingly, when participants in this sleep study were asked to rate their own performance, they stated that despite feeling sleepy, they were getting adjusted to the new sleep patterns and it was not affecting their performance. However, their results on these tests showed the complete opposite. So, contrary to what many of us wish and our students believe, we cannot train ourselves to be five-hour sleepers, or sleepers who need less sleep than what is genetically decided for us. Furthermore, the sleep-deprived among us are poor judges of our own sleep needs. (Jones, "How Little Sleep Can You Get Away With?")



...we cannot train ourselves to be five-hour sleepers.



Now, how can we increase sleep? Here are a few tips for helping our students get more sleep on a regular basis.



#### 1 Turn off electronics well before going to bed

Dim the lights and turn off all electronics about 60 minutes before bedtime. Bright lights alert our brains that it is time to be awake, so start signaling otherwise as early as possible. Ideally, your electronics should remain outside of your bedroom to avoid all temptation of checking messages and email before sleep and especially during the night.

#### 2 Keep a consistent sleep/awake schedule, even on weekends

Staying up and sleeping in later than normal can cause social jetlag, which are shifts to your body's natural clock, the same way that traveling affects your body.

#### 3 Exercise regularly

Research suggests that those who exercise regularly get the best sleep. If you are inactive, adding a 10 minute walk every day could improve your likelihood of a good night's sleep.

#### 4 Establish a soothing pre-sleep routine

Everyone relaxes differently, so whether it's reading a book, taking a bath, or having a chat with your siblings, find a routine that relaxes you and mentally prepares you for sleep before you slip into bed.

#### 5 Avoid caffeine by the afternoon

Caffeine may stay longer in your system than you might think. Experts recommend avoiding drinking caffeine by early afternoon to guarantee it won't keep you up in bed later.

#### Momoko Aoe

Student Care Coordinator (Secondary)

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## Intensive Drama Workshop

The Intensive Drama Workshop is a workshop which revolves around the theatrical skills of the students; this involves almost everything related to theatre. It's a great way to see how expressive you can be in a theatrical way and it's also a great way to interact with other students.

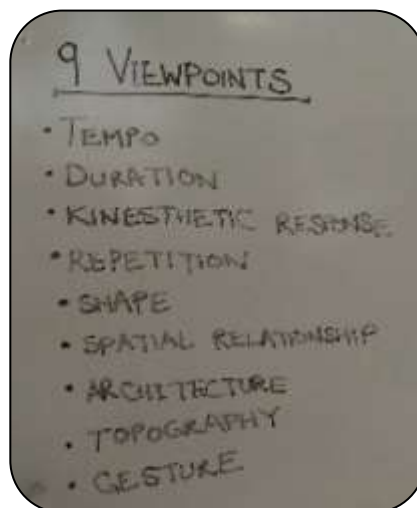
The workshop was two weeks and we created a play that was fun for us to make and for the audience. We also learned the fundamentals of acting, and what it really means to act. Now, how did we do this in two weeks and successfully strengthened our theatrical talents by ourselves? We didn't! Two amazing drama teachers from New York (Yes, all the way from New York) came to teach and help us in drama, and trust me they're talented. They were able to narrow our acting into raw emotion, create a bigger theatrical environment in KIST and helped us build a play we could all relate to, all in the time span of two weeks! One of their movie works is also nominated for the SXSW Film Festival 2017! (You can watch their works at <http://elofilms.com>).

The workshop gave everybody the spotlight and still managed to incorporate teamwork. Nobody felt left behind or incapable because we were able to support each other and praise our ambiguous talents. I can definitely say that everybody's favorite part was improv—having to come up with a backstory and a character on the spot always ends in a hilarious scenario. We expressed our personalities in these characters that were so weird and unrealistic, yet we were able to expand on that and create a strong odd character. I think that's what made the drama workshop so friendly, the fact that we could be weird

and no one would care because that's just how we roll. So everyone's favorite part was either the improv activities or the donuts we earned.

We expect the workshop to return in August and we are excited to show you what we can do. Consider joining the workshop too, it's astounding what we can do together.

**Thilo (G8B)**



## G12 TOK Excursion to the Mori Art Museum

### How have humans viewed the universe? To what extent is our knowledge on the universe based on faith? Or is it...?

Recently, the G12 Theory of Knowledge class got the opportunity to visit the Mori Art Museum in Roppongi. The exhibit 'The Universe and Art' offered a diverse range of pieces from fossils, mandalas and even the old Japanese Sci-fi novel, *Taketori Monogatari*.



Prior to this trip to the museum, we learned about the Areas of Knowledge such as The Arts, Natural Sciences, Mathematics and Religion as well as the Ways of Knowing including faith and imagination. We had numerous discussions on how and why we know what we know and explored the different perspectives in knowledge. All of what we learned in class were reflected in the museum, and opened doors to numerous questions on our knowledge of the universe. As knowledge seekers, some of the students in our class had some things to say about the trip which you can read on this page.

All in all, the exhibit highlighted the interdisciplinary nature of knowledge and helped expand our understanding of our universe. It was very nice to have a break from the extremely intense DP and we look forward to becoming TOK experts! I would like to end this article with a question: *To what extent is Art imagined reality?*

**Moana** (G12A)

# ART

*Our trip to the Mori Art Museum for TOK was a very interesting opportunity for us students to gain a deeper understanding of the ideas we were learning about in class in a different environment. The exhibition titled "The Universe and Art" explored different perceptions of the world around us and how it came to be the way it is today. It was particularly fun to see all the unique art pieces that at first glance seemed to not relate to the concept of our universe, but after reading the description and using our "TOK minds", made a lot of sense!*

—**Armina** (G12A)

*I learnt that the integration of science and arts can be very informative and inspiring. The trip allowed me to reflect as a TOK student. I really enjoyed the exhibition!*

—**Hardik** (G12B)

*The exhibition was very insightful as it showed artworks that were a combination of many disciplines/AOKs, illustrating how our knowledge is cross-disciplinary. It was an experience like no other and I would love to attend exhibitions like this again!*

—**Mirabelle** (G12B)





## Artscape

Artscape is the major Kanto Plain international student art exhibition, now running for over 35 years! Once again this year, the event was held at the Azabu Kids to Teens Hall and works were on display from twelve schools in the Kanto region from Grades 5 through 12.

The strength of these shows is always in the diversity of the work shown and the many media represented, with each school showing to its own strengths. Over 50 nationalities were represented in the show.

KIST students from Grade 5 to 11 were represented with a great range of different mediums and demonstrations of creativity. It provided a truly great experience to collaborate with other international schools and enjoy the work of so many emerging artists.

Well-done to all the amazing and creative participants!

**Luke Jones**  
MYP/DP Visual Art Teacher



Yuuki (G10A)



Li Ran and Chae Hyun (10A)



Qinghong (G10A)

## New Faces

Since the last issue of *The Comet*, we have welcomed two new staff members—**Dominic Arnold** who has joined the Elementary School as the new Teaching Assistant for the K3 classes, and **Yoshimi Machida** who has joined the team at KIPS as a preschool teacher for the P0/P1 class for 0 and 1 year olds.



**Dominic Arnold**  
Teaching Assistant  
(K3)



**Yoshimi Machida**  
Preschool Teacher  
(KIPS P0/P1)

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



## Battery Danger



Dear KIST Community,

Given the large number of members from our community that have small children, I would like to raise more awareness of the dangers that batteries pose for small children. Recently, my brother's wife lost her beautiful, 2-year-old niece because she swallowed a battery. The little button batteries that are found in many modern electronic devices can cause severe hemorrhaging if ingested ([BBC article](#)). However, this situation can be avoided by ensuring that all batteries are kept away from young children in a secure location and by checking to make sure that all electronic toys have childproof covers for any batteries that are required. Now might be a good time to do a quick look around your house to see if there are any batteries lying around.

Sincerely,

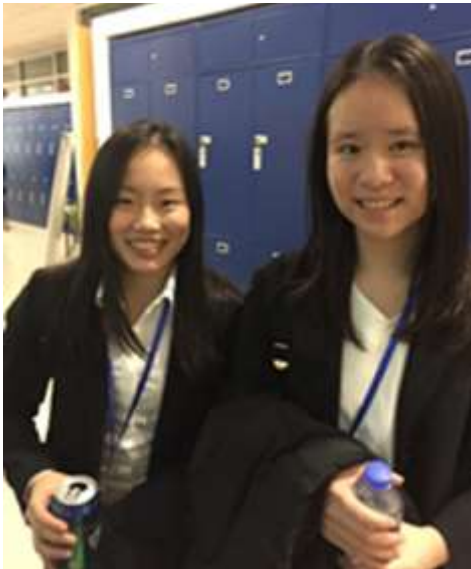
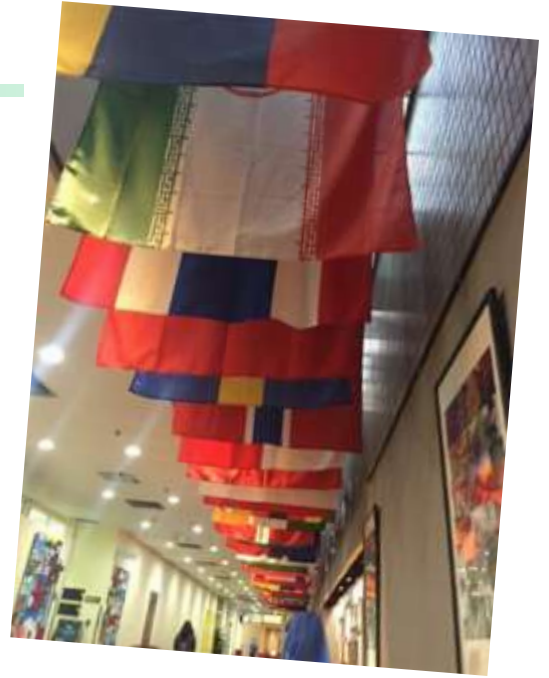
**Matthew Archibald**  
G5A Teacher



## MUN Conference in Shanghai

From January 19–22, 2017, the KIST Model United Nations (MUN) team attended the eighth annual CISSMUN conference at Concordia International School in Shanghai. The KIST team, which included students from Grades 9 to 11, represented the Netherlands and Kenya in General Assembly and the Human Rights Commission, joining nearly a thousand delegates from around the world.

The theme of this year's conference was "Responsibility to Protect" and each committee addressed issues in hope to create resolutions and/or take action to help others less fortunate than ourselves. Erik Paulson, the conference organizer, said that he hoped that the conference would help participating students to "take the critical first step in cultivating an ethic of service to others". The goal and mission of CISSMUN is to provide a venue in which students of diverse backgrounds can hone the skills of research, public speaking and negotiation while cultivating the virtues of active global citizenship and principle-centered leadership.



*Ayumi (G10A) and Meng Ting (G10B)*



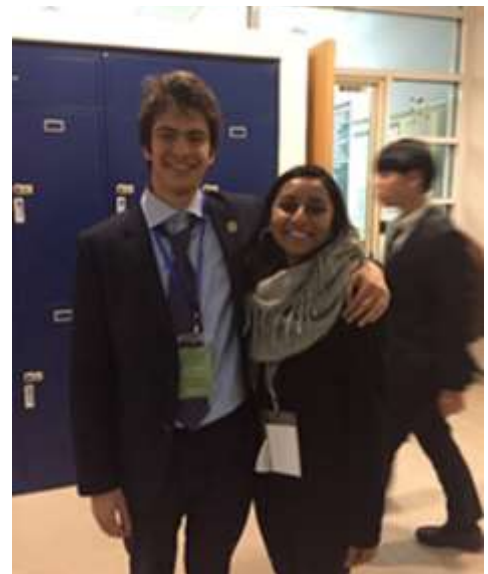
*Naman (G10B)*

### Participants:

**Akino (G9A)**  
**Marlinah (G9A)**  
**Heizo (G9A)**  
**Kenzo (G9A)**  
**Lilya (G9B)**  
**Shridhar (G9B)**  
**Gautham (G10A)**  
**Krishna (G10A)**  
**Ayumi (G10A)**  
**Igor (G10A)**  
**Naman (G10B)**  
**Meng Ting (G10B)**



*The KIST MUN Team*



*Igor and Krishna (G10A)*



## MUN Scrimmage 2016

KIST's Model United Nations club hosted another successful MUN scrimmage on Saturday, November 26. There were five schools that participated in the scrimmage, which included the British School in Tokyo, St Mary's International School, Tamagawa Academy, Yokohama International School, and KIST.

There were 82 delegates who debated issues in the high school MUN, while 15 students participated in our inaugural middle school MUN scrimmage. The middle school delegates created a resolution to address the North Korean nuclear program, while the high school delegates drafted resolutions for two issues: combating xenophobia and protecting the rights of religious and ethnic minorities, refugees and asylum seekers in Europe and the US; and granting women equal access to ownership and control over property, financial services, inheritance, and natural resources.

### Jiu (G11B) and Natalie (G11A)

I remember my first MUN conference. A room filled of people a lot older than me wearing serious expressions. I remember looking up to the chairs, thinking how confident they were and how they could manage the whole conference by themselves. Little did I know I would be one of them two years later. The 2016 MUN Conference was by far one of the most memorable conferences I attended, as this was the first time I chaired. It was at first terrifying to address a large number of students, especially when I had never met the majority of the delegates before. Nevertheless, I gradually became used to the audience and carried out my role confidently. What was different from the past two conferences was to be able to listen to the debates from an omniscient perspective. Previously, I would listen to the arguments from the delegates, and decide whether to be for or against their resolution. Although I still had the pressure to keep the house in order, it was interesting to listen to both sides, without the need to pick a side and be expected to fire a question to the delegate. The role of a committee chair is to keep the house in order, meaning to keep the debate under control because at times, some delegates would be very passionate, as well as aggressive, which would result into a never-ending debate. This not only lengthens the conference, which prevents other resolutions to be debated, but at times frightens the first-timers and prevents them from voicing out their arguments. Additionally, the chairs are required to deliver the instructions, take attendance, record how many times a delegate spoke, count the votes, and most importantly encourage every delegate to speak at least once during the conference.

### Natalie (11A) – Committee Chair



This was my second year as a member of the MUN club and my first year participating in the MUN scrimmage. Prior to the scrimmage, I thought that it would be quite casual with fun debates with students from a variety of different schools. That was why I was very surprised when I actually participated in the debates. Many delegates were very strong and expressive, it was very different from the debates we held during club itself. In short, the competition was crazy. Maybe it was due to the fact that it was my first time participating in a debate; I was in a daze a lot of the time, lost and confused slightly by all the heat of the discussions. However, I do not at all regret engaging myself in this event as actively as I could, as the whole experience was much more fun and eye-opening than I expected it to be. I hope that next year will prove itself equally if not more fun and competitive, and so I am earnestly recommending all of the passionate debaters at KIST to give it a try.

### Ji Hye (G9A) – High School MUN Delegate

My experience in MUN was very fun and I got to learn many new things about current issues. MUN is a great opportunity to improve your communication and debate skills and you also get to interact with students from different schools. So I recommend MUN to everyone, as it allows you to explore the world from different perspectives.

### Nishi (G7B) – Middle School MUN Delegate



## Economics in the Real World

In Semester One, the Grade 9 students started an introductory Economics unit in I&S. After gaining the conceptual understanding of the basic economic problem, the laws of supply and demand and the non-price determinants of supply and demand, the students had to bring theory into practice in the form of a business pitch. Inspired by the TV series *Dragons' Den* and *Sharks' Tank*, the students had to come up with a realistic business idea and pitch it to potential investors. To help the students connect the abstract Economics concepts with real life situations and to provide some inspiration for business ideas and making creative pitches, the class embarked on two excursions. One was in-house, in which KIST hosted the Head of International Business Development and Licensing Polygon Pictures Inc., Jack Liang. That same week, the students headed out to the National Australia Bank (NAB) in Nihonbashi to make their pitches to real bankers and received valuable feedback. When the Grade 9 students made their final pitches for their summative assignment, they had some real-life examples and experiences to draw from! Here are some reflections from the teachers.



### POLYGON PICTURES

#### Reflections from Ms Evelyn Pang

This is my second year teaching the Grade 9 Individuals and Societies unit on Economics and I am so thankful I had the chance to work on it again this year to enhance the learning experience for the Grade 9 students. What was particularly rewarding this year was working with Ms Snow to organize interaction sessions between our students and people in the corporate world, who make use of the Economic theories we teach to make daily decisions in running their companies/ organizations. It was as much an eye opener for me as it was for my students when Mr Jack Liang (Producer, Head of International Business Development and Licensing) came into a combined G9 lesson to share his thoughts on working at Polygon Pictures, a digital animation studio based in Tokyo. Seeing the students ask relevant questions and discussing Mr Liang's opinions after his sharing made me realize the value of teaching anything in real-world context. What satisfaction I gained seeing ideas 'click' in a



Mr Jack Liang introduces Polygon Pictures to our G9 students.

student's head as they recognize the relevance of what they have learnt – the seed of knowledge has sunk roots and sprouted!

### NATIONAL AUSTRALIA BANK

#### Reflections from Ms Geri Snow

Ms Pang and I decided to be risk takers and try to bring the Grade 9 Economics unit to life! We were fortunate to have contacts in the KIST community to reach out to. Our visit to NAB was facilitated by Mr Jay Bailey, Head of Management Assurance. He and his colleague Masato Hori watched business pitches from both G9A and 9B and gave valuable feedback to all groups. The presenters packed a lot of effort and information to their five-minute time slots and went above and beyond the material studied in class, leaving everybody in the room impressed! It think that these formative presentations gave the students the feeling, confidence and experience that they needed to make the equally impressive pitches for their products of their own design for the summative task. To paraphrase Mr Bailey, there

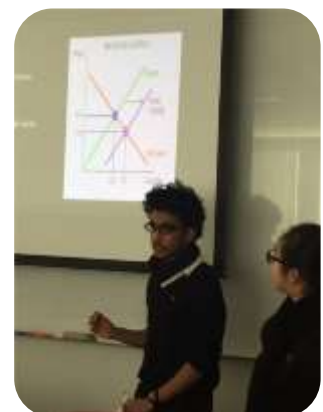
is likely a collection of future entrepreneurs in the group!



Ji Hye, Rohith, Kenzo and Heizo (G9A) deliver their pitch at NAB.



Marlinah (G9A) offers a sample of her product to the "dragons".



Rohith (G9A) explains a non-price determinant of supply for his product.



## Economics Students Visit the Bank of Japan

On February 14, 2017, the Grade 12 DP Economics class got the opportunity to visit the Bank of Japan (BOJ). As students who take a keen interest in economics, it was a rewarding experience for us all to stand in the middle of what is arguably the most important financial institution in the country. This trip took us beyond the confines of our Economics classroom and gave us invaluable exposure to how economics functions in the real world.

Our trip got off to a good start, with our not facing any problems either on the way to or inside the venue. Upon entering the BOJ, we were introduced to our guide and he informed us about the purpose of the BOJ and its different departments. He also told us that the BOJ dealt with transactions that were over 100 trillion yen each day, a fact that simply blew my mind. It was shocking to find out that one institution alone was capable of handling transactions of such volumes. He then led us into a hallway decorated with the portraits of former governors of the BOJ. These portraits were housed in the old BOJ building, built by Tatsuno Kingo, who was also the architect who designed Tokyo Station. We were then shown the former meeting hall for the BOJ officials. After this, we were shown to a former vault of the BOJ in which gold and bank notes were once stored. The defenses set up to protect the vaults were quite extraordinary. A three-layered door made of steel and shaped like a sideways Egyptian pyramid guarded the door of the vault. Its weight was over 25 tonnes, and this was only the first door that protected the vault. Additional doors were also installed to ensure maximum security.

After a comprehensive tour of the old and new buildings of the BOJ, we were ushered into a room where we sat down and listened to a lecture about the policies the current Japanese government is undertaking in order to push the economy on the right track. He lectured us about the reasoning behind the central bank deciding to pursue negative interest rates at -0.1%. This rate is not an interest rate on borrowing and does not mean that the BOJ pays firms interest for borrowing money! (sadly we do not live in an ideal world). Rather, this is an interest on deposit, meaning that if firms would like to save money in the BOJ, rather than gain interest, they will have to pay the bank an interest of 0.1%. This is to encourage financial institutions to save less and lend out to businesses more. Grappling with such concepts that are not taught at school was quite thought-provoking and certainly helped us better understand how the economy of Japan functions at a global level.

This trip was a great opportunity to push us Grade 12s to understand information beyond what is in our textbooks and help us develop an appreciation for the work that these institutions do for the country we live in. Special thanks to our DP Economics teachers Mr Erickson and Mr Boyd for organizing such a wonderful trip.

**Rithvik (G12B)**



## Secondary SRC



### Secondary School dance

On December 14, 2016, the SRC held the Winter Wonderland Dance. A total of 79 students attended this event. The SRC conducted a survey on the student body, asking students what they wanted the money earned from the entrance fee to be used on. The results showed that the majority of students desired **new sports equipment**. The SRC is currently in the process of purchasing new sports equipment so please stay tuned for further updates!

### Middle School dance

On February 17, 2017, the SRC had the first middle school dance of the year. The theme of this dance was World Cultures Day, and we had several participants who contributed in the spirit of the event by wearing their national costume. A total of 50 students attended. The SRC made a profit of ¥16,540 which will be used to pay for sport uniforms for our futsal team. The SRC is willing to spend their money to benefit the KIST community.

**Let your voice be heard, and share your ideas regarding the use of the general budget through the SRC voice box!**

### New SRC executive

The SRC has recently experienced a change in its structure; the executives are now in office during the periods January and December in comparison to the previous September to June terms.

**We present to you the SRC Executives of 2017-2018...**

President



Rachel (G11A)

Vice President



Sara (G11B)

Secretary



Nimit (G9B)

Treasurer



Krisha (G10A)

Public Relations Officer



Shouheng (G11B)

### Upcoming events

As semester 2 has begun, the SRC has a number of projects taking place. This year, we will be holding a Free Dress Day on March 10, to commemorate the dreadful earthquake and tsunami that affected the Tohoku region on March 11, 2011. All donations will then be sent to the victims of the earthquake to aid with their recovery.

### Secondary SRC

## Safety Training for Staff



### Our KIST Mission

KIST provides academically 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.

KIST is committed to ensuring as safe an environment as possible for our students and community members. During February, a total of 42 staff members participated successfully in either general or advanced CPR and AED training as arranged through the Fukagawa Fire Department. Thank you to the staff who attended these sessions to learn more about how to respond in emergency situations. Further training sessions are planned for May and August.



## Project Rousseau

From February 2 until February 6, KIST welcomed four secondary students (and one adult chaperone) from Project Rousseau, a US organization that provides opportunity and support for academically motivated secondary school students from adverse backgrounds (adverse defined as less than 10,000 USD annual combined family income and one other hardship).

The visiting students were placed with host families from the KIST community, providing them opportunity to share about their cultures while learning about some of the cultures represented at our school. During their time in Tokyo, the students spent one full day at KIST visiting classes with our Grade 11 students and went on various learning/sightseeing excursions around the Tokyo area. From KIST, the students departed for a stay with families from a Japanese school in Kyoto before heading back to the US. I am sure that the experiences at the Japanese school contrasted well with their experiences in our KIST multicultural community and provided the students with a positive impression of internationalization in Japan.

Reports from the KIST host families, from KIST students, and from the Project Rousseau students themselves indicate that this exchange program was highly successful and a very positive learning experience for all involved. Thank you to parents/students and staff for supporting KIST in making a difference in the lives of these four students through this homestay exchange. In particular, KIST would like to send out a very BIG thank you to the **Imanishi** family (G6 & K3), the **Moore** family (G6), the **Li** family (G5 & G2), and the **Hasegawa** family (G9 & G5) for their hospitality and kindness as host families for the students.



### A message from the Project Rousseau students:

We would like to say a huge thank you to the KIST community and our host families for giving us such a warm welcome in Japan. Before we left we are a little scared, for some of us it was our first time abroad and none of us spoke the language or knew what to expect from Japanese culture. However, everyone we met at KIST was so friendly and interested to learn about us as well as share their lives in Tokyo with us. Our host families were so caring and taught us a lot, it was exciting to experience their culture, hospitality and how they treated their guests with such respect. Spending time in KIST was also very interesting and we would have loved to spend more time in your classes as we learnt so much and felt so included. We all feel more culturally aware after the trip and are relishing opportunities to travel again in the future. Thank you so much for allowing us to spend time with you and for giving us this once in a lifetime opportunity we will never forget!

**Rosa, Juan, Shantell and Kathy**



*It was a wonderful experience I'll never forget.*  
(Aki, G5A)



## Nurse's Notes

### How not to spread the flu

One person gets the flu (influenza) and everyone else has it too before you know it!

According to the Centers for Disease Control and Prevention (CDC in USA), the flu virus can spread even before symptoms appear, and you can infect others up to a week after you first become sick. However, by practicing a few simple rules, you can help keep others well and prevent the flu from spreading.

#### • Get vaccinated

Health experts say getting vaccinated is the single most important thing you can do to prevent the flu. There are two types of seasonal flu vaccine: the flu shot and the nasal spray vaccine (FluMist).

The flu shot is recommended for all individuals 6 months and older. The nasal spray vaccine is approved in the USA for healthy people aged between 2 and 49, and women under 50 who are not pregnant. Individuals with chronic health conditions are not advised to take the nasal spray vaccine.

The flu shot can cause fever, headache or chills as well as soreness at the injection site. These symptoms are typically mild and disappear within one to two days. Inform your doctor before receiving the vaccine if you are severely allergic to eggs or mercury, or if you have had a negative reaction to a vaccine in the past.

Vaccinations are recommended in October or November up to the mid-December before the start of the flu season.

#### • Cover coughs and sneezes

The flu virus spreads through droplets from the mouth and nose. Use a tissue to cover your mouth and nose when you cough or sneeze. Throw the tissue away immediately and wash your hands. If there is no tissue handy, cough or sneeze into the crook of your elbow. Help your kids to practice these habits as well.

#### • Wash your hands frequently

Wash your hands with soap and warm water and scrub for 30 seconds, while you sing the "Happy Birthday" song twice. Prepare alcohol-based hand sanitizers for areas where sinks are not available. Remind children to wash each time they use the bathroom, before they eat, and after they come home from school or outside.

#### • Clean high touch surfaces

Clean and disinfect hot spots regularly including doorknobs, desks or keyboards. It is also possible to catch the flu by touching a surface or object that has the flu virus on it and then touching your mouth, eyes or possibly your nose.



#### • Avoid touching your eyes, nose and mouth

The flu virus can live for two to eight hours on hard surfaces. That is why it is so easy to catch the flu virus without knowing it. You can get the flu if you touch an infected doorknob or light switch and then rub your eyes or bite your nails. Keeping your hands away from your face can be difficult, especially for children, but remind them (and yourself) often.

#### • Stay home

If you or your children get sick, you and your children should stay home to prevent the flu from spreading. Try to limit close contact with others as much as you can (up to a week).

#### • Practice healthy habits

Get plenty of sleep, eat a well-balanced diet, and drink lots of fluids. Take time to relax each day to manage stress. Practicing healthy habits can keep you and your family well this flu season.

**Stephanie Pae**  
School Nurse

#### References:

- Laurie Herr, 7 ways to flu-proof your home, Healthline, Retrieved from <http://www.healthline.com/health/flu-proof-home>
- Influenza Prevention; Hand Washing for 30 seconds, Nikkei Duel, Retrieved from <http://dual.nikkei.co.jp/article.aspx?id=1965>
- Key Facts about Influenza (flu), Centers for Disease Control and Prevention, Retrieved from <https://www.cdc.gov/flu/keyfacts.htm>





## Japanese New Year Party

The Japanese New Year Party—an annual school event—was held this year on January 25. We were fortunate on the day to be blessed with warm, sunny weather to celebrate the event. Students enjoyed rice cake (*mochi*) pounding and mock sumo bouts with 23 sumo wrestlers from the Kisebeya sumo stable. The sumo bouts were held in the gym. After calling out "Hakkeyoi nokotta" (ready, go), groups of 4 to 5 students tried hard to push the sumos off the mats. When the students succeeded in pushing out one of the wrestlers, there were big smiles on their faces, and red marks on the wrestler's body. The students were also provided with the opportunity to see behind-the-scenes sumo staff in action as they called out the wrestlers' names, played the taiko drum, and tied the hair of the wrestlers.



Outside on the concrete area, students enjoyed *mochi* pounding. To accompany the *mochi*, parent volunteers prepared various toppings which the students could choose from: sweet beans (*adzuki*), soy powder (*kinako*) and seaweed (*nor*). There were big smiles on the faces of the students as they enjoyed eating *mochi* with their friends.

During their break times, the sumos played basketball and tag with the students. This provided an additional opportunity for students to interact with the sumos. We would like to express our sincere appreciation to the Kisebeya sumo stable for their generous support of this event every year, and to the parent volunteers.





## Week of Code

This school-wide event—held from February 20 to 24—involved activities and presentations from some of the world's leading coders and tech companies. It would not have been possible without the enthusiasm, skills and commitment from many people, including:

- **Presenters:** Kevin Lim, Matt Smith, Ryoichi Seto, Mr Suzuki.
- **Translators:** Jiu (G11B), Ms Wakasa
- **The IT Team:** Mr Whittaker, Mr Downey, Mr Tim
- **Staff:** Mr Sullivan, Ms Watanabe, Mr Honda
- **Special thanks:** Yuki Suga, Sugar Sweet Robotics



### Support the school next year

The event this year was a wonderful success and a great indication of the learning that can take place with community support. We are appealing now to the KIST community for individuals and companies who would be able to inspire future generations of coders and engineers at next year's event. If you feel you can contribute in anyway, please complete [this form](#).

For more photos and video please visit: Moodle > LMC > [Clubs & Events](#)

### The IT Team



Kevin Lim

#### Guest speaker: Kevin Lim

##### Primary organizer of Tokyo Indie Fest 2017

The Coding for Life competition is part of the Tokyo Indie Festival, an independent video game design festival taking place in Akihabara in May. KIST is submitting teams who are currently designing an arcade machine to be judged by some of the video game industry's top professionals. After the judging, the Tokyo public will pay tokens to play the game, and the winner is the game with the most tokens at the end. The Coding for Life competition encourages students to think creatively, program effectively and build with an engaging design, and all students are encouraged to attend the festival to experience the professional and student games.



Matt Smith

#### Guest speaker: Matt Smith

##### Producer/Game designer at Friend & Foe

Matt Smith is well known for being the creator, designer and producer for Tetris Monsters. He went through the entire life cycle of the game, which had moderate success worldwide. Before Tetris Monsters, an EA title, Matt was the producer at PopCap for classics such as Plants vs Zombies, Zuma's Revenge, PopTower and more. He was with PopCap when they were a small 10-person studio till they got acquired by EA. Matt shared his experiences with G6 and G8 students. He also answered many questions, providing expert guidance and inspiration to support students with their current coding projects.



Ryoichi Seto

#### Guest speaker: Ryoichi Seto

##### Manager, Oracle Academy

Oracle is an American technology company that specializes in databases. Java, and My SQL are also famous products owned by Oracle and widely used (KIST's website uses **MySQL**), **JR East** (for train timetable management), **McDonalds**, **Sky Perfect TV** are some examples of local companies that rely on Oracle for their day to day operations. G10 students undertook work experience at Oracle last year. Mr Seto used a wheeled robot to demonstrate how code becomes physical movement and reactions to an environment.



Mr Suzuki (left)

#### Guest speaker: Mr Suzuki

##### AFREL Japan

Afrel is a Japanese Education based company focusing on robotics education and **LEGO Programming** to schools, individuals, after schools and companies. For the sessions they provided 12 sets of robots for all G3 students, to give everyone the opportunity to experience coding.





## KIST Loves Lego

### First Lego League

During the Winter break, two teams from KIST – the KIST Rangers and Cosmic Koalas – competed against other schools with their Lego Robots. Held at the Tokyo Institute of Technology and Science, the first Lego League is part of a worldwide event.

Members of the Secondary School Lego club had worked hard throughout the semester, not only learning to code the robots, but to prepare presentations for the event.

Teams competed against the clock to complete tasks, sometimes losing points as fast as they can make them!

Well done everyone and we wish you all the best for next year's competition.

There is an [exciting video](#) of the event at:

Moodle > LMC > [Clubs & Events](#)



### LEGO RoboSumo Challenge

Teams from the secondary school Lego club, and also the elementary K-Tech Lego club are currently designing and building robots for The RoboSumo Challenge.

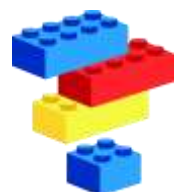
The annual robotics event will be held at St Maur International School, Yokohama where teams of Lego engineers program a robot to emulate Japan's national sport, sumo. The robots must independently push out their competitor without falling out of the ring themselves through a series of programmed sensors, motors and design which should match the quick-thinking, balance and strength of champion sumo.

The winning teams will be crowned Tokyo's Robo Sumo Champions of 2017. Good luck!

Mr Tim, Mr Downey, Mr Whittaker  
The IT Team



**ROBOSUMO CHALLENGE**  
SAINT MAUR INTERNATIONAL SCHOOL



## Habitat for Humanity (H4H)

### What is H4H?

H4H is a non-profit, non-governmental organisation established in the USA in 1976. The members of H4H from 80 countries, alongside the volunteers located across the globe work towards helping those in poverty in developing nations, through the careful construction of houses for families. KIST has been working with H4H since 2006.

### Participation costs and our plans

The 2017 KIST H4H team will send around 15 of its members to Vietnam in June 2017 to participate in the construction of a home. However, to actually fly overseas, we need to pay for construction materials, donations to the local community, accommodation costs and travel expenses, which results in a total cost of around ¥230,000 per person. As a result, in the past only families who could afford to pay the cost were able to participate in the construction. However, the 2017 KIST H4H team sees unfairness in this and this year for the first time in KIST's history, we have decided to seek corporate sponsorship for the amount of ¥2,500,000.

### How does it work?

For companies and business owners interested in our activities, we are able to visit your office to give a detailed presentation on the various aspects of the activities and the merits and benefits of sponsoring the KIST H4H team. As of February 15, we have made presentations to representatives from 6 companies and organisations.

For inquiries, please contact the 2017 KIST H4H team leaders:

**Hiro Komaki / Yukinori Honda**

[hiro.komaki@kist.ed.jp](mailto:hiro.komaki@kist.ed.jp) / [yukinori.honda@kist.ed.jp](mailto:yukinori.honda@kist.ed.jp)



### 2017 KIST H4H Team Iwate overnight excursion

From February 11 to 13, the H4H Team was invited by Iwate Prefecture for a 2 night 3 days excursion. From all the places we visited, such as the amber museum, Jyoudogahama, Morioka wanko soba restaurant, snow festival, Iwate bank, etc., the one I remember the most is Sanriku Earthquake Study Train. For 70 minutes, we were given a lesson about the East Japan earthquake disaster that occurred on March, 11, 2011. The train passed through many places that were destroyed due to the tsunami and what I saw was the same as the view from the television right after the earthquake. It recalled the memory of all the terrible things that happened during the earthquake and it was very heartbreaking. By taking this train, I was able to become more aware of the earthquake, and learnt how to raise awareness of disaster prevention. Even though Iwate was attacked by a huge earthquake, we all learned how beautiful and warm place Iwate is, and was overwhelmed by how people are trying their best to recover from the earthquake. The 3 days that I spent in Iwate with my H4H members were one of the best 3 days that I've ever experienced, and I definitely want to visit Iwate again.



**Su Bin (G11A)**

On the last day of our Iwate trip, we were given an opportunity to visit the headquarter of Iwate bank to make a presentation in front of the Iwate bank staff on the insights of our activity and fundraiser plans. After receiving the guest card at the entrance, one of the staff led us to the meeting room. We, including the teachers, were all nervous when the presentation started as it was the first time for the KIST students to present in front of a company. Since we could not present according to their circumstances and needs, we were unable to get the financial sponsorship we wanted. However, people from Iwate Bank were very polite and supportive in giving us advice after listening to our long presentation. Our experience at the Iwate Bank has allowed us to realise some of the issues we need to overcome and taught us the difficulties of going out to the society when we become an adult. Therefore, the time we spent at the Iwate bank was such a valuable experience for all H4H members.



**Taisei (G11A)**





## World Cultures Day Student Seminar

### 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 **Igor** (G10A), touched on a variety of subjects connected to language, identity, culture and international mindedness.

DP students **Seina**, **Sneha** and **Miu** (G11B) each had a chance to explain how their lives and their time as students has been affected by complicated and rich connections to language and culture. The students were joined by MYP teachers Mr Lee and Ms Aoe, both of whom also have a lot of experience in reflecting upon such issues.

**Lilya** (G9B) was in the audience for the seminar and prepared the following reflection.

As soon as I entered the school building, I saw children running around, except unlike any other day, they were running around in their national costumes. I saw some children wearing the Japanese kimono while others were wearing the Korean hanbok. Each child was wearing a different costume from another, all of them representing different nationalities.



During advisory class, we watched a live talk-show discussion between Ms Aoe, Mr Lee, G10 student Igor, and G11 students Seina, Sneha and Miu. The six hosts talked about their struggle and coming to terms with their cultural identity.

From attending international schools, I have been subjected to a mixed culture. Although I am fully Japanese, English is my first language and I have gotten many questionable looks in my life from "not acting how I should act as a Japanese-looking person". This presentation made me realize that I was not alone, that many students in international schools face the same problem of cultural identity and struggling to identify themselves to one country and one culture. Many students feel like they represent more than one nationality, making them global citizens of the future. I realized that where you have lived or which country you were born in doesn't have to be a part of a person but instead, who you really are on the inside is what matters the most.

I believe this presentation was very important for students our age to be subjected to as we are facing the period of critical growth. It made students realize that they were not alone when facing cultural identity crisis and that it is perfectly fine to feel proud to be a citizen of more than one nationality.

Photos by **Emiri** (G10B)



*Igor (G10A) led the discussion this year.*



*Mr Lee makes a point while Sneha (G11B) and Miu (G11B) look on.*



*Ms Aoe also gave her thoughts on culture and language.*



*Seina (G11A) spoke about her experiences.*

## Recycling Initiative

### The paper recycling boxes and the One-Line Art Challenge

Last year, **Hotomi** (G6A) and I (**Ryu** G10A) formed a service group called "Recycling Initiative." Our intention is to promote recycling in KIST and bigger communities. This is because recycling materials are eco-friendlier than stuffing them into the garbage bin, and will reduce the rate of global warming. By doing so, we want the future generations to see a blue sky, to see different types of insects and animals, and to be able to breathe fresh air.

In December of last year, Hotomi, **Milan** (G10B) and I made six new paper recycling boxes for the first floor of the secondary school, to begin changing the school. We did this because since the original recycling boxes that were plastic boxes were poorly located. Furthermore, unlike the machine-made boxes of the past we hand made the recycling boxes with cardboard boxes and green paint. This sort of effort was put in them so that students develop some sympathy or care for the boxes and for recycling itself. This was a good way to start since students can now recycle anything – textbooks, scrap pieces of paper, or their old newspapers at home. Still, I felt like a lack of engagement with secondary students can have little effect in how much they recycle. This needed to be changed.

Hence, our group came up with a fun and challenging art activity that could involve many students: the "One-Line Art Challenge." The art challenge is simple; to draw things with only one line. The theme of this challenge was recycling, community, or nature so that artists would think of the global problems regarding garbage and waste. Since we wanted many students to participate, our group members decided that our group will choose the 5 designs we think are best, and let the secondary students rank the five designs through a popular vote. These designs would then be implemented on the paper recycling boxes on the first floor.

To make this challenge more attractive for the students, we used the "house points" system of the secondary school. (In secondary school each student is grouped into one of the four "house colors" – red, blue, yellow and green. These four houses compete by getting more "house points" than another. The house with the most house points at the end of the year wins.) We set 100 house points for 3rd place, 200 for 2nd place, and 500 for 1st place.

We promoted this activity by putting up several posters and making a 30-second advertisement video throughout the week of January 30 to February 3. To get lots of designs we also promoted the activity in different home rooms, and in Mr Jones' art class. This may have lead the One-Line Art Challenge towards success. Around 30 distinct designs were submitted by secondary students from February 6 to 9, and 171



secondary students casted their votes on the design they liked most.

The winner of the One-Line Art Challenge is **Hitomi** (G10A). Her beautiful one-line drawing of a woman wearing a dress while being covered with thorns made me remember about the rose princess in one of the folk tales. The rest of the results are labeled below:

<div style="background-color: red; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1st</div> 	<div style="background-color: red; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3rd</div> 
<p><b>Hitomi (G10A)</b> House color: Blue</p> <p><b>Chae Hyun (G10A)</b> House color: Red</p>	<p><b>Miu (G11B)</b> House color: Green</p>
<div style="background-color: red; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4th</div> 	<div style="background-color: red; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">5th</div> 
<p><b>Varsha (G10A)</b> House color: Yellow</p>	<p><b>Minn Thant (G7B)</b> House color: Red</p>

The One-Line Art Challenge was engaging for these five artists along with the other students who submitted their one-line drawing. It was also engaging for those non-artists, since many students participated in the popular vote. I, too, had fun by being able to communicate with my group members effectively to develop and pursue an idea.

Thank you to the SRC, the homeroom teachers, other staff members, and my group members for making this happen. I hope our group can do something more engaging, meaningful and creative in the future.

**Ryu** (G10A)  
Recycling Initiative Co-founder



## TASSEL Activities

In addition to teaching English to Cambodian children, TASSEL has organized several fundraisers at KIST on special occasions to collect donations to financially support Cambodian families with basic needs.

Last December, TASSEL held a special Christmas fundraiser: a Santa Claus photo booth. This specifically targeted elementary students at KIST, aiming to increase awareness about less privileged children in Cambodia who are of the similar age and encouraging their help for those children. Taking a photo with Santa and making donations to TASSEL was a simple way for them to support Cambodian children. Many students were not only interested in having a photo taken, but also in the organization, TASSEL. In addition, some parents expressed their appreciation of our actions to support Cambodian children.



TASSEL also organized another fundraising event this month: a Valentine's Day rose campaign. We delivered more than one hundred roses to KIST students and teachers on Valentine's Day together with heartfelt messages from the senders. This fundraiser was successful in that TASSEL was able to spread happiness among the KIST community with beautiful roses and chocolate, and collect a fair amount of donations for Cambodian families.

Being a TASSEL member for two years now, I am glad to be able to participate in these activities and to support Cambodian children. I particularly enjoy teaching English to them through VSEE because their enthusiasm towards each lesson makes me smile as well. It is also impressive to observe their significant improvements in English within only a few months.

Hoping that our contributions can lead to some improvements in their future lives, TASSEL will continually put in efforts to help Cambodia.

**Hyun Jeong**  
(G11B)



My first year joining TASSEL has been amazing. TASSEL is an organization that provides education to Cambodian children who need help. I volunteered to be a VSEE (video chat application) teacher, and the children are very adorable, and when we end our class, both us and the students in Cambodia wave vigorously at each other; making it hard to cut the call. Teaching them has been very enjoyable, especially when we play games. They clap and seem very happy when they get a question correct.

Joining TASSEL has allowed me to realize the joy in helping people, and how the people in Cambodia require help. This is because I have experienced a time where I was not able to teach the students due to connectivity issues. I feel that helping the children in Cambodia is crucial for a better future, because children are the hopes for the future. Joining TASSEL, I gained experience in helping people, and I will definitely join TASSEL next year as well.

**Meng Ting** (G10B)

I think that joining TASSEL has changed me for the better. I have always loved working with children, but this opportunity to work with Cambodian children has taught me to even love my students. All the children who come to learn from us are energetic, kind and lovely kids who genuinely want to learn from us. They try their best to improve, and they never get unmotivated. One of the many characteristics I love from these children are that unlike several people (including me), they never whine about having too much work to do or having too much stress because of school. I love that every single one of these children have the motivation and a determined attitude to study and learn. These children have taught me to value what I have and what I am being provided. Every time the children get excited when they get a question right, the way their faces light up happily truly warms my heart. I think I speak for all TASSEL instructors when I say that I really love teaching these children.

**Varsha** (G10A)

TASSEL is an amazing experience to be a part of. We do everything we can to help the less fortunate children of Cambodia, and along the way we come to realize and appreciate our life and also our responsibilities to make this world a better and equal place for everyone of all backgrounds.

**Nikita** (G11A)

Being a teacher for the Cambodian kids has been really fun, and it has allowed to me to be more responsible. Every week the students wait to be taught by us, and seeing them have fun during class is one of the things I enjoy most about being in TASSEL.

**Natalie** (G11A)



## Spotlight on Clubs



### Photography Club (Elementary)

What better way to express yourself and document events than through pictures! In photography club we acquire the fundamental principles of taking and interpreting pictures and videos. Our aim is to learn how to take effective pictures, and use our acquired knowledge to effectively document events at KIST.

Being part of the elementary school photography club is a big responsibility as our club will be scheduled to photograph school events. So far, our club is already scheduled to part take in documenting the school's World Cultures Day event. These photos, and future ones as well, will be displayed on the school's monitors around campus.

Children these days have access to a world of technology that wasn't available to me at their age. I wasn't able to touch a camera until my high school days, but when I did it changed the way I viewed the world. By exposing the students to professional projects their creative interest will not only be sparked, but they will also be learning important skills that will help them with future projects to come.

**Justin Wilson**  
Club Supervisor



### Japanese Drums Club (Secondary)

Has anyone noticed the loud noise from the Secondary music room on Friday afternoons? It is the sound of *wadaiko* – Japanese drums.

*Wadaiko* is a simple instrument that anyone can play by striking it. However, it is also a very complicated and profound instrument as the sound produced differs according to how it is struck.

*Wadaiko* is a great way to exercise and relieve stress as players not only use their arms, but also their full body and different muscles.

The *wadaiko* club is for students from Grades 6 to 10 and operates every Friday afternoon. During club time, students first participate in warm-up exercises without striking the drums before moving on to basic rhythms. In order to play the drums well, we also work on maintaining a good posture and raising our arms high up in the air so that the visual performance is good as well as the sound. After the basic practice, we play more complicated rhythms to create a musical piece.

We are currently aiming to perform at the end-of-year concert, and club members are practicing hard every week. We hope you will enjoy watching as we perform. Please look forward to witness the performance in perfect order and harmony.

**Tatsuya Sakuma**  
Club Supervisor





## Library News

### World Cultures Day



Thank you to the CA Library Committee, parents, students and visiting guests for making this year's **World Cultures Day**—held on Friday, February 17, 2017—a phenomenal success.

The day began, in glorious sunshine, with a beautiful rendition of Adele's "Rolling in the Deep" from secondary student vocal group, *And Peggy*. This was followed by a Japanese sword performance and the ever-popular national costume parade.



As arranged by the CA, Nanako Hayashiya and Anko Hayashiya performed a traditional Japanese dance 'Nichibu' and more in the gym for K1 to G8 students.



In the MPR there was a wonderful art exhibition from students, and multi-language video recording from the SRC.

The food booth was very popular, with my favorite cupcakes disappearing very quickly.

In the foyer students listened to stories read by parents and staff in Japanese, Chinese, English and, for the first time, Welsh.

Secondary students volunteered their time to visit elementary classes to help students learn Telegu, Chinese, Mandarin and Korean.

This is just a small glimpse of the day's activities. Please visit **Moodle** > Library > [Clubs & Events](#) for more photos and videos.

**Mr Tim**  
Teacher/Librarian



### Sakura Medal voting

Elementary students have been reading and voting on 2017 Sakura Medal books since October. As I write this, we're up to 60 votes, but that number will have gone up by the time *The Comet* goes to press.

By working together and encouraging each other to read and vote, students have unlocked the first two levels of book rewards: at 25 votes, the Elementary Library purchased an additional set of *Zita the Spacegirl* books, and at 50, we were able to buy extras of *Cleopatra in Space*. Next up: at 75 votes, the library can order additional copies of the ever-popular *Amulet* series!

To celebrate the number of votes so far, the elementary students enjoy a special "Sakura Popcorn Party" in the secondary LMC. Do you think we can reach 100 votes, and win an extra set of Reina Telgemeier's oeuvre, including *Smile*, *Sisters*, and *The Baby Sitters Club* graphic novel adaptations? Come by the Elementary Library and cast your vote!



*Continued on next page*

Continued from previous page

## New and improved LMC & EL Moodle pages

The Library Team has been hard at work bringing you a new and improved Moodle experience!

**Research links**—The new go-to resource for teacher recommended age appropriate research links to online resources. These include many subscription services only available to KIST students via Moodle.

**Citation advice**—A challenge for students of all ages. New and improved support for APA referencing. Essential for all students particularly those working on the Grade 5 exhibition, extended essays, and personal projects.

**Book Bloggers Blog**—Peruse the book reviews by KIST students if you can't decide what to read next! Leave a comment and start a conversation. Did you read a book that you *loved* (or *hated*)? Email your review to [library@kist.ed.jp](mailto:library@kist.ed.jp) and we may feature your review in the book bloggers blog! You can review books from the KIST Libraries, or books you'd recommend we add to our collection.

### And so much more!

Visit the KIST Library Moodle pages at:

>> [Elementary Library](#) (Or type: <http://bit.ly/2IFNaHw>)

>> [LMC](#) (Or type: <http://bit.ly/2IFNpm3>)



### FEEDBACK PLEASE...

How can we further improve the LMC and EL Moodle pages to better support students and parents? Let us know please with this simple [feedback form](#).

(Or type: <http://bit.ly/2IPs2Rz>)

**UPDATE: As of this week, all KIST/KIPS parents and all G1-G12 students can now access these great LMC resources (Thank you Mr Whittaker)!**

Mr Tim and Ms Hynes  
The KIST Library Team



## Athletics Update

### ISTAA U-18 volleyball



KIST Comets were back on the volleyball scene this past year participating in the ISTAA league and did quite well despite limited numbers. The girls Comets were

two points away from making the final and a top 2 finish but won the 3rd place game. The boys had it tough but battled losing the 3rd place game. Thanks to all who participated including Coach Lee! Hope all had a great time along the way!



### ISTAA U-18 basketball



Both the boys and girls U-18 Comets' season is coming to an end with a game remaining and the tournament. Coach Otis

and Coach Grant have seen some positive signs and so hopefully this leads to success at the ISTAA tournament.



Dennis Ota

Extra-Curricular Clubs and Athletics Coordinator



## CA News

### Second Harvest for K. parents

On November 18 and December 2 from 10:00 a.m. to 12:30 p.m., for the second year in a row, we visited the Second Harvest Japan organization located in Asakusabashi to provide volunteer assistance. We volunteered there to better understand the activities of Second Harvest, for which our students have been running volunteer food drive activities for some time. Both days spent volunteering at Second Harvest involved helping with food preparation for the following Saturday's soup kitchen. We first prepared and cut a lot of vegetables and washed potatoes for meals, and also received a 20-minute lecture about Second Harvest from the staff. There were also other volunteer members present who were not K. parents, both individuals and volunteers from corporate programs, and we enjoyed working together.

This was our first volunteer activity this year and was a good experience for everybody. We recommend this activity for those involved in food drives as well as the G4-G5 parents involved in Food Loss initiatives through the PYP Exhibition.

Our committee is planning to go back there for more volunteer work. We encourage any parents interested in finding out more about Second Harvest to join us next time.

### Students Events Committee (CA)



### Japanese New Year Party

We held our Japanese New Year Party on January 25 this year.

Thank you for the great support from the Kise sumo stable master for coming to school along with the stable's sumo wrestlers to help prepare the mochi rice cakes and play sumo together with the children, who had a wonderful time.

Actually, the preparation for the party started from previous day. The school purchased organic mochi rice (glutinous rice) directly from a farmer with the kind help of Mr Kikuchi from the school café (Café Tomato). We used 70 kg of rice at this year's party!

On the morning of the previous day, volunteer parents diligently prepared the rice by first washing the grains with water and then sanitizing all the equipment to be used in making the mochi (the same equipment was thoroughly cleaned and sanitized after use to prevent any possible food-borne illnesses). The cleaned rice was then soaked in fresh water overnight. Starting early on the morning of the party, school staff then steamed all the rice. Event participants pounded the steamed rice together with sumo wrestlers using a wooden mallet and mortar to turn the grains of rice into delicious mochi.

Thank you to all the school staff and parents who helped the day before and on the day of the party, especially given the cold weather. Mochi is known as a good fortune food. Didn't it taste particularly good, as it was made with everyone's enthusiastic cooperation!?

**KIST Community Association**

## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Yu Shan (Evelyn) Pang** who joined us in August 2015 as a teacher in the Secondary School. Originally from Singapore, Ms Pang is currently teaching Individuals & Societies and Geography. She is also the homeroom advisor for Grade 12B.



Ms Pang (center) hiking up Mt Jimba with friends.

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

You can drive from one end of my *country* Singapore to the other end – whether North to South or East to West – in less than an hour. (Yes, you're reading it right – this 'country' – my homeland, nation, island – is also my beloved 'hometown'.)

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

My favourite place is anywhere in the world with the combination of family, friends and food. Throw in sunny weather to the mix too.

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

My future self. I want to be encouraged to keep going strong in this journey called life.

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

My Creator has given me the ability to locate the silver lining in every dark cloud – that's a very handy skill for a world that is not without its share of dark clouds.

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

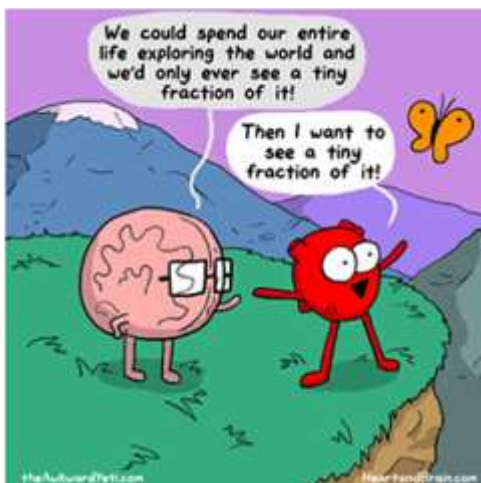
I enjoy roller coaster rides and need to go to Fuji-Q Highland someday!

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

I have a firm and secure hope that is an anchor for my soul – this hope never fails to see me through everything.

- **Which IB learner profile attribute do you most closely identify with and why?**

**Thinker**; in fact, a little too much over-thinking? (Refer to comic picture: A conversation between Brain and Heart, from *Theawkwardyeti.com*.) My brain usually dominates most conversations I have with myself. I believe I need to develop the 'Balanced' learner profile attribute in my life!



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

No. I'm quite satisfied with how my life developed and also with who I am as a person now, imperfections and all.

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

I want to continue to develop (or rather, retain) my sense of wonder so I can continually learn, unlearn and relearn things.

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

"Anxiety does not empty tomorrow of its sorrows, but only empties today of its strength." (Charles Spurgeon) I read this recently and say this as much to myself as to all of you: Do not be distracted or overwhelmed by waves that come all at once and 'keep us from the biggest small things we'll ever do, which is to just be faithful with today'. Do the 'biggest small things' you'll ever do well, today.

## Office Updates

### Lost and found

The lost and found box located beside the reception counter in the west building is overflowing again. Items include uniforms, electronic dictionaries, chargers, recorders, glasses, water bottles and more. Items not collected by **March 24** will be disposed of. If you have lost any items, please be sure to check the box by this date. Families are reminded to ensure that children's names are written on all personal belongings brought to school.



### Student withdrawals

At this time of year, it is common for some families to move to other countries after being transferred for work. In this situation, please be sure to submit the **Student Withdrawal Form** to the office as soon as possible prior to the date of withdrawal.



The withdrawal form is available on the school website at the link below:

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



## University Guidance News

### KIST Career and University Guidance Handbook

As you may be aware from E-Communications #173 (February 2, 2017), the **KIST Career and University Guidance Handbook** has been released. It covers general information about higher education systems in major countries as well as information about career and university planning to support our students and parents. Please [click here to login](#) to access to this document.

### KIST Spring University Fair

**March 20, 2 p.m. – 4 p.m. in the gym**

This year again, KIST will hold a university fair on March 20 (the day of the student-led conferences). We will host 23 universities (20 from Japan, 1 from Australia, 1 from Canada and 1 from EU) this year. Most of the Japanese universities attending offer full English programs and several others conduct IB Special Entrance Exams for their regular Japanese program. This annual event is open to the whole school, including the elementary school (**parents only**, no elementary children please!). Please come to meet the representatives from each university to gather information about options after KIST. See the flyer for the list of participating universities.

### G9 and G10 University Information Session

**March 17, 6:30 p.m. – 7:30 p.m. in the gym**

Planning ahead for university is very important for students and parents. Please come to this session which will cover the topics below:

- University planning: when should you start?
- Insight into the university admissions process: How does it work? What are universities looking for?
- How do you apply to universities from KIST?
- The Standardised Test (SAT) and Language Proficiency Test
- DP subject choices
- How to make university choices

### G11 University Information Session

**March 20, 12 p.m. – 1 p.m. in the LMC**

G11 students have started working on their future plan using the booklet called *Life after 2018! My Post-KIST Plan*. The G11 University Information Session will focus on how to use this booklet to help students plan their higher education options as well as general information about college admission in major countries. All G11 students and at least one of their parents are expected to attend this event.

### University guidance calendar

March and April is another peak season for university visits at KIST and college fairs in the Tokyo area. Please check the [University Guidance Calendar](#) and join the events!

### Mrs Okude's visit to St Andrews University in Scotland, UK

In February, Mrs Okude attended the Counsellors Conference at St Andrews University in the UK. It was a wonderful opportunity to visit the third oldest university in UK (after Oxford and Cambridge) which celebrated its 600th anniversary a couple of years ago. Although it is a very old and established university in a historic town, the university is very international with around 40 percent of international students and 45 percent of international staff who are dedicated to innovative research and studies. I enjoyed meeting with faculty members from all six schools of St Andrews and exchanged information with high school counselors mainly from the US and Canada and a few from China and Hong Kong. Please contact me if you would like to know more about this university.



*One of the oldest buildings at St Andrews University.*

### Mrs Okude's visit to St George's, University of London, UK

On the way back home, I was able to make a short visit to St George's, University of London where KIST alumnus, **Jiaying** (Class of 2016),

commenced her first year in the medical program in September 2016. St George's has served as a hospital and a medical education institute for more than 250 years. It is notable that Edward Jenner who performed the first vaccination for smallpox studied medicine at this university from 1770 to 1774. Please see the article written by Jiaying in this issue of *The Comet*, and contact me if you are interested in studying medicine in the UK or other countries.



*Jiaying and Mrs Okude in front of St George's, University of London.*

### Mrs Keiko Okude

Career and University Guidance Counselor  
Office hours: Mon, Tue, Thu, Fri 10:00-17:00  
[keiko.okude@kist.ed.jp](mailto:keiko.okude@kist.ed.jp)

## Alumnus Report

*Jiaying is an alumnus of KIST's "Class of 2016." She is currently in her first year at St George's, University of London, and is studying medicine.*

Six months have passed since I moved to South London, where St George's, University of London is based. It is specialised in providing healthcare education, and I am currently in my first year of the five-year course studying to become a doctor. In this article, I would like to share my experience so far in university, as well as the process I went through applying to medical school.

The medicine course is separated into two main parts: two pre-clinical years learning the foundation sciences and necessary skills, and three clinical years building up on the knowledge through placements in the hospital. In the pre-clinical stage, the two components that make me recognise that I am actually studying medicine are the clinical skills session and learning anatomy in the dissection room. From week one there has been a clinical skill session every week, beginning with how to gain consent from the patient, to a full respiratory examination using a stethoscope that I have just learnt in the past few weeks. These sessions follow the small-group anatomy lessons in which pre-dissected cadavers are used. How anatomy is taught varies depending on the university, and there are pros and cons to each method. For example, while I learnt anatomy by examining each system in the body, in some universities a group would dedicate an entire year dissecting one cadaver, and through the process learn regional anatomy layer to layer from the surface.

Similarly, while some medical schools are university-based in the pre-clinical years, others are hospital-based. St George's is a hospital-based university, that is, the teaching faculties are connected to hospital wards, specialised clinics, accidents and emergency centre, and research facilities. Patients are transferred through the corridor where students queue for the lecture theatre, the simulation ward is next to the actual rehabilitation centre, and it is a common scene to see surgeons in gowns buying lunch at the student

union shop. I like this aspect of the university, since it helps me link together what I am learning now to where I might encounter it in the future. There are also plenty of occasions to work with students majoring in other fields as well, including paramedics, diagnostic and therapeutic radiographers and physiotherapists, which prepare us to work in a team in actual healthcare settings.

Being surrounded by people who are all studying to become healthcare professionals is inspiring, but at the same time it could be very stressful too. Living in London helps me to mitigate such stress and the sense of becoming narrow-sighted. From central London, Tooting is far enough to have cheaper groceries, but close enough to visit the museums and libraries every weekend, thirty minutes by tube. I have also picked up playing competitive karuta again by reaching out to other enthusiasts, and have since had the opportunity to acquaint with people outside university who are of different ages and doing work that are irrelevant to medicine. I have met a girl through this activity who is currently doing the MYP, and has told me that she is consolidating her subject choices for the DP. This reminded me of how the choices that I have made three years ago, have brought me to where I am now.

Choosing the subjects that I was going to undertake in the Diploma Programme was not a very difficult decision for me. I was passionate about, and was determined to study medicine in university, so my subject choices were reflective of my interest: namely biology, chemistry, psychology, and mathematics in addition to English and Japanese. These subject areas continue to play a crucial role in my studies as a first-year student in university. Biology and chemistry lay the foundation for the clinical science knowledge that I must gain in the first two years before going into the hospital wards from the third year; psychology is not only essential when studying psychiatry,



*Jiaying (second from left) and friends.*

but also applicable to medical ethics; and surprisingly mathematics, particularly statistics has been highly relevant to fields such as epidemiology (and so the IB formula booklet remains to be a good companion of mine!) Much broader and deeper topics are being covered in a much shorter amount of time now, but the study habits that I have developed in the past few years are proving to be extremely useful, at least so far, half a year into medical school.

Although I had a clear idea of what I wanted to study after graduating high school, I had no idea where I wanted to study when it came to the stage of college application. I prepared for all three potential options for me: UK, US and Japan. Each country required different complementary tests, including SAT and TOEFL for American schools and IELTS, UKCAT (UK clinical amplitude test) and BMAT (biomedical admissions test) for British schools. I remember taking one examination every two weeks during the summer break between grade eleven and twelve, although I wish I had more time to prepare for each test. The interviews following the application were during term time before the mock exam, and flying to three places around the globe for three different interviews on separate occasions is a very memorable experience for me.

After moving my focus away from American universities since they only offer medicine as a graduate course, I was faced with an excruciating dilemma between going to the UK or staying in Japan. In fact, I still do. I think I will continue to reflect on this first life-changing choice I have made, that will most certainly impact on the path I take in the future.

*Continued on next page*



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Clearly, the place to study is an important factor that everybody would consider carefully, and I believe that this is especially true for anyone who wants to study medicine or obtain a degree that is completed by receiving a license to practice approved by the country. Such licences are often not transferrable to other countries. For example, the medical licence issued in Japan is not acknowledged in the UK, and vice versa. Thus choosing to study in the UK not only characterise my decision of staying here for the next few years, but to me it is my determination to spend possibly more than a few decades in this country.

It was a huge decision to make, considering that I had never been to the UK before making the application. I have spent a long time weighing the pros and cons of the two options: in terms of the choice of university within the country, the number of Japanese universities that accept applications to medical school with IB grades are still limited (as of 2016, only three, but it is increasing), whereas most, if not all UK medical schools implement IB application process through the UCAS system. Financially speaking, Japanese national university would have been less expensive to complete the medical degree compared to studying as an international student in the UK. The course taught in Japan also included my particular field of interest, the integration of traditional medicine into contemporary medicine, which is often overlooked in the UK. However,

the duration of course is shorter in the UK than in Japan, five and six years respectively. Additionally, because Japanese universities usually begin in April, there will almost be a gap year between graduation and commencing university. My mind was not set even after graduating from KIST, as I prepared for the student visa application. Japan is after all where I have grown up, and where I feel most comfortable. In the end, it was the anticipation for the opportunity of gaining new experiences, meeting different people, and becoming exposed to more perspectives that has driven me to fly to the UK.

Indeed, the people at St George's are from all kinds of backgrounds coming from different parts of the world. The variety celebrated by the community is demonstrated through the number of societies and clubs. Despite being a highly specialised and relatively small university, there are more than two hundred societies ranging from academics (such as the anatomy and wilderness medicine society) to sports (the rugby-football club is one of the oldest existing rugby clubs in the world!), religion (Islamic society, Christian union and so on) to drama (comedy, musical...), charities to self-awareness. In the language society which I take part in, for example, student-led weekly sessions are offered in more than ten languages, and I am learning basic Arabic, Russian and Spanish while teaching Japanese myself. Outside the university, it is inspiring to see that



*Jiaying with a statue of Edward Jenner.*

most food – burgers and Chinese take-outs are available in Halal, and how cultural festivities are also noted on the calendars.

Over the past six months, the change in environment has influenced me to become more independent, both in studying and outside academics, which is in turn rewarded by greater freedom. It is always a pleasure to notice that I am building up on what I have learnt before and fitting everything together, and gaining different views in addition to what has moulded me until now. I still don't know if I have made the best choice for me. I think I will not know until many years later I would have found enough reasons to justify that it was a good decision. Until then, I am enjoying this vibrant city.

**Jiaying**  
KIST Alumnus, "Class of 2016"

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# *K. International School*

## *Spring University Fair*



**Date: Monday, March 20, 2017**

**Time: 2pm - 4pm**

**Venue: KIST Gym**

*Griffith University*  
*HOSEI University*  
*International Christian University*  
*Yamanashi Gakuin University*  
*Juntendo University*  
*Keio University*  
*Kyushu University*  
*Lakeland University Japan*  
*Meiji Gakuin University*  
*Musashino University*  
*Okayama University*  
*Osaka University*  
*Ritsumeikan Asia Pacific University*  
*Ritsumeikan University*  
*Sophia University*  
*St. Thomas University*  
*Temple University, Japan Campus*  
*The University of Tokyo*  
*Tokyo International University*  
*United International Business Schools (UIBS)*  
*University of Aizu*  
*University of Tsukuba*  
*Waseda University*



KIST University Guidance Office  
 Mrs. Keiko Okude [keiko.okude@kist.ed.jp](mailto:keiko.okude@kist.ed.jp)