



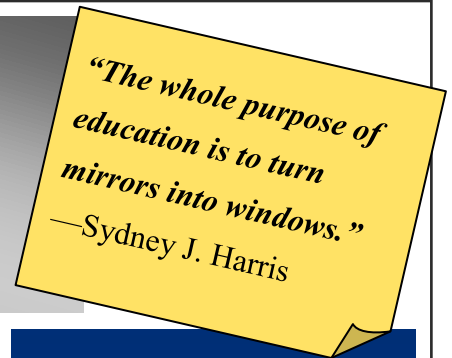
The Comet

The Newsletter of K. International School Tokyo

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From the Head of School



Dear KIST Community,

It is hard to believe that a year has gone by since our IB and CIS visit this time last year. Our newly attained CIS accreditation status has gained us recognition as a respected and established international school delivering quality educational programming. As such, we are now able to become members of network organizations that are of support to us in further developing our school.

One such organization is the [East Asia Regional Council of Schools \(EARCOS\)](#), a group of 158 member schools in East Asia. EARCOS's mission is to inspire adult and student learning through its leadership and service and to foster intercultural understanding, global citizenship and exceptional educational practices within its learning community. EARCOS has a history of supporting schools in our region for over 50 years. We hosted a visit by the Executive Director of EARCOS, Dr Dick Krajczar, in October and KIST is proud to have been accepted to this supportive community of like-minded schools. In November, we also hosted a representative team from the [Japan Council of International Schools \(JCIS\)](#) as part of our application to join their organization of 27 international schools that work together to promote, support and sustain quality English medium schools serving the international community in Japan through an educational framework which is international in both style and substance. We will hear back from JCIS about our application after their next Board meeting in the Spring of 2018. Memberships such as these provide our staff with networking and professional development opportunities that benefit teaching and learning at KIST and they also further promote our school as a leader in international education.

I hope that you enjoyed the K.20 Celebration that took the place of KISTival this year. It was wonderful to celebrate this milestone in KIST's history, to catch up with parents, alumni and others who have supported KIST's development from a school with one full-time student to the top performing IB DP school in Japan with graduates gaining acceptance to the world's leading universities. Although this year's festival was structured to give our parents 'a break', the support of those parents who contributed regardless was appreciated hugely. Thank you! Thank you also to all of the students and parents for working so hard to make the event a success for all! Hopefully we can continue the staff cultural performances in coming years – perhaps a staff and parent Bollywood dance???

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DATES TO REMEMBER



December 2017

- 8** (G1-G12) Clubs program ends / (K3-G5) LEAP classes end
- 8** (K1-K3) After care not available on this day
- 11-13** (G9-G11) Semester 1 examinations
- 13** (G6-G12) SRC dance
- 14** (W) Winter celebration rehearsals
- 15** (W) Winter celebration
- 15** (K1-G3) After care not available on this day
- 16-Jan 7** Winter vacation
- 18-19** Office open

January 2018

- 8** Staff development day (No school for students)
- 8** 2018-2019 enrollment applications close
- 9** School resumes for all students
- 9-16** (G12) Semester 1 DP mock examinations
- 12** (G4-G5) Mathematics diagnostic testing
- 19** (G6-G10) Mathematics diagnostic testing (*Morning)
- 19** (S) End of Semester 1 (Half day for students)
- 22** Semester 2 commences
- 22*** (K3-G5) Semester 2 LEAP classes begin this week (*New date)



Continued from previous page

December marks the start of the exam season at KIST with Secondary School semester exams taking place before the break and the first round of Grade 12 DP mock exams taking place the first week back to school in January. It is a very busy time for our Grade 12s as they finish off their courses, follow through with their university applications, and prepare for the upcoming final assessments of the DP. Good luck with your studies Grade 12s – we are all cheering for you!

Parents, teachers, students and other supporters – Thank you everyone for all that you have done to support KIST during 2017. Please enjoy the upcoming winter concerts and I wish our whole community a wonderful end to 2017. I look forward to welcoming everyone back to school on January 9, 2018.

Happy holidays everyone!

Jeffrey Jones
Head of School



School Calendar 2018-19



To assist families planning overseas trips, the dates of school vacation periods for students and other important dates for the 2018-2019 school year are listed below.

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

The complete calendar will be distributed in June.

- First day of school for students:**

August 20, 2018

- KISTival:**

October 27, 2018

- Autumn vacation:**

October 28 – November 4, 2018

- Winter vacation:**

December 15, 2018 – January 6, 2019

- Spring vacation:**

March 23 – 31, 2019

- Golden Week vacation**

April 27 – May 6, 2019

- Last day of school for students:**

June 12, 2019

From the Board President

As the year draws to a close, I hope everyone is happy and healthy.

Thanks to the help and support of the families of current KIST students, alumni and their families, and other supporters of our school in the community, our K.20 Celebration held on October 28 was a great success. I would like to express my sincere thanks to all those who attended this event.

I would also like to thank our staff and current students for taking time out of their busy schedules and giving their all to prepare for the event and to assist on the day.

Unfortunately, due to my own duties on the day, I wasn't able to see much of the day's festivities, but I was deeply moved by the performances in the gym. Through the performances, I felt that all barriers were broken down, and the whole KIST community was able to come together as one. Elementary staff, secondary staff, office staff and students all worked together to put on an entertaining show, and, together with the parents and guests watching, I really felt as if everyone was a part of our KIST family.

Even now, the feeling of unity and pride lingers in my heart, and I have come to feel that KIST is a place where everyone can belong. It is my wish that this warm, familiar atmosphere continues to grow in the future.

Also at K.20, we were finally able to present a construction plan for our new school buildings. This is a major project for KIST, and we are currently seeking donations to help cover construction costs. We ask for any help that you can give us in making this project a reality.

I hope that everyone stays warm as the weather grows colder, and I wish you all a wonderful holiday season and a Happy New Year!

Yoshishige Komaki
Board President



Academic Scholarships

The **KIST University Support Scholarships** recognize hardworking students who achieve high scores in their final year of the DP and are awarded to students who attain 40 points or higher. In this year's round of awards, a record total of 13 graduates from the "Class of 2017" have received scholarships. Congratulations to you all! We look forward to hearing of your successes in your studies in the coming years.

KIST University Support Scholarships

Silver Awards



Akira



Hardik



Rithwik

Bronze Awards



Aika



Amartya



Arjun



Hana



Hiroya



Mirabelle



Nina



Sophia



Takumi



Thayalan

K.20 Celebration

To commemorate KIST's 20th anniversary this year, we held a special event—K.20 Celebration—instead of the regular school festival in order to thank our school community, past and present, for their support over the years and to look toward the school's future as it continues to change and grow. We were delighted to be able to celebrate K.20 with so many people from our KIST community, including a much larger number of alumni and their families and former staff than usual.

This event differed from our usual festival in that parents were relieved of their usual booth duties, and we were very glad to hear from many parents that they were able to enjoy the festivities at their leisure. Next year, our school festival will return to its normal format.

In conjunction with K.20, we also began our second donation drive to raise funds to build our new gymnasium, planned to begin construction in June 2019. In order to reach our donation goal, we ask seeking the support and cooperation from families. This year's income and expenditure information from K.20 is as follows. Proceeds from this year's K.20 Celebration will be put towards the new gymnasium fund.

K.20 income and expenditure report:

Total revenue:	¥5,729,761
Total expenditure:	¥2,922,233
Total funds raised by TASSEL, HFH:	¥296,185
Profits:	¥2,511,343

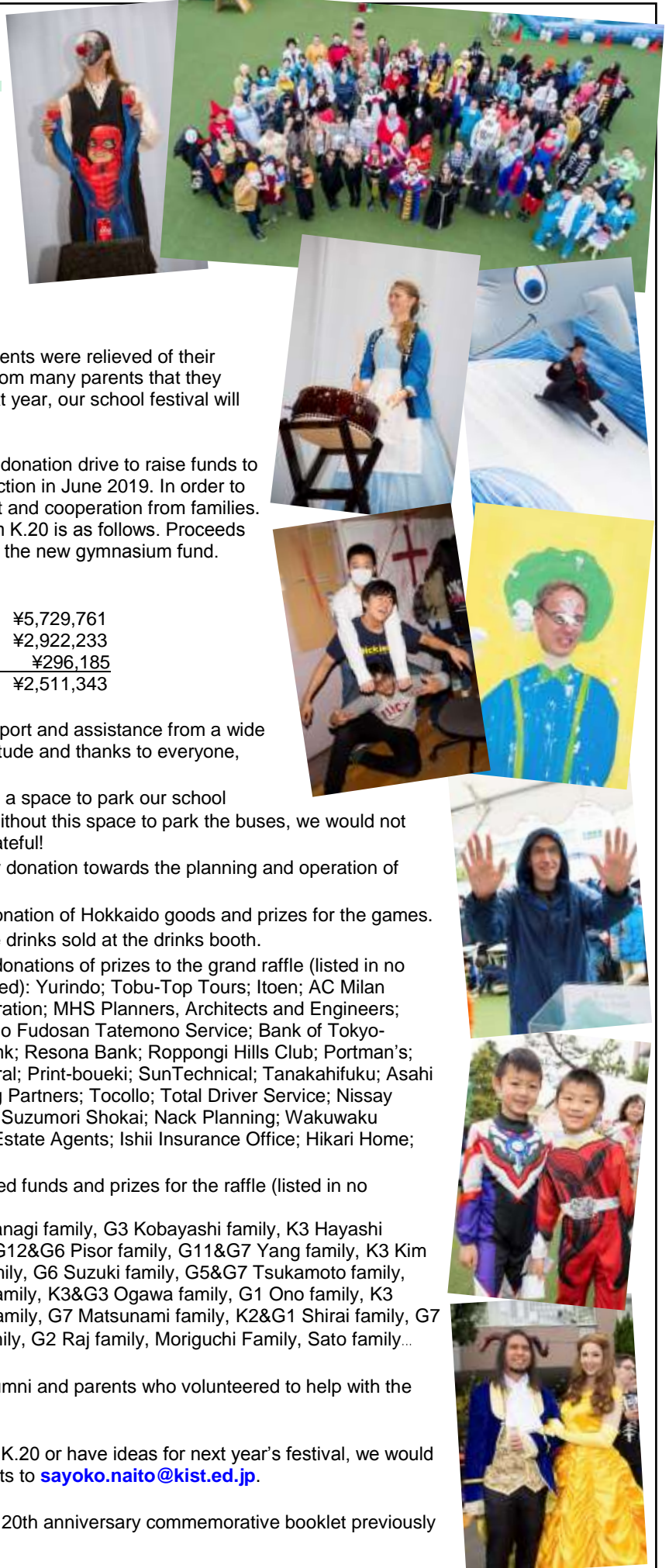
In helping to make K.20 a success, we received support and assistance from a wide variety of people. We would like to express our gratitude and thanks to everyone, and particularly to the following:

- G7&G3 Minoura family: Thank you for providing a space to park our school buses on the day of the event free of charge. Without this space to park the buses, we would not have been able to hold K.20, so we are very grateful!
- G6 Li family: Thank you for your large monetary donation towards the planning and operation of K.20.
- K1 Takeuchi family: Thank you for your large donation of Hokkaido goods and prizes for the games.
- K1 Suzuki family: Thank you for donating all the drinks sold at the drinks booth.
- Thank you to the following companies for your donations of prizes to the grand raffle (listed in no particular order; some names may be abbreviated): Yurindo; Tobu-Top Tours; Itoen; AC Milan Academy Tokyo Office; Prologis; Kajima Corporation; MHS Planners, Architects and Engineers; Heiwa Real Estate; Kajima Tatemono; Sumitomo Fudosan Tatemono Service; Bank of Tokyo-Mitsubishi UFJ; Tokyo Tomin Bank; Mizuho Bank; Resona Bank; Roppongi Hills Club; Portman's; Sekiya-rika; Glass Lab; Rikashitsu; Tokyo Central; Print-boueki; SunTechnical; Tanakahifuku; Asahi AC; Aoki Judicial Scrivener; Ichigaya Kaikei; ing Partners; Tocollo; Total Driver Service; Nissay Transport; Hasegawa Sports Facilities; Nippac; Suzumori Shokai; Nack Planning; Wakuwaku Moving Service; Muranaka Corporation; Oedo Estate Agents; Ishii Insurance Office; Hikari Home; Brigela...
- Thank you also to the many families who donated funds and prizes for the raffle (listed in no particular order): G1B Terao family, G4&K3 Toda family, K2 Itoyanagi family, G3 Kobayashi family, K3 Hayashi family, K2 Ogawa family, K1 Sakashita family, G12&G6 Pisor family, G11&G7 Yang family, K3 Kim family, K1&G3 Ota family, G1&G5 Hiramoto family, G6 Suzuki family, G5&G7 Tsukamoto family, K2&G1 Lyu family, G5 Wu family, G3 Sugiura family, K3&G3 Ogawa family, G1 Ono family, K3 Takada family, G2 Abe family, G3 Matsudaira family, G7 Matsunami family, K2&G1 Shirai family, G7 Gaba family, K3 Usui family, G10 Molligoda family, G2 Raj family, Moriguchi Family, Sato family...

Also, thank you to all the G11 and G12 students, alumni and parents who volunteered to help with the staff-run booths.

Parents and students who wish to give feedback on K.20 or have ideas for next year's festival, we would love to hear your thoughts! Please send all comments to sayoko.naito@kist.ed.jp.

If you would like to receive an additional copy of the 20th anniversary commemorative booklet previously distributed to all families, please contact the office.





.20 Celebration

Saturday, October 28, 2017



Elementary School News

appreciation

noun ap·pre·ci·a·tion \ ə-, prē-shē-'ā-shən, - ,pri- also - ,prē-sē- \
—the feeling you have when you are grateful

Although I strongly believe in showing appreciation and thanks all year round, it seems every year around this time, as the year comes to a close, I become increasingly reflective and thankful for everything we have. I recently read a statistic that one in every nine people worldwide live on less than two dollars a day. What they live on per day is less than what many of us pay for our morning cup of coffee.

For many worldwide, the end of the year is celebrated with various festivities. Many in our school community will possibly be hopping on trains and planes to meet with relatives, to spend time on sunny beaches, or to enjoy hot springs and snowy ski slopes. I feel very fortunate for the quality of life we are afforded and the opportunities and education we are able to provide for our children. At this time of year, while we celebrate and enjoy the fruits of our labor, I believe we should all express thanks and appreciate everything that we have. Over the holidays, while you all enjoy this well-deserved break, please take the time with your families and children and reflect on and appreciate everything we are fortunate to have.

I wish you all a safe, restful, and enjoyable winter vacation!

Happy holiday to all!

Kevin Yoshihara
Elementary School Principal



PYP News

Where we are in place and time...

Every day in the elementary, your child comes to school and studies a variety of subjects. The most important element in terms of the Primary Years Programme is the 'unit of inquiry'. This aspect of the curriculum is crucial to the learning that the lessons support. Within the units, one finds the five "essential elements" consisting of **Knowledge, Concepts, Skills, Attitudes and Action**. Through these, the bulk of the knowledge your child acquires is transferred and constructed. Lessons are planned to contain varying material that has wide appeal and stimulating for young minds. Units are planned collaboratively and contain issues that are transdisciplinary in their scope. They are not only "timeless" but in some cases quite "timely".

As we slide towards the end of the year and inevitably into the holiday season, one transdisciplinary theme that lends itself to the season is "Where we are in place and time". It fits well due to the themes that are frequently explored during students' class discoveries. Themes of heritage, lineage, heirlooms, personal and family histories, folklore, homes, journeys, relationships between the inter connectedness of individuals and civilizations, all tie in well with the seasons' themes of family, giving, sharing, togetherness and remembrance. The end of year seems to demand that we sit back and reflect on the year's achievements and challenges as well as the love and warmth that we share amongst friends and family. We often choose this time of year to make decisions about how we move forward with our lives and ways to better our relationships, not only with our friends and relatives, but also with ourselves. Introspection and self-assessing can bring new knowledge of the world and those who move through it. Possibly making new connections and understandings of how our world moves through time and our place within this movement.

Regardless of your personal interpretation of the holidays and what you choose to celebrate, please take some time to discuss where your family comes from, where you see it going, and what your child believes about their personal histories. Share a bit of the old as you weave new hopes, new memories, and traditions to be passed down through the years to come. And remember, "Where we are in place and time."

Happy holiday!

Clay M. Bradley
PYP Coordinator /
Elementary School
Vice Principal



Anti-Bullying Assembly

If you have recently visited our elementary building, you might have noticed the big black poster with beautiful wings. It is made out of a lot of little paper feathers with our students' comments about their gifts and talents, to celebrate our uniqueness. Ms Cat prepared all the wings and decorated a poster so that even the younger students can understand the concept of this celebration visually. Why don't you stand in the middle of the poster and take a photo, you'll look like you've got wings!



Presently, there is much national concern about bullying and how to prevent it. As part of our work to develop all students' social, emotional and behavioural skills, we held a special focus time when we all thought about how to make sure that no one gets bullied in our school.

The theme for this year's anti-bullying week was "All Different, All Equal". The idea was to help students celebrate what makes them, and others unique, and help them understand why it's important that every student feels included in school, and are able to be themselves without fear of bullying.

Using the SEAL programme during the community circle time, our students developed the skills, knowledge, understanding and confidence to recognise and act when they see or experience bullying.

To share and enjoy all the work the students have done, we held a special celebration assembly on December 5. K2A students explained their gifts and talents, in order to celebrate the differences between them, which was followed by a play by volunteers from G3. At the end of the performance, all the G3s sang a song called "Everyone is Different", with our music teacher Mr Collins. The actors and actresses spent a lot of time remembering their lines and performed excellently. Well done!! Not only did the students act, but some of the elementary staff did too. Ms Watanabe, Mr Sullivan and Mr Norwood kindly volunteered. Well done staff and thank you for your support!!

Kana Furnival
Student Care Coordinator (Elementary)



[↑ View a video of the Assembly here!](#)



Early Childhood News

Language games



Now we are heading in to the winter holiday. This is normally a time when we sit around with our family members. To make this happen, the majority of families in our school community must travel. While you are waiting at the airport, on the airplane, or in the train, why not try some of the literacy word games that we used to play when we were young? The number of children spending time on electronic devices is growing rapidly each year with all different kinds of games and game consoles available now. I am not opposed to children using these devices, however, studies show that young learners learn language most through interacting with others.

I Spy.....

Do you remember playing this game with your parents while driving?

"I spy with my little eye, I see something round and red..."

Yellow Car.....

Or this game? When you spot a yellow car you receive 5 points, a red car is 1 point and a blue car is 2 points. This could also be a math game.

Alphabet Game.....

If your child is confident with the order of the alphabet, and has a well-developed vocabulary, playing this game is another fun one to do. You decide a topic or theme first – such as food items, things to bring to a picnic, etc. – then take turns coming up with a word for the chosen theme that starts with 'a'. The next person must come up with a word that starts with 'b', but must also remember the previous 'a' word. For example:

Person 1: I am eating **a**pples.

Person 2: I am eating **a**pples and **b**ananas.

Person 3: I am eating **a**pples, **b**ananas and **c**arrots.

Person 1: I am eating **a**pples, **b**ananas, **c**arrots and **d**oughnuts.

This needs to be alphabetical order, and you need to remember all the previous words that were used. Depending on the topic, you can change the phrase, too. (I am eating..., I am bringing..., I am doing/playing/singing...). The possibilities are endless!

Shiritori.....

This is a famous language game in Japan in which you use the last sound of one word to come up with another word. It goes, 'shiritori,' 'risu,' 'suika'... This is a good game to build Japanese vocabulary. It could also work with English sounds, too, such as 'egg,' 'glass,' 'snake'.... (for those who have not yet learned about the split diagraph, the last sound for 'snake' is the phonetic 'k', so 'kick' could work). Or you can simplify it and ask your child to find words that start with the same sound, like 'snake,' 'snack,' 'snail'...

Please have an enjoyable Winter Holiday!!

Eri Ozawa

Early Childhood Coordinator (K1-K3) / K1B Teacher

Controlling Anger



Are you feeling angry? Does it feel like you have a hot boiling volcano inside you and it's about to erupt? If so, try these strategies from our K3 experts. During Community Circle, we have been exploring different levels of anger and how to cope with them!

“Sing a happy song!

Yuka (K3B)

“Count to 15!

Ramya (K3A)

“You can speak really nice words.

Soren, Anne, Yuri (K3A)

“Draw something with friends.

Kina (K3B)

“Take ten deep breaths.

Nina (K3A)

“Think happy thoughts.

Soo Hyun (K3B)

We hope you feel better!

Christie Chung and Kay Shinada
K3 Teachers



K1 Classes and Parents' Support

During our unit, Who We Are, our central idea focused on 'We support one another in a community which enables us to learn'. Parents of both classes were very supportive when they volunteered and shared how they help people in many ways. Thank you to all the parents who participated.

Claire Yoneyama
K1A Teacher

Mei's dad shared his job as a Secondary teacher and a basketball coach at KIST. He shared how he teaches the bigger students. He showed books big students read and compared them to picture books in K1. He also taught us a song called 'I'm So Happy'; the students love singing the song every day.



Oliver's dad shared his job as the Secondary Principal at KIST and how he helps the secondary students and their parents in many ways. He showed us many photos of his big students. The K1 class had to find Mr Mark in the photos. It was really hard to find him as some of his students were even taller than him.



Toya's dad shared his job as a pharmacist. He showed what pharmacists do and things found inside a pharmacy. He brought two cream-type mixtures and mixed them together. The cream is used for dry skin.



Aoi's dad shared his job as a police officer. He talked about three important things police officers do to help people:

1. Keep everyone safe
2. Help people who are in trouble
3. Arrest bad people



Masayuki's mom came and shared how she helps people as an ophthalmologist. She showed us how to use an eye chart to measure visual acuity. She also discussed the importance of keeping our eyes healthy:

1. Watch TV, use computers and digital games for short periods.
2. Eat a lot of green leafy vegetables such as broccoli, pumpkin, spinach, etc. Eat a balanced diet; soup, vegetables, rice, meat and fish.



Tae Woo's dad shared his job as a doctor and how he helps people get better when they get sick. He showed us items such as a stethoscope, different types of injections and a special device to locate the veins in a person's body to prevent repetitive injection pains.



Raian's dad showed us how restaurant staff work to help people. We went to their restaurant and saw the kitchens. The K1 students were treated to fruit and drinks.



Masayuki's dad came to share his job as a dentist. He showed us the difference between child's teeth and adult's teeth. He mentioned that a child has 20 teeth overall, whereas an adult has 28. He also showed us how a child's tooth is replaced by a new adult tooth when it has fallen out. He also reminded us to brush our teeth regularly to prevent cavities.



K1 Buddy Reading Time

As you may know, in the Elementary School at KIST, we have an activity called 'buddy reading time' (Please refer to *The Comet*, Volume 20, Issue 2) which provides a great learning opportunity for all students involved. Here are some comments from K1 and G5 students and teachers about buddy reading. As you see from the comments from both teachers and children, this once-a-week learning opportunity contributes to not only helping the young ones learn, but also in supporting older students to take action as IB learners. How many IB learner profile attributes or attitudes can you see represented through this buddy reading system?



Teachers

“Being their K1 buddies brings out the best in the G5s. It teaches them to be gentle, caring and patient. It also puts a big smile on their faces. *(Mr Matt, G5A)*”

“Having our G5s work with the K1s is such a valuable learning experience. While supporting their K1 friends, the G5s develop their communication skills as well as become more responsible and caring. It is a wonderful example of serving the community, and a great way to prepare them for the DP. *(Mr Scott, G5B)*”

“The K1s are so glad to have the G5 buddies as they are very helpful with assisting their partners during activities and also building their confidence and communication skills. The K1s always look forward to playing and reading books with their buddies. As many of the G5s visit during snack and lunch times, K1 are now able to call many G5s by their names. *(Ms Claire, K1A)*”

“Buddy reading helps the K1s build a special bond with their G5 partners. The G5s really take care of their small friends to make sure they succeed in their learning. They even come to greet the K1s in the morning when they line up, making sure there are no morning tears. *(Ms Eri, K1B)*”

G5 students

“I feel when we teach K1 to read, paint, glue, cut and find shapes, we help them learn. *(Haruka, G5A)*”

“When it turned to G5 reading buddies, it was my favorite lesson.

They are always smiling and giving me ideas. We can also see them grow up each year like their parents. *(Nao, G5A)*”

“In buddy reading time, I think that I want to teach them and make them more and more knowledgeable. *(Noa, G5A)*”

“Reading buddies helps the younger kids to read and it also helps me. Every morning when I meet my reading buddy, I feel energetic and fresh. *(Prakariti, G5A)*”

“I really like the buddy time because the K1s are very cute and it is fun to help them learn with fun activities. I think we get to know something about handling little kids and that skill can be useful later. *(Aadya, G5B)*”

“I really like buddy time because Leon is so adorable and others are too. And I love teaching them literacy and math. And if we need to take care of little kids, we can be ready for it. *(Sophia, G5B)*”

“I really love the buddy time because it is very fun to play with them and teach them. I really enjoy taking care of them and I think they are all super adorable. *(Feiru, G5B)*”

K1 students

“Happy, because my buddy helping me. *(Tae Woo, K1A)*”

“Excited, my buddy read a book. *(Sena, K1A)*”

“I excited because help drawing pictures. *(Alisa Z., K1A)*”

“Grade 5 come here, I excited. *(Teppei, K1A)*”

“I like G5A Sumire, Haruka and Sam. *(Yuyu, K1B)*”

“Yujin and Cherry angry, afternoon snack. *[I feel angry that Yujin and Cherry don't come during afternoon snack.] (Hayoung, K1B)*”

“Because Sumire and Shota G5A coming, I feel Sumire Shota coming excited. *(Fiona, K1B)*”

Celebrating Diversity in K2A

A diverse classroom is one in which everyone is accepting of all people, regardless of their race, culture or religion. Diversity is important because the world is changing every day. We must learn to accept and get along with people of all cultures, races and religions to become productive citizens of the world.

In this spirit, and to align with Anti-Bullying Week, K2A students have been talking about their differences as part of their community circle activities. Students explored what makes them unique through class discussions, which helped every child feel included not only within their class environment, but part of the school community too.

They built on these discussions to create their own artwork in which they are the 'masterpiece'. Their artwork was then decorated with what the individual student was proud of about themselves, and the other students collaborated to add their input about what they liked about their friends to their artworks.

The whole class enjoyed presenting their ideas during the Elementary Assembly.

Catherine Wells
K2A Teacher



Grade 1s Reflecting on Change

G1s interview the school founders for unit of inquiry

For our second unit, 'Where we are in place and time', Grade One has been reflecting on different kinds of change over time. We thought about how different things and people change over time, and why they have changed. Over the course of the unit, the Grade Ones have considered how many different things have changed and why – telephones, cars, even Mickey Mouse! As the unit progressed, the Grades Ones considered how they had changed. For our summative assessment task, the Grade Ones interviewed a teacher about the changes in their life and presented this information to their classmates in a timeline.

The students also began to consider how the school had changed. With this year being the twentieth anniversary celebration at KIST, it was a perfect time to reflect on how our school has changed in relation to the unit! The Grade Ones were very excited to welcome



the founders of KIST, Mr and Mrs Komaki, to hear about how the school had changed and ask their very own wonder questions.

It was very interesting for the students to hear how the school has grown from a small

number of students and teachers to over six hundred students! The students heard how the buildings had changed, and the expected changes for the future, which related to our previous discussions in Unit of Inquiry of past, present and future. The students also found the evolution of the school's philosophy particularly interesting. The school founders told us about how they had originally founded KIST as a place where students could feel cared for and safe, and later realised that it was also important for their students to study hard and learn as much as they could. Hearing about the changes in people, buildings and educational philosophy in the context of the Unit of Inquiry was very meaningful for our students and teachers.

It was wonderful to have this discussion with the school founders. We hope our current Grade One students will remember how KIST has changed, and how it will continue to change, as they grow over their years at KIST!

Jennifer Campbell and Wilhelm Merchel
G1 Teachers



New Face



Since the last issue of *The Comet*, we have welcomed a new staff member, **Lina Shigemitsu**, as an ELS instructor for the Elementary Grade 3 classes.

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



Lina Shigemitsu
ELS Instructor (G3)

A New Elementary Intern



Hello, my name is **Pavitra Segar**! Over the past couple of weeks, I have had the opportunity to work alongside the teachers in Grade 3 and 4 as part of my internship programme through Taylor's University, Malaysia. The students and teachers here at KIST have a great outlook on education that I'm so excited to be a part of. I have come to love the idea of inquiry-based

learning. The KIST community has been very welcoming which has made my time here an unforgettable experience thus far! Coming to Tokyo was a huge step outside my comfort zone but since being here, it has proven to be the best decision I have made. Between the people, culture, food and everything else, I don't want to leave! I am definitely excited to become a teacher in the near future, although I still have a lot to learn to get there.

Please welcome Ms Segar to our school community!

Elementary ELS

'Inquiry is Universal' board: Thank you to families

Dear Parents and Caregivers,

As reported in the September issue of *The Comet*, ELS staff have started a vocabulary display called "Inquiry is Universal" just outside the elementary school office. It has taken off with a bang – your children are loving it, and are gaining from it in myriad ways. This is thanks to you. Staff and students would like to show our appreciation for all your help in discussing Unit of Inquiry at home, letting your children teach you the difficult English words we are learning, and teaching us how to say and write those words in our other languages, too. Your enthusiasm and guidance at home in your home languages has an immeasurable impact at school. It fosters our students' self-esteem, language growth and cognitive development. To show you what a huge impact your time and effort is creating, here are some photos, and some words from our elementary students. Please continue to help us with each new unit.

With deep gratitude,

Elementary staff and students



The 'Inquiry is Universal' board in November: The display has already changed about 3 times this year, thanks to your help at home with each unit we have done so far in 2017-18.

What do you like about the 'Inquiry is Universal' board?

- “ I like the thing that people who speak the same language as us can learn that word in their home language too, by looking at the Inquiry is Universal board. *(Aadya, G5B)* ”
- “ I like that even though you don't know the meaning of a word, it tells/translates to different languages so that other students or parents can understand the word. *(Dawon, G5A)* ”
- “ It shows our unit of inquiry words in our own languages and is very creative. *(Feiru, G5B)* ”
- “ I like the way it tells a lot of languages of that word so that makes the school an INQUIRER! *(Fumika, G5A)* ”

How do you find out how to say and write the unit words in your home languages?

- “ I usually ask my mom so I can do it in my own words but also when my mom doesn't know, I search it in the internet.” *(Fumika, G5A)* ”
- “ I think sometimes ask our parents or look in websites. Mostly research skills.” *(Haruka N, G5B)* ”
- “ I inquire! I search the word on dictionaries or internet...” *(Dawon, G5A)* ”

How does it help you learn?

- “ I get to learn more vocabularies. This can also help me to understand the unit itself. *(Dawon, G5A)* ”
- “ It helps me learn words that we are studying in my home language. *(Aadya, G5B)* ”
- “ It helps me learn that you can research more into cultures and understand that words have languages. *(Haruka N, G5B)* ”
- “ It helped me learn different languages for our inquiry and the thing is interesting so it helps me learn it quickly. *(Donna, G5B)* ”
- “ It helped me learn different languages such as Chinese, Korean, Scots English, Tamil, Italian, Tagalog, Hindi and more. *(Miki, G5A)* ”
- “ I get to learn a lot from our UNIT! *(Fumika, G5A)* ”



K3's unit is Who we are: Our choices and actions can affect our relationships. Here is one of the key words they have been discussing at school and at home – "feelings".



Kazuhiro (G5A) adds the word "mangibang-bayan" – Tagalog for "migrate" – to the G5 display for the unit Where we are in place and time: Human migration comes from and leads to challenges and opportunities.

LEAP News



2018 is almost here, which of course means that the second annual LEAP application dates are almost upon us.

There has been one slight change to the calendar, in that **LEAP classes for Semester 2 will begin one week later than planned, on Monday, January 22, 2018. The last day of LEAP has also been pushed back to Friday, May 25, 2018**, which will be a nice transition to Family Day on Saturday, May 26.

E-mails will be sent out after the winter break regarding LEAP recommendations. LEAP applications for Semester 2 will not open until school resumes in January 2018. All families will be notified via E-Communications when applications are open.

If you haven't seen it yet, please come and check out the LEAP display in front of the Elementary office, where LEAP instructors have been – and will be – putting up pictures, information and even student-made activities.

For more information on the LEAP program and the classes offered, please visit the [LEAP homepage](#), which can be found on the KIST website under the 'Support' tab.

If you have any further questions, please feel free to contact the LEAP Coordinator, Amber Guarente, at leap@kist.ed.jp.

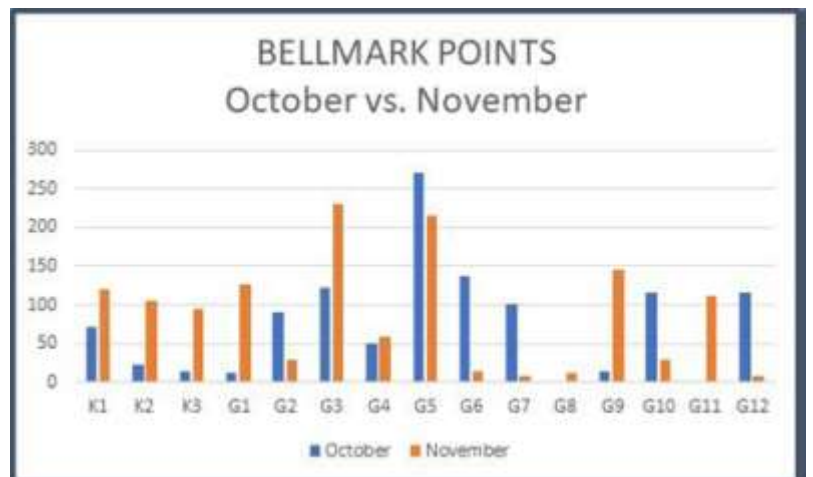
LEAP Team



CA News



From this semester, we, the CA Service Committee, have set one day every month as "**Bellmark Day**". Through this activity, we collect Bellmarks and trade them for equipment for the school. We ask for your cooperation in assisting us with this task.



KIPS News

Relationships with our local community

As we are living in a modern society, the nature of our local communities has changed so much. Individual families are more isolated in the community now than in the past. A recent revision of kindergarten procedures promotes the creation of stronger ties with the local community.

In order to develop a closer relationship with our neighboring community, we are fortunate to have a storyteller visit us to perform short story presentations. The storyteller is a volunteer who loves children and enjoys watching them grow and develop. She visits us each month and the children always love listening to her stories. The storyteller's visits are part of a service arranged through Fukagawa library. The visits provide an opportunity to be a part of our local community and help us build stronger ties with our neighbors.

Moreover, one of our parents offered to teach judo to KIPS students in the near future. We are also planning to arrange a Japanese traditional play by Shirayuri University students. These are our upcoming plans for Japanese class that will allow children to have Japanese cultural experiences through professional performances. Exploring a variety of hands-on cultural experiences will benefit children in developing abilities that will enable them to adjust themselves to various environments as the nature of our communities continues to change.



Yuuki Tanabe
Support Staff



Monitoring children's health and wellbeing

Nice to meet you! My name is Minami Nose, and I joined KIPS this August as the nurse. After my experience working as a midwife in the maternity ward of a hospital, I wanted to learn about children's growth and development in a hands-on environment, so I'm looking forward to working at KIPS!

One of my main responsibilities as the nurse is checking the children's physical condition. Because I check each child every morning, the children have learned to help me out by lifting their shirts up to show me their stomachs. I'm also responsible for keeping the rooms at the proper temperature and humidity level, and while the children are napping, I make sure to disinfect all of the toys, furniture, and other items at KIPS that the children often touch in order to prevent the spread of infections and illnesses between students during group activities. Additionally, I consult with the staff responsible for preparing the school lunches regarding the ingredients and menu options in order to create each month's lunch menu, carefully checking for allergens, which I color-code before posting the menus on Moodle. I am dedicated to putting the children's health and safety first at all times. In order to be able to notice even the smallest changes and irregularities, I actively join in the children's daily classes and activities, and I prioritize the constant sharing of information with the teachers through clear and open communication.

When I think about the fact that only a few short years ago, these children had only just come into the world, I'm amazed by the fact that now they are not only standing on their own feet, but also interacting with the adults and other children around them, growing more and more each day. As the students grow and mature one step at a time, I'll do my best to help and take care of them in my role as nurse.



Minami Nose
Nurse

MYP News

Parent workshops explore learning in the MYP

Since September, KIST has hosted two workshops aimed at parents of MYP students. The workshops, conducted in English with Japanese translation, allowed parents to take a hands-on approach to some of the issues connected to learning in the MYP.



New parents working together to explore MYP assessment.



Meng Ting (G11A) shares her Personal Project work with G10 parents.

The first session was aimed at parents who are new to KIST or new to the MYP here at the school. This group spent time considering two topics: how assessment is conducted in the MYP, and how student progress is communicated to parents through semester reports. The new parents examined how teachers approach assessing student success. They had a session with Mr Cowe in which he highlighted the main features of the MYP report cards.

The second workshop featured the parents of Grade 10 students. Parents worked through the main expectations of the Personal Project, the culminating activity for Grade 10 students. The parents got to meet with students who completed the project successfully last year, and were able to gain insights into the steps students can take to complete the project at a high level of performance.

These parent workshops were good experiences. Many families attended. Parents had a chance to meet and talk to other families and talk about the MYP approach to learning. They also had a chance to see more deeply into the work of their children and how this work helps prepare them for the future.

Rob White
MYP Coordinator



Parents are introduced to the Personal Project's requirements by Kevin (G11B).

SERVICE

It is wonderful to see our G6 Green Comets out to pick up litter in front of our school.



THANK YOU!

6A: Yusei, Kian, Homare, Muskaan, Caley Aki and Selin
6B: Nikol and Shaunak

for making our community a better place for all!



Our KIST Mission

*K. International School Tokyo provides academically motivated children from diverse cultural and social backgrounds with a high quality education in a safe and nurturing environment to become competent and moral individuals who make **meaningful contributions to our global community***

Learning in the MYP

Key concepts provide connection across the curriculum

Each Friday afternoon, secondary students use the last class of the day to stop and reflect. These reflections often touch on elements of their learning that don't fit comfortably in their regular subject classes.

During the first semester, students in Grade 6 to 8 have had a chance to explore Key Concepts in the MYP. These are the big, enduring ideas that tie learning together across a wide variety of subjects in the MYP. Each of the eight MYP subject groups have identified ideas that are essential to developing expertise in their areas of inquiry.

The advisory session on the Key Concepts helped to show students how these big ideas help to build bridges that can connect one subject to another. Ultimately, the MYP's concept-based learning shows students that the content of their individual subjects is made more meaningful. The interaction between course content, skill development and concepts provides a 3-dimensional model of learning.

Rob White
MYP Coordinator



The MYP Key Concepts and their places within the subject groups.



G6s show their understanding of the MYP Key Concepts.



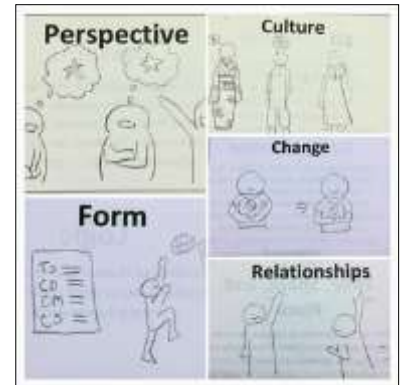
G6s discuss the links that they see among the 8 MYP subjects.



G8s use hexagons to show their understanding. Gold hexagons show the 16 Key Concepts; blue hexagons have the 8 MYP subjects.



This group of G8 boys found that many Key Concepts clearly form much of the work in their Individuals and Societies class.



Eleina (G8B) created icons to represent some of the MYP Key Concepts.



REMINDER

MATHS DIAGNOSTIC TESTING

GRADES 4-5...
January 12, 2018
GRADES 6-10...
January 19, 2018

MUN Scrimmage

High school level

Yet another stimulating MUN Scrimmage was hosted by KIST on the 18th of November. On this wet autumn day, KIST had the privilege of interacting with students from The British School in Tokyo, St. Mary's International School, Tamagawa Academy, Yokohama International School and Senzoku Gakuen, with the number of delegates totaling 122, exceeding last year's sum.

Over the course of only a few hours, delegates discussed, argued and attempted to create resolutions for two debatable issues. One was "Forestalling the acquisition of nuclear weapons by rogue states and sub-national groups," and the other was "Promoting international cooperation and technology-sharing toward the goal of a permanent colony on Mars." Many students did an outstanding job keeping in their designated role and reflecting their country's stance on the topics which promotes eye-opening debates.

Prior to the debates, delegates got an opportunity to ask our guest speaker, Ms Momoyo Ise, about her experiences working at the United Nations. Ms Ise was the appointed the first Executive Director of the United Nations University, located in Tokyo. She then served as Director of the Office of Human Resources at the UN and also served as the Executive Director of the Asian Women's Fund.

This annual KIST MUN Scrimmage was a first-time conference experience for many students and active debate seemed to be challenging. However, it was evident that those students were absorbing and learning a lot from socializing with students from other international schools and debating the world's current issues through the distinct style of MUN.

MUN



Continued on next page

Continued from previous page

Middle school level

The second KIST Model United Nations Scrimmage for the middle school level was held on Saturday, November 18, 2017 along with the high school level scrimmage. Students from five schools including KIST, were divided into two rooms, one chaired by Ms Evelyn and the other by two Senzoku Gakuen students. The debate topic was as follows: 'How does climate change impact coastlines and human health'.



The KIST MUN club members in this section represented the countries of Germany, China, Fiji and Japan. The event started with an opening ceremony featuring a guest speaker, Ms Momoyo Ise, a respected elderly woman who had worked at the United Nations previously. Next, students had a session of lobbying or un-moderated caucusing, in which we interacted informally and worked on resolutions. This went on until the lunch break after which we went

into debate about the various resolutions being brought up. The resolutions were modified by the General Assembly, and then voted on. The closing ceremony brought the day to an end.



The Scrimmage was a great success this year as well. The students were able to develop their skills, and at the same time, have fun on the day. We thank Ms Evelyn for supporting us in the preparations during clubs. We hope to see the other delegates again next year!

It was a great learning experience for me, though this was my second scrimmage. I was placed with three of my fellow club members in the General Assembly chaired by the Senzoku Gakuen students. Their style of MUN was quite different and far more formal than was practiced in club time. One had to put forward a motion that was seconded and voted on just for a lunch break! I was representing Germany along with one of my friends. I have to admit, we weren't completely prepared! One lesson I have definitely learned is to not procrastinate and leave all my research till the last day!

Mehak (G8A)

MUN was a great experience. It is one of those things you will never forget. One great thing about the Scrimmage is that you get to talk to and communicate with people you have never met before. You get an opportunity to make new friends from many different schools. MUN is not only fun, but it can also help improve your many skills. Through the process, you learn how to research, write and debate properly. It helps you to broaden your thoughts and explore many different opinions and ideas. Overall, MUN is a worthwhile experience.

Saanvi (G7B)

This year was my first MUN experience for me. At first, I was worried whether I can manage with all the research and win the debates. But when I actually attended the KIST MUN Scrimmage, it turned out that it wasn't about 'winning' the debate over other schools or other countries. When I spoke in front of the other delegates with my partner, I was improving my communication and public speaking skills. And even though it was my first time, my partner and many others helped me a lot! It was a truly amazing experience!

Hanna (G8B)

Music Excursion to Suntory Hall

As part of G6B and G7B's music units, on November 8, we went to Suntory Hall to hear the Boston Symphony Orchestra. It was very interesting to hear the conductor introducing each piece to be performed and to see many instruments on the stage. Here are some comments from the students that were made after the concert.

Makiko Duran
MYP Music Teacher



Arnav (G6B)

"The conductor made sure that everyone was doing their part correctly, guiding them through his wonderful conducting."

Elena (G7B)

"The change in dynamics was really clear and very good. The orchestra performed the loud part strongly and the quiet part softly."

Mariko (G7B)

"The performance was beautiful, especially the piece with the flute and harp. The sound of the harp was very pretty and relaxing."



From Rio to Tokyo

My name is Lígia and I am in Grade 10 at KIST. I am Brazilian from Rio de Janeiro and my father has come to work in Japan. As my sister and I do not speak Japanese, my mother searched for international schools in Japan with a good reputation so that we could continue our studies in English.

After passing through interviews and tests, KIST granted me a Future Horizons Scholarship that gave me the opportunity to come to Japan and have the chance to improve my studies.

In January, I studied in London also at an international school, and I could see the difference between this type of school and the Brazilian schools.

At KIST, I found the curriculum much more focused and with a lot of work. I like the teachers' good will to help me and also the after-school clubs at KIST. I am anxious for next year, in which I am going to be able to choose my DP subjects.

I am grateful to KIST, Mr and Ms Komaki and Mr Jones for giving me this opportunity, welcoming me to KIST and helping me to achieve my future goals.

Lígia (G10A)



Lígia relaxing by Rodrigo de Freitas Lagoon, Rio de Janeiro

Processing Our Waste

On Monday, November 6, 2017, the G12 ESS and Geography students visited the Ariake Incineration Plant. The Plant serves to reduce the volume of waste generated by burning the waste it collects from households, so as to prolong the use of existing landfill disposal sites. In the process of incineration, it utilizes the heat energy produced to generate electric power and supply steam and hot water to the Tokyo Waterfront City and neighbouring public facilities.



Aska from G12A says:

Our visit to the incineration plant gave me an opportunity to reflect upon something I usually do not consider. Learning about what happens beyond us throwing trash away in the bin, in which we perform almost habitually, is what I feel is an important responsibility to fulfil as a global citizen. I am very thankful for everyone at the plant and respect those who work in an environment, which is not the most desirable, for the community's good.



During the visit to the Plant, KIST students listened to a presentation about the process of incineration and the effectiveness of the plant in reducing waste generation. We went on a tour around the plant facilities and were particularly fascinated by the giant 'Waste Crane' which picked up tonnes of rubbish and transported it to the 'Waste Hopper' for burning at 800 degree Celsius. The Plant workers also kindly answered our queries throughout the visit and all students felt it was a truly rewarding learning experience.



Elina's Winning Design

Congratulations to **Elina** (G7A), this year's Artscape logo competition winner!



Elina's design was judged to be the best from the collection of designs submitted by international school students.

Artscape is an annual art exhibition for international students from Grades 5 through 12 in the Kanto region. The next show will be held in February 2018 and Elina's design will be used on all promotional materials for the event.

Well done, Elina!

Grade 7 Camp Reflections

On November 16 and 17, our KIST 7th graders took a trip to Shizuoka. Please enjoy their thoughts on this memorable experience!



Sri (G7A)

My time at Grade 7 camp was amazing!! We all stayed at the YMCA lodge near the base of Mt. Fuji. We did many activities there, such as cutting down trees and visited a farm.

In the forest we were divided into five groups. There each group had a chance to carry logs, cut down trees, cut the timber into logs and carry the logs to one place. We also said a prayer to one tree that our group chose, hoping that it would one day, become 3 meters in diameter. It was a once in a lifetime experience for all of us and we had great fun. Most of us were glad that we had bath time after the activity because we were all tired and sweaty. Then we had a good dinner and worked on making our promotional video for the NPO.

Our rooms in the lodge were very cozy, and we all had a good night's sleep. Some of our rooms even had a second floor. The next morning, after admiring the beautiful sunrise over Mt. Fuji that loomed over us, we ate breakfast. After that we went to Makaino farm which was unexpectedly close to the lodge. There we all had free time for an hour and a half. Most of us wandered around the farm's fields and admired some of the animals whereas the rest of us made crafts like candles, cheese, etc. Then came the yummy part... Barbeque style lunch!! We all had great fun cooking the meat or eating udon and it was all very delicious. After being satisfied with our lunch, we started our long journey back to school, where we reached about 5:30 p.m.

This camp has been a great exposure for all of us and it was also a great opportunity for us to get to know each other better and develop our teamwork skills. We all greatly thank the teachers and staff who organized this fun and entertaining event for us.

Jessie (G7B)

The G7 camp was a once-in-a-lifetime experience. It was fun yet tiring. We didn't just work on our school work, but also had fun with friends.

Shin (G7B)

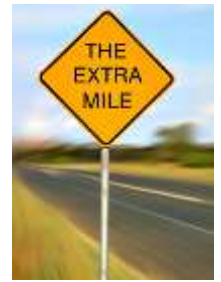
Cutting trees was a rare experience. So I think I was lucky to have a chance to do it. I also learned a lot from the NPO presenters before the tree cutting.



The Benefits of Walking the Extra Mile

Some wise advice from Dr Michelle at Chelsea International Education

Why stop at one mile when you can walk two? In the educational realm, this refers to two groups of people: those who will do what they need to do to get by and those who will go above and beyond to stand out. Within which group do you fit?



Before you take another step ahead in your education, consider these benefits of walking the extra mile:

- In a swarm of thousands of other students applying to a university, your efforts to go above and beyond will make you stand out.
- You will present yourself as a confident go-getter with goals – which can potentially open you up to new opportunities.
- Those who take the initiative to go the extra mile will stand out by setting the bar higher for future students.
- Rewards often come to those who excel above the rest. Not only do you reap the personal benefits of succeeding, but you may also receive recognition or reward from teachers, administration (or even a manager or supervisor if in the workplace).
- There aren't many things that feel better than just feeling good about yourself. Here you can enjoy the feeling of accomplishment, fulfillment, and achievement. Go on and pat yourself on the back.

Perhaps the best benefit of all is knowing that when you exhibit the desire to go above and beyond what is expected, a better quality of work is usually reflected. And, if truth be told, most people would prefer quality over quantity.

Refuse to be ordinary. Choose to be *extraordinary*!

Staff Professional Development at KIST



Our KIST calendar had September 16 labelled as a Staff Development Day. For KIST staff, this day was an opportunity for our teacher leaders to share best practices with other staff.

A total of 14 staff members contributed by presenting workshop sessions on topics such as:

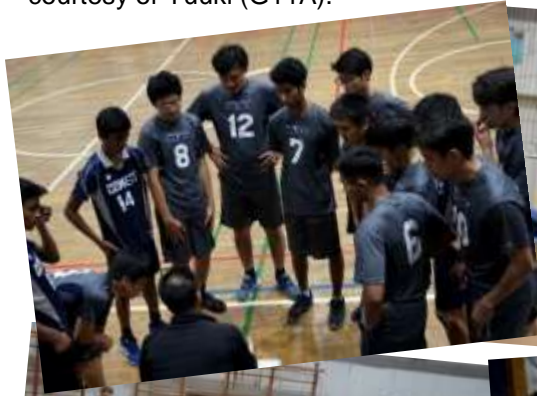
- Action research planning and report writing
- Supporting socio-emotional development in the Elementary and Middle School context
- Tracking independent reading
- Designing Secondary School assessments
- From reading to analysis
- Design thinking in the classroom
- How technology can improve teaching and learning
- Action in the PYP
- Self-assessment tools
- Integrating ELS into Secondary School classrooms



Thank you to all who made this a fantastic learning opportunity!

Athletics Update

Our volleyball season came to an end at the ISTAA volleyball tournament held here at KIST on November 18. Both KIST COMETS U-18 volleyball teams fought well during the tournament but ultimately lost close semi-final matches. Here are some photographs of the boys' and girls' teams. Many of the photos are courtesy of Yuuki (G11A).



Soccer Success

KIST Comets Elementary soccer club take second place



All around the world there is a glue that holds people together, and that is the love of soccer! This year at KIST, I have been privileged to work with this wonderful group of students.

This club cycle has brought many excellent changes to our soccer club. We now use a four-color team system, in which each team has a captain who leads their own team. These captains have opportunities to coach, manage different weekly responsibilities, and be great role models for their peers to look up to.

We are also fortunate to have two sixth grade volunteers who act as our assistant coaches. They have been pivotal in helping to plan and coordinate fun and engaging club sessions each week. In addition, one of our assistant coaches, **Daiki** (G6B), helped lead our fifth graders to taking second place at the recent ISTAA tournament at The British School in Tokyo! I am proud to celebrate the Comets great success this year!



Axel Norwood
Coach



KPASS Drama Festivals



High School...
Middle School...

KIST Secondary students were active participants in the KPASS Drama Festivals this fall. On Saturday, September 23, twelve high school students traveled to Yokohama International School to attend the **KPASS High School Drama Festival**. In this annual event, students are split into inter-school groups to produce and present a short dramatic performance led by professional directors and actors. The pace can be quite frantic as the work of brainstorming, planning, writing, blocking, rehearsing and, finally, performing are all accomplished in less than six hours.



This year's attendees included **Thilo** (G9B), **Michiko** (G9B), **Ishaan** (G9B), **Riju** (G9B), **Kiho** (G9B), **Caterina** (G9B), **Michiru** (G10A), **Hinako** (G10A), **Emiri** (G11B), **Chae Hyun** (G11B), **Ryu** (G11A) and **Igor** (G11B). Performances varied broadly, but all addressed the year's theme: 'Lost'. There were excellent examples of both more plot-driven and more abstract work, and several highly memorable sketches incorporating audience immersion, dance and puppetry.

Subsequently, on Monday, November 13, middle school students traveled to the National Youth Olympic Memorial for the **KPASS Middle School Drama Festival**, hosted again this year by the British School in Tokyo. Like the high school festival, attendees were invited from a number of international schools throughout the Kanto region for an intense, one-day workshop. In a few short hours, mixed groups of students from varied schools worked with an instructor to prepare and perform a 5-minute dramatic presentation. This year, **Aki** (G6A), **Rintaro** (G6B), **Haku** (G7A), **Ketan** (G7B), **Tia** (G7B) and **Lilike** (G8A) represented KIST at the event.



To great effect, the majority of this year's performances on the theme 'Freedom' took a negative or dark view of the term, often portraying how oppressive the lack of liberty can be. Most performances also incorporated music and movement.

For both middle and high school students, the tradition of strong KIST participation in the regional drama festivals continued this year.

Steven Otis

Secondary Subject Area Coordinator—English

Explanation Day 2017

On Saturday, October 14, we held our annual Explanation Day for prospective families. This year, we welcomed a record of 270 families throughout the day. Visitors listened to explanations about the school and the curriculum, and also participated in tours of the school's facilities.



Families of current KIST students who are interested in enrolling other siblings are reminded that the application deadline for April or August entry is **January 8, 2018**. Applications will also be accepted after this date; however, it is possible that some classes may be full.

For more details on the application process, please check our **Admissions Handbook** at the link below:
<http://www.kist.ed.jp/node/41>

Craig Larsen

Director of Admissions and Personnel



2018 KIST HFH TEAM FUNDRAISER UPDATES

WHAT IS HABITAT FOR HUMANITY?

Habitat for Humanity (HFH) is an organization which helps support housing activities for poor individuals who are unable to provide housing for themselves due to financial reasons or loss of shelter.

HOW DOES IT WORK?

Members of the 2018 KIST HFH Team will go to Vietnam in June 2018 to build a house for the people in need. In order to make this happen, we organise various fundraising activities throughout the year to cover part of the participation costs.



FUNDRAISING AT K.20

On October 28, 2017, the 2018 KIST HFH Team organised 3 booths at KIST's 20th anniversary event, the "K.20 Celebration". The booths included sponge toss, super ball and yo-yo fishing. In the sponge toss, we had several teachers who volunteered to support the cause through being a participant of this booth. This booth was significantly successful as it enabled interaction between student and teachers. The super ball booth was extremely popular amongst the younger children as they were able to receive the super balls. All three booths supported not only HFH but also the KIST community as a whole as it increased the number of activities in the event and increased interaction between the members of the school community. This event accomplished a total of **¥202,250**.

FUNDRAISING AT EXPLANATION DAY

On October 14, 2017, a few members of the 2018 KIST HFH Team contributed in selling tea and coffee during the explanation day. This benefited those attending the explanation day as they were able to purchase refreshments during the course of the event. This event resulted in a total of **¥39,369** profit.

FUNDRAISING AT AC MILAN ACADEMY CHARITY SOCCER EVENT

The image above was a picture taken during the AC Milan Academy charity soccer event. On November 19, 2017, the AC Milan Academy kindly organised a charity soccer event for the 2018 KIST HFH Team. We are grateful to AC Milan, as they not only gave us the opportunity to fundraise but also enabled individuals of all age groups to enhance their soccer skills and experience through the "AC Milan method". The 2018 KIST HFH Team contributed to this event by selling coffee, managing the registration and holding a kick target booth. We raised a total of **¥106,147**. A similar event will be held again in Spring 2018 and we look forward to seeing you all there!



Written by **Krishna (G11A)**

Spotlight on Clubs



Glee Club (Elementary)

Did you know that singing is scientifically proven to be good for your mind and body? Research shows that singing has physical, as well as psychological health benefits. Being an aerobic activity, it increases oxygen in the blood stream and helps keep your heart healthy. It strengthens your immune system, improves posture, helps with sleep, improves mental alertness, lowers stress levels (through the release of "feel good" chemicals called endorphins), and is an anti-depressant too, even if you are singing alone.

There are many social benefits to singing in a group! It helps you build communication skills. Choral singers are constantly working together to sing together, and even strive to take breaths together. We are part of a tight team! Studies show that choral singers have a higher satisfaction towards life as it builds your circle of friends, boosts your confidence, expands your ability to communicate amongst a community, and teaches you to appreciate life. The best part of singing is that you can do it no matter how young or old you are!

We currently have 17 students from various grades in the Glee club to sing, dance to various songs, and have fun. We usually start with warm-ups that will help us loosen our throats and prepare our bodies (physically and mentally). Then the students usually sing/dance to a song either they or I have chosen...over and over again! This is an extremely satisfying process...practicing as we enjoy the process and progress. Time passes incredibly fast when we are practicing that it seems like there is never enough time to practice to our heart's content. Recently we have been practicing songs that we will sing during the Winter concert. We have spent a lot of time and thought preparing for the performance and we hope you will enjoy it. Hurrah to the courageous, skilled singers of the elementary!

Aya Kurosaki
Club Supervisor



Students' Orchestra Club (Secondary)

Since the beginning of this school year, our orchestra has been actively involved in the school community, including participation in the K.20 Celebration in October. We have many talented students, and some of them have performed solo pieces at a number of school events.

In late November, we were invited to attend the Triphony Hall in Kinshicho and saw the New Japan Philharmonic in action. Their first performance was by a Russian pianist, who played Tchaikovsky's Piano Concerto No. 1. We all knew the opening melody and were all thinking: "who will be the first orchestra member to play a concerto with our orchestra?"

I would like to thank you all for your generous support. We have received donations of musical instruments from the KIST community, including violins, a viola, a cello, a clarinet, a flute and a trumpet. From fundraising events such as the Free Dress Day, the Bell Mark Day and the AC Milan soccer event, we were able to raise funds that will go towards the purchase of additional instruments.

We appreciate your continued support and are still accepting any musical instrument donations. Please contact Mrs Duran for further information.

Makiko Duran
Orchestra Conductor



Library News



This school year has been an exciting time for Ms Erika and myself, Mr Tim, in the LMC as we design and implement many exciting new features to help students with their studies.

Destiny Discover – NEW for Elementary and Secondary students

An all new search engine for KIST libraries. Designed to be a one-stop-shop for all KIST physical resources, digital resources and online subscriptions.



Visit the KIST website now for the link to explore these great new features. You will need to sign in with your KIST e-mail and password to enjoy all the features. You can visit Destiny Discover via the KIST website or this link: <http://bit.ly/2mYQG4k>

You may also use the Destiny Discover Apps for iPhone, e-reader, Android or tablet to browse, hold books, or create collections. Only use school approved laptops while at school though please!

LMC main area – NEW fiction layout

In response to feedback from our end-of-year survey, input from the English department, and invaluable help from the Library Elves, students are now better able to find great books in the LMC than ever before.

- **EXPANDED** – **Graphic Novels** section
- **NEW** – **Translated Fiction** section. Books from Japanese authors such as Shusaku Endo, Masashi Kishimoto and Haruki Murakami.
- **NEW** – **World Fiction**. Fiction stories set around the world, particularly useful for G9s.
- **NEW** – **Classic Novels** sections. From authors such as Jane Austen, D.H. Lawrence and Ernest Hemmingway.
- **IMPROVED** – **Series** are labeled. Easily find other books by authors such as David Walliams, Marissa Meyer and J.K. Rowling.
- **NEW** – **Genre icons**. Appearing steadily, these icons help students to make independent book choices.



LMC room two – NEW resources

Redesigned with our older Secondary students in mind, students can now access these great resources:

- **NEW** – **Extended Essay** level recommended fiction
- **NEW** – **Young Adult Fiction** has its own dedicated section
- **Study guides** – previously in various sections in the LMC, now in one location with more soon.



LMC room two – the entire back wall is now student resources

NEW – Collections

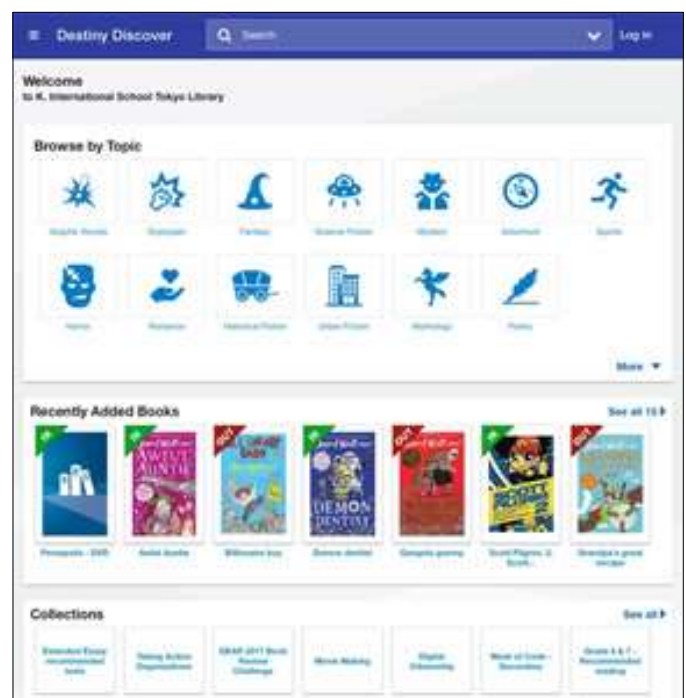
All the new LMC **Fiction** sections can be browsed online via Destiny Discover Collections. View the recommended reading **Collection** for Grades 6 and 7, for example. Look at the cover, read the description, and if you like it put it on hold so that you can simply collect it from the LMC.



Students use Destiny Discover on one of the 3 new search terminals.

Collections include:

- Classic Novels (90+)
- Extended Essay Recommended Texts (20+)
- Grade 6 and 7 Recommended Reading (50+)
- Japanese Works in English (40+)



Destiny Discover homepage

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Refreshed – Non-fiction Literacy section

The LMC Library team must again thank the English department for their time and enthusiasm in helping us to re-arrange the **Literacy** section of the LMC so students are better able to find books to help them with their studies.

NEW Dedicated sections for:

- Poetry
- Drama and Plays
- Shakespeare
- Short Stories

If you have any questions on how to use any of the above online resources please do e-mail myself or the library team.

Thank you.

Mr Tim
timothy.smith@kist.ed.jp
library@kist.ed.jp

Library elves

Have you ever thought of borrowing books in the LMC but you can't decide which book is good and interesting? Are you having a hard time locating books that you want to read? Well no need to worry because our Library Elves are here to help you! You can always approach them anytime, any day!



Library Elf, Junyung (G7A) organizing the Japanese non-fiction.

Their duties are:

- Helping the Librarian and Library Assistant organize books.
- Recommend books to their fellow students and classmates.
- Help the LMC become a better resource center for the students.

Ms Erika



Library Elves busy creating book displays.

DEAR

For 20 minutes each week throughout November, all students and staff **Drop Everything And Read**. If you would like to see the books our Elementary and Secondary students and staff were reading, I highly recommend watching the short videos made each week for KISTV on the KIST Libraries Blog:



DEAR 2017



Mr Tim reads All Quiet on the Western Front by Erich Remarque for DEAR; one of many texts recommended for Extended Essay students.

<http://bit.ly/2z5ShXj>

DEAR book character parade

Thank you so much for participating in our annual Drop Everything And Read (DEAR) program. Everyone from K1 students to Mr and Mrs Komaki joined in our celebration of reading culture at KIST. The book character parade—the culmination of the DEAR program—was held on Friday, December 1 and was a big hit. Our students really went all out with their costumes this year! Thank you for your enthusiasm. Here are a few photos from that event.

Ms Leslie



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Reina Sekiguchi** who joined us in April 2013 as the Administrative Assistant for the Elementary School, working closely with Mr Yoshihara and Mr Bradley.



Ms Sekiguchi reading a book at the beach in Siargao, Philippines.

1) Tell us something interesting about your hometown.

I was born and raised in Setagaya, Tokyo. It is a quiet residential area that has lots of beautiful parks and good restaurants – two things that I LOVE! I also spent a big chunk of my life in Melbourne, Australia, so I consider it as my second home. Melbourne has been voted as the most livable city in the world for the seventh time this year!

2) What is your favorite place in the world?

It would be Siargao in the Philippines. It is located in the southeastern part of the archipelago, and has amazing white sand beaches that you would see in postcards. There are also lots of uninhabited islands around Siargao, and you can hop between them by a boat. It is amazing to see places that have hardly been touched by people. These places make me feel responsible for taking care of this planet.

3) Who would you like to meet if you had the chance and why?

My grandfather that I never got to meet. My mother often tells me how he went beyond his regular responsibility as a GP, and visited underprivileged families to provide medical support. He even left some money under his patients' pillows...! I am reminded of the importance of humility and altruism whenever I think of him.

4) Do you have any special skills or talents?

I am double-jointed so my legs can bend quiet easily at strange angles. Thanks to this, I always came first in hurdle races!!

5) Please share a little known fact about yourself.

I grew up with so many animals in the house. At one point, we had about 15 pets including a giant tortoise (he was around 80 cm!), snakes, an alligator, a flying squirrel and a parrot! To think of it, this may be the reason why I love animals and nature so much!

6) What is your most prized possession?

My family and friends. They are irreplaceable.



"Some of my close friends are people that I met at KIST!"

7) Which IB learner profile attribute do you most closely identify with and why?

Probably 'caring'. I genuinely enjoy taking care of people and making them happy ☺

8) If you could live your life again, would you do anything differently?

Although I can think of things I could have done better, I would not change anything because it is important that I accept my flaws and forgive myself for my mistakes. Besides, I've met so many amazing people along the way!

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

I am studying to become an awesome teacher! ☺

10) Do you have any special message for your fans?

Don't take things too seriously! And remember to appreciate every moment given to you because you will never get it back.

Office Updates

Winter accessories

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

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



Knitted hat ¥500



Scarf ¥500



Gloves ¥206

School fee payments

The payment date for the 3rd installment of school fees for 2017-2018 is **December 15**. Please ensure that you make your payment by this date if you have not already done so.

School lunch orders

The closing date for changes or cancellations to school lunch orders from January 2018 is **December 15**. For all changes or cancellations, the **School Lunch Order Form** must be submitted to the office by this date. **Requests to change or cancel school lunch orders will not be accepted after the closing date.**

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

OPINION—To Kill a Mockingbird or Heal a Bluejay

English Paper 2 in Contemporary Political Context

Every year, in preparation for the Paper 2 Language and Literature exam, I teach Grade 12 students about the culture of violence portrayed in *To Kill a Mockingbird*, the classic novel about racism and intolerance in the United States. And every year, there are news headlines that illustrate how that pugilistic culture persists—and often seems to have worsened since the novel's publication in 1960. On his recent Asian diplomacy tour, US President Trump was quoted as saying the shooting at a church in Texas, in which more than two dozen were murdered, was not a "guns situation." I both agree and disagree. The massive proliferation of and easy access to guns are obvious differences between the US and the dozens of other similar nations with no gun violence to speak of, including, notably, Japan. But there are also other countries with guns that don't have these frequent massacres. Here I partially agree with the president's statement—not in spirit, but in a stricter, more literal sense. Guns have been a part of the culture of the United States since the nation's founding; weekly mass shootings have not been. It is dangerous to scapegoat mental health for these attacks—a symptom of a cultural disease. Rather, as the Grade 12 *Literature in Cultural Context* study of *Mockingbird* has shown me, human behavior is most substantially a product of enculturation and circumstance. Put simply, the sickness of violence may be a cultural affliction, not a strictly psychological, individual one. Teaching Language and Literature has led me to this position.

To seek to identify and control those with homicidal intent is a fool's errand if we cannot find ways to address the circumstances which create mental illness of this sort. Society creates murderers, and society must be accountable when we do so. That there seems to be an endless string of hopeless, desperate men, angry at the world and intent on asserting their worth in a blitz of cruel violence suggests a society which champions power and ego at the expense of loving, self-sacrificing relationships and meaningful, fulfilling pursuits. In this, guns symbolize an American ego comprised of lonely souls willing to fight and die in pursuit of their own greatness. This is certainly not the only American identity, but it is the cancerous one which confronts the world again and again, and which seems only to spread each time we vow to track down the perpetrators and destroy them. To what extent the United States holds a unique claim to this ignominious distinction remains a topic of research and debate. It seems clear that there is a tragic symmetry between the acts of terrorist violence which have rocked many parts of the globe in recent decades and these individual rampages within the American populace. On a global scale, the sobering truth remains the same: The perpetrators are our own sons, brothers, husbands and neighbors. They are actors in the human drama, the pages of which are written with our actions, our traditions, our institutions, our myths. As a citizen of the world, I too am accountable for this violence. I

must address it in my actions, with my words, and with my ballot. I must work to heal the disease of ego amongst us which too quickly resorts to violence when confronted with uncertainty, ambiguity, threat, or despair.

In a recent Paper 2 practice test, current Grade 12 student **Sara S.** argued that "in '*To Kill a Mockingbird*,' Harper Lee attempts to redeem the [American] South from its reputation among other states as racist and intolerant, a stigma which resulted from the defeat of the Southern Confederacy in the Civil War." This is an excellent point. But, as Sara later notes, "acts of violence such as the killing of [the mad dog] Tim Johnson and the death of Bob Ewell are celebrated." In fact, *Mockingbird* resolves the overwhelming majority of its conflicts violently: shooting Tim Johnson, settling childhood battles with fists, decapitating the flowers in the cruel old racist Mrs Dubose's yard, shooting Tom Robinson seventeen times in the back, and ultimately, stabbing that great evil-doer Ewell to death. While the heroic protagonist Atticus Finch in many ways symbolizes and promotes the kind of dialogue, compromise, and personal restraint that make real community possible, he is just as prone to dismissiveness in the way he speaks of villains like Ewell—no good "trash" that must be removed, through force when necessary (as he does metaphorically in shooting the mad dog between the eyes).

While the American South of the 1930s may seem rather geographically and historically remote, our Grade 12 students quickly learn that the pressures and problems societies must bear are consistent across the ages. The second Paper 2 work studied is the ancient Greek tragedy, *Antigone*, which tells the story of two individuals forced to wrestle with impulses torn between self-interest and the common good. The questions regarding how we see ourselves as members of a cultural collective lie at the heart of the unit—and can inform our thinking about the violence which threatens our security in a very real sense.

It is no mere coincidence that mass shootings and terrorist attacks most often occur in places of great social significance: schools, churches, shopping malls, cultural gatherings. Mass shootings and terrorist attacks are acts of both suicide and *policide*—that is, a desire to destroy the self, and in so doing, also destroy or punish the *polis*, the ancient Greek term for civic institutions which represent our community. In this act of *policide*, the desperate soul is for a brief period empowered to speak to and censure millions, even if the message they deliver is mere bitterness, rage, and despair. It often seems that these hopeless people have so little value for human life because their own lives feel so terribly worthless—and they place this blame not on the random strangers they murder, but on the symbolic institutions they perceive have failed to bring meaning or significance to their own lives. They register a desperate, though clearly selfish complaint: *society didn't serve me.*



With this feeling of despair, guns and bombs are merely the terribly convenient and catastrophic fuel which multiplies exponentially the danger of this toxic convergence. Limiting access to weapons of war is a noble and just pursuit; punishing those who kill is necessary and disincentivizing to those who would think lightly of violent solutions. Yet neither has the power to build community, to bring meaning, to soothe the raging ego which will not stop until it has destroyed itself or everyone else in the process.

In *To Kill a Mockingbird*, the final mortal struggle plays out between two men who both fit the profile of many of the world's contemporary mass murderers: social outcasts with little prospect of a better life. The difference is that Bob Ewell based all his sense of meaning in his need for respect and status; Boo Radley, having no traditional path to gain respect or status, instead derived meaning from his budding friendship with the Finch children. That he fought and killed to protect them is noble; that Bob would kill to protect his own pride is vile. Thus, the line between heroism and villainy is drawn distinctly from the presence or absence of meaningful relationships.

We find violent stories in the news each day. These are the world's contemporary tragedies, played out before our eyes. That we remain largely removed from the violence is perhaps most a function of privilege, not immunity. As the 1995 Aum Shinrikyo attacks on our own local subway lines attest, the cult of ego does not require the traditional weapons of war to reap deadly consequences. Fortunately, as a KIST community, we have the tools to build a more connected, compassionate global community: justice, compassion, compromise.

Atticus Finch, in the lines for which the novel is titled, famously states: "Shoot all the blue jays you want, if you can hit 'em, but remember, it's a sin to kill a mockingbird." In a culture with no guns, the statement surely changes, but a problem remains. Harper Lee's novel failed to predict our political moment, one in which the blue jays—those we perceive as villains, sociopaths, terrorists—are in fact busy shooting *us*. To build a world in which the shooting might finally cease, let's start by valuing our interconnectedness over our individual desires, writing a story in which the world's violent egos find comfort and healing in community instead of the bitter oblivion of death.

Steven Otis
Secondary Subject Area Coordinator—
English

Parent Resources

Do You Use Podcasts?

Rather than YouTube and other video-based media, does your family regularly listen to podcasts? In an article by Stephanie Hayes from the [The Atlantic](#), she writes about some recent findings related to podcast influence on learning and creativity:

“ The absence of images in podcasts seems to be a source of their creative potential. Without visuals, listeners are required to fill the gaps—and when these listeners are children, the results can be powerful. Numerous studies have found that children between the ages of seven and 13 respond more creatively to radio stories than to stories shown on television. Audio stories prompt kids to draw more novel pictures, think up more unique questions, and solve problems in a more imaginative way than TV tales.”

To get you and your family started with podcasts, check out these two great podcasts for kids:

- [Tumble – a science podcast for kids](#)
- [Brains on! – a podcast for kids & curious adults](#)

Happy learning!

Did you know...

- The [Common Sense media survey](#) in the US found that ‘almost half of kids eight years old and under have their own mobile device (this includes all types of mobile electronics including smartphones)’
- [Another recent study](#) from the US showed that handheld screen time was linked with speech delays in young children.



MARK YOUR CALENDAR

Our KIST CA will host a showing of

Screenagers

at KIST on April 13, 2018



Award-winning SCREENAGERS probes into the vulnerable corners of family life, including the director's own, and depicts messy struggles, over social media, video games, academics and internet addiction. Visit www.screenagersmovie.com for more information about this movie and how it can support your family.

TELL EXCEPTIONAL PARENTING PROGRAM (EPP)

Educational Workshops for Families, Educators, and Professionals who work with Children with Learning Differences/Diverse Needs

ALCOHOL USE AND ITS EFFECTS ON THE FAMILY

Presented by Michael Nevans, TELL Clinical Director

We will look at how alcohol and other drugs can impact the family dynamic.

We will focus primarily on teen alcohol and drug use as it is especially dangerous: it's illegal, blocks real solutions to problems, and may have lasting effects because their brains are still developing. Learn how you as parents and educators can help prevent problem behaviors, particularly alcohol and drug abuse, in teens.

Tuesday, 16 January 2018 7:00pm-9:00pm

Location: Wesley Center, Seminar Room 205

Address: 6-10-11 Minami Aoyama, Minato-ku, Tokyo 107-0062
(Map and directions attached)

Phone: 03-4550-1146

To RSVP email excep.parents@telljp.com

****Donations of 1,000 yen are appreciated****

telljp.com/outreach/epp/

tell

Outreach

Goi Peace Foundation

Essay contest winners

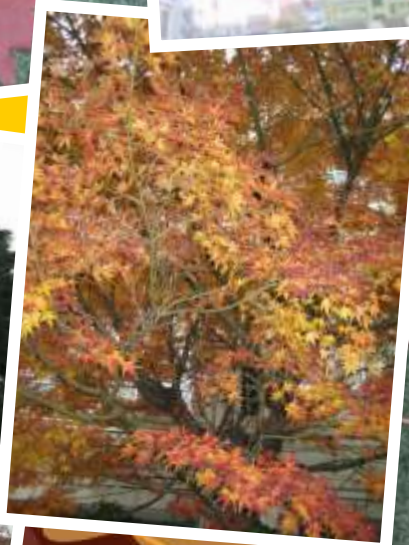
Neda (from Bosnia – 3rd from the right) and **Neha** (from India – 4th from the right), winners of the 2017 Goi Peace Foundation Essay Competition, visited KIST on November 28 with their teachers, foundation representatives, and the Minister-Counsellor of the Embassy of Bosnia and Herzegovina with his wife. Neda and Neha joined our students and learned more about international schooling in Japan.

We look forward to KIST students participating in this contest from 2018! Maybe we will have some future winners!



Autumn Colors

With the end of the year almost upon us, we leave you with these colorful images of Autumn as seen around the KIST campus at the end of November.



Photos courtesy of Mr Larsen and Mr Bradley.