



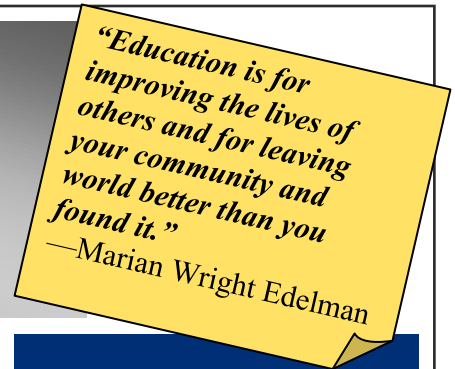
The Comet

The Newsletter of K. International School Tokyo

Volume 21 | Issue 3 | March 2018

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From the Head of School



Dear KIST Community,

It seems that I start my opening letter in *The Comet* this way often, but it is hard to believe how quickly the school year is passing and that Spring is upon us already.

There is much to mention since the last issue of *The Comet*!

World Cultures Day was held on February 16. Our KIST Library Team organized another wonderful opportunity for our students to share about the cultures they associate with and learn more about the cultures of other members of our community. The Community Association held a very successful bake sale once again, raising a record amount of over ¥80,000 which will be used to support the library programs at KIST. Thank you to our CA and the many parents who volunteered on the day, thank you to all the students and teachers who contributed to the event, and thanks also to our Library Team for the countless hours they contribute each year towards World Cultures Day.

This year as well, the New Year's Party was a huge success thanks to the support of our Community Association. A very special THANK YOU to the Sakamoto family, as well, for their huge support of this event each year. This is a very popular event for students and staff and we are so grateful for such strong community support in sharing about our host country culture with our students in this way.

This year, with support from some of our teacher leaders, Mr Cowe has arranged Coffee Mornings for Secondary School parents on a variety of topics, from Service at KIST to how we assess in Mathematics and English. Each event has been well attended – thank you to all parents who took the time to attend and learn more about programming in the Secondary School.

The various exhibitions we hold in the Spring are favorite school events for me, a time for our community to come together and celebrate student learning. First to be held is our MYP Personal Project Exhibition, where our Grade 10 students share about their research and learning during the culminating assessment of the MYP. This will have taken place by the time you read this, but there are two other exhibitions taking place between now and the Golden Week holiday. The first is the DP Visual Arts Exhibition which will take place from March 13 to 20 in the lobby of the Elementary School building. This year, the exhibition will take on a different format, with different students displaying their work on different days. Please do be sure to drop in and enjoy some of the wonderful artwork our students put together.

Continued on next page

DATES TO REMEMBER



March 2018

- 10 SAT@KIST
- 14 (G2-G3) Mathematics diagnostic testing
- 15 (K1/K2/K3) Kindergarten concert rehearsals
- 15 (K1/K2/K3) Kindergarten concert (*Morning)
- 16 DP Art exhibition
- 21 (W) Student-led conferences
- 21 (W) Spring university fair
- 21 (G10) DP options morning
- 23 Last day of quarter 3
- 24-Apr 1 Spring vacation

April 2018

- 2 School resumes for all students
- 6 (G1-G10) KIST cross country meet
- 9 School photographs (for new and absent students)
- 11 (K1/K2/K3) Cross country (*Morning)
- 13 Screening of SCREENAGERS (*Afternoon)
- 18 (G7-G11) KPASS Math field day (Hosted@Zama)
- 20 ISTAA cross country invitational (*Tentative)
- 20 (G12) Last day of classes
- 23-27 (G12) DP study week (G12 teachers available)
- 26-27 (G5) PYP exhibition



Continued from previous page

And on April 27, we will hold our PYP Exhibition in the school gym. The event is open to the entire community so please do attend and support our Grade 5 students in sharing their learning over the 10 weeks leading up to the event. None of these events would be possible without the hard work of those who coordinate them – Thank you Mr White, Mr Jones, Mr Grant, Mr Archibald, and Ms Parkinson for the wonderful work you do and to all of the teacher supervisors that have supported our students with their efforts on these tasks. Well done everyone!

Please mark your calendar for April 13 when KIST will be hosting a screening of the very popular movie SCREENAGERS: Growing up in the Digital Age. I do hope that as many parents as possible are able to attend this special event and learn more about how we can work together to best support our children in using technology safely and responsibly. Thank you to our KIST Community Association for supporting this event. More details about the movie and how to reserve seats is contained on page 18 of this issue of *The Comet*.

This morning, one of the Grade 12 homerooms informed me that there are only 98 days left until they graduate from KIST and move on to the next stage of their learning journey! The Class of 2018 is the first group of graduates which includes students I have

actually taught (back when they were in Grade 8) since I returned to KIST and hence is a special group for me. By the time this is published, our Grade 12s will be finishing up their second set of Mock Exams, the final preparation round of exam support we provide at KIST before the 'real' IB DP exams which will take place in May. Results from our first round of Mock Exams in January were strong, so we are looking forward to another successful DP year for KIST. Spring also marks the time of the year when our Grade 12s hear from universities around the world about their applications. It brings me such pleasure to hear of our students' acceptances that have resulted from them working so hard. Well done – you deserve it! Good luck everyone on your Mock Exams!

A closing 'Thank you' goes out to Mr Larsen, Ms Wakasa, and all the other community members who contributed to this issue of our newsletter. I hope that you enjoy this edition of *The Comet* and look forward to seeing you at one of the many upcoming events.

Well done everyone, and enjoy the *hanami* season!

Sincerely,

Jeffrey Jones
Head of School



KIST Study Scholarships



KIST Study Scholarships are an initiative of the school's Founders, Mr and Mrs Komaki. Through a generous personal endowment by the Founders, the scholarships are available to students during Grades 10, 11 and 12. The scholarships recognize students who make a significant contribution to the school according to its mission, vision and guiding beliefs, and who demonstrate qualities that truly represent the essence of the spirit of the school. This year, five students out of a total of twelve applicants have received scholarships. Congratulations to all the recipients!

KIST Study Scholarships

Silver Awards



Emiri



Hyunjeong



Igor

Bronze Award



Nimit



Sara

From the Board President



GOOD MORNING

Manners and greetings

Every morning, I stand inside the school gates to greet students and parents as they come to school. Outside of dates where school events prevent me from doing so, I pride myself in regularly saying, "Good morning!" to the members of our school community. In greeting students every morning, I am able to familiarize myself with the children and their families, and I strive to pay close attention to how they are doing each day. Even though I can't always remember the names of all the students, I worry when they seem unusually unwell or unhappy, and conversely, when I see the students' bright cheerful faces and energetic smiles, it raises my spirits, as well.

However, I've noticed more and more recently that there are many children who are negligent when it comes to greetings. Many students don't reply when I say, "Good morning!" to them, and amongst those, there are even students who look in the other direction and hurry past me. These students who don't return my greetings are not limited to one age range or one nationality; there are students from elementary and secondary and of all nationalities who behave this way. On rainy days, I make a point to hold the gate open at times when the breezeway gets crowded, but very few students ever say, "Thank you." Of course, there are students who greet me out of their own volition even before I have a chance to greet them, but the number of students who don't return or acknowledge my greeting is alarmingly high. Furthermore, there are parents who behave similarly.

I was speaking with the branch manager of a major Japanese bank recently, and he told me the following story. One day, when he was returning to the bank after a business trip, one of the bank employees happened to be returning at the same time. The bank manager reached the door first and held it open for his employee, but the employee simply entered the building without saying a word. This employee had graduated from a highly prestigious university, so the manager was shocked and disappointed at his lack of manners.

He clarified to me after telling me this story that it wasn't a matter of being more respectful to those who rank higher in the company hierarchy. He simply expected that when one person holds the door open for another, it is common courtesy to say a simple word of thanks.

In my opinion, greetings are a necessary and important form of common courtesy within the community. Furthermore, I feel it is essential for those who are not courteous to others even within their own community to spend more time considering their actions and how they impact others.

Last year, our school achieved a DP average score of more than 38 points, a score that is amazingly high not just in this country but also around the world. Moreover, for the past three years, we have maintained our place as the top performing IB DP international school in Japan. This is a feat worthy of praise to all of our hardworking students. However, no matter how high our scores are, if we are uncourteous and inconsiderate to those around us, we will never truly be able to succeed in the world.

I would like to see our students be successful both in their schoolwork and in the relationships that they build with others. Please discuss this topic at home with your families, and going forward, let's all try to be courteous to others and create an even more praiseworthy school community.

Yoshishige Komaki
Board President



Japanese New Year Party

We held our annual Japanese New Year Party on January 31. This year the party was held at the end of the month. The weather was great and everyone seemed to enjoy the event, including the Japanese instructional team.

As in previous years, there were many sumo wrestlers who kindly visited KIST from Kise stable to perform mock sumo bouts with the students. They also helped with the rice cake pounding and demonstrated for students how to make rice cakes. It was a great opportunity for KIST and KIPS students to learn about traditional rice cake pounding as well as taking on sumo wrestling with sumo wrestlers.

Volunteer parents from KIST and KIPS gathered to support the event as well. This provided a great opportunity for the parents to get to know each other better as they served the pounded rice cakes to the students, even if they hadn't met before. We would like to thank all the parents who came to help us; we couldn't have done it without you! We believe this year's New Year Party was a great success, and we look forward to holding the event again next year, as well as continuing to introduce Japanese traditions and culture to our school community. Thank you everyone for your support!



The Japanese Instructional Team



Elementary School News

Multiple intelligences

In his 1983 book titled *Frames of Mind*, Howard Gardner from Harvard Graduate School of Education first proposed his new perspective on intelligence. His theory, commonly known as multiple intelligences theory, resists the idea of a single human intelligence that can be measured with a single assessment. Multiple intelligences theory opposes the idea that there is only one way to be smart.

At KIST, teaching and learning involves a variety of activities and assessments designed to provide for the different personalities and learning styles present in our classrooms. As each child is unique, we attempt to provide opportunities for all students to apply and develop all intelligences.

According to Gardner, humans possess at least eight distinct intelligences used to process information at varying degrees depending on the person. They are:

- Linguistic – word smart
- Logical-mathematical – logic/number smart
- Spatial – picture/graphic smart
- Musical – music smart
- Bodily-Kinesthetic – body smart
- Interpersonal – people smart
- Intrapersonal – self smart
- Naturalistic – nature smart

Every child brings with them a set of natural abilities and others to be developed. Reflecting on our natural abilities is a great way for us to learn about ourselves and set goals for future growth. If you are interested in learning about your own multiple intelligences, many free, online self-assessments are available.

<https://www.edutopia.org/multiple-intelligences-assessment>

As Gardner said, "It's not how smart you are that matters, what really counts is how you are smart."

Kevin Yoshihara
Elementary School Principal



PYP News

A village revisited

Almost exactly one year ago in the March edition of *The Comet*, I wrote about the notion of primary education resembling a village. In the article, I mentioned ideas relating to the students' relationship to their teachers, but moreover to the entire community in general. I seem to remember making connections to how young learners derive their knowledge from a variety of sources both within and outside the confines of the school yard. The focus of the previous article's premise was that parents must consider themselves as an integral part of the educational mechanism. Today, as I thought of this article, I realized that I had forgotten another important player in the learning process. That is the student themselves and the opportunity they provide us to see what happens when they are left to their own devices and allowed to take their learning in a direction of their own choice. For our Grade 5 students, that would be the PYP Exhibition.

The Exhibition is the culmination of all the learning and hard work that the students have invested their time into over the elementary years. Defined by the International Baccalaureate, this requires that each student demonstrate his/her engagement with the five essential elements of the program: knowledge, concepts, skills, attitudes and action. This is considered a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility. In order to be successful each member has to bring their particular skill set to the piece that they plan to share. This consists of work that they've produced individually or through their exhibition group and is considered, molded and refined for presentation in the final project. Creating this body of work is determined through the students' choices and is a demonstration of how competent learners can present logical, well formulated questions, and well researched material gathered from primary sources such as interviews and first-hand experience. This is the moment when all the modeling from their mentors, teachers, administrators, parents and the greater world in general has the chance to be woven into an expression of ideas and concepts that the students feel are valuable to relate back to the community. The importance and depth of the inquiries is more than a simple *Comet* article can hold, but I do recommend that you set some time aside and visit the Exhibition this year and experience the "Giving Back to the Village" that surely will take place.

This year the Exhibition will take place over two days in April. The evening of the 26th there will be the initial "roll-out" presentation for Grade 5 families, and the following day all community members will have a chance to stop by and enjoy the fruit of the students' labors.

Clay M. Bradley
PYP Coordinator / Elementary School Vice Principal



Early Childhood News

Our school year is always full of events and learning opportunities, and these would not be as successful as they are without the support of parents. One of our guiding beliefs states that, '**Education is a shared partnership of mutual trust between students, parents/caregivers and the school.**' Involving and receiving parents'/caregivers' support in the children's learning is so crucial.

Here are some photos from each grade showing children learning new cultures through interacting with their parents, and also becoming curious by receiving new knowledge through those parents' presentations. Thank you always for making time for our children.



If your child uses our after care program, you might have noticed that there are some non-KIST high school students supporting them, similar to our secondary students. We have a Childcare Committee in our secondary school, and this is our second year having these secondary students from the outside school helping our after-care program. We have a liaison with Nakamura High School and their secondary students have also been coming to support our students during after-care time through the month of February.



Finally, please note that the location sign for before care and after care has changed and is now a smaller size than the previous one. When you come to pick up your child, please check the arrow on the board just inside the front gate.

Eri Ozawa
Early Childhood
Coordinator (K1-K3) /
K1B Teacher



Celebrating Chinese New Year in K2A



As part of our World Cultures Day celebrations, we were lucky to have Mrs Cao and Mrs Li come in to K2A and teach us about China and how they celebrate their New Year. We learned about how the color red is worn for luck, what people wear and eat during the 15 days of celebration, and the origins of New Year. The K2A students made lanterns that would traditionally be hung with candles, which are currently hanging outside of the K2A classroom. This parent-supported event gave the students a fascinating insight into another culture, and they had so much fun asking questions and comparing this celebration with celebrations from other cultures, demonstrating the very spirit of inquiry!



Catherine Wells
K2A Teacher

新年快樂
Happy Chinese New Year

New Faces



Since the last issue of *The Comet*, we have welcomed a number of new staff members to our instructional support and operational teams. On behalf of the school community, we wish you all the best in your new roles and hope that you enjoy your time with us.



Rodrigo (Raddie) Capiral
Systems Engineer



Emily Cobbs
Teaching Assistant (K2A)



Yukiko Yamazaki
School Nurse



Nobuko Matsumura
Preschool Teacher (P2)

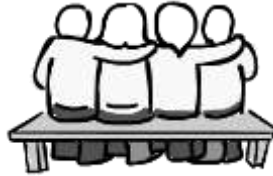


Sohta Ohashi
Support Staff

K3 Friendship Bench

Last year during the unit 'Who we are', the K3 students (current Grade 1 students) came up with idea to have a kindergarten version of the 'Friendship Bench' in the kindergarten playground. The students decided that a friendship bench would be a good idea to have for building and strengthening relationships. The bench was decorated with the handprint of each student during art with the support of Ms Helen. On Tuesday, February 13 after a short presentation, the bench was placed in the kindergarten playground.

However, just before the bench was placed in our playground it provided us with one more learning opportunity this year! During the unit 'How the world works' where we explore different types of tools, the teachers "needed help" assembling the bench together. We "lost" the instructions and so the teachers tried everything like using tape and ribbons and trying to staple the pieces together. The K3 students tried to help us by giving us some advice like tying the ribbons tighter and using more tape. In the end the students told us that we should use a screwdriver and some nails, and it made our work a lot easier!



The K3 Team



G4 Water Balloon Drop Challenge

On Friday, February 9, Grade 4 students took part in an event to test the laws of physics in a 'How the world works' investigation and contest. The students were tasked with creating their own unique apparatus at home that would protect a water balloon dropped from various heights. Apart from some basic rules relating to dimensions and mass, the students were free to be as creative and innovative as they wished!

Many of the designs were very well thought out, demonstrating a clear awareness of the different forces that would be acting on the water balloon when dropped. Many of the apparatuses survived the drop from the second floor balcony of the Elementary building (there was definitely an element of luck involved for some though!), but only thirteen survived the fall from the fourth and final floor. Regardless, however, of how far each student progressed in the competition, all were united in their enjoyment of this event.

Bethan Thomas and Bart Miller
Grade 4 Teachers



G3 Mathematics Diagnostic Testing

Greetings parents and guardians! I am reaching out with some important news regarding the upcoming Mathematics diagnostic tests for Grade 3. As usual, these tests are taken a little earlier in the school year and will be on Wednesday, March 14.

We are implementing these tests to accurately measure our students' learning and to help our educators pinpoint areas in need for improvement. I wanted to pass on an interesting article that I found, which gives some practical advice on how you can help prepare your child for these tests. The article comes from www.theschoolrun.com, a UK-based website offering parents advice on numerous aspects of primary and secondary education. I will include some points that I think are most important but the full article can be found here:



<https://www.theschoolrun.com/10-top-tips-sats-revision>

I hope you find it helpful and good luck to all the Grade 3 students.

Oliver Sullivan

Elementary Literacy and Numeracy Assessment Coordinator / Grade 3A Teacher

Revision for tests is never easy for your children, but fear not, positive parenting expert Sue Atkins shares her advice to parents who want to help their kids achieve their best.

- **Schedule time.** Help your child revise by rearranging your family's schedules and usual priorities around their work.
- **Stay positive.** Don't nag, blame or criticise them about their revision. Try to talk to them in a relaxed and constructive way, helping them to plan their time or to get the help they need.
- **Create the right environment.** Make sure the house is conducive to studying. Younger siblings need to understand that they mustn't interrupt study and the TV and music shouldn't be too loud. But also accept that some children actually study better with background music or noise.
- **Give them a good start.** Prepare a hearty breakfast every morning and be there to give them a positive send off.
- **Offer encouragement.** Be calm, positive, encouraging, kind and compassionate. Let your child know that you love them, respect their efforts, and will be there to support them regardless of their results.
- **Make time for fun.** Remember to still have a laugh together. A smile is a curve that puts a lot of things straight!

PAST EXAM PAPERS & MARKSCHEMES AVAILABLE FOR FREE!

IB DP

<http://exam-mate.com/pastpapers/?cat=7>

EDEXCEL IGCSE

<http://exam-mate.com/pastpapers/?cat=4>



Mamemaki (K1-K3)

Our annual *mamemaki* event for K1, K2 and K3 students was held on February 1. In preparation for the event, all the children made many small, soybean-shaped pieces from yellow paper clay while praying for good luck and for *oni* (demons) and sickness to disappear from around us. On the day of *mamemaki*, we all chanted loudly "Oni-wa Soto, Fuku-wa Uchi!" while throwing the yellow paper clay beans at the red and blue *oni*.



Japanese Culture Club

Making *ehomaki* (traditional sushi rolls eaten on *Setsubun*)

Historically in Japan, the Lunar New Year was considered the beginning of the New Year, and therefore, *Setsubun* was considered New Year's Eve. It was said that eating a roll of sushi whole (rather than sliced) on that day would bring good luck. The name *eho* ("lucky direction" in English) comes from the belief that the location of the Shinto New Year god, Toshigami, changed each year. The students, many for the first time, tried out rolling sushi rice and fillings in seaweed. Then, according to *Setsubun* tradition, they faced this year's lucky direction, South-Southeast, and ate the rolls in silence while making wishes for the new year.



Really Rubbish Orchestra

G4 students are currently exploring how musical instruments can be created using recycled materials. As part of their Unit of Inquiry, students are designing and building existing and original musical instruments.



Community Association (CA) News

Events Committee

Thanks to the cooperation of the Kise-beya sumo stable, the school staff and parent volunteers, our annual Japanese New Year Party was a huge success!

Members of the CA joined parent volunteers to organize the making and distribution of *mochi*. All the *mochi* rice was washed the day before and had to be steamed early in the morning on the day of the party. However, our hard work paid off when we saw the children enjoying pounding the sticky *mochi* rice and cheerfully shouting traditional Japanese words of encouragement. Sumo wrestlers helped the younger children hold the heavy mallet as they pounded the rice. Once all the members of a class had a chance to try pounding the rice, everyone enjoyed trying the fresh *mochi* with *azuki* (sweet red beans), *kinako* (sweet soy powder) and seaweed with soy sauce.

The children had a great time experiencing a traditional Japanese New Year celebration, and even had the chance to interact and take photos with the friendly sumo wrestlers. We were delighted to see students, staff, parents and guests all enjoying the event together.

Yu Iori
CA Events Committee



Positive Discipline



On the 3rd and 4th of February, I attended the first Positive Discipline workshop in Japan.

Positive Discipline is a programme designed to teach young people to become responsible, respectful and resourceful members of their communities. It is based on the understanding that discipline must be taught and that discipline teaches good behaviour, social skills and life skills. The Positive Discipline Parent and Classroom Management models are aimed at developing mutually respectful relationships and they teach adults to employ kindness and firmness at the same time, and are neither punitive nor permissive.

Throughout the workshop, the importance of knowing the connection between children's behaviour and the emotional message behind it was reinforced. It also taught us to understand ourselves and accept both the positive and negative sides of our own characteristics.

Without realising, we often try to change, manipulate, or force other people's opinions and behaviour the way it suits us. We need to keep in mind that no one likes to be told what to do, and this negatively affects our relationships. Instead, we need to try changing our own behaviour with empathy, for the sake of positive relationships.

To start sharing this inspiring programme with our pupils, I asked Mr Sullivan to participate in one of their activities called "Top Card" with G3A during the community circle time. This activity is about getting to know what your strengths and weaknesses are, and how we all can work as a team to overcome and improve each other's. It was the perfect time for doing this activity as it fits well with our "Good To Be Me" theme in the SEAL programme too.

The pupils reflected about their personalities and how their behaviour influenced their peers socially and emotionally. Then they discussed as a group on how they could come out of their comfort zone, and take different approaches to their peers for better relationships. They enjoyed the activity and learned some important social skills.

Positive Discipline is also designed for parents as well. If you are interested in learning, please do not hesitate to ask me.

Kana Furnival

Elementary School Student Care Coordinator / G3 ELS Instructor



It's Good to Be Me

Have you ever wished you were somebody else? If yes, is it because the person you want to be has better abilities, talent or appearance than you do? Or is it because of something your friends told you? Well, it's time for us to appreciate our strengths and celebrate ourselves just the way we are!

We are currently working on the theme "Good to Be Me" during our community circle time. The programme works very well across the whole elementary school, and I was impressed to see some upper elementary pupils such as G3B working well on the same project as kindergarten pupils in K3A.

Why don't you make a poster to embrace yourself too?

Kana Furnival

Elementary School Student Care Coordinator /
G3 ELS Instructor



Elementary ELS

Dual-language reading: Capitalizing on our kids' obsessions

“We learn to read by reading. There is no other way. Extensive reading helps students become readers.”

“Allowing students to select what they want to read is key. Again, this is related to the basis of extensive reading... Students are more likely to read material in which they are interested.”

—Richard R. Day, Dept. of Second Language Studies, University of Hawaii

So, as parents and teachers of multilingual children, does this pose a contradiction for us when our children always seem to select books in only one of their languages? How can we get our children to want to read in their other languages as well? There is not one single, simple answer of course. However, giving them the chance to do “dual-language reading” could be the catalyst they need to become more balanced between their languages when they make their reading choices.

“Dual-language reading” is reading the exact same book in two languages, and the opportunity to do this is expanding as more and more children’s books and comics are translated into many languages. For example, some of the most popular Japanese manga, Korean manhwa and Chinese manhua are translated into English. (There is a massive list of those that have been translated from Japanese to English on Wikipedia (https://en.wikipedia.org/wiki/List_of_manga_licensed_in_English).

The great thing about comics is that they come as a series, so getting hooked virtually guarantees extensive reading. Being addicted to a series also means lots of exposure to both new and repeated vocabulary. So, if your child is obsessed with a particular series, author or subject, it could really be worth it to capitalize on this, help them build up a

Nami (G5B) and Haruka K. (G5A) have recently been reading their favorite manga series in both Japanese and English. As Nami says, “It’s good to read in English and Japanese because if you know how to say it in Japanese, you can compare the two books and look for the word in English.”



bilingual collection and have them reading the same books side by side in two languages.

Notes and links:

The above quote from Richard R. Day is from his post on Oxford University Press’s Teaching English Language Global Blog at: <https://oupeltglobalblog.com/2017/01/11/extensive-reading-and-language-learning/>

Also, there is an organization called the Rosetta Project, with a website that collects translations of older English language children’s books that can be read online for free: <http://www.childrensbooksonline.org/library-translations.htm>. While some stories are dated, there are others that many children will still enjoy reading in two or more of their languages.

Lastly, KIST libraries stock several books in two or three languages, for older and younger readers. Among others, in the Elementary Library we have the classic *Totto-chan: Girl at the Window* in English, Japanese and Korean, and the LMC also has some classics from around the world in dual languages.

Rachel Parkinson

Elementary ELS Coordinator / G5 ELS Instructor

63rd Annual Tokyo Prefectural Book Review Contest

We would like to congratulate **Lisa** (G3B) and **Ryo** (G5B) who were awarded prizes for their wonderful compositions in this year’s Tokyo Prefectural Book Review Contest. Here are some photos of the students receiving the certificates they won, which were presented to them by Mr Bradley during an Elementary School assembly.



KIPS News

From the P1 classroom...

Hello from KIPS P1! In P1, we have Art class in the afternoon once or twice every two weeks.

The school year at KIPS is divided into 8 terms, and currently, we have entered term 4. During craft time, we've started telling the children, "Play quietly until your name is called," and the children have gotten better and better at playing as they wait their turn. They have also started coming over to the gate to watch their friends making crafts. We're looking forward to seeing them grow more and more as they learn to follow these types of instructions!

In P1, we enjoy making crafts to go along with each seasonal celebration of the year. At the beginning of the school year, the children enjoyed decorating drawings of seasonal foods and ice cream with paint stamps. It was their first time using the stamps, and all of the children had a great time. Next, for Halloween, we made pumpkin masks and cat-themed shoulder bags. The children used glue to affix both eyes and mouth made of colored construction paper to the pumpkins and eyes, nose, and mouth on the cats. It was their first time using glue, but the children did their best without complaining, and those who had trouble were able to do it with a little help from the teachers. In December, the children enjoyed making both a Christmas wreath and Christmas tree. We were proud of how hard they concentrated as they had fun decorating their Christmas crafts! Most recently, for Setsubun, the students colored in pictures of *oni* with crayons. We used these *oni* for *mamemaki* on the day of the school Setsubun event by throwing small balls at the drawings that the children colored!

The children also enjoyed making cars and trains together during Art class. First, we cut the shapes of cars and trains out of cardboard boxes, and then, the children had a blast coloring the cardboard with crayons. Finally, we put the cardboard boxes together to make trains and cars that the children could "ride" in. When we finished the project, it was great to see the children smiling and proudly saying, "We did it!" to the teachers. And watching the children playing in the boxes with their friends was incredibly sweet and charming.

Earlier this year, it was common to see children putting crayons in their mouths or accidentally ripping and tearing their construction paper during Art class, but as time has gone on, the children listen carefully to the teachers' warnings and instructions before we begin making crafts, and have learned to follow the rules, making Art time more enjoyable for all. We also affixed bottle caps to the paint stamps in order to make them easier for the children to use, and as a result, the children's concentration has improved, and they're always eager to make crafts using the stamps. When we explained to the children that they must wait their turn to get in the cardboard cars and trains, at first, the children struggled, but soon, they learned how to wait politely for their turn. As their teachers, we feel proud each day as we see how much the children have grown and learned.



We're looking forward to continuing to use Art time as a chance to teach the children both the importance of good manners and the joy of creating!

Hitomi Shimizu
P1 Teacher



Continued on next page

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From the P2 classroom...



Nice to meet you! My name is **Nobuko Matsumura**, and I joined KIPS as a P2 teacher from this January. After graduating with a degree in English education for children, I have spent the last ten years working in international schools. I try my hardest to create a safe and fun learning atmosphere for children each day and strive to give each child the best educational experience possible. I'm looking forward to getting to know everyone in the KIPS and KIST community!

The children in P2 are currently learning to take notice of those around them, and more and more each day, we see them share their toys with their friends during playtime and giving foods they don't like a second try when they see their friends eating them at lunchtime. During our excursions outside, the children do their best to stay quiet inside libraries and temples that we visit together as we learn about public etiquette and rules. We're excited to watch them grow up into little members of society!

In the midst of these important lessons and learning experiences, we enjoyed the chance to participate in KIST's Japanese New Year Party recently. The students had fun saying "Hello!" to greet the sumo wrestlers, and we were able to take photos of all the children smiling and enjoying the festivities together. They particularly enjoyed interacting with all of the guests who aren't usually around the school, and had a great time trying out holding the heavy mallet together with the sumo wrestlers and pounding rice to make *mochi* (traditional Japanese rice cakes). We had watched videos together of sumo wrestlers making *mochi* before the party, so the children's eyes sparkled with excitement when they got to witness the real thing!

Next, in February, we celebrated Setsubun. First, the children made beans from papier-mache during Japanese class. Despite it being a detailed process, the students tried their hardest to focus, and did a great job with the project! Then, on the day of the Setsubun event at KIST, the students were able to use the beans they had made to try out *mamemaki*. They had a great time grabbing handfuls of their homemade beans and throwing them at the demons, yelling, "Get out demons! Come in good luck!" Last year, there were a number of children who were afraid of the demons and cried, but this year, the students were all very brave!

Watching the children become more and more confident leaving their homes and joining in our little community at KIPS, and then once again becoming confident enough to leave KIPS in order to explore and experience the outside world, we as teachers feel extremely proud, and also as if we too are learning just as much each day from the students. We look forward to doing our best to help the children continue to grow in a safe and comfortable environment as they gain new experiences and knowledge of the world.

Nobuko Matsumura
P2 Teacher



SCREEN TIME

Surely all would agree that technological developments have benefited us all immensely in our work and personal lives. Screen use has become a ubiquitous element of everyone's life. As such, learning to manage screen time appropriately is most important in making the most of the benefits gained from using devices.

KIST recently implemented a comprehensive 'Wellness Survey' for all students in Grades 6-12 (findings to come out by E-Communication). One finding of concern in our Wellness Survey was that KIST Secondary School students are spending more time on screens for pleasure than they are on homework. **On average, KIST Secondary School students reported spending more than 3 hours per day on recreational screen use.**

On a positive note, most grade levels reported doing homework at or near KIST's published expectations (10 -15 minutes x grade level). However, as weekday sleep levels were somewhat below Japanese age-group averages, it seems that screen time may be interfering with some students' sleep patterns.

Another concern raised from the survey results was related to the quality of study time. While 73% of students reported having a study area free from distractions, this statistic decreased as students progressed from Grade 6 (85%) to Grade 12 (65%).

Related to screen use, a significant number of students reported that their phone/computer regularly distracts them from their studies. While males reported being distracted more than females, over 40% of the students for each grade in G6-11 (52% for G9) reported being regularly distracted by devices while studying.

Our findings are in line with published results of related research studies. For example, Rosen et al. (2013) found that:

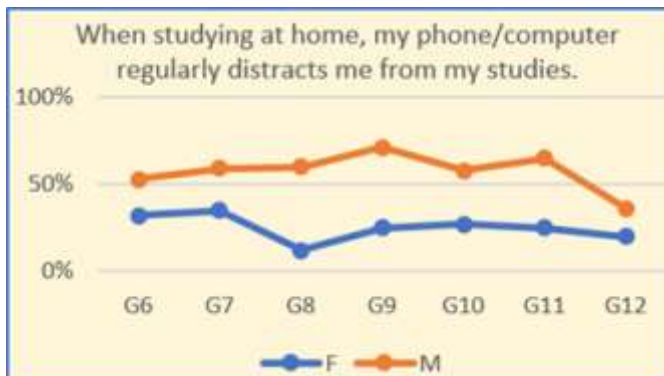
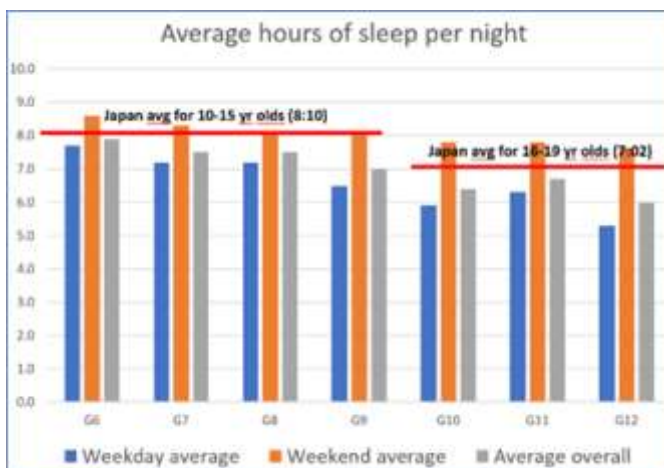
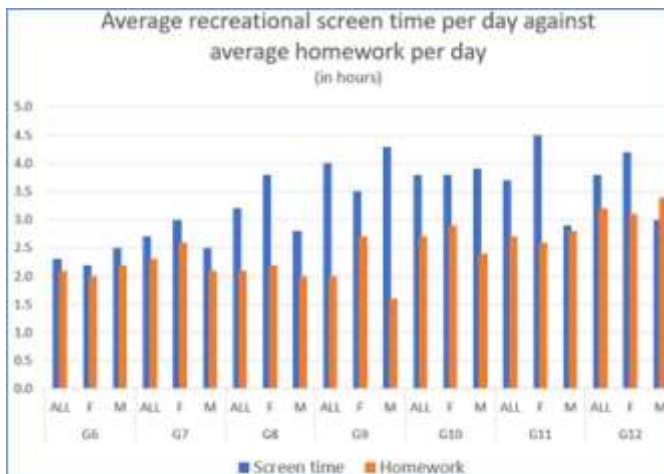
- Study participants averaged less than six minutes on task prior to switching attention to technological distractions (social media, texting, etc.).
- Participants who preferred to task-switch had more distracting technologies available and were more likely to be off-task than others.
- Participants who accessed social media had lower GPAs than those who avoided such sites.
- Participants with strong study strategies were more likely to stay on-task.

Similarly, Junco and Cotten (2012) found that:

- Using social media and texting while studying were related to lower GPAs.
- Multitasking studying with social activities was negatively predictive of GPA.

There are many other studies that show similar correlations (I was not able to find one article that refuted these claims).

It is a challenge for adults to manage technology distractions, so it should not be a surprise that some of our students are finding it difficult to manage their attention appropriately as well. They need our support.



Continued from previous page

What can we as parents do to support our children with responsible use of technology, especially while studying?

Here are some ideas:

- Talk with your child about the potential negative impacts of devices and the need for device management and usage monitoring.
- Ensure your child has a study space free from distractions. When doing homework and/or research, turn off the TV, put away the devices, and refrain from interrupting your child.
- Monitor your child's device use. A variety of resources are available to support with this. Visit the [Screenagers website](#) to find a list of parenting apps that can help.
- **Come to the KIST viewing of SCREENAGERS** (see ad below) on April 13 at 5:30 p.m. and educate yourself about the challenges our children face and the potential dangers associated with screen use.

Jeffrey Jones

Head of School

Rosen, L.D., Carrier, M., & Cheever, N. A., (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior*, 29 (3), 948-958.

Junco, R. & Cotten, S.R., (2012). No A 4 U: The relationship between multitasking and academic performance. *Computers & Education*, 59 (2), 505-514.

SCREENAGERS

GROWING UP IN THE DIGITAL AGE

Are you watching kids scroll through life, with their rapid-fire thumbs and a six-second attention span? Physician and filmmaker Delaney Ruston saw that with her own kids and learned that the average kid spends 6.5 hours a day looking at screens. She wondered about the impact of all this time and about the friction occurring in homes and schools around negotiating screen time—friction she knew all too well.

In **SCREENAGERS**, as with her award-winning documentaries on mental health, Delaney takes a deeply personal approach as she probes into the vulnerable corners of family life, including her own, to explore struggles over social media, video games, academics and internet addiction. Through poignant, and unexpectedly funny stories, along with surprising insights from authors, psychologists, and brain scientists, **SCREENAGERS** reveals how tech time impacts kids' development and offers solutions on how adults can empower kids to best navigate the digital world and find balance.

VIEW MOVIE TRAILER HERE

UPCOMING SCREENINGS

4/13/2018

K. International School Tokyo, Koto City, Japan

Screening commences at 5:30 pm

KIST ADULTS ONLY - student screenings will take place during school time

(Japanese subtitles will be displayed)

Childcare will be available for a ONE COIN+ donation to the Habitat for Humanity club!



Brought to you by:
Your KIST Community Association



MYP News

MYP students attend seminar to mark World Cultures Day

Students in Grades 9 and 10 ended the recent World Cultures Day with a student-led seminar in the LMC. The discussion, under the direction of **Marlinah** (G10B), touched on a variety of subjects connected to language, identity, culture and international mindedness. DP students **Sophia** (G11B), **Tom** (G11B), **Natasha** (G11B), and **Jin Il** (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 Cely and Ms Evelyn, both of whom also have a lot of experience in reflecting upon such issues. The discussion was wide-ranging and offered students an opportunity to reflect on their own experiences.



G9s and 10s listen intently to the presenters. (L>R) Mr Cely, Natasha, Tom, Marlinah, Jin Il, Ms Evelyn and Sophia.

SmartBOWL

On Saturday, January 20, a group of students attended the event SmartBOWL, a quiz where they competed against other schools and were also supporting local members of the community. It was a long day for them and they were a fantastic representation of the KIST student community.



◀Two of our members, **Ethan** (G9B) and **Sidaarth** (G9B), made it to the final of the student quiz... and WON! They received some very impressive prizes. **Congratulations!!**

There were also opportunities for the audience members to answer questions and win a voucher prize. The following students participated in this and won! **Congratulations! ▼**



Arnav (G6B) Ewan (G4B) Sidaarth (G9B) Remi (G6B)

The Team



(L>R) Kian (G6A) and Shreyas (G6A)



(L>R) Varun (G7B), Aditya (G9B), Yugandhar (G9A), Ms Green, Kishore (G8A), Sidaarth (G9B), Ethan (G9B)



Riju (G9B) Shaunak (G6B) Simba (G6B) Ayaha (G7A) Hamsika (G7A) Heet (G7B) Ishaan (G9B)

Louise Green
SmartBOWL Coordinator / Brain Bowl Advisor
MYP Mathematics Teacher

G11 Geography and ESS Excursion

On January 11, 2018, Grade 11 Geography and Environmental systems and societies (ESS) students went on an excursion to a water reclamation center to study the process of water treatment. At first, when we heard the words "water reclamation center" and "sewerage plant" together with "excursion", not many of us were thrilled; however, when we got to the center, we were amazed by what goes on behind the scenes of our used waste-water.

"I had never visited a water reclamation center before, therefore it was very fascinating to witness the process personally. We were given a presentation, which gave us an overview on the water reclamation process, and then taken on a tour of the location. The visit allowed me to explore the water reclamation process visually, which helped me understand it with ease, and it was overall a very engaging experience."

Samantha (G11B)

"It was a unique experience visiting the sewage plant. Although I expected to see more, I was impressed with the technology of cleaning the water!"

Yuuki (G11A)

Our used water from bathrooms and sinks travel a long way to water reclamation centers and the mechanism of water recycling is rather complicated. It goes through a water pipe and a long physical, chemical and biological process of purification. The contaminants are removed and the by-products (sewerage sludge) undergo treatment so that it becomes clean enough for discharging into natural systems. I was surprised to hear that the by-products created were used to make the brick pavements of the reclamation center that we visited – a very efficient use of waste and a great example of a process in the circular economy. The water continues to go through many processes of distillation before it returns into a largely pure state.



Clean water and proper sanitation is, however, not a right, but a privilege. 2.5 billion people worldwide have no adequate latrines, mostly because they do not have a proper and clean water reclamation system. In countries like Pakistan, the country spends 47 times more on its military system than its water systems, even though 150,000 children die suffering from diarrhea annually (George, 2013). So, whenever you visit the lavatory and wonder where the waste water goes, it is worth considering the long process of purification and appreciate the privilege we have in a developed country like Japan.



Earth-kun Mascot for the Tokyo Sewerage system

Emiri (G11B)



Photo: Reo (G11B)

Reference:

George, Rose. (2013, April 15) *Let's talk crap. Seriously.* [Video File] Retrieved from <https://www.youtube.com/watch?v=ZmSF9gVz9pg>

Recognizing Student Achievement



MYP reports

Those new to the MYP at KIST may be unfamiliar with the reporting structure that we have in the Secondary School.

Different from the PYP, the IB uses a 1-7 grade scale for the MYP (and DP). You can find detailed descriptors of progress on page two of your child's Semester report.

The IB does not allow schools to 'rank' students, nor do we calculate 'averages' for each course. It is best to think of the grades as 'levels' (like levels in a video game is what we often use to explain to our students). As such MYP grades are more 'quasi-qualitative' than quantitative.

Well done Secondary School students

Although IB grades are more qualitative at an individual course level, the nature of the IB report scale for MYP and DP allows us to calculate student and cohort averages across all subjects to appraise overall student performance. In that context, an average of 6.0 indicates that a student is performing at a very good level overall.

Each semester, Mr Jones sends out letters of congratulation to MYP and DP students who attain averages of 6.0 or above. This year Mr Jones was extremely pleased to send out a total of 58 letters to students in the MYP and 32 letters to students in the DP. In other words, 24% of our MYP students and 42% of our DP students are attaining averages of 6.0 and above (on a scale of 1-7). Very well done!



Further congratulatory words are sent to students with averages of 6.0 or above who attain a 7 in Mathematics. This year, 7% of our MYP students and 26% of our DP students received recognition.

Congratulations to all recipients on a job well done!

The number of congratulatory letters that went out to KIST students for Semester 1 of this year represents a 45% increase over the number of letters that went out last year. As our students, teachers and parents continue to work hard, we look forward to further increases in years to come.

New Communication Tool



Recently we introduced a Parent Notification Form for Summative Assessments in an effort to give KIST parents/guardians a better understanding of the types of assessments students are doing, how those tasks are assessed, and the students' performance.

Students in Grades 1 to 5 should be bringing home these forms for **each** Unit of Inquiry. The form will be attached to their summative assessment task.

Students in Grades 6 to 10 are expected to bring home these forms at least once per semester for each course of study.

When a form comes home, please review the task with your child, reflect on their progress and sign the form to indicate you have reviewed the task. Feel free to also include any feedback for the teacher as well (optional).

This is a relatively new initiative and your support of it is appreciated. Hopefully you find this tool informative! Please contact your respective Area Principal if you have any feedback. 😊

<p>K. International School Tokyo</p> <p>Summative Assessment - Parent notification form</p> <p>Dear KIST parent/guardian,</p> <p>Your child recently submitted this summative assessment task. His/her achievement level for each criterion can be found in the assessment task rubric.</p> <p>I would appreciate your support in reviewing your child's performance on this task with him/her and sharing with me any related concerns or comments you might have.</p> <p>Thank you.</p>	
<p>Reviewed by (Parent name):</p>	
<p>Comments for the teacher (optional):</p>	

Success in Academic Writing

Semester two is under way! The Secondary ELS team would like to highlight some strong performances in Academic Writing, a before-school support class that seeks to help students with their writing skills. Due to the strong progress these students made during semester one, they will no longer attend the morning class – their hard work has paid off. The ELS team, along with other staff, is confident that they have the skills to succeed in their coursework without structured assistance. We commend their efforts and hope they still come see us once in a while! Congratulations!



Secondary ELS Team

Lance (G6A)

I learnt how to write an essay well with good structure. I also learnt new vocabulary and to use better words when writing. This academic writing class was just not learning, but it was a very nice atmosphere and a fun way to learn new things. When we were not doing academic writing but reading texts and answering questions on the texts it was always exciting.



Leika (G6A)

In A.W., we wrote some reports about different topics and now in English class, we are writing them, too. I got good grades on them because I practiced in my A.W. class. It also helped me with my reading skills, like comprehending and being able to answer questions easily. I think A.W. helped me a lot for my English class and it helped me get good grades.



Su Yeon (Helena) (G7A)

I had struggled with using the correct vocabulary to make my writing detailed. Also, I tend to write the paper like the form of a journal entry, so the teacher made us write a lot of papers so we can improve. At first, I thought I was just annoyed about it and thought it was a waste of time. But as I wrote more papers, I was able to avoid to write it like a journal entry. Also, I learned how to describe one thing very precisely using a wider range of vocabulary. Academic Writing helped me to succeed very well on my English semester test and other summatives.



Miyabi (G8B)

Academic Writing has allowed me to be confident at different kinds of writing, such as discussions, book reviews and narratives because of the helpful feedback I got. Moreover, it also made me improve on my vocabulary range which was useful in other classes. Academic Writing was a really expedient class for me to improve on my English skills as well as my writing skills.



Sung Guk (G9A)

By practicing reading and writing using different types of sources and various kinds of techniques, I could gain some understanding of sonnets and the structure of persuasive and critical essays. In addition, I could pick up some new vocabulary words and learn some new sentence structures. Moreover, I could apply those techniques or skills I obtained to the other classes such as English and I&S where we needed very high-quality skills and wide range vocabulary. I feel that this class was a great opportunity for me in the process of perfecting my English.



Chae Young (G10A)

Academic Writing is a great opportunity for students to improve their writing skills. I learned the structures of diverse types of essays in greater detail than in the past. This allowed me to clearly convey what I wanted to say. Additionally, the skills I practiced helped me in other subjects, such as English and I&S, when I had to express my opinions through writing. I could also follow the classwork more easily. We sometimes practiced skills needed for summative assessments for other classes. It was a big help that I could ask questions about them anytime I wanted.



The Power of Collective Empathy



Over last summer break, Ms Aoe and I had the amazing opportunity to attend a week-long workshop in Washington D.C. to learn about how best to support KIST students' social and emotional well-being. Interpersonal and intrapersonal intelligence is vital as a part of our well-being and happiness from childhood all the way through our adult lives. We attended this workshop to find techniques and strategies to best support our students throughout their time at KIST to be not only academically successful, but also empathetic and socially aware.

One strategy that we walked away with was so exciting to us that we had to implement it immediately. It is called **Open Session** and we are thrilled with the results so far.

Open Session is an open forum where students can address real-life decisions and issues with their peers. Students write down an issue, a worry, a personal joy, a positive happening, or a call for advice onto a blank index card. These cards can be submitted anonymously or with a name. There is a clear structure for ways to respond to these cards, and the teacher acts as a facilitator. Students can respond with:

- **Support and encouragement response** (e.g. "know that you have people around you who really care", "I hope things get better for you at school", "that sounds really tough", "I've dealt with something similar, so that person can come and talk to me later if they want to")
- **Clarification response** (e.g. "I wonder if there are some assumptions the person is making about...", "I wonder if this problem is happening only at certain times, which could mean...")
- **Wisdom, solutions, ideas response** (e.g. "I suggest...", "In my experience, it has been helpful to...", "I've done some reading and researched, and I tried...", "My mum always says to...")

Usually, 80-90% of the cards are submitted anonymously. This is not surprising, as anonymity can allow teens to sense if and how to trust. Through practice, students begin to see that 'if it were their own issue' they could identify with the social or personal decisions or challenges that all students of this age often encounter. This common understanding builds group cohesion through empathetic, collective problem solving.

Below are some examples of types of issues that students may put forward:

- I'm worried that I will get bad feedback at my parent-teacher-student conference.
- Someone is bragging about doing well on a test. I feel embarrassed about my score.
- We got a new puppy and I am having so much fun with it. How do you teach puppies tricks? All it does is bite me and play.

- I'm having a party, but my parents have a limit on the number of kids. I don't want to hurt anybody's feelings but there are some people in my class that I'm just not that close to.
- I think I'm gay, but I'm worried my friends won't understand and I don't know how to tell them.
- What if you think somebody likes you, but you're not sure and you want to find out?
- My mum and I have not gotten along recently. One second we will be fine; the next we will be fighting. I don't want to fight but she has been getting on my nerves.
- I'm always sleepy even though I get enough sleep. What should I do? Am I normal?
- I am excited that my birthday is coming up!
- My friend just told me that they are cutting themselves. They made me promise not to tell anyone, but I think they need professional help.

If there is a card that expresses an extremely difficult social or emotional issue (e.g. self-harm, mental health, bullying, etc.), teachers may choose to follow up with the individual student or to work through the issue with the whole class at another time. This gives the homeroom teachers the opportunity to have their finger on the pulse of the class, and overall bring the group closer together.

We have had positive feedback from students, and will continue to host **Open Session** during Advisory time. If you have any questions about this new initiative, please feel free to contact me.

Anna Holdaway
Student Care Coordinator (G6-G8)

Empathy - being aware of and sharing another person's feelings, experiences, and emotions.

G12 DP Economics BOJ Visit

On the 11th of December, 2017, the Grade 12 DP Economics students were given the opportunity to visit the Bank of Japan Head Office, 日銀 (Nichigin) for short, in Nihonbashi. As DP Economics students, our group takes a keen interest in the Japanese economy—this may explain why we jumped to the opportunity of visiting the Central Bank. Prior to the field trip, in our daily economics classes, we were studying different policies within Macroeconomics, and came across one—the monetary policy—that caught our attention (the monetary policy is a policy that a Central Bank of a nation can impose to readjust the economy). After studying the Monetary Policy and the important role the Central Bank plays in the economy, we were excited to see beyond our PowerPoint slides and textbooks, and see such policies in action.

Despite being such a large group of students, we managed to get to the venue promptly, where we waited to be lead into the BOJ. Entering the building required security checks and a registration with our school ID cards, which only felt appropriate for the importance the building has in our society. I remember having numerous conversations with peers about how *official* the atmosphere of the building felt. Upon entering the BOJ, we met our guide, Mr Shinji Isaki, who first gathered us in a small room where he gave us pamphlets and books while explaining the brief history of the Central Bank. He then led us to a hallway decorated with images from when the old building was first constructed by architect Tatsuo Kingo, also famously known for designing the red brick building of the Tokyo Station. Unfortunately, during our visit, the Old Building was closed for refurbishments as an earthquake resistant structure, and our tour was limited

to the new building. However, we did learn that the old building contains underground vaults where the Bank used to hold gold and other currencies for 108 years. After learning the brief history of the Bank of Japan and its architecture, we were given the opportunity to view and hold replicas of bank notes, worth a million yen, and gold, where the picture on the right was taken. Mr Isaki's explanation and tour of the Bank of Japan put the importance of Central Banks in perspective, motivating us to gain further knowledge on different banks, which would help us in our Final Exam in May.

This trip was a great opportunity for us students to see the relevance of our learning and its application to society. We would like to thank our economics teachers Mr Boyd and Mr Nakamura, as well as KIST staff that made this trip possible.

Rachel (G12A)



BANK OF JAPAN



2018 DP Economics class



The KIST Secondary Students' Orchestra



Our Secondary Students' Orchestra has begun performing as part of the Monday Concert Series which will be held twice a month on Mondays at the Rose Garden Fukagawa senior citizens' home. Our orchestra members will be performing solo pieces at the concerts and this will provide them with wonderful

opportunities to share their musical achievements with members our local community.

We would also like to express our sincere gratitude to Mr Komaki, the Secondary SRC and the KIST community for donating money towards the purchase of musical instruments. We are very happy to announce that we purchased three timpani drums and a clarinet in late February. We are still accepting instrument donations from the KIST community. If you have any unused instruments at home, please consider passing them along to us! Please contact Mrs Duran for more information.

Please stay "tuned" for news from the KIST Secondary Students' Orchestra, and please come see us play at the upcoming concert.

Makiko Duran
MYP/DP Music Teacher



Beauty and the Beast Jr.



Thanks to your help, we were able to raise money to commence preparations for our musical production of *Beauty and the Beast* from January.

It was amazing to see so many talented students at the auditions which took place in early January. Choosing the main cast was very difficult, but I am pleased to announce that the following students were selected:

Belle – Sara (G10B)
Beast – Conan (G10B)
Mrs Potts – Srinandhitha (G7A)
Chip – Mirea (G3A)
Lumiere – Maya (G6A)
Cogsworth – Rebecca (G5A)
Babette – Emani (G10B)
Madame de la Grande Bouche – Saanvi (G7B)
Maurice – Rintaro (G6B)
Lefou – Riu (G4A)
Gaston – Thilo (G9B)



I hope to see you all at the performance which will be held on **Friday, May 11** at the Fukagawa Edo Museum. Further details will be distributed to all families via E-Communications at a later date.

Makiko Duran

MYP/DP Music Teacher



Japan Metropolitan MUN Conference

JMMUN Conference from a high school delegate's perspective

For the first time in its history, KIST took part in the 4th annual Japan Metropolitan Model United Nations Conference (JMMUN) conference. The KIST MUN club, consisting of 14 high school delegates and 2 middle school delegates, attended the two-day conference at Senzoku Gakuen, Kawasaki, from February 10 to 11. Interestingly, it was also the first time that students from Senzoku Gakuen participated in the KIST MUN Scrimmage back in November.

During JMMUN, delegates were invited to attend a talk by the keynote speaker, Mr Fabien Clerc, a World Economic Forum staff member, who gave insights into his experience with world leaders. He told the delegates about many interesting stories including a sudden meetup with Bill Gates and Bill Clinton in the restroom! The talk set the lively mood for the rest of the two-day event.

The conference was divided into four different councils based on levels, with up to 320 delegates representing 23 different schools. The high school delegates created resolutions to address poverty in developed countries, while the middle school delegates drafted resolutions on the stance of their countries regarding sustainable energy. The delegates were engaged in heated conversations while interacting with students from various international and Japanese schools. In the end, the well-prepared KIST MUN team walked out with a best position paper award as well as two honorable mentions. Well done team!

Yuki (G11B)



JMMUN Secretary General with the delegate of India, Yuki (G11B), honorable mention for best position paper



Delegates of Nigeria, Mehak (G8A) and Hanna (G8B), honorable mention for best position paper



Keynote speaker Mr Fabien Clerc, First Secretary of the Embassy of Switzerland in Japan, with Yukino (G9A), the delegate of Switzerland.



Delegate of Estonia, Ji Hye (G10A), winner for best position paper

Thoughts from the middle school delegates:

“When I got into the debate groups, I was actually quite surprised and a bit nervous to see quite a lot of delegates from different countries! However, as I delivered the speech and debated with others, I realized how exciting and interesting it was to discuss and even argue about the issue. I felt like a professional delegate in the UN! The chairs (student leaders) were very supportive and fun-loving, and on the second day, I was able to get rid of my shyness and talk to others to come up with an effective resolution for the problem.”

Hanna (G8B), middle school delegate

“Upon entering the room that our debate was held in, I had to admit that Hanna and I were quite surprised. A lot of the discussions took place in Japanese! I felt a bit overwhelmed as, I cannot speak Japanese that well. It wasn't what you would call a language barrier, but a communication problem we were facing. During the conference, we were constantly reflecting about how we felt... But, all in all, it was a fun and worthwhile experience! I will feel more confident when I go back to the JMMUN conference as a high schooler next year!”

Mehak (G8A), middle school delegate



The 2018 KIST JMMUN delegates

G9 Excursion to NAB



The G9 students went on an excursion to the National Australian Bank (NAB) in Tokyo on 19 February. When we first arrived at the building in Nihonbashi-muromachi, we were introduced to the company's operations. We learnt about the bank business, such as how the company works throughout the world and their various functions.



At NAB, some of us were able to deliver a presentation on business ideas we developed in Individuals & Societies and Economics class. Selected groups presented before two bankers, introducing their business idea as well as answering a couple of questions from the bankers. Rather different from the presentations in school, the student presenters received feedback from actual bankers with years of experience, and so got a more realistic experience of what it would be like to present before real-world investors.



Through the exchanges, I was able to see what real-world business investors would consider. Although I did not present at the bank, I was able to learn more about businesses and how to start one in a different way. Overall, it was a very fun and new experience that made me learn a lot more about concepts in Economics.

Michiko (G9B)

Athletics Update



ISTAA basketball

The season will wrap up in two weeks and KIST participation has been great as the Comets were able to field a U-14 girls' team as well as the usual U-14 boys', U-18 girls' and boys' teams. The addition of LFIT (Lycée Française International de Tokyo) this season has added to the level of play of ISTAA.

The U-18 boys have been up-and-down this season with injuries and the loss of three of their seniors at the end of January. They can still finish as high as third seed (with a win at Columbia) and as low as fifth seed for the 6-team ISTAA tournament. The U-18 girls are in a similar predicament with upcoming matches against Columbia and BST.

The U-14 girls lost their only match thus far in a very close game at Columbia but will have another friendly or two coming up. The U-14 boys, with strong play from captain **Kaiser** (G8A) and hard work from others, has remained unbeaten through four games this season (including a 62-61 thriller at LFIT), an unbeaten streak which has extended from the beginning of last season.

Please wish your basketball Comets luck in the season-ending ISTAA tournaments!



U-14 Boys Comets

Swimming

In the Winter Kanto Plains swim meet, **Igor** (G11B), representing KIST, won gold in the 50-meter backstroke and took silver in both the 50 and 200-meter freestyle in the 15 to 18-year-old category. He was still able to finish fifth in the overall rankings for that age group though he did not participate in any of the team relay events which help towards the overall points. Both **Igor** and likely **Tom** (G11B) will again represent KIST in March at St. Mary's. Let's wish them the best!



Igor



Tom

Secondary SRC

This year started with the SRC executive elections. The results are as follows:

President
Krishna (G11A)
Vice President
Chae Hyun (Alice) (G11B)
Secretary
Marlinah (G10B)
Treasurer
Nimit (G10A)
Public Relations Officer
Akino (G10A)



Let your voice be heard



L-R: Nimit, Akino, Krishna, Alice, Marlinah

And a big welcome to the two newly elected Class Representatives:



G10A – **Hinako** G10B – **Gaon**

It has been a busy semester for the SRC with many initiatives and fundraising events. All proceeds have been used to fund new instruments for the KIST Secondary Students' Orchestra. Below is a list of what the SRC has accomplished so far:

★SRC Dance – Blast from the Past

Our first SRC dance was a tremendous success, with an attendance of more than a hundred students. The evening was filled with dancing, musical chairs, delicious pizza, hotdogs and drinks and an exciting photo booth.

★Autumn Colors Free Dress Day

A festive free dress day was a wonderful start to Autumn. Students were able to celebrate the beauty of the season through wearing clothes that represented the colors of crisp Fall leaves.

★Comets Cheer

The SRC has also created a variety of cheers to be used during Comets matches in order to lift the school spirit and create unity amongst all students supporting the team.

★Valenlines

For Valentine's Day, the SRC organized "Valenlines" where students were given the chance to express their feelings through anonymous messages which were then sent out by the executives accompanied by a snack.

★Train Manners Awareness Posters

The SRC is currently working on a "Train Manners Awareness Poster Competition" where students are able to create a poster reminding their peers on the appropriate way to travel to and from school according to the KIST Code of Conduct.

★Arts Committee

The Arts Committee has worked on the Autumn and Winter photo contests. All photos submitted (for the Winter Photo Contest) are posted on the KISTimes board by the cafeteria and the KISTv. The Arts Committee also helped support the decoration and logistics for the SRC dance and the Winter Concert.

★Media Committee

The Media Committee has helped promote many SRC held events, through posters and the KISTv. Additionally, the Media Committee has recently released a video raising awareness of the danger of crowding in the hallways to prevent traffic and injuries.

★Sports Committee

The Sports Committee has worked on organizing the field during recess, ensuring that all areas are being used effectively by a variety of activities. The Sports Committee has also held their annual KIST League where students were given the chance to enjoy a dodgeball game during recess with a prize for the winner.

Stay tuned for more exciting news from the SRC in the coming months!

Secondary SRC



Arts Committee members with Mr Smith following the "Blast from the Past" Dance.

Spotlight on Clubs



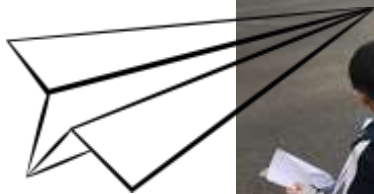
Paper Aeroplanes Club (Elementary)

Everyone knows how to make a paper aeroplane, but how many different types of plane can you make, and can you make your planes do different things?

This semester, I wanted to share several aeroplane designs so that we can eventually enter them in the KIST Paper Aeroplane Olympics. Teams will be judged on how accurately their planes fly, how fast they are, how long they can fly for, and what kinds of cool tricks they can do.

This club is a great opportunity to use our mathematic, scientific and artistic skills to learn, teach and work collaboratively. So far, the students are having a great time, and I am sure they will teach me a thing or two.

Oliver Sullivan
Club Supervisor



Further Physics Club (Secondary)

The Further Physics Club is running again during the second semester of this academic year. After having soared in the difficult DP exams the last couple of years, Physics is becoming a strong subject choice at KIST for students with academic intentions in their future. We had students gathering from G9 to G12 in the Physics lab during the first semester, where we expanded the learning experiences occurring in regular lessons into some new ones.

In the first semester, we had the chance to study the physics of simple pendulums and modeling pendulum waves. We explored standing waves and how harmonics are linked to energy levels in atoms. We also had the chance to explore emission spectra and learned to determine the bands of wavelengths emitted by discharge tubes through diffraction gratings. The picture on the right was taken through a diffraction grating.

We had the privilege to wrap up the first semester with a guest speaker, who just by one degree of separation, connects KIST with the LIGO team, and their massive interferometer that detected gravitational waves for the first time. Doctor Stefan Ballmer, who is the father of one of our G1 students, gave a guest lecture to a large number of students in the secondary school. It was an amazing learning experience for all of us, and we could witness how cutting-edge physics is progressing.

Although it is a new club, and we are all learning in the process, we hope to have more motivated students wanting to learn a little more about the most important knowledge developed by the human mind, that perhaps addresses the most important questions we can ask.

Cesar Cely
Club Supervisor



Library News



World Cultures Day 2018

World Cultures Day 2018 was a huge success, and we couldn't have done it without help from the whole school community! Thank you so much to all the parents, students and teachers who volunteered to share their languages and cultures with the KIST community.

We were happy to see our students wearing their national costumes at the Elementary parade and in the Secondary hallways. It was great to see Secondary students visiting the Elementary School to teach language and dance and talk about their experiences living overseas. Teachers, parents and even grandparents shared their languages, cultures and music with our students.

In the Secondary School, the identity round table and panel discussion was sharp and insightful.

KIST is a vibrant international community, not just on World Cultures Day, but every day. The Library team sponsors the event, but it's everyone at KIST who makes our school so special. Thank you.

Ms Hynes



Movies

Are you looking for books that inspired certain movies you want to watch? We would like to introduce our new Collection, Movie tie-ins!

<http://bit.ly/2EZU141>

We have loads of books that you might be interested in reading first before watching the movie. If you need help in locating these books or would like to suggest books that you think would be great additions to our collection, please don't hesitate to approach the Library team. Thank you!

Ms Erika

Destiny Discover collections



Destiny Discover, launched at the beginning of the school year, offers an increasing number of resources for KIST students. The software allows all community members to search through the Elementary Library books, LMC books, and online subscription services.

Here are some recommendations for this issue of *The Comet*.

- **Grade 6 and 7 – Recommended reading:**
<http://bit.ly/2Dip1SG>
English Language and Literature reading assignment suggested books. Hand-picked by the English Department and Library staff!
- **Sports – LMC:**
<http://bit.ly/2ERNT1p>
Biographies and stories of the game
- **Japanese works in English:**
<http://bit.ly/2Dbar05>
Classic Japanese texts available to read in English. Popular with students and staff alike!

Remember, if there is a book you see that you would like to read, click 'Hold' and the Library team will put it aside for you. Happy browsing!

Parents and Destiny Discover

If you would like an introduction to Destiny Discover so that you may support your child in finding books and other online resources from KIST Libraries, please complete the brief form at the link below:

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

KISTv

- **Japanese New Year Party video:**
<http://bit.ly/2EQc2JD>
- **World Cultures Day Parade:**
(To be confirmed)



Mr Tim

Nurse's Notes



Hello KIST families. Nice to meet you! My name is **Yukiko Yamazaki** and I am excited to join the KIST staff as the new school nurse. After receiving certification as a registered nurse, I worked in a variety of healthcare settings in Japan, and also gained experience abroad when I obtained a Bachelor of Nursing at Australian Catholic University. I am passionate about advocacy for healthy school environments, and I am looking forward to working with KIST staff and students this year.

For my first contribution to *The Comet*, I would like to talk about the importance of sleep in maintaining our health.

What is sleep?

Sleep is a state of being that is essential to our bodies' overall wellness, both physically and emotionally.

Why do we need sleep?

- To maintain a healthy body (sleep allows your vital organs, muscles, nerves and brain to rest and recover).
- To keep your immune system working well.
- To boost your energy level, learning abilities and concentration.
- To help your brain store things in your long-term memory.

What happens when we don't get enough sleep?

Without healthy sleep, our bodies slowly shut down in various ways as follows:

- Fatigue (We feel more tired during the day)
- Impaired memories
- Problems with working memory (It becomes more difficult for our brains to process our thoughts)
- Less sustained attention (It is harder for us to focus, causing us to make more careless mistakes)
- Trouble with concentration
- Difficulty learning
- Need to take more naps

Several academic studies have found that the speed at which information is processed, concentration levels, working memory and executive function are poorer in children and adolescents who reported sleeping for shorter periods. Therefore, in order to be a successful learner at KIST, it is important for students to get enough good quality sleep each night.

How to sleep better

- Keep a regular sleep schedule (Go to bed and get up around the same time every day, and keep bedtimes and wake-up times on school days and during the holiday season to within 2 hours of each other. This helps your body clock get into a regular rhythm.).
- Keep computers, TVs and smartphones out of the bedroom and avoid using these items at least 1 hour before going to bed (exposure to blue light negatively affects the quality of your sleep).
- Finish eating 2 to 3 hours before bedtime (Digestion can prevent the body from being able to sleep).
- Make sure your bedroom is comfortable for you (temperature, light, noise etc.).
- Relax before bedtime (e.g. take a warm bath, read a book, listen to gentle music or practice breathing for relaxation).
- Engage in physical activities and get plenty of natural light, which can help your body produce melatonin at the right times in your sleep cycle.
- Avoid consuming too much caffeine (in energy drinks, coffee, tea, chocolate and cola).

Suggested hours of sleep needed according to age

3-5 years old: 10-13 hours
 6-13 years old: 9-11 hours
 14-18 years old: 8-10 hours
 Adults (under 65 years old): 7-9 hours

If you have any inquiries, please feel free to contact me at yukiko.yamazaki@kist.ed.jp.

Thank you for reading and I am looking forward to getting to know everyone at KIST!

Yukiko Yamazaki
 School Nurse



References:

- June, C. (2016). Cognitive performance, sleepiness, and mood in partially sleep deprived adolescents: *the need for sleep study*, 39(3), 687-698. <https://doi.org/10.5665/sleep5552>
- Mitsuo, Nagane. (2015). The relationship between sleep-wake cycle and academic performance or psychosomatic complaints. *Faculty of Education, Chiba University*, 63, 375-379.
- Raising Children Network: Sleep. (2018, Feb 15). Retrieved from <http://raisingchildren.net.au>

Staff 10!

In this month's *Staff 10!*, we are pleased to present **Steven Otis** who joined our instructional team in August 2015. Originally from the USA, Mr Otis is the Subject Area Coordinator for English in the Secondary School.



Mr and Miss Otis

1) Tell us something interesting about your hometown.

My hometown of Portland, Oregon, USA, has gotten a lot of attention in the last few years thanks to population growth and being featured in several TV shows and movies. But the two things I like most about the city are quite simple: summer weather and breakfasts. The weather from July to September is absolutely perfect; the days are long, warm and sunny, and the nights are cool. The city also has dozens of comfortable, unique breakfast restaurants, often featuring vegetarian options, local meat and produce, and affordable prices. I really miss going out for breakfast with family and friends on weekend mornings.

2) What is your favorite place in the world?

Big Lake Youth Camp in Sisters, Oregon. I spent part of every summer here from when I was 7 until I was 19 (13 summers). It's located high in the Cascade mountain range, next to the pristine waters of Big Lake, right at the foot of majestic Mount Washington. This is where I learned to waterski/wakeboard, windsurf, canoe, mountain bike, ride a horse, play the guitar, and so much more. Plus, we played Capture the Flag every day for an hour! The smell of the pine trees and bear grass carries with it so many happy memories.

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

Amongst musicians, I'd pick Paul Simon and Bono (Paul Hewson) of U2, so I could tell them how much I love and appreciate some of the words and melodies they wrote. For authors, an obvious choice is William Shakespeare; the plays are so funny and clever, he must have been a great person to hang out with. Another is Barbara Kingsolver, who, judging from her novels, must be very funny and kind. For political figures, I'd pick Barack Obama (partly because we went to the same college and could discuss some of the professors/classes we had in common) and Abraham Lincoln, both of whom are great writers and deep thinkers.

4) Do you have any special skills or talents?

I'm quite skilled at crying when giving a speech. My students already know this. It's a wonderful talent inherited from my mom, who hates public speaking.

5) Please share a little known fact about yourself.

In 1993, when I was in 7th grade, I had a small part in an independent film, playing the role of Bobby, the son of a man who is diagnosed with lung cancer—a result of smoking. The movie was produced by a local hospital group to encourage people to quit smoking. I worked 3 or 4 days, and I think I was in 3 scenes. I

was paid \$75, which I used to buy my first CD/cassette stereo for my room. Sadly, this was my last (and only) film role. Fortunately, however, the film has not yet resurfaced on YouTube.

6) What is your most prized possession?

Probably either my guitar or my music collection.

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

Caring. Life is endlessly complex, challenging and confusing, but for me, establishing a sense of community and connection with others brings out the overwhelming beauty of being alive.

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

This question is too difficult to answer in one paragraph. I'm sure I would do hundreds of things differently because every day is filled with chance occurrences and minor decisions which can end up radically impacting the trajectory of a life. So if I lived it again, knowing what I know now, I'd try to be less afraid of making the wrong decision and a bit more focused on building joyful relationships. Furthermore, I'd also put my foot down and insist on learning to play the piano or drums (as I wanted) instead of the French horn (the teacher's request) in 5th grade.

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

I am trying to read more for pleasure. I already love to read, but I'd like to do it more outside of work. As many students know, I am also trying to keep losing weight and end the year closer to my target fitness level. This involves going to the gym, playing basketball, going jogging when I can, and eating more tofu for dinner!

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

Thanks for laughing at (most of) my jokes and tolerating the occasional dance interlude in my teaching.

Office Updates



Requesting documentation

We would like to remind all families of the process of requesting documentation such as proof of attendance statements, letters of recommendation, transcripts and copies of school reports.

All documentation requests are coordinated through the school office. To request documents or the completion of forms required for admission to other schools (including summer or other specialist programs), please complete the **Documentation Request Form** at the link below and submit it to the office. Please do not approach individual teachers regarding letters of recommendation.

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

Please be aware that documentation may take some time to prepare so please be sure to submit your request as far in advance as possible.

University Guidance News

First KIST student enrolls in Japanese medical school

I am very excited to announce that KIST alumna, **Haruka** (Class of 2016)'s longtime dream has come true. She successfully passed the entrance examination and will start her medical education at Juntendo University Medical School soon. In order to get into this top Japanese medical school, she had been studying so hard after her graduation from KIST because she needed to sit seven subject tests (all in Japanese) at the *Senta Shiken* in January as part of her application requirements for admission. We are very proud of her and wish her continuing success in medical education and practices in the future. Congratulations, Haruka!

If you would like to know more about medical school options in Japan and other countries, please let me know. I will be happy to share details about the education system of each country, application requirements and preparation needed.

University acceptances and offers for G12 students

Good news from current G12 students has reached my office; in particular, from students who applied early to UK and US universities. Congratulations! We are looking forward to hearing more from students who sent their applications during the regular application periods at the end of December and early this year. Most of the students will receive their results by the end of March or early April. Good luck to you all!

Mrs Okude revisits NYU Abu Dhabi, UAE



Mrs Okude at Sheikh Zayed Grand Mosque, Abu Dhabi

I accepted an invitation to attend the NYU Abu Dhabi event for educators in Abu Dhabi, UAE in February. It was my second visit to the campus since my private trip to Dubai/ Abu Dhabi during the Autumn break in October 2016. This time, I was able to explore this unique campus and meet faculty members and current students with a group of counselors from 20 high schools in

Asia-Pacific, Europe and South America. The event included visits to beautiful Sheikh Zayed Grand Mosque, the recently opened Louvre Abu Dhabi, and the exhibition of Abu Dhabi's past and future at Qasr Al-Hosn which inspired me a lot! And I was able to meet and chat with KIST alumni, **Motoi** (Class of 2016) and

Takumi (Class of 2017) on campus. I was very pleased to see them enjoying their college lives and studying in this unique and rich environment.

(Please see my article and Motoi's report in the December 2016 issue of *The Comet* for more details about this university.)



Motoi (2016) and Takumi (2017) at NYU Abu Dhabi campus

Alumni talk by Raj (Class of 2016)

On February 6 during lunch, KIST alumna, **Raj** (Class of 2016) came to school to talk about Keio University, PEARL, the English program at the Faculty of Economics. He met a group of KIST students to share his experiences and give some advice as the first student from KIST enrolled in this program. Thank you, Raj! (Please see Raj's report in this issue of *The Comet*.)



Raj (2016)

Upcoming university events in Spring

The **sixth KIST Spring University Fair** is scheduled on Wednesday, March 21 (Student Led Conference day) from 2 p.m. to 4 p.m. in the KIST gymnasium. We will host more than 20 universities at the fair. We mainly invited Japanese universities that offer English programs and/or IB special examinations for entry to their regular programs. But there are a couple of universities from outside Japan including Imperial College London, UK and Ryerson University, Canada, as well as an official agent for major Australian universities. This event is open to the whole KIST community. Please see the flyer attached to this issue of *The Comet*.

There are a couple of university visits to KIST and events in the Tokyo area in March. Please check the **University Guidance Calendar** [here](#).

Looking forward to seeing you at an event.

Mrs Keiko Okude

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



Alumnus Report

Raj is an alumnus of KIST's "Class of 2016." He is currently in his second year of the PEARL program in the Faculty of Economics at Keio University in Japan, and is majoring in economics.

Konnichiwa to the KIST family! As some of you may know, I am attending Keio University and regardless of my strong urge and will to escape the country at one point in life, the land of the rising sun has surely made me realize how much I love, respect and enjoy being here in Japan. The people, culture and the liveliness of the city are just a few of the things which add to the beauty of this place and look where this brought me to! Another four precious and privileged years to spend at Keio.

In my all-English economics program PEARL (Programme in Economics for Alliances, Research and Leadership) which I am attending at Keio, there is a hybrid of individuals, which is what I like best about the program. Just as I had the privilege of studying amongst international students at KIST, similarly, in university I have a chance to interact with domestic and international students of all backgrounds and experiences, too. From young entrepreneurs, interstate award winners and innovators to multitalented individuals. Realizing my ambition and eagerness to move forward and be innovative, further encouraged me to grab every chance to network and learn from as many people around me as possible. I have tried to expand to as many student bodies, student groups (or "circles" as they are

known amongst Japanese universities) as possible, and most importantly, drawing on my background with the KIST SRC to become part of the establishment of the very first student council program at Keio, too.

Academically, I have always been interested in the subject of Business Management as marketing and finance have been two topics which have deeply interested me. So apart from my major subjects related to economics, I have recently been engaged in some very interesting business classes as well. These classes offered at Keio are to do with FinTech, block chain technology and automated intelligence. I personally have been able to work closely with one of my Business classes' professors, who is studying FinTech, and am able to understand and learn from him some important information that has had a significant impact on the way in which I view the importance of this technology in this time and age.

With so much more to share and countless memories since my time at school all the way till now, if I were to share something with the upcoming youth of KIST, I would definitely say find what you LOVE to do. The point of any class or life is not wanting for time to pass by or simply getting things over with.



Raj (holding the Keio sports flag) and a classmate at a Sokei-sen soccer game – Keio against rival Waseda.

You'll find real joy and satisfaction in life when you're excited for what you're doing and when you look forward to doing it once again.

I, too, would be happy to hear when you know and finally find what you love to do. Because that smile on your face and the eagerness and excitement in your eyes is what one would be able to see. Be confident and keep smiling ☺

Raj
KIST Alumnus, "Class of 2016"



The entrance of the Hiyoshi campus in Autumn, a pleasing entrance to walk through every morning.



Raj (bottom right) and his class at a gathering with new first year students who entered Keio in September 2017.



Students wearing hoodies designed and sold by Raj (bottom left) and his friend to 70/100 students, the first ever merchandise for Keio's PEARL program!

K. International School

Spring University Fair



Date: Wednesday, March 21, 2018

Time: 2pm - 4pm

Venue: KIST Gym

Hosei University
Imperial College London
International Christian University
Juntendo University
Keio University
Kyoto University
Lakeland University Japan
Meiji Gakuin University
Musashino University
Nagoya University
Okayama University
Ritsumeikan University
Ryerson University
Sophia University
Temple University, Japan Campus
The Hong Kong Polytechnic University
Tokyo International University
University of Aizu
University of Tsukuba
Waseda University
Yamanashi Gakuin University
MEC (official agent for major Australian universities)*

*University of Melbourne, Monash University,
 New South Wales University, Queensland University,
 West Australia University, Adelaide University and more



KIST University Guidance Office

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