



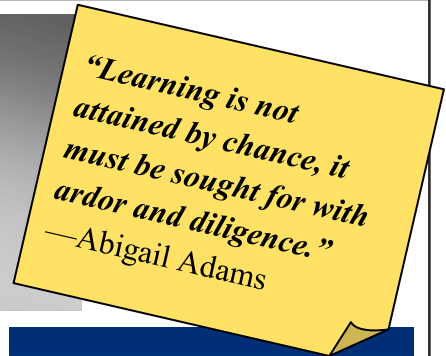
The Comet

The Newsletter of K. International School Tokyo

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From the Head of School



SUMMER BREAK IS HERE!

As we head into the holiday season I would like to share with you my reflection on another great year at KIST.

We started off the year with a proud announcement of our 2017 graduating class DP results, the best results in KIST history. 40% of our 2017 graduates attained scores of 40 points or above (out of 45). DP exams for this year have now completed, and we look forward to the release of exam results in July. For three years in a row KIST has had the highest DP average in the country, and we are optimistic that the Class of 2018 will have a great year of results as well. Our Grade 12s work incredibly hard during the DP, and it is wonderful to see them now enjoying these remaining days at school, preparing for graduation and their final departure from KIST. Congratulations to all of our graduates and to their families on completion of the DP, and best wishes as you enter this next stage of your lives.

This DP success was a fantastic start to what has been another very eventful year for our school. While each of our graduates worked very hard to produce the results we celebrate each year, supporting them through the PYP and the MYP and preparing them for success in the DP was a whole community effort. Through all programming across our school, our staff and teachers are working incredibly hard, our students are motivated to learn and are committed to attaining their best, and our parent support is second to none. Each year, the standardized testing and the diagnostic exam results indicate that our students are becoming even better prepared for their DP experience through our PYP and MYP programming. (I encourage you to check out our how are students are doing at the 'Academic Performance' section of our KIST website.) KIST believes that 'education is a shared partnership between students, caregivers and the school,' and KIST's successful results reflect the strength of the relationships that our community has collaboratively developed between these three stakeholder groups. Thank you to everyone in our community for your support of KIST, and for all the efforts you have made to further grow our school. The strength of our community is of great pride to our school.

Our students are not just strong academically – they demonstrate excellent time management and organization in managing other commitments as well. In addition to extracurricular clubs continued from previous years, we further grew the variety of activities for KIST students to participate in outside of class.

Continued on next page

DATES TO REMEMBER



June 2018

- 11-12** (G5-G11) Cross curricular days
- 11-12** (G9) Career experience with KIST program
- 13** Secondary awards assembly (*Morning)
- 13** (K1-G11) Semester 2 reports issued
- 13** (W) Last day of school for students (Half day for students)
- 13** (K1-G3) After care not available on this day
- 14-29** Office open
- 18-29** Summer program session 1

July 2018

- Jun 30-Jul 29** School closed
- Jul 30-Aug 10** Summer program session 2

August 2018

- 16** (K1/K2/K3) Parent welcome night
- 20** First day of school for students
- 21** (G1-G10) Mathematics diagnostic testing
- 22** (G1-G5) Parent welcome night
- 23-24** (G2-G5) English diagnostic testing
- 24** (G6-G12) Parent welcome night
- 24** (G12) University information night



Continued from previous page

We became a full member of the KPASS association, thereby allowing our students to compete against a larger network of schools located in the Kanto area. We strengthened our robotics programming with new equipment, participated in a few tournaments off-campus, and even hosted our first robotics tournament here at KIST (and picked up an impressive number of awards!). We established the KIST orchestra, which has performed at various KIST events and also at other locations in our local community. Our MUN team was expanded, we had solid student involvement in all of our sports teams, and tickets to the showing of our second ever musical—Beauty and the Beast Jr.—sold out immediately. We introduced service committees this year through which our students have involved themselves with meaningful efforts to make their communities better places to be. All in all, our students are working hard in their studies, but they are also demonstrating exceptional balance and responsibility through their club activity involvement.

KIST joined a few key organizations over the 2017-18 school year. The [East Asia Regional Council of Schools \(EARCOS\)](#), an organization of 158 member schools in East Asia, offers us incredible networking opportunities and professional development support for our staff. This year **Yuki** (G11) won the EARCOS Global Citizens Award and is currently working to receive an EARCOS grant to support her service efforts. We also gained membership to the [Japan](#)

[Council of International Schools \(JCIS\)](#), an organization of 27 international schools across Japan that work together to promote, support and sustain quality English medium schools serving the international community. We are proud to announce that KIST has also joined the Corporate Contribution Program (CPP), which will allow corporations with dependants of their non-Japanese staff studying at KIST to make tax-deductible contributions that support our school.

At this time next year, we will commence construction of our new gymnasium, another long-awaited milestone for our school. Such projects would not be possible without the cooperation and patience of our school community and the generosity shown by those who have supported through donations. We are very fortunate to have strong support that is allowing us to move ahead with new construction. It is exciting to think that after a brief few years we will have new buildings and a very different looking school!

I wish everyone a safe, restful summer, and look forward to welcoming everyone back in August.

Sincerely,

Jeffrey Jones
Head of School



KIST Summer Program 2018



In order to help our students achieve their full potential, KIST will once again offer a wide variety of summer programs for students of all grade levels. Whether to prevent "summer slide," to further expand their skills to a higher level, or to catch up on areas where they may need a little extra help to succeed, we have a summer program suited to every student's needs and goals!

Our summer programs for this year will run during the following sessions:

Session 1: June 18 – 29, 2018

Session 2: July 30 – August 10, 2018

Session 3: August 13 – 17, 2018

Spaces are filling up quickly, so apply soon!

For more information and application details, please check our summer program webpage at:

<https://www.kist.ed.jp/node/1447>

For inquiries, please feel free to contact the Summer Program Office at summer.program@kist.ed.jp.



Elementary School News



Learning over the summer

As I reflect on the school year that is quickly coming to a close, my mind slowly begins to wander, and soon I'm thinking about summer vacation! The thought of taking a break and spending time with my family brings a smile to my face. Then the thought

of summer learning loss snaps me back to reality.

Summer learning loss, which is also known as the summer setback or the summer slide, refers to the loss of academic knowledge and skills over the summer holiday. Quinn and Polikoff (2017) claimed that some students can lose up to a months' worth of learning over the summer break. They found that this loss of learning was sharper in math than in reading, and that the extent of loss was larger in the higher grades. Oxford Learning (2015) also noted that over the summer, the physical fitness levels of children can decline.

There are many things we can do over the summer to prevent learning loss and maintain the physical fitness of our children.

Reading can be fun and engaging anywhere! Take books with you on holidays. Read a few pages or a chapter with your child every morning when they are used to learning at school. Read travel guides and websites together to plan your outings. Activities such as these give your child a purpose for reading.

To maintain physical fitness, get your children moving! Sign your child up for a team sport or a competition. Encourage your child to learn a new skill such as swimming, or take up a new activity like skateboarding. Go on walks and explore Tokyo!

References:

- Oxford Learning. (2015). Summer learning loss statistics (And tips to promote learning all summer long). Retrieved from <https://www.oxfordlearning.com/summer-learning-loss-statistics/>
- Quinn, D. M., & Polikoff, M. (2017). Summer learning loss: What is it, and what can we do about it? Retrieved from <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>
- Shafer, L. (2016). Summer Math Loss. Retrieved from <https://www.gse.harvard.edu/news/uk/16/06/summer-math-loss>

Shafer (2016) from Harvard Graduate School of Education, suggests various ways to combat summer math loss:

- Highlight math in everyday activities. Connections to math can be found in everyday activities such as shopping, statistics while watching a baseball game, and cooking.
- Read short math stories. Math-focused stories, such as those found at <http://bedtimemath.org>, can help boost math scores while keeping the content fun and engaging.
- Play math games. Games such as Monopoly, Yahtzee, and Equate utilize math skills in a fun and enjoyable way. Jigsaw puzzles, using blocks, and playing games such as Katamino help children to develop spatial awareness.



While summer vacation is an opportunity for fun and relaxation, most of us can find the time to make learning an enjoyable and meaningful activity no matter where we go or what we do!

I wish you all a fun and stimulating summer holiday!

Kevin Yoshihara
Elementary School Principal



IT News

With the addition earlier in the year of a third member to our team, Rodrigo (Raddie) Capiral, we are working to improve and maintain our internal IT environment as well as supporting the learning needs of students. Over the coming months, we will be working on new initiatives such as the creation of a new design for the school website, and reconstruction of our data management system.

If you have any feedback or comments for the IT Team, please feel free to contact us at it.support@kist.ed.jp.



IT Support Team

Toshi Naito – IT Manager
Dominic Arnold – IT Support Technician
Raddie Capiral – Systems Engineer

PYP News

Reflecting on the year...

Every year around this time, typically I envision some way to encourage parents and students to look for opportunities to extend inquiry styled models of learning into their summer fun. Upon further consideration, I realized that it had been a while since I had reflected on all the successes that have taken place over the school year. Thinking back, I'm reminded of all the great unit plans that the teachers and assistants have investigated through a variety of modes and perspectives. Here are some of the highlights of the year in a quick "Flashback" down memory lane.



K1 mini exhibition

The Mini Exhibition in K1 this year was a fantastic way for the students to share their art work with the greater community. It offered the chance for the students to exhibit their skills to a new set of eyes and ears.

K2 was excited to hone their creativity in the Storytelling unit. Each week they focused on a different element of storytelling, each building on the other and in the end crafted tales which culminated in a story they were proud of.



K2 storytelling



K3 friendship bench

K3 teachers were baffled and stumped about how to erect their Friendship bench. If not for the help of their unit focusing on the use of tools, they may never have been able to build and position the bench into the kindergarten playground.



G1 light unit

Grade 1 students celebrated the launch of their brand-new unit "How the World Works" featuring "Light" and how it interacts in our world. They were particularly interested in the quality of coloured light and how it differs from painted colours. The more paint you mix, the darker the

colour, whereas light becomes lighter and eventually white when all colours of the spectrum are mixed together.



G2 storytelling

Grade 2 fashioned a variety of stories told from different modes of delivery to round off their unit based on the Modes of Storytelling.

Genres included rock music, sports, ballet and theater. Choices of ways to relay stories go on and on, as far as your imagination.

Genres included rock music, sports,



G3 terraforming

Terraforming and urban planning came into play for the Grade 3 classes in their unit on "Where We Are in Place and Time". They were tasked with the problem of living in an alien world and how to design their living spaces. The class really enjoyed solving this problem with their 3D model boards.



G4 catapults

Catapults were the guise that the Grade 4 classes seized upon in order to demonstrate their understanding of Newton's Laws of Motion. The classes constructed their machines with a limited amount of resources, and when all was said and done, even topped it off with a competition to determine which group's catapult could throw the furthest.



G5 conflict mediators

And finally, during the "Sharing the Planet" unit, Grade 5s decided to implement Conflict Mediators through recess time to help soothe tensions and disagreements between students on the pitch. The students were quite adept at offering strategies to prevent and resolve conflicts.

Wow, what a year in review. If you didn't have a chance to see at least a few of these great projects, then be sure to keep close tabs on your children's school work and pop in and see what's up in the PYP.

Clay Bradley

PYP Coordinator / Elementary School Vice Principal

Early Childhood News

Time in kindergarten

Thank you again to all the parents for your continued support during this school year. We believe that the support you provide is crucial in helping our teachers and staff provide the best learning opportunities possible. We hope you all enjoyed witnessing your child's learning journey with us this year.



As this is the final issue of *The Comet* for this school year, I would like to review the year through photos.

August – Gradual Entry Program

For most of our K1 friends, this was their very first time being away from their parents, but we didn't have many tears!!

October – K.20

KIST celebrated its 20th anniversary!! All the early childhood teachers were busy preparing fun activities for our children. Did you come to see us in the MPR??



November – DEAR Week

Thank you to all the parents who came to read stories to our children. We love inviting you to our classrooms!

December – Winter Concert

Some of the children were nervous standing on the stage, performing in front of a big audience!!



January – Japanese New Year Party



This was another big event that would not have happened without the support of parents! Wrestling with real sumo wrestlers was a great experience!!

February – World Cultures Day

Look at all the different costumes! Yummy food to enjoy, too. The children have become very proud of their own countries!



March – Spring Concert and Student-Led Conferences

A very busy month with two big events. We hope you were able to see what and how your child

is learning at school through the SLCs. And through the Spring Concert, we hope you could actually see where your child is heading. Each performance was developmentally appropriate for each grade.

April – Cross Country

The K1s to K3s all tried so hard! Some of our reading buddies came to cheer for the young runners. Staff also ran along with the students, too.



May – 21 Days of Kindness Challenge

This was our first year trying this. K1 and K2 classes joined in slightly different ways, but we still followed the big idea: watching videos, making kindness chains, and more. The differences were:

we had our own 21 Days of Kindness Challenge Calendar that the children opened for their friends each day. We also made our very own kindness key chain. What a great way to spread kindness around.

May – Family Day

Family Day is always great fun; the children love running around with their mums, dads or siblings.



June – End-of-Year Party

I hope you are all looking forward to spending time in your child's class!!

What a big accomplishment, everyone! Thank you again. None of these events would have been as successful as they were without your support – that means you, if you have read this far. Thank you, and have a great summer holiday!

Eri Ozawa

Early Childhood Coordinator (K1-K3) / K1B Teacher

Daily 5 in K1

After the K1 classes finished learning the letters and sounds using Jolly Phonics (s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f and b), we started a literacy structure called Daily 5. The Daily 5 teaches the K1 students to become independent and gives them the skills required to build appreciation, enjoyment and engagement in reading and writing. It contains five stations, which include:

1. Read to self

Look at the pictures, sound out the letters, blend the letters to create a word, stay in one place, read quietly.



2. Read to someone

Sit EEKK (elbow to elbow, knee to knee), read quietly, one student reads and the other listens. Look at and describe the pictures and show to partner, sound out the letters, blend them to create a word or words.



3. Listen to reading

Listen to a story on DVD/CD or computer stories (monitors are covered) using head or ear phones, listen quietly, stay in one place.



4. Work on writing

Students write in their writing booklet, trace and write all the letters using the formation learned, color pictures that start with the letter on that page, draw a picture that has the same initial letter, and phonetically write words by sounding out and blending the letters.



5. Word work

Match upper-case to its lower-case letter, letter fishing to make a word, connect puzzle pieces to create a word, use letter blocks to create words, look at pictures and letters, blend the sounds and spell the word, flip the letters to create the word to match the picture.



The students are **knowledgeable** to choose a station independently. They are **principled** to switch stations when they have completed their task. They demonstrate a **caring** attitude to their peers as they quietly undertake their tasks so as to not distract the class.

Claire Yoneyama
K1A Teacher



K2A Learning Outdoors

Helping students to appreciate and value living things

In K2A, our students are learning about living things and our responsibility towards them. Young children are naturally curious about their world, and enjoy exploring their surroundings, so our kindergarten playground lent itself well as an environment for them to focus their inquiries. Interacting directly with this environment through hands-on experiences enabled students to gain greater understanding of nature, and also appreciate the wonder of the natural world.

Students had many questions about their immediate environment, such as, 'I wonder what is under the rocks?', and 'Why can't we see the ants home?' The students wanted to build a place for the bugs they found to live, so together we made a 'bug hotel' that the students helped to make during our insect week. They spent time looking for bugs to put in the hotel, and through learning about what the creatures need to survive, hopefully developed positive attitudes towards living things and the environment.

Catherine Wells
K2A Teacher



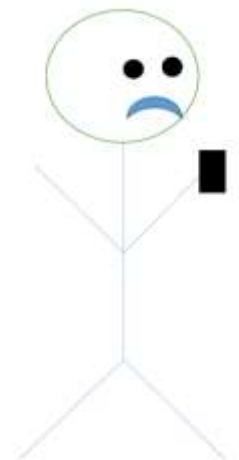
PYP Exhibition

The following is a message from one of our G5 PYP Exhibition Groups:

Phone Zombies are Dangerous!

Phone zombies are people who use their phone while walking. Being a phone zombie can lead to **deaths** and **serious injuries**. Being a phone zombie is an awful action to do. Phone zombies will regret being one. We should teach our kids to not be a phone zombie!

Hana (G5B) and **Nao** (G5A)
PYP Exhibition Phone Zombie Group



Kindness



As you are reading this, our school's 21-Day Kindness Challenge will have ended. Does this mean we can stop being kind? Get back to minding our own business and forget about others? Or rather is it just the beginning?

To me, kindness is something positive we do, not thinking about getting anything in return. Having a positive mindset and thinking about the person next to you, more than about yourself. I am rather shy and taking that first step is not always easy. When your heart is beating so fast, the thought of putting yourself in the spotlight and offering help to someone can be overwhelming. Especially if we are offering help to someone who does not speak our language. Will I be understood? What if the other person gets upset? Questions like this seem natural, but **kindness is a unique language**. Its beauty comes from the fact that we all speak it with our hearts not words. Helping a person with a stroller at the train station who is wondering how to reach the exit when there is no elevator or escalator, might not seem like a big problem to us, but would greatly help someone who might also feel ashamed to ask for assistance. It might sound altruistic, but I believe that putting ourselves at a disadvantage just to help someone is a good example of such behavior.

It really struck me during the World Cultures Day, when secondary school volunteers came to teach elementary students greetings in a different language, I heard a student who actually speaks that language saying:

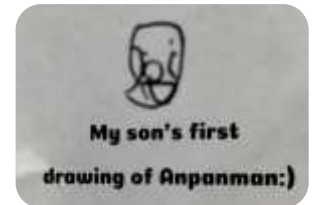
“Mr Merchel, I learnt something today. I learnt how to say ‘thank you’ in my home language. I never thank my parents.”



A picture of the 'Thankful Diary' that G1A students have been writing since March 2018 to remember the 'small', kind acts of other people around them, that in the rush of the day we would normally forget to appreciate.

I think that as parents, friends, teachers, students, colleagues or partners in learning, we should always remember that kindness is contagious. It will return to us sooner or later. Maybe it already DID return. But we were too busy looking at our smartphones, maybe we missed our child's smile full of pride when they drew a picture and wanted to share it with us. Let's all look with our hearts, not eyes. **Appreciation** is the key to open our hearts and noticing those **small things** happening to us every day. Although small, they matter the most. It is never too late to be kind. You are never too old or too young for it. You do not even need any special equipment. All you need is YOU.

Wilhelm Merchel
G1A Teacher



Here is one of my favourite videos that inspires kindness! You can scan the QR code to view it on your phone.

CHECK OUT OUR 2018 ISA RESULTS

[click here](#) or go to [Learning > Academic performance](#) on our website

New Face



Since the last issue of *The Comet*, we have welcomed a new staff member to our instructional team, **Shane Harris**. Mr Harris has been working initially as a teacher in the P2 class at KIPS, and will move to the Elementary School at KIST from August 2018 as an ELS instructor.

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



21 Day Kindness Challenge

"Why would anyone want to be friends with her?" "Oh, my goodness, what is she wearing?" "Don't you think he's fat?" "Ew, he's yucky!"

Comments like these are not uncommon among children. Judging and commenting about other people can be rude or vicious, therefore, it is important that we teach children to be nice to others.

Children tend to not be able to see the bigger picture. As they usually focus on the now and not think too far ahead, they may not realise the full effects of what behaviours like meanness, exclusion, or bullying can have on other children. They aren't always able to put themselves in someone else's shoes or make a conscious effort to think about how someone else might feel.

To raise awareness of kindness and reflect on our behaviour, we held a "21 Day Kindness Challenge" this year.

Our pupils and teachers were asked to record five acts of kindness a day on a strip of card and make it into a long chain. A short kindness project was held every day throughout the challenge in order to teach our pupils a variety of kindness activities they can easily adopt in their everyday life.

To finish off this challenge, we held a celebration assembly on 23rd of May. We had a very special guest from America, Nimesh "Nimo" Patel, a rap star who runs Empty Hands Music to spread seeds of goodness in the world through selfless service, music and love.



We had great fun singing one of his songs called "Being Kind" together and learnt a lot about how kindness would positively affect other lives.

Kana Furnival
Elementary School Student Care Coordinator /
G3A ELS Instructor



Elementary ELS

Songs for summer

Music is one of the highlights of school for our students. We can tell from the way students gravitate to the music room during recess time, from their response to songs played as classroom morning routines or transition time routines, by how they latch on to songs that are part of a learning experience in UOI or PE classes, and of course by the huge amount of joy brought by full-scale productions (Beauty and the Beast Jr. and the end-of-year concert).



G4 rehearsing for Beauty and the Beast Jr. – the excitement of adding in their own choreography and the chance to work together with secondary student actors made this an extra special learning experience.

I'm sure it's not new to learn that apart from being fun, songs are also an incredibly effective way to develop language – vocabulary, grammar structures and pronunciation. This is one reason why songs and chants are a big part of our routines in elementary! What's more, songs are an easy activity to do at home, too, and a highly recommended way to keep up English language learning during vacation time.

The ELS department would like to pass on some free websites that have been recommended by various teachers internationally for learning English through song:



G2B's Jiei and Zhe Hao perform the song they wrote for their "How we express ourselves" unit.



Fiona from K1B leads the whole class in singing the days of the week song.



(R>L) Airi (G3B), Riko (G3B) and Arista (G3A) during a G3 rehearsal of the song "Dirty Cash" for the end-of-year concert.

<https://lyricstraining.com>

A fill-in-the-lyrics activity as you watch and listen to music clips. The great thing about this site is that it has many genres, including pop songs for older kids, as well as a "Children's Music" section for younger kids, and songs from soundtracks. There is also a "Movie Scenes" section, where you can fill in the blanks for the lines from some popular movies. It would be good to check this site out before you introduce it to your kids as you may want to supervise which lyrics or movie scenes they listen to.

<http://www.ello.org/months/weeks/music.htm>

Another fill-in-the-lyrics site; however, it is more challenging, as you have to listen and read the complete lyrics first, then switch over to the fill-the-gaps activity afterwards. A memory challenge! There is not as much variety of music genres as the Lyrics Training site.

<http://www.lyricsmode.com>

A site with the lyrics to many current and older pop songs, and a function where you can click to see the meaning of the lyrics, and even add an explanation of the meaning yourself.

<http://www.eflclub.com/2songs/songs.html>

A site with a small collection of classic songs, and a fill-in-the-blanks activity to do as you listen.

<http://eflclassroom.com/songs/book.swf>

A large collection of recommended music clips for English language learning, with blurbs explaining which part of English language each song helps us to learn. The videos are free, however the worksheets will cost money.

<https://www.themagiccrayons.com/songs>

Our own Mr Tim's Magic Crayons site has great original songs for our youngest learners.

Wishing you all an amazing vacation complete with you and your kids' favorite songs!

Lastly, thank you and credit to the following teacher bloggers for recommending the above sites:

Larry Ferlazzo – <http://larryferlazzo.edublogs.org/2008/01/30/the-best-music-websites-for-learning-english>

Vicky Saumell – <http://educationaltechnologyinelt.blogspot.jp/search/label/songs>

Rachel Parkinson

Elementary ELS Coordinator/ G5 ELS Instructor



LEAP News



The end of another year. It's amazing how fast time goes by!

The final newsletters for this semester have been mailed out to LEAP families. There are some really lovely activities within those classes. If you received a newsletter, please do take the time to read through the fun learning activities your child participated in this semester.

One big announcement that many may already be aware of is that this will be my final year as LEAP Coordinator and teaching assistant at KIST. The last four years at KIPS/KIST have been an incredible experience, most especially the last two in which I was LEAP Coordinator. I have learned so much from this experience and will treasure the memories made. Thank you all for your amazing support.

LEAP will be left in very capable hands, however. Please warmly welcome Ms Katherine Millican as the next LEAP Coordinator! I know she is very eager to take on the role, and is already excitedly working on the planning for the upcoming Summer Program sessions, as well.

A few words from Ms Millican:



I would like to start by thanking Ms Guarente for her hard work during her tenure as LEAP Coordinator. Standing on the threshold of taking over her role, I feel privileged to have had a predecessor as kind and as willing to answer my questions as Ms Guarente has been. Based upon my experience as a LEAP instructor, I believe LEAP, as an integral part of the support system at KIST, can have a positive impact on students' self-esteem and success within the classroom, and I am thrilled to have the opportunity to continue to build upon the legacy my predecessors have created. I look forward to learning together over the summer and into the next school year!

Congratulations, Ms Millican! I wish you all the best in the coming years as LEAP Coordinator, a role in which I know you will truly shine!

Again, thank you to all the parents, students and staff who have made this a truly incredible experience. I wish you the best in all your future endeavors.

Amber Guarente
LEAP Coordinator /
K1 Teaching Assistant



KIPS News

From the P1 classroom...

Summer is approaching, and during this term we are talking about different sea animals and creatures. During circle time, the children enjoy singing and dancing to different songs related to the sea. Two of their most favorite songs are "Baby Shark" and "Shrimp and Crab." They usually request during play time and say, "Baby Shark song, please." They move their fingers and hands to make the shark poses while they walk around the classroom. "Shrimp and Crab" is their favorite exercise song in the morning. The children try to copy how the teachers stretch and make the shrimp and crab pose while they make the "wooooo" sound. It is overwhelming to witness how children at this young age enjoy moving their bodies to a song they know.



In just a few months the P1 children will move up to P2. The progress and development that they are making has been noticeable. The younger children who used to be fed by the teachers can now eat by themselves using a spoon, and drink soup from a cup without spilling it. Some older children who used to babble or say single words can now make a simple sentence such as "It's rainy, we can't go outside," or express themselves in words by saying what they want such as "More banana please".

It has been just a year, but the children have learned and developed different skills, physically, emotionally and socially. We hope to witness more of their progress in P2 class next year. Good luck P1 children!!!

Ma. Cielito Bautista

P0/P1 Teacher

From the P2 classroom...

Hello! My name is Shane Harris, and I have been working as a P2 classroom teacher since April of this year. Reflecting on this school year, a number of areas where the P2 students have grown really stand out.

Firstly, their emotional self-control has improved, as well as their ability to communicate thoughts and emotions using English phrases. During play time, they play much more cooperatively, often using polite phrases and taking turns. They have also been taking increasing responsibility for their daily routine: eating neatly, packing their bags, cleaning up toys, using the restroom, washing their hands, etc. In the two months that I have been in the classroom, I have also noticed that students' creations during playtime (Lego-buildings, train tracks, etc.) are becoming increasingly diverse and creative.

In recent weeks, we have set up activity stations during playtime and rainy-day mornings, with a wide range of activities, such as puzzles, craft-making, origami and alphabet cards. At these stations, the students are showing sustained mental focus and improved motor skills, particularly in terms of using their fingers to organize and arrange objects.



On behalf of the P2 teachers I would like to say thank you to all KIPS students, staff and parents for a fantastic year!

Shane Harris
P2 Teacher

MYP News

KIST Families connect during student-led conferences



Ishan (G7A) shares his portfolio with his parents during student-led conference day.

Each year in March, KIST students meet with their families to share their experiences and reflect on their strengths and areas of improvement. The student-led conferences offer the opportunity for students to take stock and see all that they've accomplished.

Planning for the SLC begins with students compiling portfolios of their work and reflections. This year's portfolio process was changed to encourage students to take a broader view of their time and KIST.

In addition to their academic success, students also used their portfolios to explore life skills, MYP essentials and learning strategies, along with extracurricular experiences they found to be rewarding.

All of these reflections were framed by the IB's Approaches to Learning Skills. The ATLs are a good measure of progress for all students.

All in all, the MYP Portfolio and the Student-Led Conferences both offered great opportunities for students and parents to get a clear view of school life here at KIST.

Rob White
MYP Coordinator



The portfolio students develop focuses on reflection.



Students review their development of their Approaches to Learning skills.

Congratulations Michiru!



Congratulations to **Michiru (G10A)** on her wonderful achievement in gaining second place in the Tokyo division of the Ogura Hyakunin Isshu Karuta (traditional Japanese poetry card game) tournament held as part of the 42nd All Japan High School Cultural Festival on May 4. We hope she will keep aiming for an even higher result next time.



Students competing in the tournament.



Michiru receiving her award.

MYP Personal Project Exhibition

G10 Personal Project exhibition showcases student inquiry

The 2018 MYP Personal Project exhibition was held in the school gym on Friday, March 2.

The G10s work to complete their projects from the beginning of the year. The PP is the culminating project for the MYP. It is an opportunity for students to demonstrate the knowledge and skills they've developed over their time in the MYP. The project, completed independently and in addition to the students' other subject work, involves producing a product or outcome, a process journal documenting their work, and a Personal Project report that highlights their achievements.

The exhibition was an enjoyable day and included visits from elementary and secondary students as well as the parents of G10 students. Following the exhibition, MYP Personal Project supervisors worked to complete assessments of the students' work. Judging by the variety of topics covered, the quality of the products, and the high degree of student interest, the 2018 G10 class should be proud of their work.

Rob White

MYP Coordinator



47 G10s completed the project this year.



Mai (G10A) (right) shows her product to a group of G8s.



G9s, who will take on the Personal Project next year, have a particular interest in seeing how they're completed. Here, Min Woo (G10B) goes through the details with Saki (G9A) and Ethan (G9B).



Noa (G10A) (left) shares his project with elementary students.



Among the visitors this year were MYP students from Tamagawa Academy. Tomoyuki (G10A) (left) explains his work.



SNS iRules



While Instagram, Facebook and other Social Networking Services (SNS's) usually have an age requirement of 13 years or older, we do see many incidents of misuse by students younger than 13 years of age. Also, even students 13 years and older require parental support and monitoring in using these resources appropriately and safely.

As we start the summer holidays, our children will surely be spending more time on their various devices. As such, it is a good time for us as caregivers to reflect on the support that we are providing our children with using devices responsibly.

Janell Burley Hofmann is the author of the book, [*iRules: What Every Tech-Healthy Family Needs to Know About Selfies, Sexting, Gaming and Growing Up*](#). To support us with supporting our kids, below is Janell's list of iRules for Instagram (and other SNS's). Why not take some time to review this with your child(ren) and adopt them for your house as well?

1. Pause before you post. Ask, does this feel/sound/seem like something I should share? Yes?! Go for it!
2. Be tech positive and post only comments, pictures and shares that lift up. It's contagious!
3. No inappropriate posts like swears, pictures, comments. If you wouldn't want Grandma to read it, don't post it.
4. Followers/following must be from the classroom, sports field or neighborhood – otherwise get parent approval (including celebrities and famous accounts).
5. Don't post to exclude. No one likes an Instie friend that tries to convey "look at all the fun we're having without you!"
6. Do not announce A, N, L (age, name, location) in profile or posts.
7. Account must be set to private.
8. Mom and Dad follow.
9. Parents know password.
10. "Parent scan" at random – especially during the trial period. But I'd prefer you just show me because you want to!
11. Only 1 user name, no secret accounts.
12. Permission to post pictures required from friends and family. No pictures of unsuspecting humans (unsuspecting animals are ok).
13. You don't have to follow and be followed by everyone you know. You can make a choice to connect with the people you want. Quality not quantity!
14. You can always block, unfollow or change your mind.
15. Be choosy about what you "like". That double click also represents you too.
16. Have a lot to say? Pick up the phone and call or hop on your bike and knock. We don't all need to see your business or witness your chats.
17. Unsure about something you saw, sent, shared? Don't know if you should? Just ask! We can figure this out together!

[By Janell Burley Hofmann, created in partnership with her 12-year-old son.](#)



put it away - tips for healthy social development

Did you know:

A phone at the table is linked to:

- × less empathy
- × less friendliness
- × more superficial conversation.



[CLICK HERE TO SEE THE STUDY](#)

Beauty and the Beast Jr.

On Friday, May 11, we held two performances of the musical, "Beauty and the Beast Jr.," which was performed by Grade 4 students and a number of MYP students. Thank you so much for your support from the beginning. As we didn't begin rehearsing until January, there wasn't a lot of time to prepare, but everyone put in so much effort and we were able to pull off a great show.

A video of the performance is available for viewing by KIST families on the Library Moodle page at the link below:

<http://bit.ly/KISTBeautyAndTheBeast>

Please see the reviews below, written by our G10 students.

Megu (G10A)

I thoroughly enjoyed our school's version of Beauty and the Beast. All characters were engaging and entertaining and the songs were performed very well. I am very glad to have been able to watch and support my peers.

Namiki (G10A)

The actors remembered their lines, sang very well, and the props used on the stage were very good. We all clapped after each song.

Rithwik (G10A)

It was my first time to see a musical and was a lot better than I had expected. The audience was very lively and created a good atmosphere for the performers to perform well.

Robert Collins
PYP Music Teacher

Makiko Duran
MYP/DP Music Teacher



What Does It All Mean?

After completing the first half of the DP course, Grade 11 English Language and Literature students reflect on their studies...

The British cultural theorist Stuart Hall has famously claimed, 'Things don't mean; we construct meaning.' In fact, I find this quote so fundamental to the study of language in the DP, I have posted it – along with a large photo of Mr Hall – in every classroom I teach in. Clearly, I'm a fan. I hope that by the end of Grade 11, most of my students are too.

When asked to explain the significance of Hall's position, Igor (G11B) stated that 'everything is arbitrary, that language is not something that is naturally determined, but made by humans.' Thus, he continued, 'meanings have been completely made by us.'

What follows are a few of the many thoughtful responses to the end of year survey I recently shared with my class. Questions covered a broad cross-section of topics and works from throughout this year.

What is significant about the statement 'Truth = Knowledge + Power'?

Truth can be manipulated by power; An idea or knowledge that is repeatedly said to be true becomes true.

Xiang Yu (Tom) (G11B)

Which Edgar Allan Poe story was your favorite? Why?

My favorite Poe story was 'The Pit and the Pendulum' because the idea of repetitive arousal of new challenges was a pattern also seen in my personal life. When we think the protagonist of the story has solved a problem, immediately he is faced by a new problem, and this cycle is very familiar in the DP program too! I have often experienced cases where I finish a tiring task that I put a lot of effort into, and the next day, surprise! Another big assignment is introduced from another subject! So this notion of being constantly faced by new challenges related to me, which made me like this story.



Kevin (G11B)



I liked *The Fall of the House of Usher*, because there are so many things ambiguous about it. Is Madeline a ghost? Are they actually sick? Do any of them ever exist? It's all up to the reader to figure out.

Sophia (G11B)

What is something you are proud to have learned or mastered in DP English this year?

[Stuart Hall's] 'The Work of Representation,' as it helps me to think about linguistics through a different perspective.

Varsha (G11A)

What arcane knowledge have you acquired in the course this year?

The meaning of the word 'milieu': The societal culture and environment in which a text or person exists.

Sophia (G11B)

Why do scholars sometimes use 'The Handmaid's Tale' as an example of the postmodern theory of 'the death of the author'?

As Atwood has answered in one of her interviews, she did not write the story to convey a theme. The novel was just a book she wrote [in order to continue her career] as a writer, but she also commented how the political and social features at the time also influenced the plot and characters of the story. Therefore, the interaction between the novel and the reader is not decided (not intentional) by the author.



Tom (G11B)

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Why is 'Are there any questions?' such a wonderfully appropriate way to conclude Atwood's 'The Handmaid's Tale'?

“ The novel is full of questions. [It] ended ambiguously, as the readers do not know whether Offred was able to escape Gilead with Mayday, or was sent to the colonies. Therefore, Professor Pleixoto ending his speech with "Are there any questions?" is ironic as the readers and audience are filled with questions.

Meng Ting (G11A)

Who is your favorite character in Jane Austen's 'Pride and Prejudice'? Why?

“ Mr Collins. The sycophantic qualities of human nature were expressed very nicely through caricature. His behaviours and language also comments on the polite nature of the society and the need to speak formally and not show emotions.

Varsha (G11A)

“ Mrs Bennet. Not only is her relationship with Mr Bennet humorous, the development of her character is quite interesting.

Sophia (G11B)



“ My favorite character in *Pride and Prejudice* is Mr Darcy, because I enjoyed his transformation from an unloving character to a charming gentlemen. As the story went on, I found his awkwardness funny, and I enjoyed the scene where Elizabeth visits Darcy's estate in Pemberley.

Meng Ting (G11A)

One of the most pronounced and sustained pleasures of teaching comes in the moments in which we, as parents and educators, recognize that the passion and joy we feel for learning has been passed on to another generation. I cannot overstate the satisfaction I feel upon sharing great works of literature (and the questions they imply) with KIST students. Thank you to all Grade 11 students for a wonderful year of deep reading and powerful thought.

Steven Otis

Secondary Subject Area Coordinator—English

In a Word, a Champion

KIST 8th grader will represent Japan at Scripps National Spelling Bee in Washington

In March, Grade 8B student, **Hanna** represented KIST in the Scripps/Japan Times National Spelling Bee. After a strong performance in winning the KIST bee for grades 6 to 8 in February, Hanna was both excited and nervous to participate in the all-Japan regional bee, competing against the top spellers from dozens of other schools. After a nail-biting, nine round showdown with another young speller, Hanna emerged victorious, becoming KIST's first ever Japan Times National Spelling Bee Champion. Among the words Hanna successfully spelled in the final rounds were **emulate**, **parsonage**, **intermission** and **execute**. The final word? **Insubordinate**.

Winning first place comes not only with great recognition for Hanna's accomplishment as the subject of a front page feature in the Japan Times newspaper, but also the opportunity to travel to Washington, D.C., to compete in the annual Scripps National Spelling Bee as the top speller in Japan. Hanna will attend the competition at the end of May, and is, once again, both 'excited and nervous.' We wish her the best and are so proud of what she has already accomplished. Congratulations and well done, Hanna!



8B Hanna with the champion's trophy
Photo by Satoko Kawasaki, The Japan Times



Math Field Day

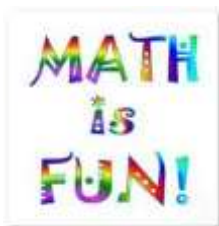


In April, KIST took part in the Math Field Day competition hosted by Zama High School in Kanagawa.

The students worked hard, both individually and within groups, competing in many different activities. The day was spent not only exploring new mathematical techniques, but also making friends and connections from all over Tokyo.

We look forward to seeing more of you next year in the preparations for 2018–19 Math Field Day! And taking some of the current Grade 5s too!

Louise Green
MYP Mathematics Teacher



Congratulations!!!!

G6 Category (solo)

Kaito (G6B) 1st place
Arnav (G6B) 3rd place

G10 Category (solo)

GaOn (G10B) 1st place

Tech Challenge (teams)

Sara (G7A) 1st place team – Junior
Ji Hye (G10A) 1st place team – Senior

Energizer (teams)

Anish (G8B) 1st place team – Junior
Shimpei (G11B) 1st place team – Senior
Seojin (G10B) 1st place team – Senior

**We had 3 more winners than last year.
Amazing work, Team!**



KIST Secondary Students' Orchestra

Thank you so much for your support in purchasing and donating musical instruments this year for our music program. Because of your generous support, we were able to purchase three timpani, a clarinet and a trombone.



As a club this year, we performed at a nursing home, various school events and a number of charity events.

We were fortunate to have had the support of a couple of parent volunteers throughout the year. Thank you Mrs Jun and Mrs Morimoto for teaching the brass and woodwind sections.

We plan to continue expanding our orchestra club opportunities next year. Please stay tuned for next year's repertoire. Please contact Mrs Duran at makiko.duran@kist.ed.jp if you would like to donate any musical instruments to the school.



The Naked Truth

Nudity is okay...under certain circumstances

Look at the *The Bath of Psyche* (on the right). What are some words that cross your mind? Beautiful? Arousing? Seductive? A déshabillé?

Now, imagine a mob of naked women standing on the streets. How would you describe these women? What would be your thoughts on them? Does your description of them greatly differ from the impression you got from the woman in the painting?

Nudity is controversial. Over the course of history, we have developed a social construct in which we perceive public nudity as 'wrong'. Most of us have been educated that we should be ashamed if we were to ever show the "private" parts of our body. In many social commentaries and public protests, there are cases in which we are presented with the bare flesh of both men and women's bodies, either as an act of rebellion or a mode of exposé. In terms of TOK (Theory of Knowledge), the controversy of the naked body extends to the areas of human sciences, ethics and the arts.



On May 11, grade eleven students visited the Nude Exhibition held at the Yokohama Museum of Art, as part of our Visual Arts and TOK lesson. The gallery (which will be opened until June 24) displays a collection of a wide range of media. Some works are representations of mythology and history of the late 19th century, while others are more of a modern-day outlook of the human body. We looked at around 130 works, which altogether showed the overall progression in how we view and feel towards the subject of nudity within the 200 years of western art history.

The words 'naked' and 'nude' are often used interchangeably. However, in the context of art, the two becomes slightly distinguished – the word "naked" appears to denote impurity or vulgarity, while "nude" on the other hand, is understood to be intentional and holds a purpose, especially for the sake of art. Nonetheless, we still identify the two words as synonymous, in which both deliver ideas of 'sexuality', or as some may say, 'empowerment'.

Yet, even in the world of art, there are still controversies that rise, even if we have established that the works are representation of history or the perceptions of the artist. The varying views towards nudity across cultures and religion dates back to thousands of years ago, where ancient Greeks worshiped nudity as it connoted the notion of heroism (as we see in many of the statues of mythological gods and goddesses). The ancient Romans, however, found nudity to be a public disgrace and offensive. Even today, works that are depictions of the naked female body are found to be quite subjective, as there are both those who find the concept of the 'male gaze' as sexist, and those who find these works as a representation and/or reflection of love.



Emiri (G11B)



NUDE: ART FROM THE TATE COLLECTION

<http://yokohama.art.museum/eng/exhibition/index/20180324-497.html>

References:

Tate. (n.d.). 'The Bath of Psyche', Frederic, Lord Leighton, exhibited 1890. Retrieved from <http://www.tate.org.uk/art/artworks/leighton-the-bath-of-psyche-n01574>

G12 DP Visual Arts Exhibition

The second week of March marked the culmination of works for Grade 12 Visual Arts students. The final exhibition represents two years of work by those students undertaking the IB Diploma Visual Arts program. The students created works in a range of different media, exploring personal themes and concepts from a diverse spectrum within the Visual Arts.

We thank the elementary staff for use of their beautiful foyer, which showcased the works in a wonderful natural light and kept us all engaged and excited with daily changes in the works exhibited.

The exhibition offered a showcase of students work to be enjoyed by the whole school community, and enabled students from both elementary and secondary to discuss and explore the works created and ask the creators themselves, "WHY?"

On behalf of the students and faculty of KIST, we would like to congratulate our graduating class of DP Visual Arts students. Well done and good luck in all your endeavors.

Luke Jones
MYP/DP Visual Arts Teacher



Moe Min (G12A)



Ellen (G12A)



Taimu (G12A)



Rachel (G12A)



Su Bin (G12A)



Ibuki (G12B)



Manato (G12A)

Grade 9 Camp

Grade 9s build community through camp experience

Following the Golden Week holiday, G9s participated in a camp trip to Yamanashi. At the YMCA camp at Yamanaka-ko, the students enjoyed a combination of recreational activities in the beautiful nature at the foot of Mt Fuji. They also shared time working with one another in a series of experiences led by G9 teachers.

The academic focus of the trip was preparing for the G10 Personal Project. Students had a chance to discuss their thinking about how they'd like to approach the project. They also received advice from past KIST students in the form of a letter. KIST teachers shared their advice about approaching a project in which they have a chance to explore a meaningful topic over an extended time.

Noah, Yukino and **Uri** from G9A each wrote reflections on their time at camp.

Noah

My overall expression of the camp was positive. I personally enjoyed both days of the camp. The first day was energy riddled and exciting, while day two was more reflective.

So, there were three activities for the first day, cycling, boating and team building. Our group (there were three of them as well), were fortunate enough to do all three activities in time. First of the three was boating. We got in groups of three, then kayaked close (enough) to the shore. We still got to explore quite a lot though. Not only was it good exercise, but also a good teambuilding experience. We sometimes raced to the shore with other boats, and the coordination of our team was very nice, and it felt like we built great friendship. Before moving on to cycling, we had to wait for the other team to finish cycling. So, during the wait, we decided to play a little game we got to plan beforehand. To put it succinctly, the idea was a team pursuit of carrying water over our heads. The team to get the water to the last person faster and better (less water dissipated) won. We had some fun moments, like water pouring into a hoodie (that was me). Then finally, it was cycling. Unfortunately, it was raining, but still it was a nice long cycle around the lake. We sometimes talked along the way and despite the rain it was a great experience.

There were more activities to come, but they all shared a common theme of building G9 as a team. Either they needed cooperation, or they were activities which had moments to share. I was somewhat worried about the camp before it, but everyone came out of it positively.

Yukino

Right after Golden Week, we (G9) had the privilege to stay overnight at Yamanaka-ko in Yamanashi to have our Personal Project, that we will be delivering next year, introduced. Not only was it a great opportunity to learn and prepare for what is to come next year, but I feel that we were, as a group, able to build our teamwork through various fun activities such as boating, cycling, games and hiking. I got to know the people in my grade better and interacted with many I hadn't had the chance to. Being in an environment full of nature was a good change for once, and staying with the G9 students and teachers made me imagine what it would be like in a dormitory at college: would it be as fun? I'd have to wait and see.

It was raining all throughout the camp and we rowed our boats in the rain and cycled in the rain, soaking wet. Believe it or not, that was actually fun; it's not something you'd normally do! Laughing at our soaked selves and the fun we had, it was full of adventure and smiles throughout. This camp is now one of my unforgettable memories that I know I will cherish and carry with me for a long time.



Arriving at Camp Yamanaka-ko. The last dry moment of the trip.



Students read and reflected on letters to them from the current Grade 10s about the Personal Project.



G9s arriving back from a session of boating.

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Uri

Following Golden Week, we were given an opportunity to stay at the YMCA facility near lake Yamanakako at Yamanashi. The venue was a beautiful place that was surrounded by forests; which provided us an extraordinary experience. During the camp, the whole grade was divided into three groups where we interacted with different people that we never got a chance to.

On the first day (May 7), we did indoor team-building activities, canoeing and cycling. Despite the heavy rain, the outdoor activities were enjoyable. Especially I felt the canoeing activity was spectacular and thrilling. Within the group, we formed groups of three to row the boat together. Rowing the boat consistently required power and collaboration within the teammates. We were luckily able to see swans swimming at the lake as well. After all of the activities, we were exhausted as our uniforms were soaking wet. Following the activities, we took a shower, ate dinner and ended the day with salsa. Although the day was bad in weather, it became a memorable experience that made us laugh.

The second day started with the mountain birds singing at dawn. We had an hour-long session about the personal project where each of us received letters from current G10s. The letters were very helpful to get prepared for the upcoming project. After the session, we went hiking to the Ishiwari shrine to end the camp: we climbed 403 steps up, then hiked at the mountain. We experienced the nature greens in the trail which were pleasant. After all, this activity was tiring yet enjoyable.

Overall, the camp was a very memorable and enjoyable experience. The whole grade got bonded closer after the camp as it was full of activities requiring collaboration. We had a great time :)



Mr Lee leading students through a team-building activity in the evening.



Camp finished with a hike to a small shrine.



**26 HONORS
33 MEDALS
2 TROPHIES
TOP SENIOR TEAM**

a BIG congratulations and pat on the back to:

Saanvi S
Malini W
Emani I
Sara A
Emiri J

Nimit B
Sidaarth K
Gini S

Riya A
Aditya K
Heizo M
Ethan K

Tom H
Kishore P
Nehal K
Riju P
Sammi F

and of course, to Mrs. Snow!

Library News



Summer reading

New! This year KIST Libraries are sponsoring a Summer Reading Bingo Challenge! Want a chance to win free books? Here's how it works: Come to the LMC or the Elementary Library and pick up your Summer Reading Bingo Challenge card between now and the last day of school. Over the summer, record your reading – title, author and date(s) read – and have an adult sign off. Bring it back on the first day of school for a chance to win fabulous prizes! You get one raffle entry for every bingo you complete, and a bonus two entries if you cover every space.

If you want to get a head start on your bingo card, stop by KIST Libraries on the last day of school to borrow ten books for the summer!

Scholastic International Book Club

Thank you to the KIST Community Association for supporting the Scholastic International Book Club. This is a great opportunity for students to pick up hot new releases and classics in English, delivered right to our school for free! But the books don't arrive ready to go: the CA Library Committee volunteers always come in and organize the books so everyone gets what they ordered.

Every time you place an order through the Scholastic International Book Club, KIST Libraries receive 10% of the cost to put towards new books. We use those funds to make sure we have enough copies of high interest, exciting titles like *Wimpy Kid*, *Dog Man* and *Geronimo Stilton*, and new movie releases like *A Wrinkle in Time*!

Thank you for your generous support.

Book donations

The KIST libraries are always grateful to receive donations of books from the school community. Recently graduating G12 students have generously donated any fictional books that they have read for leisure over the last six years that they no longer require, no doubt making space at home as they prepare for their future studies or work.

Please feel free to donate books that may be suitable for reading by K1 to G12 at any time. Any books that we already have sufficient copies of will be sold to students in the LMC used books store and future KIST events, including KISTival.

Sakura Medal Book Bowl

On April 20, the KIST Sakura Medal Book Bowl team went to St Mary's International School to compete in the annual All Japan Sakura Medal Book Bowl! Students from 10 other schools were there to show off their knowledge of the 2018 Sakura Medal chapter books.



2018 Sakura Medal Book Bowl Team

In addition to general knowledge questions (such as "In which book does a girl get caught eating chocolate in class?") about all 20 books, each Sakura Medal Club member was responsible for being the expert on one book in particular. The questions were extra tricky this year!

Ms Kar from Yokohama International School was our judge. Ms Kar said that our students showed good teamwork. KIST Sakura Medal Club members made our school proud!

If you're in G3 or G4 and you love reading, consider joining the Sakura Medal Club next year! You'll get first dibs on all of the 2019 Sakura Medal chapter books, too – and there are some really exciting ones on the list this year.

* The first five students who visit the Elementary Library with the answer to this question get a ticket to borrow an extra book for the summer!

Pre-read book sales

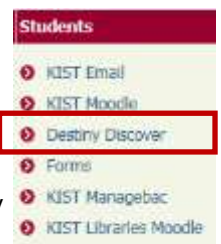
We are delighted to report that the LMC raised ¥12,200 from sales of pre-read classroom texts in just one hour during family day! The funds will be spent on buying additional copies of popular titles and new texts.

I'm not sure what book to read next?

If this sounds like you or your child, then you will be happy to know that we can help.

www.kist.ed.jp (scroll down to Students menu at bottom) > Destiny Discover > Log in

If you are familiar with shopping on Amazon, you already know how to use this software! Type the title of a book that you have enjoyed reading and it will suggest books that you may also like. Most titles include a blurb plus further subject tags. If you find something you like, click Hold, and the book will be reserved just for you. You can also of course ask the library staff.



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KISTv

The KIST Libraries blog continues to host videos from the school's major events plus selected classroom videos.



Disney's Beauty and the Beast Jr.

If you were able to attend you can relive the wonderful performances; if it is your first time to see, then you are in for a treat. (1 hr 15 mins)

<http://bit.ly/KISTBeautyAndTheBeast>

21 Days of Kindness – the Elementary School video

Elementary school students show us what kindness means to them, with examples of letters and notes of kindness written for their friends and teachers. (6 mins)

<http://bit.ly/KIST-21-Days-Elementary>

Robo Sumo 2018

Students from Mr Downey's and Mr Tim's Lego and robotics clubs represented KIST at YIS. (6 mins)

<http://bit.ly/kist-robot-sumo-2018>

Spring Concert K1-K3, KIPS

A delightful hour of musical entertainment from the schools youngest members. (55 mins)

<http://bit.ly/2DG4OSS>

KIST Libraries Team

Brain Bowl

This year, the winners of the Brain Bowl club took part in the KPASS Brain Bowl tournament, hosted at St Mary's International School.

The students had a fantastic time, even though some had bad colds!! They were a fantastic representation of the school and did a brilliant job of talking to the students from the other international schools.

The clubs over both semesters were a huge success, and I hope that students will join once again!

Congratulations everybody, and especially **Devaj** (G7B) who was part of one of the winning teams!



Devaj (G7B) on left.



Comets Futsal

Our U-18 Boys and Girls teams are in the midst of the ISTAA season and will be playing in the ISTAA tournament in June. Both teams have few senior members, but they are working hard and improving every week. We have had some great wins and a few tough losses but are expecting good results in the tournament this year.

Our U-14 Boys' Futsal team had a short but spectacular season winning all five of their games against U-14 teams and losing a very close game against an U-18 team. A range of boys from grade 6 to 8 met in early March to train and represent the school. The football was open, fast-paced and built on a combination of teamwork and passing. The team is now preparing itself for the upcoming inter-schools competition, to be held at BST on Saturday, June 9. While we have high hopes, it ultimately does not matter if we win or not, as long as the boys continue to improve and enjoy the game. It was a great pleasure coaching the team this year, and I am sure it is a season that they will not forget.

The team consisted of the following students: **Kemo** (G8A), **Kishore** (G8A), **Ryuta** (G8A), **Andrew** (G8B), **Daigo** (G8B), **Hugo** (G8B), **Parsh** (G8B), **Ross** (G8B), **Kaiser** (G8A), **Sammy** (G7A), **Varun** (G7B), **Aidan** (G6B), **Tatsuto** (G6B) and **Daiki** (G6B).

Campbell Boyd
U-14 Coach



U-18 boys futsal



U-18 girls futsal



U-14 boys futsal



U-14 boys in action

Spotlight on Clubs



The Olympics Club (Elementary)



The Olympic motto "Faster, Higher, Stronger" exemplifies the spirit that we aim to cultivate within the Olympics Club. This motto extends beyond physical pursuits and speaks to the idea that we can always better ourselves in any domain of life, if we

possess the wherewithal to do so. With the Tokyo Olympics just two years away, The Olympics Club, open to students from Grades 3 to 5, introduces students to a wide variety of Olympic sports, as well as some sports that are not yet Olympic sports, but perhaps should be!

I have been constantly impressed by the unceasing enthusiasm and curiosity of these KIST Olympians, their willingness to wholeheartedly throw themselves into each new activity and their ability to reflect on their performance and make adjustments, so that they can perform even better next time.

Although the current crop of Olympic Club students aren't quite ready to make the cut for Tokyo 2020, wouldn't it be something truly special to see any of them competing in a future Olympic Games? After all, every great achievement starts with an unwavering commitment to a goal. In the words of the legendary Olympian, Michael Phelps, "Don't put a limit on anything. The more you dream, the further you get".

Cliff Green
Club Supervisor



Electronic Music Club (Secondary)

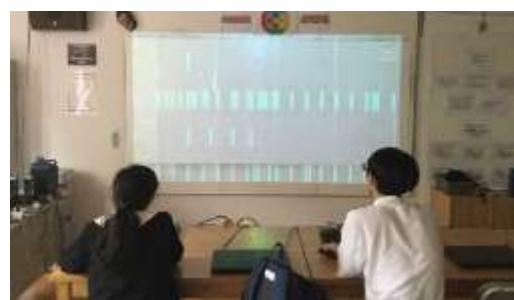
The electronic music club was developed to teach students of all different skill levels about making music, primarily with computers. Our primary focus has been learning the basics of music production and inner-workings of a digital audio workstation called LMMS, which is a free music production software with a variety of functions and capabilities, perfect for both novice and expert producers. As a producer myself with over a decade of experience creating music electronically, I realized how beneficial it is for students to learn about the creative process and how technology can often assist us in our work.



At the beginning of the year, none of the students had any prior experience in music production. My job as an instructor was to give them the fundamental skills used for producing music so that they could develop an original piece of their own. By the end of the year, all of the students were comfortable with LMMS and were able to turn their ideas into a reality and show their final work to friends and family. A lot of music these days is based in the computer and so the primary goal of the club was for the students to learn about the basics of the software. This was to allow the students to gain a better understanding of how to not only conceptualize music, but also create finished products from their visions. It is very important for younger generations to see that in the 21st century, a single individual can create and share works of art with very few resources.

Over the course of the year, some of the students even decided to switch to different programs once they were comfortable enough working with LMMS. Many of the students had managed to devise their own workflow and turn their drafts into final pieces. At the end of the year, two students collaborated on a song using only a Nintendo Switch to produce all of the sounds. It seems that by the end of the year, all of the students were comfortable enough with the digital audio workstations to seamlessly transition to others, which was a priority for the first electronic music club at the school.

Douglas McGillivray
Club Supervisor



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Dominic Arnold** who joined us in January 2017 as a teaching assistant in the Elementary School before moving to the main office in October 2017 as an IT Support Technician.



Mr Arnold and his daughter after a water fight festival in Odaiba.

1) Tell us something interesting about your hometown.

I'm from Rochdale, which is just north of Manchester in the UK. It's famous for being one of the first industrialised towns of the industrial revolution. It was also the birthplace of the global cooperative movement. In fact there is (or was) a sign that says "The Birthplace of Cooperation" as you drive into Rochdale, which I always thought was rather a bold claim. We also have a town hall that looks like Big Ben!

2) What is your favorite place in the world?

Other than Japan, my favourite place is Italy. I've been four times I think. I like it for the food, the lifestyle, the culture, the surroundings. There's so much history there, and who could get bored of hearing the Italian language. I also lived in Canada and Australia for a year each, and would happily live in either of those places.

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

I'd have to say my grandfather on my dad's side. I never met him but heard so much about him growing up. I'd love to meet the man who helped raise my dad. I can't think of anyone else I'd like to meet more.

4) Do you have any special skills or talents?

Umm, not particularly. I used to DJ but that is so long ago now I'm not sure I can claim it as a skill anymore!

5) Please share a little known fact about yourself.

I come from a pretty big family; I have four sisters (no brothers!), and even our three dogs growing up were female. There was a lot of girl talk in our house! I also, for some reason, love the TV show *Columbo*.

6) What is your most prized possession?

In a material sense, I'm not actually sure I own anything I could be without. It used to be my record collection, but I don't know if I even have it anymore; it may have been disposed of by someone in England by now!

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

I think, perhaps...balanced. I try to enjoy life with friends, family, and follow a variety of other interests... although perhaps I should exercise a bit more.

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

I don't think so.

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

Trying to learn Japanese is a lifelong goal of mine. And by lifelong, I really think that it will take that long to be able to speak it coherently!

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

I really enjoy coming to school every day, and working with everyone here. I look forward to being here for a long time to come!

Office Updates



Requesting documentation

Recently, some schools are requiring applicants to submit teacher recommendations online rather than on paper. If you are planning to transfer your child to another school that has an online application system, the process for requesting recommendations from KIST teachers is the same for both paper and online formats. To request recommendations, please complete the **Documentation Request Form** (available at <http://www.kist.ed.jp/node/5>) and submit it to the office together with the required payment. For online recommendations, please inform the school you are applying to that they should send details and a link to their online recommendation form to info@kist.ed.jp only, not to individual teachers.

School lunch orders

We would like to remind families that the last date for changing or cancelling school lunch orders for 2018-2019 is the last day of school, **Wednesday, June 13**. **Requests received after this date will not be accepted.**



FOR SALE

Looking for new ways to support our school and show off your KIST pride? Now, for only ¥200 per item, you can be the proud owner of your own personalized KIST clock or travel mug. The functional digital clock, which also displays the date and temperature, and stylish navy blue mug also make great presents for all occasions. Contact Ms Mitsuyo at reception to reserve yours today!



Nurse's Notes

The benefits of eating breakfast for children

Why is breakfast the most important meal of the day?

Breakfast is important because it refuels the body with energy and nutrients, kick-starting the day. Skipping breakfast can result in children feeling lethargic and tired, and can also lead to difficulty concentrating and behavior difficulties in school.

Why is breakfast important for children?

Eating a healthy breakfast provides children with energy and essential nutrients, including carbohydrates, protein, fiber, iron, calcium and vitamins, which are necessary for healthy growth and development.

The positive effects of eating breakfast on academic performance

Studies show that children who consistently eat a healthy breakfast score higher and perform better in most academic areas. Because eating breakfast has been linked to better behavior, longer attention spans, and stronger memory in children, it is important for students to start their day with a healthy breakfast in order to do their best during the school day.

Psychological and physical benefits eating breakfast

Eating a healthy breakfast...

- ✓ provides students with more strength and endurance to engage in physical activities
- ✓ supports immunity and helps prevent disease
- ✓ promotes brain growth
- ✓ increases hand-eye coordination (which in turn helps students succeed in penmanship, sports, visual art, musical instruments, etc.)
- ✓ helps students concentrate on learning
- ✓ improves cognitive skills
- ✓ gives children's brains the boost they need to have an easier time focusing, solving problems and handling stress
- ✓ stabilizes moods and lowers stress
- ✓ keeps students feeling happy and healthy, rather than hungry and tired!

Eating a healthy breakfast can help prevent overeating

Academic studies show that when students skip breakfast, they are more likely to overeat fatty foods during the day, rather than nutrient-rich meals. The nutrients in breakfast are also essential in boosting

metabolism, which is an important part of healthy digestion and preventing weight gain. While it may seem contrary to logic, skipping breakfast is not an effective way to lose weight or maintain a healthy diet.



Why do some students skip breakfast?

Some students don't feel hungry first thing in the morning and therefore don't prioritize eating before coming to school, while others may often be running late and don't feel they have time to have breakfast. However, no matter the reason, skipping breakfast can have a negative effect on learning, so it's important for all students to make time for breakfast in the morning. Developing healthy habits now can lead to academic success not only at KIST, but far into the future.

Creating healthy habits

Here are some tips and tricks to help even busy families make time for a healthy breakfast:

- ⇒ Just ten minutes can be enough to squeeze in time for breakfast! While morning routines are often rushed and hectic, waking up even just a few minutes earlier can help start the day right!
- ⇒ Prepare as much as you can the night before (gets dishes and utensils ready, cut up fruit, make boiled eggs and keep them in the fridge).
- ⇒ Stock the kitchen with easy and healthy breakfast options (e.g. milk or soy milk, fresh fruit and vegetables, yogurt, cheese, whole-grain foods, etc., depending on your child's food allergies and culture).
- ⇒ Let children help plan and prepare breakfast. Getting children—especially younger children—involved will not only help the preparation go faster, but it will also get them interested in and excited about breakfast.
- ⇒ Find interesting toppings for toast (e.g. scrambled eggs, veggies, cheese and fruit) to make a quick and healthy breakfast on-the-go.
- ⇒ Don't forget that a simple glass of milk can add protein for a well-rounded breakfast.
- ⇒ Even when you don't have time to eat a full meal, there are grab-and-go alternatives such as fresh fruit, muesli bars, sandwiches and rice balls.

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

Yukiko Yamazaki
School Nurse

References:

- Kids health from Nemours: Breakfast basics. (2018, May 21). Retrieved from <https://kidshealth.org/en/parents/breakfast.html>
- Adolphus, K. Lawton, C. & Dye, L. (2013). The effects of breakfast on behavior and academic performance in children and adolescents. *Human Appetite Research*, 7, 425-432. doi:10.3389/fnhum.2013.00425
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Community Association (CA) News

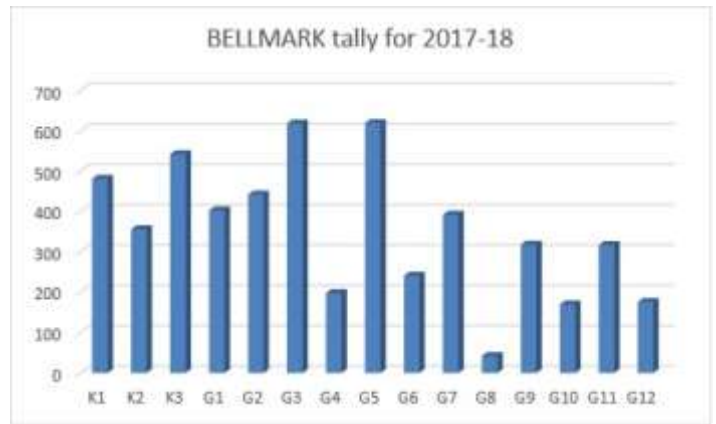


Service Committee



We, the members of the CA Service Committee, have been collecting Bellmark points as part of our volunteer activities. We are thrilled to announce that we have been able to exchange the points we collected for a new **trombone**, which will be a wonderful addition to the school's music program. Through this activity, it was gratifying to see all the

students contributing and displaying their volunteering spirit. We hope to continue working with everyone in the future through this activity and ask for your continued cooperation.



CA Service Committee



Members of the CA Service Committee with the G7A music class.

Library Committee

With sales proceeds of ¥85,050 at the international food festival at World Cultures Day which was held on February 17, we were able to purchase three air purifiers. We have installed one in the elementary library and two in the library media center. Thank you for your cooperation!

CA Library Committee



University Guidance News

Thank you for visiting the University Counseling booth in the gym on Family Day. As you may have seen from the list of acceptances posted at the booth, we have had another successful year for university admissions. A complete list will be published in the September issue of *The Comet*. Congratulations and best wishes to the Class of 2018!

KIST Spring University Fair

March 21, KIST Gymnasium

We are very pleased to announce that the KIST Spring University Fair was a great success this year once again with hundreds of participants from the entire KIST community and various groups of students, parents and counselors from other international schools in Japan. This year we hosted more than 30 universities mainly from Japan which offer English programs and/or a special entrance examination for IB students to enroll in their regular Japanese programs, as well as three universities from Australia, UK and Hong Kong. Thank you to those who attended the fair; I hope you were able to gather information directly from the university representatives at their tables. And special thanks to the KIST CA officers who kindly prepared a reception and refreshments for the representatives after the fair.



KIST Spring University Fair 2018 on March 21, 2018 in the KIST gymnasium.

Mrs Okude meets the Swiss Ambassador

A group of college counselors from international schools in Tokyo area was invited to have dinner with the Ambassador of Switzerland Jean-Francois Paroz at his residence in April. The event was organized by an alumnus of Ecole Hoteliere de Lausanne (EHL), the world-famous top-ranking hotel and hospitality school in Switzerland. It was a great honor for me to meet Ambassador and Paroz and distinguished guests, including notable alumni members of EHL in Japan at the event. I also enjoyed meeting with several current EHL undergraduate students who came to Japan for internships at high-end international hotels.



Dinner at the Swiss Ambassador's residence.

Open campus and information session during summer

Summer is one of the best seasons to visit university campuses. Please check the website of each university for information about open campuses, campus visits and information sessions. I will post some, but limited, information on the [University Guidance Calendar](#) if I receive details from universities.

Have a nice summer break, and look forward to seeing you in August!

Mrs Keiko Okude

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

Class of 2018



(Back row L>R) Manato, Kensei, Rachel, Rinchin, Donghyuk, Ahmed, Ke Yi, Moe Min, Chae Min, Shouheng, Taisei, Su Bin, Chan, Qifei
(Middle row L>R) Taimu, Sara, Amina, Jiu, Ellen, Seina, Keita, Ayaka, Hyo Won, Ibuki, Fiona, Nikita, Leia
(Front row L>R) Ji Hye, Natalie, Hyunjeong, Aska, Riko, Kevin, Hana, Sneha, Miu, Sarah, Yurika

CONGRATULATIONS AND GOOD LUCK!

Alumna Report

Airi is an alumna of KIST's "Class of 2013." She enrolled in the University of Groningen, the Netherlands in 2013 and earned a Bachelor of Science in Psychology in 2016. She is currently studying at the Graduate School of Ludwig Maximilians University Munich (LMU Munich) in Germany and will complete her Master of Science in Learning Sciences this summer.

This time five years ago, I was in Grade 12, less than two months away from graduation. I remember a growing sense of panic as everyone around me seemed to have decided what to do with their lives after high school – and I had absolutely no idea.

Originally, my plan was to get a scholarship and study abroad in the United States or Canada. That was the "ideal" vision of university life that I had been picturing for myself since Grade 10 or so. But things didn't quite go as planned. In the middle of April, I found myself staring at multiple letters declaring that I had not been granted a scholarship at any of the places I have applied to.

My first thought was that I didn't want to go to university at all anymore (something my mom clearly thought was ridiculous). She came up to me one day and told me, "Why don't you go to Europe?" I thought *that* was ridiculous, at the time. Anything that didn't fit my glorified image of studying in North America was not good enough for me. However, I also had nothing to lose. So, I applied to yet another university in May, took an entrance exam in



Airi (second from left) wearing a "Dirndl" – a traditional dress worn in Bavaria.

June, and by some strange luck ended up in the Netherlands by the end of August.

I was homesick for at least seven months. The different culture, people, language – all of the things that would excite me as a short-term tourist – suddenly came crashing down as the harsh reality that it was. I was stuck here for 3 years, 9000 kilometers from home. For an 18-year-old who barely knew what an airport looked like, it felt like a huge jump.

I gradually started to realize that I had to change my environment to get the most out of my experience. It was the one thing I never had to do in the close-knit community at KIST – to make an effort to talk to people, make connections; to get out of my comfort zone. I tried to immerse myself in as many different communities as possible, be it the international students, the honors college, or being part of a student academic journal. The experiences I've had in these communities and the friendships I've made there surprisingly turned everything around. Suddenly I wasn't homesick, and I wanted to stay.

With a similar mindset, I started applying for Master's programs in my final undergraduate year. Some were places which I considered to be out of my league – my current university in Germany being one of them. It was yet another experience that I never saw coming. I have been lucky to have amazing classmates and supportive colleagues here in the vibrant



Airi (bottom middle) and friends exploring the beautiful nature around Munich.

city of Munich. After such unexpected events, I try to make it a habit to go for things which I initially have doubts about. If it doesn't work out in the end, at least I can say that I tried. In fact, I am desperately trying to live by those words this very moment as I now apply for jobs (it never ends, does it?).

Although they say that everything looks better in hindsight, it might have been for the best that I didn't receive those scholarships. Had I not discarded the "ideal plan" in my head and set foot in Europe, I would not have had the experiences I've had, and would not have met the people I know today who made me feel so at home, so far away from home.



Airi (left) and friend at the famous Christmas markets in Germany.

Just like five years ago, I have to admit that I don't really know where I will end up next. But if there is anything I learnt from my time here, it is to always be open for options, and not be afraid to try them out.

Airi
KIST Alumna, "Class of 2013"

Family Day 2018

Saturday, May 26

