



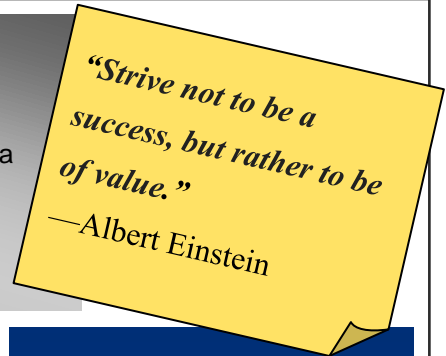
The Comet

The Newsletter of K. International School Tokyo

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From the Head of School

Dear KIST Community Members,

Welcome back from what I hope was a very restful and enjoyable summer vacation.

It was wonderful to welcome your children back for another school year and to see how much some of them had changed over the summer. It was also wonderful to welcome back our parents and guardians through our Parent Welcome Nights. The parents I talked with all expressed appreciation regarding the change in format such that we did not need to battle the heat of the gym. I hope that you enjoyed catching up with other parents, meeting your child(ren)'s teachers, and hearing about our successful year last year.

As discussed on Parent Welcome Night, our results data for 2017-18 were once again very strong. More information about KIST students' academic performance can be obtained through our homepage:

[Learning > Academic Performance](#)

From PYP to DP, our schoolwide results are truly incredible. But, as I have done in the past as well, I must point out that this level of success doesn't just happen. KIST believes that 'education is a shared partnership between students, caregivers and the school' and our results reflect the strength of the relationships that our community has collaboratively developed between these three stakeholder groups. 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. Thank you to everyone in our community for your support of KIST and for all the efforts you have made to us attaining results that bring great pride to our school.

I hope you enjoy the first edition of *The Comet* for this school year. I would like to send out a BIG THANK YOU to all of our community members who contribute to our newsletters over the year.

Once again, thank you for your support and please do let us know your thoughts or concerns by contacting the school directly.

Jeffrey Jones
Head of School



DATES TO REMEMBER



September 2018

- 17 School day
- 17 MYP Information session for G6 and new parents
- 22 (G9-G12) KPASS High school drama festival (@YIS)
- 24 School holiday
- 25-26 School photographs
- 25 PYP Information session for new parents (*Evening)

October 2018

- 4 (G5) Day camp
- 5 SAT@KIST
- 8 School day
- 8 (G1-G5) Field Day
- 10 (G10) PSAT tests
- 11 (G9-G12) KPASS High school brain bowl (@Zama)
- 13 School Explanation Day
- 15 2019-2020 enrollment applications open
- 18 (G6-G8) KPASS Middle school drama festival (@BST)
- 26 KISTival preparation day (K1-G5) No school for students (S) School day
- 27 KISTival 2018
- 28 KISTival clean up day
- 29-Nov 4 Autumn vacation

November 2018

- 3 SAT@KIST

KIST Learning for Life KIST Learning for Life KIST Learning for Life



IB Diploma Results—July 2018

During the summer vacation, the IB Diploma results were issued to students of the "Class of 2018." The table below summarizes the performance of our graduates from 2015-2018.

Year	KIST G12 Graduates	KIST G12 Diploma Candidates	% of students in full DP*	# of Diplomas attained	% that attained Diploma*	KIST DP awardee average	DP world average	Highest KIST Score*
2018	38**	34	89%	34	100%	37.8	29.8	44
2017	37	35	95%	35	100%	38.0	29.9	43
2016	38	37	97%	36	97%	36.6	30.1	43
2015	29	28	97%	26	93%	35.9	30.2	45

* Maximum score: 45 points

** 34 students enrolled in the full Diploma in 2018; 4 students completed the certificate pathway.

Of particular note for the Class of 2018:

- ⇒ Of the 38 graduates for 2018, 34 (approx. 90%) were enrolled in the full Diploma Programme. IB global statistics report that only about 50% of students enroll in the full DP.
- ⇒ For the second year in a row, 100% of KIST students in the full DP attained IB Diplomas. Global statistics report that, of the 50% of students who enroll in the full DP, only about 80% attain the full Diploma.
- ⇒ The average score for KIST students attaining the IB Diploma was 37.8 points, well above the IB DP world average of 29.8 points.
- ⇒ 47% of students attaining the IB Diploma attained scores of 40 points or above and thereby qualify to be considered for the KIST University Support Scholarships. Globally, less than 10% of students attain scores of 40 or above.
- ⇒ One student attained the school's highest score this year of 44 points; 2 students attained 43 points; 7 students attained 42 points; 4 students attained 41 points; and 2 students attained 40 points.
- ⇒ 50% of students attaining the IB Diploma enrolled at KIST prior to Grade 6, with all but one of the students attaining 40 points or above enrolled at KIST from PYP/MYP. These statistics reflect well on the quality of learning in our PYP and MYP programs.

The table on the right shows how KIST's course averages (calculated for students who attained IB Diplomas) compared against the IB world averages for each course.

- ⇒ 96% of courses offered at KIST had results above IB world averages
- ⇒ 88% of courses (green and blue shading) had results more than 0.5 points above IB world averages (the highest grade for each course is 7)
- ⇒ 48% of courses (blue shading) had results more than 1 point above IB world averages

Parents who would like more general information on IB Diploma results should go to: <http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/getting-results/>

Course	Level	KIST DP Course Average	IB DP world averages for 2018	+/- over IB DP world average
English A L&L	HL	5.60	4.99	0.61
	SL	5.43	5.08	0.35
Japanese A L&L	HL	6.67	5.95	0.72
	SL	6.00	5.54	0.46
Japanese Ab initio	SL	7.00	4.98	2.02
Japanese B	HL	6.66	6.05	0.61
	SL	6.66	5.19	1.47
Economics	HL	5.83	5.11	0.72
	SL	5.45	4.68	0.77
Geography	HL	5.00	5.21	-0.21
	SL	5.50	4.81	0.69
History	HL	7.00	5.01	1.99
	SL	5.33	4.54	0.79
Env Sys & Societies	SL	4.83	4.15	0.68
	HL	6.00	4.34	1.66
Biology	SL	5.66	4.22	1.44
	HL	6.22	4.45	1.77
Chemistry	SL	6.17	3.98	2.19
	HL	6.50	4.64	1.86
Physics	SL	6.00	4.05	1.95
	HL	6.58	4.21	2.37
Mathematics	HL	6.90	4.74	2.16
	SL	6.25	4.26	1.99
Visual Arts	HL	5.17	4.48	0.69
	SL	5.50	3.95	1.55

The IB publishes a "Statistical Bulletin" summarizing IB Diploma results, a link to which is on this webpage. The "Statistical Bulletin" for the May 2018 examination session should be published in October/November.

Congratulations to the students on their individual successes in the external DP assessment, and thank you to all the Grade 12 teachers from last year for all your hard work in once again making KIST a 38-point DP average school!

John Rose
DP Coordinator



Click the link below for more information about student performance in IB and other standardized testing.
<https://www.kist.ed.jp/node/1151>

Welcome to New Staff



We would like to introduce you to our new staff for 2018-2019. Please join us in welcoming them to KIST/KIPS!

Teachers



Brooke Esper
KIPS P2



Edwin Gombya
MYP I&S /
DP B&M / Economics



Kwang Han
MYP/DP Mathematics



Vincent Huang
MYP Mathematics



Takuto Ikeya
MYP/DP Japanese



Peter Jamal
MYP Science /
DP Chemistry



Andrea Ramos
MYP Science



Ye Ji Yoon
Grade 1

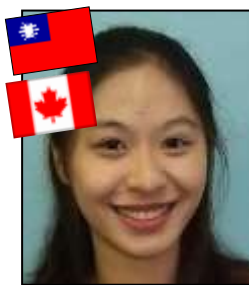
Instructional Support Staff



Stephanie Anthony-Brown
Teaching Assistant
(K2A)



Nhung Duong
Teaching Assistant
(K2B)



Anita Lee
ELS Instructor
(Secondary)



Mary Odagiri
Teaching Assistant
(Grade 1B)



Derek Rogers
Teaching Assistant
(K3B)

Instructional Support Staff



Parvathy Shyamprakash
Teaching Assistant
(K3A)



Ioanna Tzedakis
Teaching Assistant
(K1A)

Office Staff



Miki Kanai
Administrative Assistant
(Secondary)



Mana Niimi
Administrative Assistant
(Elementary)

Academic Scholarships



KIST Scholars Awards

KIST Scholars Awards can be applied for by students in Grades 8 to 11 who meet set criteria. There are four categories of Scholars Awards to recognize students who exemplify our school mission by making significant contributions to our communities through academic excellence and as role models for other students.

This year, we are pleased to announce that a total of **nine** students have received awards. Congratulations to all awardees and their families!

Platinum Award
(100% tuition discount)
1 student

Gold Award
(75% tuition discount)
2 students

Silver Award
(50% tuition discount)
4 students

Bronze Award
(25% tuition discount)
2 students

KIST 'Learning for Life' University Scholarships

KIST 'Learning for Life' University Scholarships are awarded to Grade 12 students who attain 40 points or more as their final DP score, and meet other criteria. These scholarships are in place to recognize student commitment during their final year of study, to celebrate high accomplishment, and to support students with their tertiary education as they continue 'learning for life'.

A total of **sixteen** graduates have been awarded 'Learning for Life' scholarships in 2018. Congratulations students and families, and all the best with your continued studies!

Silver Award
43-44 points
¥1,000,000
3 students

Bronze Award
40-42 points
¥300,000
13 students



Click the link below for more information about academic scholarships and how and when to apply.
<http://www.kist.ed.jp/node/197>

Nationalities at KIST

Ever wondered which nationalities are represented in the KIST community? This year, there are a total of **42** nationalities represented in the student body, and **20** nationalities represented in the staff. Can you find your nationality in the word clouds below?

Student nationalities



Staff nationalities



Elementary School News

Raising independent children

For the first two month of their lives, human babies are unable to lift their own heads. They usually roll over for the first time at four months and start standing at around nine months. Horses, on the other hand, can usually stand within minutes of being born. Sea turtles are born able to crawl, and eagles begin to attempt flying at around 11 weeks. Human babies are born dependent on their parents.

From the time we are born, humans tend to be on a quest for independence. Babies insist on holding their bottles and holding their own food from a young age. It is important, however, that as parents we foster independence and promote self-motivation within our children. Developing independence enhances self-esteem, prepares children to handle failure and stress, and promotes the development of decision-making skills.

Diproperzio (2010) from Parents.com suggested some ways we, as parents, can help our children to develop independence. She recommended taking the time to teach our children to take on tasks. This could be as easy as folding clothes or peeling vegetables. "Holding back the help" she explained, is another way of developing independence. Diproperzio further expressed that we should never do for a child what they can do for themselves.

Shrier (2015) from Michigan State University stressed that in order to develop independence, parents should assign chores or responsibilities within the family household. She explained that even at a young age, children can perform simple chores like throwing away

their trash or putting away their laundry. Shrier (2015) further stressed the importance of teaching children to solve their own problems. She explained that parents must let their children "fight their own battles".

The ability for children to solve these conflicts on their own is an essential skill that they will be able to use their whole lives.

As we move into a new school year and our children move into new grade levels, let's increasingly promote independence within our children. At school, our students will be learning various thinking, communicating, social, and self-management skills. Allowing and expecting greater independence will allow our children to apply these skills in a meaningful way in their own lives.

Kevin Yoshihara
Elementary School Principal



References:

- Diproperzio, L. (2010, January 14). *Teaching Your Child Independence*. Retrieved from <https://www.parents.com/toddlers-preschoolers/development/social/teaching-toddler-independence/>
- Shrier, C. (2015, April 28). *Developing independence in children*. Retrieved from http://msue.anr.msu.edu/news/developing_independence_in_children



Karate Champion



This summer, **Shingen** (G2B) took part in the Tokyo City Karate Tournament. He won first place in his age category! This winter he will be commended by the Tokyo Metropolitan Government for his achievement.

Congratulations Shingen!

Elementary Intern

In early September, we welcomed our fourth intern from Taylor's University, Malaysia—**Amanda Kok**. During her 6-month internship at KIST, Ms Amanda will be supporting students in the Elementary School.



I was born and raised in Malaysia. My ethnicity is half Nyonya and half Chinese. I am fluent in both the English and Malay languages. I am a movie buff and I also enjoy outdoor activities. I am very excited to meet everyone at KIST and to be able to teach and learn there!"

Please welcome Ms Amanda to our school community!

PYP News

Welcome back to school

September has come around and the weather is as hot as ever. It seems that summer gets longer and longer these days. Another aspect of this time of year is that teachers start focusing on their students' learning and the lesson plans that will help make their students' experience at school successful. There is an array of methods and practices that will lead to positive outcomes, and every school looks for ways to meet students' needs through professional educators using the best provocations and resources.

Here in the elementary at KIST we have chosen to teach our students to, in effect, teach themselves, in the sense that they learn through constructivist and conceptual methods of learning. Constructivists see learners as active rather than passive. Knowledge is not received from the outside or from someone else; rather, the individual learner interprets and processes what is received through the senses to create knowledge. In a conceptual mode of learning, purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Using the IB PYP program of inquiry allows students to work with the ideas that they envision and

build the skills which will serve them through their lives and careers. Having a solid understanding of underlying conceptual knowledge can provide students the tools that create opportunities through synthesis of the clues and problems inherent in the world around us and give them the ability to forge ahead with solutions that can be life changing.

KIST believes that students should be life-long learners. In an effort to support parents in understanding this belief, we'll be holding an information night for new parents and anyone interested in learning more about the PYP on September 25 at 6:00 p.m. in the multi-purpose room. Come and find out more about your child's learning environment...all are welcome!

Clay M. Bradley
PYP Coordinator / Elementary School
Vice Principal



Event "PYP information session for new parents"
Tuesday, September 25 | 6:00 p.m. | MPR



Elementary SRC

My name is Kana Furnival, and I am the Elementary School Student Care Coordinator. Whether your child is new to KIST or a returning student this year, I look forward to working with you and your child.

This school year, I will be involved in leading the Elementary School Representative Council (ESRC) and will ask them to participate in various activities involving social, emotional and behavioural learning.

The purpose of the ESRC is to encourage pupils to get involved in issues that concern them in and around the school. Council members are expected to demonstrate leadership qualities by modelling good behaviour through their words and actions. As a council, we focus on listening to the views of pupils and we take responsibility for some aspects of school life. Meetings are usually held every week during morning recess time.

Such leadership opportunities provide pupils with the chance to develop decision making skills, to understand the nature of commitment and responsibility, and to nurture a heightened self-esteem, arising from earning the respect of their peers and the staff.

You will be able to view the latest ESRC news on the

bulletin board outside the elementary office.



Kana Furnival
Elementary School
Student Care Coordinator



ESRC Members 2018-2019



Mana (G3A)



Xintong (G3B)



Jessie (G4A)



Mirea (G4B)



Jessica (G5A)



Ewan (G5B)

Early Childhood News

Changes in the early childhood department for 2018-19

Hello, and welcome back to another school year. All the early childhood staff are thrilled to spend time learning with your child. I hope you and your child feel the same way and are ready to learn!

Every year, we try to improve our practices for our students. I would like to introduce some of the changes that we are implementing this year.



K1A library time



K1B reading time

First, we have welcomed 6 new staff to the department: 5 teaching assistants who are new to KIST as well as Mr Axel, who has joined us from Grade 2. With these new additions, we have a total of 18 instructional staff in the department, with 3 staff members in each classroom. Between us, we represent 9 different nationalities, and have a diverse variety of educational backgrounds including early childhood specialists and holders of Master's degrees in education, music, and physical education. We look forward to using our diverse experiences and backgrounds to help our students grow and

explore different aspects of the world around them. Additionally, 50% of our staff are parents themselves, so they have experienced many of the same things as you may have with your children. More than 60% of our staff have been teaching for more than 5 years, and some have been teaching for 10 years or more! And most importantly, all our staff love teaching young children; we all look forward to spending each day full of smiles and laughter with our students.

At KIST, we have very high standards for our students, even from their early years, including intensive reading (guided reading) and extensive reading (reading for pleasure), as we believe that reading is very important for this age group. To support children growing up to love books, we, including all the parents and caregivers, need to try to read to our children as much as possible. The children love listening to stories read to them by their favorite person. With our literacy curriculum, all the children learn how to blend (read) sounds and segment (write) words as they learn letters and sounds. By the end of the school year, almost all the children in K1-K3 should be able to blend sounds to read words and even sentences; however, finding appropriate books for these young learners can be very difficult and it can be easy for parents and caregivers to misunderstand their children's reading levels. The children learn letters and sounds so that they can start blending them together to read words, but comprehension comes after, which means students are reading sentences without understanding the content of the stories. Therefore, we would like you to read to your child and talk about the stories that you read to them frequently. In this way, we help their critical thinking skills grow and develop. Once they are able to read books on their own,

they will be confident readers who understand the various aspects of the stories they read.

In order to help provide more time for families to spend reading together, we have decided that this year, early childhood students will no longer have homework, including during long holidays. Instead, we ask parents and caregivers to spend the time normally spent on homework reading together and enjoying sharing stories with your children.



K3A essential agreements



K3B phonics

From this year, we have decided not to celebrate birthdays with a big classroom party. Instead, we would like to celebrate your child's birthday on the actual day. Parents are invited to your child's classroom to have a small celebration with the class. We would very much appreciate it if you could donate one of your child's favorite books to the class as a birthday present. We will place a birthday sticker on it and keep it in the classroom library as a birthday book to read to the class.

Continued on next page

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Last but not least, our before care and after care services are becoming very popular. With the growing number of families who are using these services, we have increased the number of staff on duty; however, the number of places for children is still limited. If you would like to use these services, please check the KIST Family Handbook for details and follow the procedures to apply.

Please remember to send healthy snacks for each snack break every day (including snacks to be eaten during after care where applicable), without any nut products. Additionally, after care children mainly spend time in the playground, where there are mosquitos; however, we use around 15 mosquito coils and bug spray to protect the children from mosquito bites. On rainy days, we rotate using K1-K2 classrooms, so please check the signboard in the breezeway.

On behalf of the early childhood team, we look forward to sharing a wonderful time with you all this year.

Eri Ozawa

Early Childhood Coordinator (K1-K3) /
K1B Teacher



K2A birthday party



K2B library time



CLICK HERE
and read this article
BEFORE you give your child
a SMARTPHONE

(from USA Today - <https://www.usatoday.com/story/tech/news/2017/12/10/read-before-you-give-your-kid-his-her-first-smartphone/901206001/>)

Did you know:

On July 30th, 2018 lawmakers in France passed a ban on the use of smartphones in schools. Students can have them at school, but they must be off and in their bags.

Perhaps they heard about KIST and followed suit?

Starting School in K1

First day of school

The students in K1 enjoyed their first day in their classrooms, meeting their teachers and peers. They began with their first responsibility in the classroom by taking out their water bottles, snacks and towels and put them in the correct baskets. The students learned to hang their towels on the walls, to be used through the day to wipe their hands after washing. They learned to find their cubbies and put their bags inside, and shoe cubbies where they put their black or white shoes depending on which shoes they need to wear. The students on this day came to their respective classrooms with their parents and explored the different centers set up for them. Their first day was very successful as there were no tears even though we anticipated that they may be experiencing different emotions due to the change in their environment.

Gradual entry program

In K1, the students start with the gradual entry program to help ease the transition from home to school. The students are split into morning and afternoon sessions, so they are able to settle into their classes. From the second week of school, the students come to class all together and are dismissed after lunch time. This program enables all students to settle in at a slow pace and become accustomed to K1 school life.



Claire Yoneyama
K1A Teacher



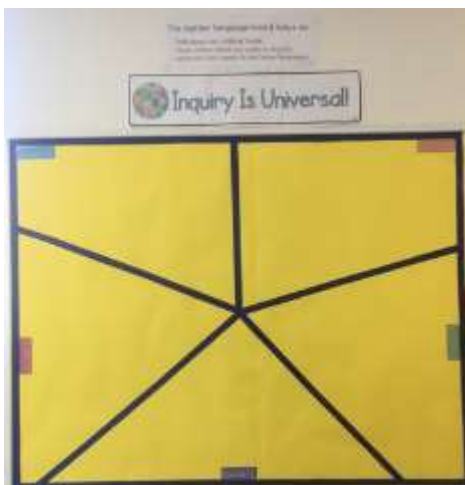
Elementary ELS

Displaying the academic vocabulary we discover during our inquiry units

Last year we had a display opposite the elementary office called "Inquiry is Universal", where our students posted up vocabulary they learned during our units of inquiry – both in English and, with parents' much-appreciated help, in their home languages, too. There were so many positive outcomes that we are continuing the display this year.

For parents new to KIST this year, we want to emphasize the crucial message that our second language develops much better when our first language continues to develop alongside it. We also come to understand an idea better if given the chance to discuss it in all the languages we have. Our units of inquiry (UOIs) are full of wonderful concepts and the challenging vocabulary used to think and talk about those concepts. Our students will benefit immeasurably from talking about UOI at home in their home languages. Also, learning the home language vocabulary will help them understand and use the English vocabulary better, too. This is what the "Inquiry is Universal" display is all about. We are looking forward to building the display again together this year, with the participation of our students and parents from G1 to G5.

Rachel Parkinson
Elementary ELS
Coordinator / G5 ELS
Instructor



This year's Inquiry is Universal board is ready and waiting for our students' vocabulary discoveries to begin.

Inquiry is Universal display: The highlights from last year

- Many students went home and asked their parents for help with UOI words.
- Many families talked about the ideas these words represented.
- Some relatives from overseas also helped teach vocab, and stayed in touch to help out even after returning home.
- Many students in the upper grades experimented with various bilingual dictionaries.
- Many students thought about the true meaning of an English word by sorting through all possible translations to find the correct match in their other language.
- Students helped each other collect synonyms in both English and their common home language.
- Many students could feel that their home language was also important, and so became even more motivated to learn UOI vocab.
- Many students practiced their home language script with their parents.
- Classmates had the chance to see scripts they'd never seen before, learn the names of languages they hadn't heard of before, try learning some words from their classmates' languages, and notice the linguistic connections between languages.
- Many students, parents and teachers had so much fun learning together!

How parents can help their child join in:

1. Discuss UOI in your home language(s).
2. Let your child teach you a new English word they learned in UOI.
3. Teach them that word in your home language(s).
4. Help write down the home language word so your child can bring it to school.
5. ELS instructors will help your child display their word.

LEAP News



Welcome back to school!

I am excited not only to see new and familiar faces at KIST after a well-deserved summer holiday, but also, as this year's LEAP Coordinator, I am thrilled to invite the KIST community to join LEAP for the 2018-2019 school year.

For those new to KIST, LEAP (Learning Enhancement Academic Program) is a series of before- and after-school classes offered to K3 to G5 students to build essential skills in English and math. Class sizes are limited – admittance to any course is subject to preliminary screening based upon teacher recommendations or diagnostic test results – allowing students to receive focused attention and guidance.

I believe LEAP serves an important function at KIST in providing students with a nurturing small-group environment where students make progress in skills they might otherwise struggle with in the classroom through step-by-step scaffolding. As Jane Arnold, a professor at the University of Seville, concluded by studying anxiety in the language classroom, "...beliefs about one's ability to do a task will influence such factors as the effort one is willing to put forth on a task" (784). As students, particularly English language learners, build their competency, they feel more confident in all aspects of their learning, and I feel that is the ultimate goal of LEAP.

Important announcements

- LEAP classes began on September 10, but you can still apply by filling in an application at <https://kisted.sharepoint.com/CA/SitePages/LEAP.aspx>.
- Throughout the semester, there may be days in which one or more classes will not convene. Please check the [LEAP Calendar](#) carefully to confirm which days your student will not have class.
- Newsletters will be distributed three times a semester to give parents a better sense of the achievements their children have made. In addition,



pictures of LEAP classes will be displayed on the LEAP board near the Elementary Office.

- Admittance to the Before-School English Support Program is determined by considering teacher recommendations, diagnostic information, and each student's individual English support needs.
- Admittance to the After-School Math Program is limited to those students who have received a teacher recommendation and/or have not met grade-level expectations according to diagnostic tests.
- Admittance to the After-School English Extension Program is limited to students who have met or exceeded grade-level expectations according to diagnostic tests.

Thank you for your continued support. We look forward to working and learning together in the coming year!

Please direct any questions regarding LEAP to leap@kist.ed.jp.



Katherine Millican
LEAP Coordinator / G1B ELS Instructor

References:

Arnold, Jane. "Seeing through Listening Comprehension Exam Anxiety." *TESOL Quarterly*, vol. 34, no.4, 2000, p.777-786. JSTOR. Web. Aug. 2018.



KIPS News



2017-18 P2 completion ceremony

We celebrated the completion ceremony of the KIPS "Class of 2018" on June 29. It was a great joy and pleasure to see the children become more confident, great conversationalists, and good friends during their time at KIPS. Although the P2 children have now moved on to kindergarten, we hope that they will always remember KIPS, their friends and their teachers.



KIPS P2 "Class of 2018" completion ceremony

2018-19 school year

The new school year has just begun! Welcome back to returning families, and to new families, welcome to KIPS! We are very proud of being a part of your children's lives during this important time. Our staff look forward to challenging the children to think for themselves, learn how to get along with others, how to share and take turns, and how to try their best. Children must also learn that it's okay to make mistakes, that we should care for our environment, and that learning something new can be exciting!

We believe that by working together – parents and teachers – we can make a difference in the lives of your children. Thank you for all your cooperation and support. We treasure each child and the good memories we gain when we spend time together during lessons and playtime. We hope that you discover that KIPS is a place where your child can grow, learn and be loved again this year.



Stephanie Pae
KIPS Coordinator



KIPS staff



P1 children and teachers



P2 children and teachers



P2 arts and crafts

Secondary School News

CHECK OUT OUR 2018 DP RESULTS

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

Welcome back to school for 2018-19

I hope that the year has started well for your child; that they are enjoying learning and feeling comfortable in the school environment. I want to take this opportunity in the community forum of the newsletter to emphasize some goals for this year.

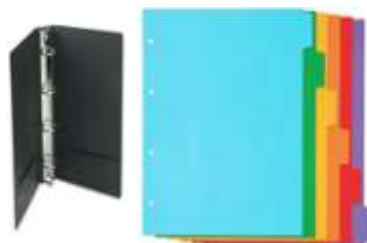
Firstly, we expect students to use English at all times whilst they are on campus. This year, we will really be trying to encourage students to follow this school expectation. It is done well in Elementary, but we could improve in Secondary. For example, students who use a language other than English loudly or repeatedly may face a consequence such as having to spend part of their lunchtime writing a student reflection. I would like to ask for your support if your child brings home such a reflection for you to sign. Additionally, I ask all parents who can communicate verbally in English and other languages to only use English whilst on campus.



Secondly, we are expanding the number of extra-curricular opportunities at KIST this year, and will increase our participation in inter-school sporting competitions. We have joined the High School group of the Kanto Plain Association of Secondary Schools (KPASS) and are aiming to field teams in U14 and U18 boys 11 a-side soccer, U14 and U18 girls and boys cross-country and U-14 girls basketball. Many students are already signed up for these events so thanks for



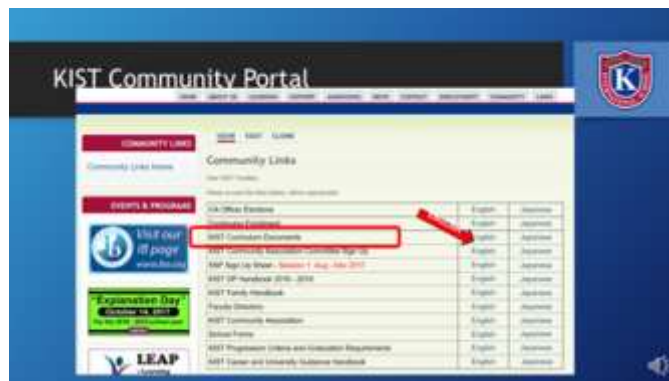
your support thus far! Our school orchestra also continues to grow and become more established whilst there may be another KIST musical in 2018-2019!



Thirdly, I would like to ask for parent support with the organization of learning of their children for school. This year, we are expecting G6 and G7 students to all follow a certain

binder system for the organization of their notes, whilst I am expecting families of G6-8 students to sign the homework diary of their child each week. We will be expecting students to follow these methods of organization and communication, therefore parent support is vital to help them.

Lastly, as usual, we have updated the very detailed curriculum documents which tell parents exactly what we aim to teach your child in each subject. Remember that these can be accessed through the Community portal of the school website under Curriculum Documents (screen shot below). We also aim to be using our Summative Assessment Calendars so you as parents can check when your child has a major test or task due.



To finish, for parents who came, I hope that you found the alternative format for Secondary Parent Welcome Night more comfortable and suited to your needs. Please don't hesitate to contact me with any more questions at any time. I am planning to start my Principal coffee mornings again and aim to have one in October.

Here is to another great year at KIST!

Mark Cowe
Secondary School Principal



KIST Honour Roll

The Secondary School introduced the **KIST Honour Roll** in 2017-18. Students must attain high standards of academic performance to be nominated for the KIST Honour Roll.

The names of KIST Honour Roll students will be printed on a plaque and displayed in the KIST 'Hall of Honour'.

Congratulations to all students and families attaining this distinction.



2017-18 KIST Honour Roll

- | | | |
|----------------|---------------|------------------|
| • Heet (G7) | • Ena (G9) | • Khushali (G10) |
| • Saanvi (G7) | • Malini (G9) | • Megu (G10) |
| • Sara (G7) | • Riya (G9) | • Igor (G11) |
| • Tomoko (G7) | • Uri (G9) | • Tom (G11) |
| • Andrew (G8) | • Erika (G10) | • Yohdai (G11) |
| • Kishore (G8) | • Nimit (G10) | • Yuki (G11) |
| • Alia (G9) | • GaOn (G10) | • Gopal (G11) |

A number of other Secondary School Awards were presented at the final assembly in June. Award recipients are listed below. Congratulations to all recognized – well done everyone!

2017-18 Secondary School Awards

Fine Arts Award (Music)	Harunosuke (G7) Daigo (G8) Sara (G10) Conan (G10)	Fine Arts Award (Visual Art)	Elina (G7) Akino (G10)
U14 Outstanding Athlete Award	Rina (G8) Kaiser (G8) Hugo (G8)	U18 Outstanding Athlete Award	Karen (G10) Deniz (G9)
Overall Academic Achievement Award	Ayami (G6) Sara (G7) Hugo (G8) Malini (G9) GaOn (G10) Igor (G11)	IB Learner Profile Award	Zoran (G6) Charlotte (G6) Sara (G7) Saanvi (G7) Se Young (G8) Hanna (G8) Riya (G9) Ririka (G9)

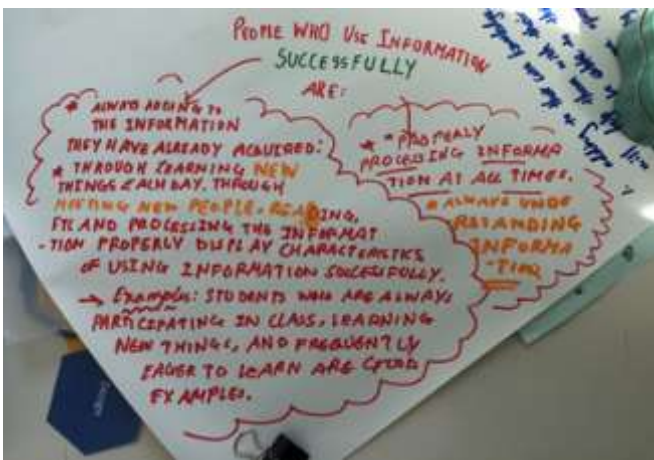
Congratulations!

MYP News

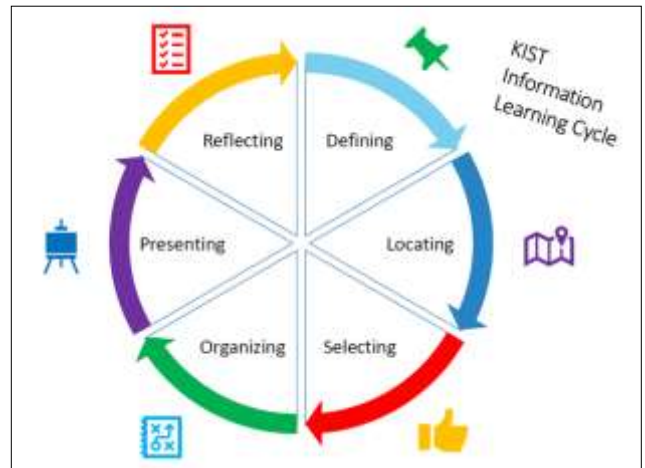
MYP students explore KIST Information Learning Cycle

KIST MYP students started off their year by exploring how they process information in their lives. This was part of the introduction of the **KIST Information Learning Cycle**.

Being able to use information successfully is important not just for school, but to live our lives in a way that is productive and fulfilling. The skills associated with information literacy include the ability to find, select and evaluate sources of information and to use that information in a way that clearly communicates understanding.



Students show their thinking about how successful information learning happens.












Knowing the cycle and how it works best can help students learn independently.

In the MYP, teachers work to instill the necessary skills to use information effectively across the program. They place special emphasis on creating experiences in which students must work independently to explore topics. They are given support to know how to collect, organize and present their findings.

The introduction of the KIST Information Learning Cycle will help develop a consistent approach to research tasks. Students will be more easily able to recognize the connections among all their subjects and enrich their ability to use information effectively in their own lives.



Robert White
MYP Coordinator

Defining 	Locating 	Selecting 
<ul style="list-style-type: none"> ✓ Defining the Information Problem ✓ Identifying my Information Need <ul style="list-style-type: none"> ○ What is my purpose? ○ Why do I need to find this out? ○ What are the key words and ideas in the task? ○ What do I need to do? ○ What do I need to produce? ○ Who is my audience? 	<ul style="list-style-type: none"> ✓ Locating Reliable Sources ✓ Determining the Most Effective Types of Sources for a Task ✓ Evaluating Sources in Relation to the Task <ul style="list-style-type: none"> ○ What do I already know about the topic? ○ What do I still need to find out? ○ What sources and technology can I use? 	<ul style="list-style-type: none"> ✓ Selecting the Best Sources ✓ Engaging with Sources ✓ Selecting the Most Relevant Information Within Sources ✓ Leaving Out Information Not Required <ul style="list-style-type: none"> ○ What do I already know ○ What do I still need to find out? ○ What sources and equipment can I use?
 Organizing 	 Presenting 	 Reflecting 
<ul style="list-style-type: none"> ✓ Collecting information in a Suitable Form ✓ Making Connections Among Sources ✓ Preparing information for Presentation, <ul style="list-style-type: none"> ○ Do I have enough information for my purpose? ○ Do I need to use all this information? ○ How can I best combine information from different sources? 	<ul style="list-style-type: none"> ✓ Reviewing Claims for Accuracy and Reliability Before including them in Final Product ✓ Citing all Sources of information, Using APA Conventions ✓ Presenting Information in an Engaging Manner ✓ Considering Purpose, Audience, Task <ul style="list-style-type: none"> ○ What will I do with information? ○ With whom will I share this information? 	<ul style="list-style-type: none"> ✓ Reflecting on the Product for Effectiveness ✓ Reflecting the Process for Efficiency ✓ Considering How Both Could Be Stronger <ul style="list-style-type: none"> ○ Did I fulfill my purpose? ○ How did I do with each step of the process? ○ How did I do with presenting the information? ○ Where do I go from here?

Each phase of the cycle includes a detailed set of skills and behaviors.

KIST Orchestra Visits Tokushima

On August 6, eight students ranging from 8th to 11th grade from the Orchestra Club joined together on a trip to Tokushima, where we met 3- to 12-year-old students from Stella International School. It was a 2-day, 1-night trip and every minute with the younger children was jam-packed with activities and learning on both ends.

Prior to the trip, we had prepared musical numbers, songs, dances and presentations to perform and teach at Stella. This preparation took place before our summer break started, and a week before the trip, we had thorough rehearsals for around 5 hours each day. The pieces included the well-known theme song from "Tonari no Totoro," classic Disney pieces, and two dances from the hit movie "High School Musical."

Bearing all our individual musical talents, the eight of us, along with Mrs Duran and Mr Honda, boarded the one-hour flight to Tokushima where the staff members of Stella International were kind enough to pick us up. We were told that many of the students that we had the pleasure of meeting were enrolled in Stella International, and some were drop-ins attending only the summer program.

On tiny chairs and tables, we first had lunch with the students. They looked at us curiously and most were too shy to respond to the many attempts we made to spark simple English conversations. We learned later that most of the students didn't speak English at home and were a little startled when we tried talking to them and to each other in fluent, fast English. It took a little bit of time for us to understand their language levels and adjust accordingly. We wanted them to feel comfortable talking to us, but at the same time, we wanted to maximize their experience in interacting with other international students in as much English as possible.

Later, the Stella students performed two dances that they had rehearsed, followed by presentations spoken by students a little older about the Tokushima region. This was an incredibly sweet welcome and most definitely the cutest. The eight of us then introduced ourselves, sharing our backgrounds and favorites, letting the students guess each time to make it more fun and interactive. Then we played "Tonari no Tottoro," "When You Wish Upon a Star," and "Under the Sea," and sang "Tomorrow" from the musical "Annie." In all performances, we encouraged the students to sing along if they knew the words. The Orchestra's concertmaster **Daigo** (G9A) and main pianist **Ririka** (G10B) wonderfully performed the "Franck's Sonata." By the student's snack time that day, many of them seemed to already feel comfortable interacting with us, though more often in Japanese. That evening, we were fortunate enough to be taken with the younger Stella students to a nearby "Awa-Odori Center," to watch and learn about Tokushima's famous, local, signature dance and to buy local "omiyage."

The next day, we joined the Stella children at a woodcraft center

where we designed a smaller version of Tokushima's famous "yusan-bako," a wooden box originally used as a lunchbox in ancient Japan. It proved to be a solid yet fun history and culture lesson for both Stella and KIST students. With our freshly colored boxes put away for the time being, the eight of us performed a dance to the song "Bop to the Top" and "We're All in this Together" from the "High School Musical" movie. We taught the latter to the Stella students, both the dance and the lyrics. It was a lot for the younger students to digest all at once, especially after painting boxes and before lunchtime. The eight of us realized the importance of not only making the dance easier for them to understand but foremost, to keep the energy levels up and going for the elementary children to enjoy and power through the experience as much as they can. It was also a tiring task for the eight of us to keep up the energy more than we are used to, all the while singing and dancing over the chatter of around sixty hungry elementary children. However, the laughter and fun that we shared with the kindergarten and elementary students before it was our time to leave were priceless, as was the experience of a wide-eyed girl looking up at me asking if we would come back the next day.

It is safe to say that what we thought would be a trip where only we would be fulfilling the role of teachers, turned out to be a mutual relationship where there was also a lot that we as high school students learned from working with much younger students and about the regional culture of Tokushima. It is our hope that we would be able to return to the students in Stella International School next summer as well, possibly for a longer period of time.

Ushani (G11A), **Thilo** (G10B), **Ena** (G10B), **Ririka** (G10B), **Daigo** (G9A), **Satoshi** (G9B), **Harunosuke** (G8A) and I (**Marlinah**) would like to thank Mrs Duran for finding this special opportunity and always without fail finding more ways to connect students through expression in music and art. We would also like to thank Mr Honda for coming with us and making this trip a reality.

Marlinah
(G11A)



Changemaker Challenge

Web Click the link below to view our pitch video. <https://goo.gl/C39icJ>

The Changemaker project is a pitching program for high school students with ideas about how to solve issues that are challenging our society. We are first given the necessary resources to learn in depth about social issues, and then in teams, students come up with ideas on how to solve a specific issue. After brainstorming and creating prototypes, we are then given the opportunity to pitch our ideas to investors and philanthropists. Nimit and I were interested in participating because of the issues that we have learned during our time in the MYP humanities class. Although we learn about the issues and how they are being tackled, we rarely think about how we could take steps to solve an issue ourselves. We felt that the Changemaker Project was the right place to do this.

After learning about issues ranging from poverty to human rights, we decided to tackle global warming. This was an issue that we felt we could challenge using our skills in programming, electronics, and digital fabrication. Our idea was to make the process of saving unnecessary electricity into a competitive mobile game. The term gamification, in which a specific process is converted into a game, has been used to change human behaviors since the beginning of the 21st century. Our idea was to combine this method with an IoT (Internet of Things) device which would provide the necessary data in the game application.

Users would plug in devices that would track electricity consumption and upload the collected data to an online server. This data will determine how many tree seeds that a user will get to plant in their virtual forest inside the game application. Users will be able to get more seeds by saving more electricity. By planting tree seeds in the virtual forest, their biodiversity would increase. This biodiversity and other variables would be used to make the users compete on who has the largest and the richest forest.

Shu (G11A)

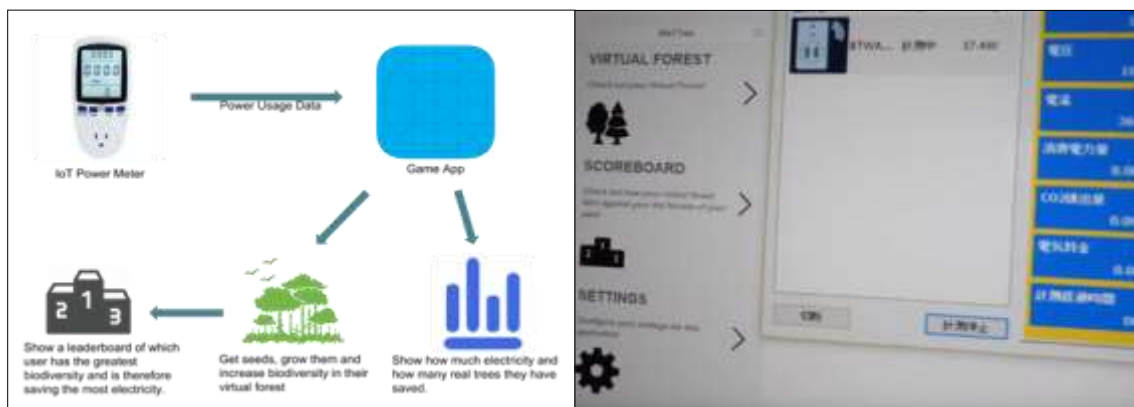


The Changemaker project has been a great experience for Shu and me, largely because it helps us engage in learning collaboratively about the issues of our society, and allows us to propose solutions in response to such issues. Though it did require a lot of hard work, learning about various issues was very interesting and fascinating as we came across facts that we would've never imagined—one of these being that meat consumption is one of the leading causes of global warming! To be able to educate ourselves about our society and its issues was a completely new experience which motivated us to proceed further on with the project.

As for proposing a solution, it was a unique experience as we were able to propose a solution to one of the issues, overconsumption of electricity, by incorporating our technical skills and talents. Though it was very challenging to pitch such a creative yet unimaginable project to the investors for funds, simultaneously it was very exciting to be able to produce a device using our software and hardware skills to educate and encourage people to save electricity.

Through just the learning and the pitching of this project, we were able to develop various presentation and time management skills that combined in helping us produce an excellent project and pitch that would allow us to offer a potential solution to overconsumption of electricity. Thus, I would recommend every one of you to give this project a shot, as it gives you the opportunity to contribute to your society, through the exploration of your own talents and skills.

Nimit (G11B)



Secondary ELS

Introducing the Secondary ELS team for 2018-2019



I hope that you are as excited about the new school year as we are in secondary English Language Support. My name is Michael Davignon and I am returning as ELS coordinator. I am also excited about my new role at KIST: Grade 8 and Grade 10 English Language and Literature teacher.

This year we have two new ELS instructors: Jade Bonus and Anita Lee. Please welcome them to their new roles!

Michael Davignon
ELS Coordinator (Secondary)



I am originally from Melbourne, Australia. After qualifying as a secondary English and Media Art teacher, I fulfilled my lifelong dream of moving to Japan to teach and have been here for over five years. I initially joined KIST in 2015 and spent a wonderful three years in the elementary school as an ELS instructor for Grade 1. For the 2018-2019 school year I am excited to move to the secondary school. In my capacity as ELS instructor, I look forward to working with the students this year to help them achieve academic success.



My name is Anita Lee, and I am the ELS instructor for Grade 7s and 10s. I am excited to join the KIST community this year! I was born in Taiwan and grew up in the beautiful land of Vancouver, Canada. I am a certified music and language acquisition teacher in Canada and

have recently taught in China for three years before moving to Japan. I am also a professional violinist and have been playing the violin for the past 23 years. I love both orchestral and chamber music and am excited to be working with the KIST orchestra this year in addition to my ELS role. Please feel free to come by and say hello if you see me in your classroom or in the hallway. I look forward to a great year with you all.

Science Department News



G12 Chemistry 1A students

2018-19 is already shaping up to be a productive year in the KIST Science department. The Grade 12s are busy working on their Internal Assessment for Science and it is great to see all other students

working hard on their first unit of study. The new year has also brought some changes to the Science department: namely, the addition of two new science teachers who join the department from overseas.

Kimberley Biggs
Secondary Subject Area Coordinator—Science



My name is Andrea Ramos and I am originally from Colorado in the United States. I graduated with a degree in Education and Broadfield Science from the University of Great Falls in Montana, USA. After graduating, I moved back to Colorado to be closer to family and start my teaching career. It didn't take me long to realize I wanted to take my career internationally. I moved to Guatemala where I taught for the past three years. Teaching internationally allows me to combine many of my passions: teaching, traveling and learning about new cultures and languages. Outside of teaching, I enjoy playing basketball, hiking, snowboarding, reading and CrossFit. I am extremely excited for the opportunity to live and teach in Japan. I am thankful to be a part of the KIST family and look forward to the school year ahead.



Ms Ramos (left) and Mr Jamal (right) in their new habitat.

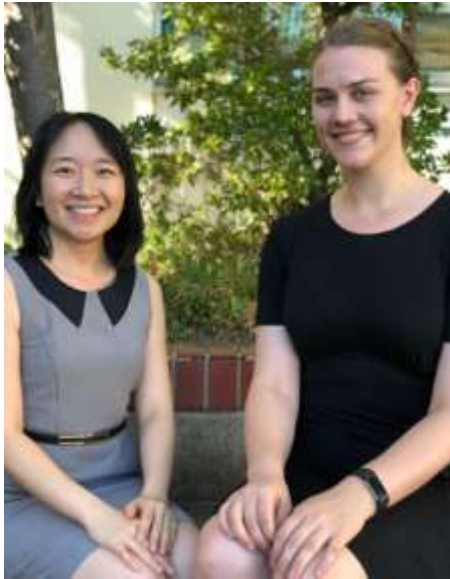
Hi! I'm Peter Jamal. I was born and raised on Earth.

My family and I moved a lot around the globe and travelling is (I guess) everyone's passion (so yay!). I did my first degree in Biotechnology where I specialized in Food Technology. I moved to Beijing to do my Postgraduate Diploma in Environmental Chemistry while still in my final year of my first degree. I did my first Master's degree in Genetic Engineering, before continuing my second Master's degree in Materials Chemistry. I have taught at universities and IB schools in the UK and Malaysia. I play tennis in the pro men's circuit around the globe – I am very grateful to be here as I can find different versatility of tennis players. Being at KIST is such an exciting part of my life because I am able to do things that I love, including teaching young kids with different backgrounds. I'm very excited to share all the knowledge I have to the KIST younger generation.

Secondary Student Care

Hello from the Student Care Coordinators

At KIST, Student Care Coordinators work to coordinate the collaborative efforts of all staff in meeting student welfare needs. This year in the Secondary School, there are two coordinators: **Anna Holdaway** who is continuing her role from last year in supporting students from Grades 6 to 8, and **Evelyn Pang** who has been newly appointed to the role this year to support students from Grades 9 to 12.



Ms Evelyn (left) and Ms Holdaway (right), Secondary School Student Care Coordinators for 2018-19.



Invite yourself into the Student Care office (room 213) for a chat with your friendly Student Care Coordinators...



...or drop us a note (with your name and class) in the mailbox outside the Student Care room.

Peer support leaders



© Zits | By Jerry Scott and Jim Borgman

"I want to talk to someone who gets it!"

We've all had that difficult, somewhat awkward conversation with the adult figures in our lives – the *overly* concerned parent, teacher or the Principal. Sometimes, just sometimes, it feels more natural to communicate and share your thoughts with someone who is at the same life stage as you are in. He or she has experienced a situation very much like yours and can offer useful insights to help you through your issues.

Enter the KIST Peer Support Leader (PSL) – an approachable peer that is empathetic and willing to help. This year, G9-12 students will have an opportunity to support their peers in areas of academic and social growth as a PSL. Guidance and training will be provided by the Student Care Coordinator so PSLs can be more effective in creating a safe and positive school environment for all.

G9-12 students, please talk to Ms. Evelyn if you are interested in the role of the PSL, or want to recommend your peers for this role. You will find her in the Student Care office (room 213) or classroom 303.

Habitat for Humanity (HFH)



What is HFH?

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



Highlights from 2017-2018

In 2017-2018, the 2018 KIST Habitat for Humanity Team organised various fundraising activities to alleviate part of the participation costs to build a house in Phnom Penh, Cambodia for people in need. The fundraising activities included: running of KISTival game booths, delivering speeches on third culture kids at Hitotsubashi University, finding corporate sponsors through delivering presentations, and organising charity events with sponsored companies such as setting up Skype calls with children in Cambodia and helping with the running of AC Milan Soccer events.

Through these fundraising activities, we were able to exceed the goal of raising 2,000,000 yen. A big thank you to the school community and the sponsored companies for their continuous and general support towards the KIST HFH Team!

Participants' voices

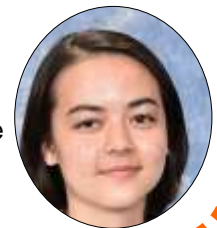
Kevin (G12B)

The HFH trip this year to Cambodia was a very meaningful experience for me. I have watched videos of people facing poverty in the world before, but actually going to the site to look at the situation with my eyes, and personally interacting with the people there impacted me much more significantly. Successfully being able to build a house for the people in need and seeing how they were delighted, I myself was able to feel very proud and got the sense that I was able to give the global community a positive contribution.



Samantha (G12B)

Being a part of the Habitat for Humanity team this year taught me a lot of lessons and allowed me to develop many skills. From the fundraising events to the final trip to Cambodia, every step was very meaningful. Traveling to Cambodia was something I had not thought I would be able to do, and I am very glad that I did because it was very memorable. Overall, the whole experience was life-changing and I would encourage everyone to take part in this.



Tian Wei (G12A)

This trip to Cambodia with the Habitat for Humanity team was really unforgettable. I sincerely appreciate the amazing opportunity to be able to help local families by building a house for them in person as well as to enjoy local culture and scenes in Cambodia. Although it was really hot, I believe that all of us did a great job solving whatever challenges we faced.



Varsha (G12A)

The HFH trip was very enjoyable and is one of the best experiences I ever had. Not only were we building houses, we were able to change the life of many people who didn't have homes. We learnt about the Cambodian culture and were able to understand the challenges the citizens of Cambodia were facing. This trip made me realize that I am thankful for all the facilities I have and should enjoy every little things of life. I am thankful to the HFH group for giving me this opportunity.



Library News



Elementary Library

Genrefication



If you haven't had a chance to visit the Elementary Library yet this school year, you're in for a surprise! But you also might find that your favorite books aren't where they used to be.

Don't worry, they haven't disappeared! The library has been *genrefied* – instead of alphabetically by author's last name, all of the chapter books in the Elementary Library are now organized by genre. Rachel Renee Russell and J.K. Rowling don't write the same kind of stories – but Rachel Renee Russel and Jeff Kinney do. So we've put *Dork Diaries* next to *Diary of a Wimpy Kid* and *Harry Potter* next to *Percy Jackson*.

If you want a book that will scare your pants off, look for the ghost sticker – those are the horror books. If you love animals, follow the paw prints. Need a laugh? Look for the smiley face. Please feel free to ask the librarian if you can't find your old favorite book. You just might find your *new* favorite book.



Leslie Ann Hynes
Elementary Librarian

Library Media Center (LMC)

NEW for 2018-2019 Young Adult section

All fictional titles that appeal to older secondary students can now be found in the Young Adult section, located in room two – the quiet study space of the LMC.

Graphic novels

Due to popular demand, we now have ten new manga titles that will appeal to students of all ages. All these titles are part of a series, so you can expect many more new copies soon.



Magazines

Displayed clearly in our new magazine racks are a fresh new selection of monthly magazines including the National Geographic, The Economist, Juxtapoz, Wired,



Sports Illustrated for Kids, Popular Science and of course our very own KISTeens magazine.

Personal Project

Last year's grade ten students have graciously allowed us to display their hard work in a space dedicated to Personal Projects. Please look through them for inspiration, but handle with care as a great deal of work went into them.

Healthcare



The library team have worked closely with the student welfare department to provide a whole new selection of titles that support the physical and emotional well-being of students. Parents, too, may borrow these books, and they can be found in Destiny Discover. We also

have books with parenting advice. Parents please contact the **library team** to arrange a time when you may browse them.

Genrification

Until now, all fictional titles have been organized on the book shelves alphabetically. These books are now arranged by genre, making it very straightforward for students to independently search for their favourite kinds of books. The new Science-Fiction section is already proving to be very popular.



More power



Grade 11 and 12 students shared their concerns with us about their laptops going flat in the afternoon if they used their laptops in the LMC during lunch recess. So we installed more power sockets! At the last count we had almost 50 locations for students to plug in their laptops.

Can't find it?



The library team provides an excellent selection of new books for students of all ages. But with so many new books released each month we sometimes miss a great title. We always welcome suggestions from students so please feel free to make a recommendation.

Continued from previous page

Open hours



With so many distractions at home – siblings, Netflix, computer games and so on – it can be very difficult to concentrate on studies. The LMC is open from 8:00 a.m. every day until 4:50 p.m. Monday afternoon may close earlier for staff training. Noise in the study area is to be kept to a minimum, with two quiet rooms if focused work is required.

1-1 library support



The LMC is a popular resource space for all secondary students, so it may be difficult at times for Mr Tim and Ms Erika to answer all questions as best we would like. To resolve this, **Mr Tim** can be booked Friday after school for a 20-minute 1-1 support session. He can provide help with research, presenting, referencing, finding resources and so on.

Ms Erika and Mr Tim



Explanation Day 2018

For the 2019 - 2020 school year

KIST will hold an Explanation Day for parents interested in enrolling children for the 2019 - 2020 school year.

Administration and teaching staff will be available to answer questions regarding admissions procedures, the school curriculum, progression to universities, and general features of the school. Visitors will also be able to view the school facilities.

Date:

October 13, 2018 (Saturday)

Session times:

- (1) English: 9:45 a.m. - 12:00 p.m.
- (2) Japanese: 1:15 p.m. - 3:30 p.m.

Reservations close:

October 12, 2018 (Friday)

Reservations essential!

www.kist.ed.jp

Staff 10!



In this month's *Staff 10!*, we are pleased to present **John McDonough** who joined us in August 2012 as a teaching assistant in K2 and art instructor for K1 and K2. From this school year, he is teaching PYP art to students in K1 through Grade 1.

1) Tell us something interesting about your hometown.

My hometown is the lovely seaside resort of Llandudno in North Wales, which has a beach on either side of it and a 700 m pier. It's said that the town was part of the inspiration for Alice in Wonderland and at the northern tip of the town is a big mountain called The Great Orme, which looks like a giant alligator.

2) What is your favorite place in the world?

I like spooky places, like haunted houses!

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

He's no longer with us but Stephen Hawking. I have always been fascinated by space travel and artificial intelligence so I would love to discuss some of his theories with him.

4) Do you have any special skills or talents?

I'm actually better at drawing with a mouse than a pencil!

5) Please share a little known fact about yourself.

I once filmed a scene with Ken Watanabe.

6) What is your most prized possession?

My comic book collection, only, it's not mine anymore I guess. I gave them all to my nephew. I hope he is taking good care of them...

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

I guess **principled** is the best one to describe me, though I feel I need to be more **balanced**.

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

I love what I'm doing right now and the people I'm surrounded by so no, I wouldn't.

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

I recently started to learn how to animate pixel art, and I'm discovering that it takes hours of work to make just a few seconds of detailed animation.

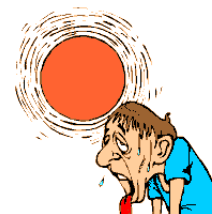
10) Do you have any special message for your fans?

Yes, make some art!



Mr John sharing his artistic skills with an enthralled audience of K2s.

Nurse's Notes



In this issue of *The Comet*, I would like to talk about heat illness and tuberculosis.

1. Heat illness

What is heat illness?

Heat illness is a condition that occurs when the human body cannot keep itself cool. In general, the human body maintains a normal temperature of around 36°C. Our bodies perspire to eliminate heat from the surface of the skin and maintain our normal body temperature during the hot summer. However, heat-related illness is a serious medical condition that occurs when the natural cooling system begins to fail, letting heat in the body build to dangerous levels and/or losing the balance of body fluids and electrolytes.

Major factors in heat illness

1) Environment

Heat illness is more likely to occur in environments with any of the following: strong sunlight, reflected heat of the sun, poor ventilation (for example, a stuffy room), lack of air conditioning, rapid temperature increase, high temperature, high humidity, or lack of wind.

2) Body condition

The following types of people are more susceptible to heat illness: babies and infants, elderly people, people with chronic illness, people who are undernourished, people who are sleep-deprived, people who have difficulty adjusting to hot weather.

3) Activities

Heat illness is more likely to occur in those who engage in the following: vigorous exercise, exercise in which the person is inexperienced, extended periods of outdoor activities, or activities where it is difficult to maintain hydration.

Preventing heat illness

- ✓ Dress your child in a hat and apply sunscreen when spending time outside.
- ✓ Make sure your child is getting enough sleep and eating sufficient meals.
- ✓ Encourage your child to drink plenty of fluids before and during activities in hot, sunny weather, even if the child is not thirsty.
- ✓ Watch for your child displaying symptoms of heat illness.
- ✓ Make sure your child rests in the shade or a cool place and takes frequent breaks during outdoor activities.
- ✓ Instruct your child to come indoors, rest and hydrate immediately if the child feels overheated.
- ✓ Check weather information for heat warnings.
- ✓ Use the air-conditioning appropriately at home.
- ✓ Use a fan-to prevent heat from accumulating indoors.



Heat illness symptoms

	Symptoms	Procedures	Others
Level 1	Dizziness/Fainting; Lethargy/Weakness; Clammy skin; Thirsty; Nausea; Numbness in the hands/legs; Muscle cramps	<ul style="list-style-type: none"> ✓ Take the patient to a cooler place indoors, an air-conditioned room, or shady area ✓ Remove the patient's excess clothing ✓ Loosen clothes ✓ Encourage the patient to drink fluids (preferably a sports drink) ✓ Put wet towels or water on the skin and use fans to eliminate the heat 	Recommend to see a doctor
Level 2	Headache; High temperature; Rapid heartbeat and breathing; Vomiting; Confusion; Exhaustion	<ul style="list-style-type: none"> ✓ Same as above ✓ Avoid giving fluids when vomiting 	Go to the hospital
Level 3	Unconsciousness; Inability to walk; Spasms; Incoherency; Excessively high temperature (over 38°C); Seizures; Stroke	<ul style="list-style-type: none"> ✓ Same as above ✓ Do not give fluids unless the patient is awake, alert and acting normally ✓ Cool areas with major arterial veins for example: <ul style="list-style-type: none"> ● Neck ● Groin (inguinal) ● Armpits 	Call an ambulance and perform first aid immediately

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2. Information regarding tuberculosis (TB)

Recently, there have been an increasing number of cases of tuberculosis in Japan, including a report of infection in a school in Tokyo. If you are concerned that your child might have been infected with TB, please contact KIST immediately and then take your child to the hospital.

You may be concerned about TB if the following describe your family:

- Your child and/or family members have lived in countries with a high frequency of TB.
- Your child shows common symptoms of TB, which include coughing up phlegm, chest pains, weakness and a slight fever. These symptoms may continue for over two weeks and feel similar to catching a cold.

If you have any inquiries regarding heat illness and/or tuberculosis, please feel free to contact me.

Yukiko Yamazaki

School Nurse

yukiko.yamazaki@kist.ed.jp



References:

Heat illness prevention information (Ministry of the Environment, Government of Japan) <http://www.wbgt.env.go.jp/>



KIST Sports (Fall 2018)

Welcome back, KIST Community. It has been very hot of late, but that has not put a damper on our students' enthusiasm to participate in athletics! We had 29 middle school boys try out for our soccer team last week, and 20 secondary students will attend a special volleyball clinic at KIST on August 25 and 26. The future is looking bright for KIST Sports!!

This year KIST students will be participating in the **Kanto Plains league** as a member school. We are starting small but participating in the following ways:

- sending 22 secondary students to 4 cross country meets in Fall
- playing A-Pool MS 11-a-side boys soccer in Fall
- playing A-Pool Junior Varsity (Grades 9-11) 11-a-side boys soccer in Fall/Winter
- playing A-Pool MS girls basketball in Spring

As usual, we will continue participating in all the **ISTAA league sports** that we have in the past: volleyball, basketball, futsal and cross country. This year, ISTAA is also looking to include a badminton tournament in Fall and Spring, another first.

We are looking forward to getting support at games from the whole KIST Community. Please come and cheer on your Comets!!

Dennis Ota

Extra-Curricular Clubs and Athletics Coordinator



WOW! THAT'S A LOT OF CLUBS!

Amazing Art	Dodgeball and Table Tennis	Robotics
Badminton	<u>TEDx</u>	Origami
Band	G3 Basketball	Pixel Art
MS Brain Bowl	G4 Basketball	<u>Rueda / Acroyoga</u>
HS Brain Bowl	G5 Basketball	Sakura Medal Book Club
Card & Board Games	ES Cross Country	Symphony Appreciation Club
Cheerleading	HS MUN	Tabletop games
Chess	MS MUN	Taiko
G3-4 Soccer	Japanese Culture	Olympics
G5 Soccer	Japanese Support	Drama
<u>Karuta</u>	KIDZ Dance	Traditional Music and Folk
Cooking	Orchestra	Yoga
Creative Crafting	K-Tech Lego	

The above is a list of all clubs offered for Semester 1 at KIST.

A special THANK YOU to all of the KIST staff who support our clubs programming!

KIST Community Association (CA)



Welcome back to the new school year! The KIST Community Association (CA) supports and fosters the partnership between students, parents and the school in accordance with the school's mission, vision and guiding beliefs through planning and implementing events and providing services, equipment, materials and resources which directly enhance the educational experiences and well-being of students.

In order to achieve this objective, the CA organizes several committees that provide assistance in various areas and are open to all parents. It is not necessary to participate in every committee activity, or to attend every committee meeting; however, we hope that as many parents as possible will become familiar with the activities of the CA by signing up for a committee. This year, there are five committees as follows:

**Communications and
Community Relations Committee**

IT Committee *NEW!*

Library Committee

Service Committee

Student Events Committee



Online sign-ups are accepted at [2018-2019 CA Committee Sign-up](#). We are really counting on your enthusiastic participation and look forward to welcoming YOU as a committee member!

Finally, we would like to introduce the CA Officers for the 2018-19 school year as follows:

President



Mika Shindo

Vice President



Kishi Kedia

Treasurer



Yukie Itoyanagi

Secretary



Noriko Nogami

If you are interested in joining a general committee or finding out more about the CA, please contact the Officers by e-mail at ca.officers@family.kist.ed.jp.

CA Officers



University Guidance News

The "Class of 2018" acceptances and offers

We had another successful year for university acceptances at KIST. Some highlights this year include the following:

- Japan became the most popular destination with 11 students, followed by the UK with 9 students.
- A small number of students applied to universities in North America, with 4 students going to the US and 1 student to Canada.
- The first KIST student enrolled at KAIST, the top science and technology university in Korea, with a four-year full scholarship.
- The first KIST student enrolled at École Hôtelière de Lausanne in Switzerland, regarded internationally as the best hotel management and hospitality school in the world.
- The first KIST student to go to Norway to continue their studies.

Several students are still waiting for the results of their applications to major universities in Korea, and some students are planning to apply to regular programs at Japanese universities, including medical schools, that commence from April 2019.

Please see the full list of college and university acceptances and offers for the "Class of 2018" on the next page. Congratulations to our graduates on their university acceptances, and all the best for your continuing success in both your university studies and beyond.

Summer internship at SIT

This year once again, the Shibaura Institute of Technology (SIT) invited our students to apply to their two-week summer internship for international school students. Two students now in Grade 12: **Yuki** (G12B) and **Tom** (G12B), and two students now in Grade 11: **Lilya** (G11A) and **Erika** (G11B) enjoyed participating in the program which was conducted in the university's laboratory. As part of the program, the students completed their own project and received a certificate for their efforts from SIT. Erika also received the Best Presenter Award. Congratulations!



Yuki



Tom



Lilya

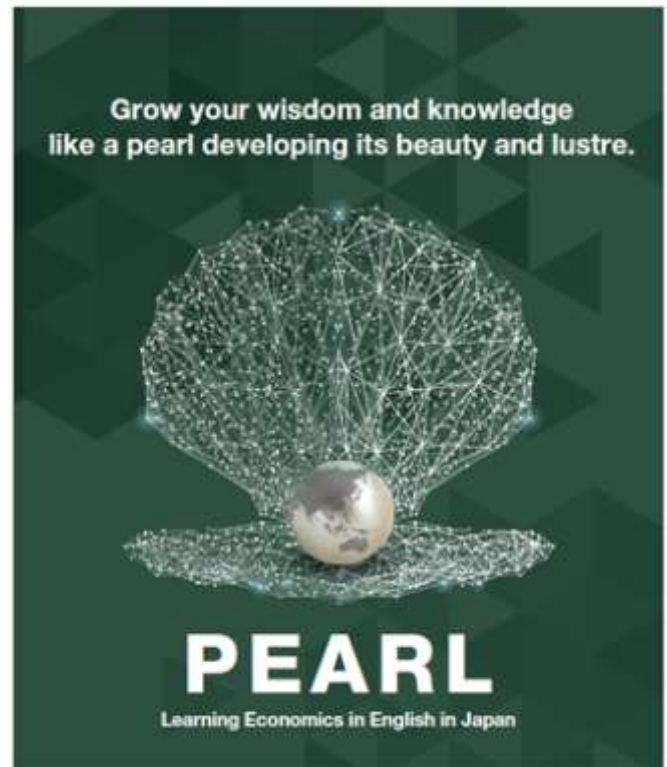


Erika

Raj (Class of 2016) featured in Keio University's PEARL brochure

We were so happy to find a familiar face in a new brochure which we received at the Keio PEARL information session in August. **Raj** from KIST's Class

of 2016 was featured as one of the current PEARL students. Well done, Raj!



PEARL is a platform through which students will learn, interact and work with a diverse background of students and professors from various fields. It gives a chance to look at concepts and details of the world through an international perspective and lets us explore a number of subjects beyond one's expectations. Here, is where theory can be put into practice.

An article from Raj about his university life was included in the March 2018 issue of *The Comet*. To view his article, please click [here](#) and scroll down to page 35.

University guidance calendar

There are a number of events, university presentations at KIST, college fairs and information sessions around Tokyo scheduled during the fall. Please check the [University Guidance Calendar](#) to obtain updated schedules and detailed information about the events and universities.

Mrs Keiko Okude

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



College and University Acceptances and Offers

KIST Class of 2018

()=Number of students accepted | (★)=Scholarship offered
(#)=Matriculate from autumn 2018 | As of August 24, 2018

UK

Durham University
Goldsmiths, University of London
Imperial College London (3) (1#)
King's College London (4)
Leeds Art University (1#)
London School of Economics (1#)
Queen Mary, University of London (2) (1#)
St George's, University of London (2)
University of Birmingham
University of Bristol (2)
University College London (10) (3#)
University of East Anglia (1#)
University of Edinburgh (1#)
University of Essex
University of Exeter
University of Kent
University of Leeds (2)
University of Manchester (2)
University of Nottingham (3)
University of St. Andrews (2) (1#)
University of Southampton
University of Sussex
University of Warwick (3)
University of York

NETHERLANDS

Amsterdam University College (1#)
University College Groningen
University College Maastricht
University College Utrecht

NORWAY

Alfaskolen (1#)

SWITZERLAND

École Hôtelière de Lausanne (1#)
Les Roches

USA

Arizona State University (1#★)
Boston University
Indiana University Bloomington (1#)
Purdue University (1#)
School of Visual Arts
Otis College of Art and Design
Ringling College of Art and Design
Tulane University
UC Davis (1#)

UC San Diego (3)
University of Illinois, Urbana-Champaign
University of Maryland
University of Washington Seattle
University of Wisconsin Madison

CANADA

University of British Columbia (★)
University of Toronto
York University (1#)

JAPAN

Hosei University GIS
International Christian University (ICU) (6) (5#)
Keio University PEARL (1#)
Meiji Gakuin University
Osaka University
Ritsumeikan Asia Pacific University (3#)
Sophia University (3)
Waseda University School of Fundamental Science
and Engineering
Waseda University School of International Liberal
Studies (2) (2#)
Waseda University School of Political Science and
Economics

HONG KONG

The Hong Kong University of Technology and
Science (3★) (1#★)
The University of Hong Kong (3)

KOREA

Korea Advanced Institute of Science and Technology
(KAIST) (1#★)

MAINLAND CHINA

The Chinese University of Hong Kong, Shenzhen (★)

