



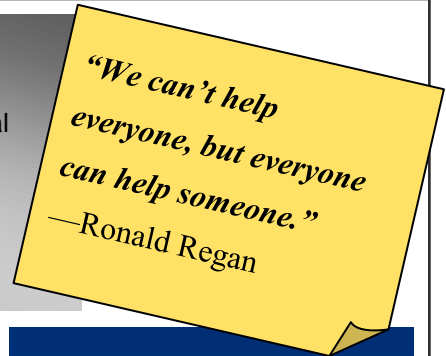
# The Comet

The Newsletter of K. International School Tokyo

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## From the Board President

# Happy Holidays!

It's hard to believe that we're almost to the end of 2018, and soon the winter holiday will be upon us. I hope that you have all made plans to enjoy the holiday season.

In Japan, we have a tradition of eating "New Year soba noodles" on New Year's Eve, December 31. Because soba noodles are long and thin, eating them at the start of the year is said to bring good luck to live a long and healthy life. This year, I'm looking forward to eating New Year soba noodles with my family and friends and starting off the year with a festive celebration.

As we announced previously, Mr Jeffrey Jones resigned from his position as Head of School earlier in the year due to health reasons. I have assumed the role of Acting Head of School until the end of this school year. Having once previously filled this role in 2011, this is my second time taking on the job in concurrence with my role as Board President.

Last time I held this position, the Board of Directors made the decision to change the direction of the school, aiming to make KIST an "academically high-level school." In 2013, Mr Jones, who had previously worked with us as a mathematics teacher, returned to KIST, and with his strong leadership, he worked tirelessly with the other members of the educational leadership team and the staff to implement the changes. Thanks to their passionate contributions, the students' outstanding effort, and the unwavering support of parents, two years later, in 2015, KIST achieved the highest IBDP average in Japan for the first time.

However, as our students graduate and go out to make contributions to society, we feel that the time has come for KIST not only to aim to be the best in Japan, but to become an even more competitive IB school on a global level. To give our students an even stronger foundation to reach their full potential and make significant contributions internationally in the future, we believe that it would be naïve of us to be satisfied with our current position as the top IBDP school in Japan, and that instead of becoming complacent, we need to keep working hard to improve our programs and make further changes to our school to help support our students' futures. In this vein, with the authorization of the Board of Directors, our educational leadership team is developing and preparing further educational reforms to push KIST to the next level and give our students even better tools to pursue their dreams. We look forward to announcing these plans in the coming months.

On that note, I would like to wish everyone a happy holiday season. As we say in Japanese, "Yoi otoshi-o omukae kudasai;" have a happy New Year!

**Yoshishige Komaki**  
Board President/Acting Head of School

## DATES TO REMEMBER



### December 2018

- 7 (G1-G12) Clubs program ends
- 7 (K3-G5) LEAP classes end
- 7 (K1-G3) After care not available
- 8 Lego robo-jousting tournament (@KIST)
- 10-12 (G9-G11) Semester 1 examinations
- 13 Winter celebration rehearsals
- 14 Winter celebration
- 14 (K1-G3) After care not available
- 15-Jan 6 Winter vacation
- 17-18 Office open

### January 2019

- 7 School resumes for all students
- 7 2019-2020 enrollment applications close
- 7-14 (G12) Semester 1 DP mock examinations
- 11 (G4-G5) Mathematics diagnostic testing
- 14 School day
- 18 (G6-G10) Mathematics diagnostic testing
- 18 (G6-G12) End of Semester 1 (Half day for students)
- 21 Semester 2 commences
- 21 (K3-G5) LEAP classes begin this week
- 22-25 2019-2020 enrollment interviews
- 25 (K1/K2/K3) School holiday



## KISTival 2018

This year, we returned to the normal KISTival format, and along with it, the familiar sight of parents, staff and students coming together to prepare for the event on preparation day. I would like to sincerely thank all of the parents who supported us at KISTival, especially the KISTival leaders.



Despite initial concerns about the weather, by afternoon it was so pleasantly warm and sunny that we were even beginning to sweat a little, and all in all, it was a fun day. While we were unfortunately not able to meet our profit target of ¥10,000,000, entrance numbers, sales and revenue this year were our highest ever (details below). Proceeds will be put towards our new gymnasium and school building project.

We welcome feedback regarding the event from parents as well as students. If you have any comments about this year's KISTival or ideas for next year, please e-mail [sayoko.naito@kist.ed.jp](mailto:sayoko.naito@kist.ed.jp). Furthermore, to enable KISTival 2019 to proceed smoothly, we also welcome early volunteers for KISTival leaders for next year.

<b>Visitor numbers:</b>	<b>Over 4,200</b>
<b>Revenue:</b>	<b>¥9,685,393</b>
<b>Expenditure:</b>	<b>¥2,493,081</b>
<b>Profit:</b>	<b>¥7,192,312</b>

- Revenue includes advance and on-the-day sales of tickets and raffle tickets, on-the-day cash sales, entrance fees, donations, advertising sponsorship, air slider free ride ticket sales, individual family contributions, and professional booth tent fees.
- Expenditure includes ticket and promotional flier printing fees, food and activity booth costs, rental fees, garbage disposal fees, professional booth sales, and Habitat for Humanity booth sales.

Booth	Grade	Content	Profit	
Parents	G1	Drinks	¥575,296	
	G2	Popcorn, churros	¥505,000	
	G3	Senegalese food	¥206,635	
	G4 & 5	Bazaar	¥661,178	
	G6	Air slider, games	¥391,601	
	G7	Mabo-don, gyoza	¥303,450	
	G8	Oden, ice cream	¥271,753	
	G9	Burmese food	¥297,283	
	G10	Indian food	¥382,559	
	G12	Cakes and Café	¥329,500	
	Students	Lego Club	Lego	¥3,750
		G6A	Bowling	¥83,375
G6B		Nerf gun shooting	¥101,625	
G7A & B		"Trick or Treat" candy	¥54,750	
G8A		Snack Monster dagashi (Snack bar)	¥40,250	
G8B		Board games, darts	¥23,625	
G9A		Jamaluck's cafe	¥40,125	
G9B		Games, chocolate/caramel bananas	¥97,750	
G10A & B	Haunted house	¥95,875		
Staff	Staff	Mexican food, clam chowder, Kistagram	¥258,150	
	Staff	Hokkaido snacks	¥126,700	
	Staff	Face painting	¥82,000	
	Staff	Wani Wani Panic (Crocodile game)	¥76,375	





## Special Thanks to KISTival 2018 Supporters!

The success of KISTival relies on the support of the entire school community. Thank you once again to all families for your assistance in helping to make KISTival 2018 a great success! In particular, we would like to recognize the following families for their generosity in supporting the operation of KISTival.

THANK YOU!

### Isozaki family:

KISTival 2018 Special Sponsor and donation towards the operation of the event

### Minoura family:

Donated space to park our school buses for the duration of KISTival

### Takeuchi family:

Donated items for the Hokkaido support booth

Additionally, many families and staff donated items for the raffle and sponsored our KISTival flier. Please find their names below (in no particular order).

THANK YOU!

G8 Sato family | G1 Fujii family | K3 Suzuki family | G2 Terao family |  
 G5 Toda family | K3 Itoyanagi family | G1 Hayashi family |  
 G4 Ogawa family | K3 Ogawa family | G6 Sim family | G1 Wu family |  
 G2 Lyu family | K2 Abe family | G3 Abe family | G9 Ono family |  
 G2 Ono family | G10 Ishihara family | G8 Suzuki family |  
 G8 Meguro family | G4 Matsudaira family | G3 Ideas family |  
 K3 Akamine family | G5 Deng family | G4 Oh family | G1 Usui family |  
 G8 Moore family | G8 Shindo family | G3 Koskinen family |  
 G3 Raj family | K1 Matsuura family | K1 Wang family | Jones family |  
 Ozawa family | Naito family | Sakuma family

We also received support from a wide variety of businesses and companies. Please find their names below (in no particular order).

THANK YOU!

Nisso Sangyo | Goethe House | Doctor Ci:Labo | Tele-net | Yunika |  
 Matsuda Hirata Sekkei | Yurindo | Tobu Top Tours | Itoen |  
 Kajima Sekkei | Kajima Tatemono Sogo Kanri |  
 Sumitomo Fudosan Tatemono Service | Mitsubishi UFJ Bank |  
 Kiraboshi Bank | Mizuho Bank | Resona Bank | Roppongi Hills Club |  
 Mercedes Benz | Rikashitsu | Glass Lab | Tokyo Central | Print Boeki |  
 Prologis | Tanaka Hifuku | Duskin | Sakuma Physical Conditioning |  
 Janat | Ichigaya Kaikei | Nack Planning | Tocollo |  
 NTT Data Getronics | Win Technology | Taisei Net | Mizuno | KidZania |  
 Beltz | Croster | Oedo Fudosan | Hikari Home | Classy | YCM |  
 ITJ Law Firm

## Elementary School News

### Raising resilient children

Being a parent is a challenging yet rewarding endeavor. At the heart of our families are our children, and as parents we want what is best for them. Included in our roles as parents are providing for our children and protecting them. It can be a difficult balance caring for our children while also developing their resilience. Tartakovsky (2016) explained that childhood is not stress-free for children. She described that while growing up, children take tests, learn new information, change schools, encounter bullies, make new friends, and occasionally get hurt by those friends. It is important that our children learn resilience to deal with the changing nature of growing up.

So, what are resilient children? Resilient children, according to Healy (2014), have the ability to bounce back from failure and understand that by trying again things can get better. She further explained that resilient children learn to pick themselves up and continue forward after encountering setbacks. Newman (n.d.) described that resilient children think of obstacles as opportunities. Resilience, she explained, helps children cope with problems on their own, when their parents aren't physically there to help.

Tartakovsky (2016) and Newman (n.d.) comprised lists of many ways in which we, as parents, can develop resiliency in our children. Tartakovsky first explained that we should not accommodate every one of our children's needs. When we over-provide for our children, she continued, we get in the way of allowing our children to develop their own problem-solving strategies. Another recommendation of hers is to let our children make mistakes. She explained that while tough and painful for parents, it helps children to learn to fix mistakes and deal with the consequences on their own. Newman (n.d.) suggested that we, as parents, encourage a



growth mindset with our children. Growth mindset is the belief that intelligence is not fixed, and that talents and abilities can be developed through perseverance and hard work. She suggested reinforcing a growth mindset by praising our children not for being smart, but for working hard and persevering.

The world is a dynamic and ever-changing place. It is filled with wonder and beauty, as well as challenges and difficulties. Developing resilience and determination within our children can help to prepare our children for life in the real world. We won't always be able to be there for our children every time they fall. Allowing our children to grow up and manage the world on their own is one step towards developing independence and confidence in our children.

### Kevin Yoshihara

Elementary School Principal

#### References:

- Healy, M. (2014, July 10). The resilient child. Retrieved from <https://www.psychologytoday.com/us/blog/creative-development/201407/the-resilient-child>
- Newman, C. (n.d.). 7 Ways to raise a resilient child. Retrieved from <https://www.parents.com/parenting/better-parenting/advice/ways-to-raise-a-resilient-child/>
- Tartakovsky, M. (2016, July 17). 10 Tips for raising resilient kids. Retrieved from <https://psychcentral.com/lib/10-tips-for-raising-resilient-kids/>

## From Mister to Doctor

### Congratulations and a few words of acknowledgement

At K. International School Tokyo, we believe in the importance of being lifelong learners and in modelling this for our students. Our Elementary School Principal, **Kevin Yoshihara**, is no exception, and for the past few years he has been working towards an advanced degree in education. We are proud to announce that in December, Mr Yoshihara will graduate with a doctoral degree in educational leadership. It has been a long journey and we are happy to see him accomplish this achievement.

Congratulations Dr Yoshihara on a job well done!!



## PYP News

### The new enhanced IB PYP



Last month the International Baccalaureate released its **PYP: From Principles into Practice** or the "Enhanced" digital resource version of the PYP standards and practices. As a long rumored, much anticipated reworking of the educational standard in inquiry-based learning, **Making the PYP happen: A curriculum framework for international primary education**, it promises revisions chosen to reflect best practices that have been garnered from professional educators, parents and instructors.

The initial release is intended to give IB educators time to review, discuss and integrate the revised framework of the standards and practices into daily school life. This revised framework is comprised of four focused areas: purpose, environment, culture and learning. The document itself is quite lengthy and is composed of three sections that fill over 200 pages making the investment in implementing the changes dependent on training and discussion. Having said this, there are a few changes that one notices quickly and help make the reading exciting.

Some of the enhancements include a heightened focus on agency and self-efficacy. Schools will ensure that students have a voice, choice and ownership in their learning. This structure relies on the teacher and student becoming partners in the search for knowledge. The strengthened individual will be allowed to bring a stronger sense of agency to their interactions with other class members. Classrooms will move toward supporting agency and self-efficacy as an integral element in the students' experience.

This is only one example of the changes that are on the way. Along with this more theoretical adjustment there are some more practical changes making a difference in how the PYP will be implemented. K3 classes now have the option of 4 units per year, allowing them to focus on issues in a more in-depth manner. The IB has also removed the requirement to embed all science and

social studies solely within the Programme of Inquiry. Thus, there will be more opportunities to have stand-alone lessons in those subjects. Approaches to Learning skills can either be chosen from the PYP guidance or schools may choose their own. These are just a few of the changing approaches to teaching and learning in the PYP that you can expect to see coming to your classroom soon.

As you can see, the entire Elementary has a bit of studying to do, but we will maintain a level of excellence in all our classes as we make our way to a full understanding of the bright future ahead for all IB PYP schools under the "Enhanced PYP".

**Clay M. Bradley**

PYP Coordinator/Elementary School Vice Principal

## School Calendar 2019–20



To assist families planning overseas trips, the dates of school vacation periods for students and other important dates for the 2019–20 school year are listed below.

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

**The complete calendar will be distributed in June.**

- **First day of school for students:**

**August 19, 2019**

- **KISTival:**

**October 26, 2019**

- **Autumn vacation:**

**October 27 – November 3, 2019**

- **Winter vacation:**

**December 14, 2019 – January 6, 2020**

(Classes resume from Tuesday, January 7)

- **Spring vacation:**

**March 21 – 29, 2020**

- **Golden Week vacation**

**May 2 – 10, 2020**

- **Last day of school for students:**

**June 17, 2020**

## Early Childhood News

Hello to all the KIST early childhood families. I hope you all enjoyed the parent/teacher/student interviews that were held on Friday, November 23. As educators, we believe that the impact of parents on a child's development is very important, and we sincerely appreciate your continued support towards your child's education. Working together, we can raise intelligent, compassionate and well-rounded children.

This year, in the early childhood department, we have started to hold our own assemblies for K1 to K3 classes that are separate from lower and upper elementary students. We feel that having a smaller group for assemblies provides more opportunities for each young learner to stand in front of the group, and that students have an easier time speaking in front of a smaller community with whom they feel more



comfortable. These opportunities for public speaking allow the students a chance to develop their social and verbal skills and improve their confidence.



The K3 children presented our very first early childhood assembly in September. Their topic of discussion was our playground rules. The K3s were able to present this topic in many

different ways, including role play, slide shows, and making a big poster with lots of pictures and phrases.

The assembly took place in the MPR, where the children felt much more confident in comparison to the large stage in the gym, where assemblies usually take place. The children from K1 and K2 were able to make comments and ask questions, as they know K3 children well and they felt more comfortable in a smaller location.

At the end of November, the K2 classes presented an assembly about 'Respect' for our anti-bullying week. Even the young K2s were able to speak in front of the large audience! They showed us how our hearts can be broken when we hear unkind things from our peers, and how they can be repaired when we hear kind words or are shown kindness by our peers. The K2s demonstrated this by using a big red heart puzzle. They also used apples to demonstrate how words



affect us inside where people normally cannot see. When the two apples were cut in half, we saw that the apple that heard unkind things was bruised inside. It is important to understand someone can be hurt even though we cannot see it. Finally, they shared a video that they made! The QR code for the video is above.

The K1 classes will lead an assembly in February. As our youngest children will have had such a great experience learning from our older students, we are looking forward to seeing what they can achieve with their assembly!

I hope this early childhood assembly brings each child more confidence by allowing them to try something new and challenging, like presenting in front of the K1–K3 classes.

Finally, our early childhood team has been working hard to make some changes in our playground. Our children are interacting more with nature and with their friends in the playground rather than just running around and playing on the equipment.



I wish you all a nice, relaxing holiday season.



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

## K1 Parents Share Their Talents

During our unit, 'How we express ourselves', focusing on using our imagination to express our emotions and creativity through the arts, parents of both classes volunteered and showed their support to our classes by sharing their talents.

**Izuru** and **Kazuma**'s moms came to cook gyoza with the class. The students were taught how to flatten the dough to make the gyoza wrapper. They were also taught how to wrap the ingredients by folding the wrapper and sealing it by folding the edges.

**Kaito**, **Lisa** and **Kazuma**'s moms did a workshop on dried flower and ornament arrangement. They used a cake slice shaped ceramic and decorated the inside by sticking different natural ornaments.

**Julie**, **Kaito**, **Izuru** and **Lisa**'s moms did another workshop on decorating photo frames using different natural ornaments such as pine cones, twigs, acorns, leaves, etc.

**Riu**'s dad came to show his talent as a stage actor by performing in front of both classes. He performed a short scene from the musical 'Grand Hotel'.

**Julie**'s mom showed her talent by teaching an exercise called 'pilates' to both classes. Pilates is an exercise to improve our muscles, flexibility and enhance mental awareness.

**Julie**'s dad showed his talent to both classes by teaching us how to dance hip-hop. The students learned some basic steps such as bending knees-up and down with the music beat while clapping our hands. The students were also taught how to move from right to left while bending knees and clapping hands.

Thank you so much to all the parents who gave up their time to support our K1s.

**Claire Yoneyama**  
K1A Teacher





## G3A "Blast from the Past" Magazine Project

G3A's second unit of inquiry was 'How we express ourselves' and the summative assessment task was to produce a pop culture magazine titled "Blast from the Past". Throughout this unit, we inquired about how modern popular culture has been influenced by the past. We have also developed certain literacy skills to be applied during the assessment. These include writing structured magazine articles, film reviews and different types of puzzles that are often found in magazines.

In order to find some connections between the past and the present, the students sometimes had to research aspects of pop culture that they were either unfamiliar with, or not previously interested in. They also made new discoveries about their favourite things. For example, some of the pupils thought Pokémon was a new thing from their generation and couldn't believe that it existed when I was a teenager! As the unit progressed, they realised that they all have different interests and passions and became more **open-minded** about different types of pop culture as well as becoming more aware of each other.

The students also had to be effective **communicators** when collaborating with each other during the summative assessment task. They had to make sure that their magazine had a theme, including a different range of different articles in order to maintain the readers' interest. To enhance their social and self-management skills, each group appointed a leader who kept all of the resources safe and well-organized, a timekeeper who made sure they kept a steady pace, a designer who created the magazine cover, and a quality controller who made sure each article had all of the features that they were required to include.

At the end of this unit, I combined the articles and printed all five magazines, sharing them with the G3A students so that they could reflect on the skills that they had built throughout this project.

You will find the QR codes for each magazine on this page.

I hope you enjoy finding out about our pupils' interests as well as remembering your glorious youth!

**Oliver Sullivan**  
G3A Teacher



## G5 Meet Writer, Ching Yeung Russell

"I have never met a writer.  
I think a writer is someone  
very far away,  
out of touch and  
unreal."

*An excerpt from Tofu Quilt by Ching Yeung Russell.*

As part of our 'How we express ourselves' unit, the Grade 5 students studied poetry. To expose our students to free-verse poetry, we read *Tofu Quilt* by Ching Yeung Russell, a wonderful collection of poems based on the author's childhood experiences growing up in Hong Kong in the 1960s and her journey to becoming a writer.

As we were reading her book, we were excited to learn that Ms Russell gave Skype presentations to schools and even more thrilled when she kindly accepted our request to speak with us. To help her prepare for our meeting, we sent a list of student questions about her book and approach to writing.

The students thoroughly enjoyed her presentation and learned a lot about the hardships Ms Russell went through before becoming an author, especially publishing her books in her second language, English.

Here are some thoughts from our G5s about what they learned from Ms Russell's insightful Skype presentation:



I was very impressed about Ching Yeung Russell writing 13 (or more) drafts. I always thought about spelling and grammar even on my first draft...I learned that including your feelings as well as your ideas (are more important)."

**Mamiko (G5B)**



I thought that Ching Yeung Russell was very stubborn. Even though her husband said that she shouldn't try to write English books, she kept going."

**Minu (G5B)**

Thanks to Ms Russell and the wonders of the Internet, our Grade 5 students have now met a real writer.

If you are interested to learn more about Ching Yeung Russell and her books, you can visit her website at:

**Web** <http://chingyeung.homestead.com/>

**Scott Grant**  
G5B Teacher



# Anti-Bullying Week 2018

Anti-bullying week 2018 was held from November 26 to 30. This year, the theme was "Choose Respect". The various effects of bullying can have serious damage on all individuals. Anti-bullying week is a great way for the school community to get involved, take a stand against bullying and raise awareness across the school.



This year, I asked the Elementary SRC to organise some activities to promote the initiative. One event they held was a special day called "Odd Socks Day" which took place on

October 25. It was an opportunity for pupils to express themselves and celebrate their individuality and what makes us all unique. It was interesting to see our pupils' choice of socks. They clearly showed their different interests and personalities through them.

I was very impressed with the Elementary SRC members as they showed the IB Learner Profile attribute of being **principled** and took the initiative in organising and running these activities by themselves.

G3 pupils also held an anti-bullying assembly on November 26. They focused on what bullying is, how the victims of bullying feel, and how we can solve the problems that bullying causes. Our music teacher, Mr Collins, helped us practice singing a rap song during his music lessons so that the pupils could sing it with confidence on the big day.

Here is the link to the assembly video. I hope you enjoy watching it.



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



## Elementary Assessment

Greeting parents and guardians! As we approach the winter break, some of you may be thinking ahead to the upcoming diagnostic assessments in January and the ISA tests in February.

These tests are an important part of our annual assessment process as they can highlight areas to work on before the end-of-year assessments. I wanted to pass on some general advice for helping your child be better prepared for this period, as well as relieving some of the stress that they, and yourselves, might be feeling.



The article comes from [www.satspapersguide.com](http://www.satspapersguide.com), a UK-based website offering parents advice on testing as well as practice materials. I will include some points that I think are most important, but the full article can be found at the link below.

- **A positive attitude.** Children pick up on your emotions so if you are grumpy or stressed, they will probably feel the same. Try your best to have a relaxed and positive attitude when helping your child.
- **Schedule time.** It is important to set a study schedule for your child so that they can be sure to get some quiet time. This should be a convenient time for both yourself and your child.
- **Reward effort not just results.** It can sometimes be difficult as a parent to look past the errors that your child is making. These simple mistakes can often be frustrating but try to focus and praise your child's effort and attitude as much as possible.
- **Bed time.** All children are different and have different home schedules, but if your child is consistently tired in the mornings, you may want to set a specified bedtime during this busy period.
- **Have fun.** Try to make these study sessions as light-hearted as possible and the learning will be more effective.

**Web** <https://www.satspapersguide.co.uk/sats-information/top-ten-tips-sats-revision/>

I hope you find it helpful and good luck to all the students taking part in these assessments.

**Oliver Sullivan**

Elementary Literacy and Numeracy Assessment Coordinator/G3A Teacher

## Admissions Directors Meeting

On Tuesday, November 13, KIST hosted the annual meeting of the **Kanto Admissions Directors Network**—a group comprised of admissions staff from international schools in the Kanto region—for the very first time.

Around 40 representatives from 25 schools attended and enjoyed firstly a sumptuous lunch provided by the school café, before taking part in a meeting to share news and updates from each school and discuss enrollment trends and other issues related to admissions. It was interesting to note that many international schools are seeing increases in student numbers, and many are considering, or are already in the process of, moving to larger premises or constructing new buildings. For KIST, we were thrilled to be able to share our own plans for the upcoming construction of our new school building.

The day ended with tours of both areas of the school. In Secondary, the tours were conducted entirely by student representatives. Thank you to **Mai** (G11A), **Emiri** (G12B) and **Igor** (G12B) for their enthusiastic assistance with this, and for the professional way they conducted the tours.

**Craig Larsen**

Director of Admissions and Personnel



Mai



Emiri



Igor

## Elementary ELS

### What students are saying about their Unit of Inquiry discussions at home

It's easy to see from the huge amount of vocabulary on our Inquiry is Universal board that there are many conversations happening at home about our units of inquiry.

Units of Inquiry are difficult! But your discussions at home are making it easier for your child to understand them. How?

Here's what students are saying:

#### Halona (G4A)

"For unit 1...I did Buddhism, and my mom and my dad helped me to research...the words... and I translate some. [This helped when] we went to LMC and we read books about the topic. Because I understood the words which I didn't know and also told me the histories about it and I understood well."

#### Rena (G4A)

"I didn't know what 'communism' means and I asked my mom and did some research and then I knew it. [It helped because] I understood what the difficult words meant [in the books]. And we also did some role play about democracy and other types of government [and] I understood what Ms Thomas meant."

#### Sasha K (G5B)

"My Mom, when I was researching about nuclear energy she told me my grandfather was a nuclear scientist. I knew he used to be a scientist but I didn't know he's a nuclear scientist. I can call my grandfather and ask him questions and he can tell me."

#### Reshma (G5A)

"There's many different types of migration, and I learned the words in my language and also the words in English. It helped when I was listening to Mr Archibald. It helped me with the SAT because we had to learn about migration, the push factors and pull factors.... I learned there's lots of words I never knew existed in my language and it's quite interesting to learn about them. [...] My parents also found it really fun because it's nice to teach someone who isn't used to my language."

#### Shido (G4A)

"First I didn't even understand what 'currency' meant so my mom told me [...] I sometimes do teach her English and if I don't know what some Japanese words mean she often tells me what it mean. [This helped because] I felt some confidence so I could read without fear.... [When translating UOI words] I also kind of played a game.... First, I thought what it means in other languages and [then] actually searched it and I saw if I was wrong or right."



Helping your child add words to our Inquiry is Universal display is a great way to start discussion at home about their unit of inquiry.



Reshma from G5A (migration) and Sasha K. from G5B (nuclear energy), tackled Unit of Inquiry with more confidence through discussion with family in their home languages.



Rena, Halona, Hiroki and Shido from G4A translated many Unit of Inquiry words from English into their home languages and used discussions with their parents at home to support their understanding during UOI lessons.

One reason why talking at home helps so much is that your discussion works as a "pre-reading" and "pre-listening" task. What you are doing is hooking your child onto the topic, making it feel relevant to them, and building up their background knowledge about it. Those are all key steps to have in place before reading a book or listening to a class discussion. Being hooked and having background knowledge make a book easier to process and to learn from.

Remember that talking in your home languages **truly helps**. Your child will be able to transfer into English all the connections you have helped build for them at home, and at school we support them with this transfer.

**Rachel Parkinson**

Elementary ELS Coordinator/G5 ELS Instructor

## LEAP News

Thank you for your hard work this semester, LEAP students! Before we head off to a well-deserved holiday, having finished LEAP courses for the year, let's take a moment to reflect on what students have achieved this semester.



*Ms Emma's G5 math class*

As previously featured in the LEAP newsletters, issued three times this semester, students involved in LEAP undertook a variety of creative and engaging projects, under the guidance of their instructors, a few of which I would like to highlight here. In K3, students in Ms Wang's morning English support class built proficiency with sight words by playing Jenga, having fun while also developing motivation towards reading. While our younger students worked on foundational language skills, older students in Ms Rachel's G5 morning English support class practiced strategies for organizing and expressing ideas through activities such as think alouds, preparing them to participate more actively in the classroom. In our after-school programs, some of our G5 math students, taught by Ms Emma, even created their own mystery algebra problems which were displayed outside the elementary office for their peers to try and solve. Photos of some of these activities have been posted on the LEAP board outside the elementary office, so please stop by to take a look!



*Ms Emma's G5 math class*

Looking over how the LEAP classes are taught, I think it's also important to reflect on their efficacy in helping our students become successful learners, particularly in regard to the support our English language learners receive. While thirty minutes before school may feel like a trivial amount of time, when calculated over the thirteen weeks LEAP classes lasted this semester, students in 5-day classes gained 5 entire school days of instruction time, assuming a six-and-a-half hour school day. Students in other classes also gained vital instruction time, which when combined with the low-pressure, small-group setting, allowed students to make important gains in language production and confidence. It is my hope that our students will continue to make important strides forward in their learning through the support offered to them through LEAP.



*Ms Rachel's G5 morning support class*



*Ms Lina's afternoon extension class*

Thinking ahead to semester two, it has been decided that LEAP recommendations will be emailed to parents on December 14. After being informed of LEAP recommendations for their students, parents can use the time over winter vacation to support their children in areas of need, in addition to thinking about LEAP applications.



*Ms Lina's G2 morning support class*

Applications for the second semester of LEAP will open after the winter vacation. LEAP classes will begin on January 21.

If you have any further questions, you can access the [LEAP homepage](#) or contact me directly at [leap@kist.ed.jp](mailto:leap@kist.ed.jp).

**Katherine Millican**  
LEAP Coordinator



*Ms Wang's morning support class*

## KIPS News

### From the P1 classroom...



It's hard to believe that it's already been 3 months since the beginning of the school year! At first, many of the children were scared to be separated from their fathers and mothers and cried when they came to KIPS, but now, they look forward to playing with their friends at preschool, and all the children have fun together every day. As they play together, enjoy their specialist classes together, eat lunch together, and take a nap together, the children are forming strong friendships with their classmates.

Each day after circle time, the P1 children have either music, art or Japanese class. The content of each class is planned by KIPS teachers to go along with our seasonal themes, and we take great care to make sure that the lessons are all easily understandable for the students, so that they can engage happily and successfully in their preschool routines.

Now that the season has changed to autumn, the children are enjoying a variety of seasonal activities, such as spotting the various colored leaves as they change color and collecting acorns during their daily outside playtime. To help the children understand further, we have been singing the song "Why Do Leaves Change Color" in music class while watching a puppet presentation about leaves that goes along with the song. After enjoying collecting leaves and acorns during outside playtime, the children made crafts out of them during Japanese class, and then sang the seasonal children's song "Donguri Korokoro." In art class, we used colorful cellophane to make stain glass leaves which we then put together to make an autumn tree for the class.



In this way, we take care to create an integrated curriculum that allows children to deepen their understanding of many aspects of a single theme. We're looking forward to creating more activities for the various themes yet to come this year to help develop the children's inquiry and allow them to enjoy learning while at KIPS.

**Mai Inagaki**  
P1 Teacher

### From the P2 classroom...

With the support of their P2 friends and teachers, everyone has gained the confidence to challenge new things every day.



KIPS students celebrated Halloween with curious smiles and a loud "Trick or Treat" when they received their cookies and stickers. Over the course of the term, they learned several new songs and dances and were able to perform them perfectly during the party.



We have begun working on the 3-finger grip, and after its initial introduction into the classroom, the children have implemented it into lesson and meal times. In addition, with the latest introduction of Jolly Phonics to P2, many children have begun to enjoy various rhymes and after much practice, can sing it by themselves. They have particularly enjoyed "Copy Cat" and "Cuckoo, Where Are You?"



Halloween, the 3-finger grip and Jolly Phonics are now some of their favorites! Even though these activities were scary and difficult at first, the children are now tickled pink when they get to participate.

**Brooke Esper**  
P2 Teacher



## Secondary School News

### Message from the Secondary School Principal, Mr Cowe

This is always a busy time of year at KIST with many events taking place to support classroom learning. You will find in this edition of *The Comet* a student article about our recent Grade 7 Camp. You can also find out about the Grade 11 Camp which took place earlier in the year. There is also information about some of the sports events, both continuing and new, that KIST students have been involved in recently. Also in *The Comet* this year, you will get the chance to find out a little bit about student classroom learning. In this edition, it is the turn of the English and I&S departments to share some of the learning.

This year, I have been continuing to hold my monthly coffee morning events, "Coffee and Cookies with Mr Cowe". One of the questions that I often get from parents is how to help their child with a research task

that they are doing at school. As a school, we are developing a research framework for students which will also have guidance for our teachers. The most important guidance that I have for parents regarding research is that if your child seems to be having difficulty doing a research task or they seem to be taking too long, please contact the teacher or even myself for more guidance. Then we can try and provide more support or guidance if it is necessary.

I would like to take this opportunity to wish you an enjoyable and safe winter holiday. Please don't hesitate to contact me with any more questions that you may have at any time.

**Mark Cowe**  
Secondary School Principal

## Staff Professional Development at KIST



According to many educational leaders, capitalizing on the expertise of a school's professional teaching team is one of the most effective methods of professional development. At KIST we call this "Working Together, Learning Together" and we held our first session of the school year on Saturday, September 16.

This year we had a total of 14 staff members lead sessions based on the following topics:

- Teaching and Learning with Comic Books and Graphic Novels
- Differentiation
- Building Positive Teacher-Parent Relationships
- Action Research – Towards a Better Use of Qualitative Data Analysis
- Flipped Learning
- Building Self-Directed Learners through ATLs (Approaches to Learning)
- Fostering an Authentic Writing Culture at KIST
- Applying Music Concepts to Classroom Learning and Behavior
- Microsoft Teams
- Making Inquiry Walls Using Visible Thinking Routines
- Learning Through the Process: Creating Meaningful and Memorable Learning Experiences

We would like to recognize all of our staff members who led these interactive and informative professional development sessions for our staff. Your continued contributions help us grow as educators and benefit our entire school community. Thank you!



## MYP News

### MYP parent workshops provide a deeper understanding of KIST students' work

The first few weeks of school are always busy for students as they get used to a new set of challenges. This is particularly true for students new to the MYP—including Grade 6 students and those just starting at KIST—and those in Grade 10 who work to complete the Personal Project.

These afternoon parent workshops are scheduled on Japanese national holidays, and the hands-on events allow parents time to explore the key ideas associated with learning in the MYP. With the assistance of Ms Wakasa, the sessions include both English and simultaneous translation for Japanese speakers. Parents enjoy the opportunity to talk to one another to gain insight on the issues connected to education.

### Assessment and reporting

In September, parents of students new to the MYP met with Mr White, the MYP Coordinator, and Secondary School Principal, Mark Cowe. The focus of the workshop was Assessment and Reporting. Parents did a series of activities to introduce the concepts that drive assessment in the MYP. The assessment session led by Mr White highlighted how teachers in the MYP focus on standards established by the IB and how these standards inform their judgments applied to summative assessments. Mr Cowe then took parents through the reporting process in the MYP. The focus was on how parents can use the reports to gain a deeper understanding of what students are doing well and how they can improve in the future.

### Introducing the Personal Project

The Personal Project session for parents of Grade 10 students happened in October. The Personal Project is the culminating activity in the MYP and is a demanding activity. Mr Tim and Mr White led parents through an overview of the project and the expectations it would place on students. Parents then had a chance to work with Grade 11 students who had successful projects last year. These student-led sessions provide a clear vision of the skills and approaches that students can use to produce quality work.

Both parent workshops offer rich, rewarding experiences for all of the participants. The chance for the KIST community to stop and reflect on how learning happens at the school is valuable. The commitment that parents bring to this work serves as an excellent model for students to emulate.

**Robert White**  
MYP Coordinator



*Mr Cowe and KIST parents explore the MYP semester report.*



*Parent workshops allow parents to share their own understanding of the MYP.*



*Here, parents are reflecting on the key role of clear standards in assessment.*



*Remi (G11A) offers Japanese-speaking parents an overview of her Personal Project. She created a book of photography exploring Tokyo Disneyland.*



*Shu (G11A) demonstrates his Personal Project product in which he adapted Internet of Things technology to everyday tasks.*



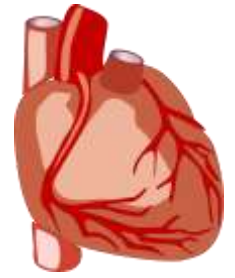
*Megu (G11A) shares her Personal Project where she explored the genealogy of her family.*

## Science Department News

### In your heart

Twenty-one students from G9A took a journey into the hearts of chickens and cows respectively. The objectives of the lesson and practical were to:

1. recognise and describe major parts of a heart and its blood vessels; and
2. plan and acquire basic dissecting skills, using appropriate tools and materials.



The two-hour lesson commenced with an overview of a selected cow heart that had a mass of approximately 7 kg. This was utilised as a simulation of how the human heart functions, with both the cow and human heart serving the same purpose and function. The students then individually planned and executed their own practical of dissecting a chicken heart and presenting the major parts and blood vessels that they could identify.

As both objectives were achieved, this activity seemed to be a brilliant way to understand the pathway of blood in human hearts and to encourage students to be risk-takers and develop confidence with their actions, since one wrong cut of the chicken heart would hinder them from observing the best of it.



**Peter Jamal**

MYP Science Teacher/G9A Homeroom Teacher

## Grade 7 Camp Reflections

The G7 camp made sure that we took a break from school, to relax. We could bond with classmates and reflect! The main activity for the camp was a tree cutting service one. A message that we could interpret from this would be how the service actions we do at school build towards making the world a better place for the generations to come, even if we worked on it for only 3 hours. Another point we could derive from camp would be that, working together is a virtue that needs to be informed to people at a young age (i.e. G7). Using teamwork, we cut down trees that were at least 20 meters in height and a meter in diameter. We also managed to hike up a mountain that brought us to a beautiful scene with Mt Fuji in the back drop.

So the things we did at camp include: cutting down trees for a process that makes sure that the forest survives, use an 'outdoor' toilet, team building activities at night which brought us all closer together, and finally the best for last, we went on a hike that brought us to a spot where we explored and soaked in. The main thing we learnt from camp was why we cut down the trees—we helped cut down trees to make space for the light to help other ones grow. We think the camp taught us all different lessons. The lesson it taught us was that every action counts.

**Haruto and Anant (G7B)**



## Adobe Creative Cloud Suite Trial

**This year, we are excited to be able to offer selected Secondary students an annual license for the full Adobe Creative Cloud suite—for free!**

Purchasing the suite is usually very expensive for individuals; but we have been able to take advantage of an especially low price offered to educational institutions that started this fiscal year.

We believe this is an exciting opportunity for students and staff to have access to a wide range of world class design and editing tools covering web design, graphics, animation, video, audio, document editing and more. Skills required to use the software in the Adobe Creative Cloud apps are similar to those gained using Office, and could be invaluable for students even after graduation, and in their further careers.

Students will be given an Enterprise User License enabling them to download and use any of the 20+ Creative Cloud apps on their personal laptops. Students can also use the apps on other devices by signing-in with their school Enterprise ID. Initially, licences will be issued to students in **Grades 9–11 only** on November 22. If the initial trial goes well, we will issue licenses to other Secondary students later in the year.

This school year is intended to be used as a trial of the software, and a period of familiarization for students and teachers. It may take time for users to become comfortable using the apps, so this year, teachers may or may not be asking students to use the Adobe apps for classes, projects etc. If we feel the Creative Cloud can be used positively for educational purposes, we may renew the licenses for the following school year.

We will be offering a training session on Photoshop to Grade 9 students during this year's Week of Code in December. In future we hope to build up a level of expertise so that students and teachers feel comfortable using the apps—in the same way we do with Microsoft Office365 apps.

There are over 20 apps available, so feel free to check the official Adobe website to get an idea of what they do. Some of the apps are quite technical but there are many resources and guides on the Adobe website, within the apps themselves, or on websites such as YouTube.

We hope these world-class tools will help our students and teachers to further their creative and academic successes.

**IT Support Team**



# Adobe® Creative Cloud™



## Athletics Update



### Fall season sports

#### Kanto Plains Cross Country

KIST had 22 runners across the MS (3.3 km) and HS (4.4 km) races. The forest terrain was tough, and the weather conditions were not always good, but the students trained hard and made improvements as the season went on. Thanks to Coach Florent and Assistant Coach Ms Biggs for their support.



#### Kanto Plains MS Boys Football

Overall it was a fairly successful first season playing on a soccer field as the Comets won 3, tied one, and lost 4. With a little luck, the Comets could have made the top 4 finals tournament. Better luck next year!



#### Kanto Plains JV Boys Football

The season just got underway. The Comets had two friendly matches against tough opponents (The German School in Yokohama and Tamagawa Gakuen) to help prepare for the season. Both games were losses, but progress was apparent, and they opened their first season ever with a 3-2 win at St. Mary's on November 17.



#### ISTAA U-18 Girls and Boys Volleyball

The Girls and Boys both had strong seasons and showed improvement from last year. The Girls beat Columbia International School in the semi-final but lost to a very strong CIS in the final, finishing the season-ending tournament at Columbia in second place. KIST hosted the Boys tournament in which our Comets beat TIPS, lost to BST, and beat CIS for 3rd place out of 6 teams. Both KIST teams have a number of returning members next year, so the future looks promising.



#### ISTAA U-14 Girls Volleyball

KIST had 7 girls on the U-14 team this year, but unfortunately not many ISTAA schools were able to put in teams, so our Comets were limited to matches against 2 Kanto Plains schools in Seisen and Nishimachi (two close losses), and TIS (a win) of ISTAA.



#### ISTAA Badminton

The first ever ISTAA badminton tournament was held at LFIT and the U-18 team dominated, going undefeated to win the tournament. The U-14 tournament was set a little differently with schools having pairs. KIST placed first, sixth and seventh of 9 teams.



#### Kanto Plains Swimming

At the Fall swim meet on September 22 at St. Mary's, **Igor** (G12B) and **Tom** (G12B) won medals.

Tom – 200 m Freestyle Silver Medal

Igor – 50 m Freestyle Silver Medal, 100m Backstroke Gold Medal



Tom

Igor

#### Dennis Ota

Extra-Curricular Clubs and Athletics Coordinator

## G12 Economics Excursion

### G12 Economics students visit the Bank of Japan

Upon hearing the phrase "Bank of Japan", one may initially imagine a building containing large vaults of money. While this assertion may be considered accurate to some extent, the G12 Economics class may not entirely agree. After visiting the Bank of Japan on Tuesday, November 13, we discovered that its role is much more than simply loaning money to different stakeholders. From reducing inflation rates in Japan to maintaining interest rates, the Bank of Japan is vital for the wellbeing of Japan's economy and promoting both economic growth and development.

After leaving school at lunch time, we made our way to Mitsukoshimae-eki, the location of the bank. We arrived a bit earlier than the scheduled time and thus decided to visit the Currency Museum, which was adjacent to the main Bank of Japan building. I was surprised to see such extensive and rich history of the Japanese currency outlined throughout the museum's displays. In one particular instance, lifting the replicas of the hefty coins used centuries ago made me ponder about the historical and cultural lifestyle in contemporary times. Apart from exploring the gradual transformation of the Japanese currency, we also discovered the evolutions of currencies from all around the world, which was a memorable experience for anyone intrigued in the fields of Economics and Finance.

Though certain parts of the Bank were under construction, and we were not able to see the actual vault itself, we experienced several other aspects of the bank which were important as well to understand its operations. Firstly, we were welcomed by one of the members of the staff of Public Relations, who gathered us into a room and delivered a brief presentation explaining the main aims and policies which the Bank of Japan employs to ensure efficiency and economic growth. Before this trip, we were introduced to monetary policies and other major macroeconomic objectives in our Economics classes; however, experiencing a real-life application of these theories was a way for us to observe the applications of the content we learnt.

The overall tour was a great experience for the G12 Economics class. Our gratitude goes to Mr Gomba and Mr Erickson for organizing this event.

Jimin (G12A)



## Global Citizenship Workshop

On October 19, 2018, two members from the International University Alliance in collaboration with UNESCO, were kind enough to host a Global Citizenship Workshop at KIST. Grade 12 students and students who are part of the KIST MUN club joined this two-hour workshop that took place in the school gym.

As a group, we first discussed the knowledge, skills and qualities that are required for one to be a "global citizen," as well as the different reasons as to why it is important to be a global citizen in the scale of the whole world.

We then participated in an activity in small groups to find a common ground with each other, for example, "we are all bilingual." After this we combined with another group to create a larger group and searched for common ground again. We kept combining groups until we stood in a circle with everyone in the room. It is difficult to find common ground with such a large group of people, but after some discussion, we landed on an agreed common ground that was "we are all against animal testing." This activity was more challenging than any of us imagined since we were mixed up with students from different grades, we didn't know each other so well and with such diversity in our backgrounds, we felt as though no one had much in common at all.

For the next activity, we looked at different pieces of art and discussed our personal views on what exactly we saw in that artwork, what we believe it is trying to convey and personal connections we feel towards the topic of the artwork. A large component of this discussion was about culture and "how the invisible aspects influence the visible ones." This was a very enlightening experience, giving us a chance to talk about perceptions, what they mean and what it makes us feel.

We then were given a number of different images and as a group classified them as **Accept, Tolerate, Like** and **Dislike**.

No one had much idea of what the images were or what they represented. However, we still had to discuss in which corner we had to classify the images under. This allowed all of us to think about the difference and the fine line between acceptance and tolerance.

The IUA UNESCO Global Citizenship Workshop was very much connected to our everyday learning as IB students on international mindedness through the difference in cultures. There was such a diversity in nationalities of students who took part in the workshop which made for depth in discussion as we all have different ways of thinking, beliefs and values due to our personal experiences and upbringings. It was an opportunity where, as international students, we talked about global topics without clashing with each other and were reminded of the importance of opening our minds to become global citizens and the power of diversity.

**Marlinah (G11A)**



## G8 Visits the National Diet

On November 20, Grade 8 went on an excursion to the National Diet as a part of the first unit in I&S regarding governments. We first visited the residential area of the Speaker of the House of Representatives. The building had a traditional Japanese theme with religious carvings and painting as well as tatami and other native Japanese materials that had been used to build the house. This area was to be used when foreign representatives were invited by the government. The architecture of the house represented Japanese culture. The tour guide explained that each of the decorations was created in order to preserve and respect Japanese heritage. The residential area also had multiple gardens and ponds that were all there to represent the sea and the mountainous terrains that cover the Japanese land. I felt like the way they managed to incorporate culture into the design of the House was really amazing.



We next went to visit the official Diet building. Here we were taken to the top floors to see the red carpet, and then to see the paintings on the ceiling of the Diet. The building held a lot of different sculptures, paintings and engravings that were used to decorate the walls and the roof. The guide stated that the Diet had taken 20 years to build and was completed in 1936. The architecture of the boardrooms, and the building itself was marvelous.

Overall, I really enjoyed the experience. The Diet and the residential area were beautiful and the artwork was incredible. I found this experience very interesting. This visit was extremely memorable.

**Saanvi (G8A)**

## KIST Model United Nations Scrimmage

On November 17, 2018, KIST held the annual KIST MUN Scrimmage. On this warm autumn day, KIST's high school MUN delegates had the privilege of interacting with students from the British School in Tokyo, St. Mary's International School, Yokohama International School, International School of the Sacred Heart, and Senzoku Gakuen, with the number of delegates totaling 135 students.

This year, the MUN Scrimmage started off with a guest discussion with Ms Eriko Takahashi facilitated by the secretary generals **Jinil (G12B)** and **Yuki (G12B)**. This discussion allowed delegates to better understand the works of the United Nations and the attributes delegates should develop in order to actively engage with the UN. Over the course of six hours, delegates discussed, debated and created resolutions for two global issues.

The first topic was, "The political and economic impact on those countries accepting asylum seekers and victims of forced migration," and the second one was "Protecting the right of journalists to speak, and broadcast without fear of retribution." The delegates did an excellent job representing their country and reflecting their country's stance on the topics discussed. Although, this MUN Conference was a first-time experience for many delegates, everyone was engaged and actively debated the issues.

As many schools attended, it was evident that the delegates were able to interact and socialize with delegates from other schools. We hope to see more intense and exciting MUN conferences like this one in the upcoming years.

**Yuki (G12B) and Jinil (G12B)**



## Connect to Hisaichi



### Helping victims of natural disasters through CTH!

'Connect to Hisaichi' is a newly formed service project at KIST, initiated by **Kaito** and **Yui** of G11A. The intention of CTH is to help victims and areas affected by natural disasters in Japan through the KIST community.

CTH takes opportunities to fundraise during events held at KIST. We are flexible in donating the money raised to areas recently affected by natural disasters. This means whenever natural disasters occur, we are always able to act instantly and make donations.

On October 8, during the Elementary Field Day, our first fundraising event was held. A total amount of ¥11,000 was raised with the help of CA parents, staff and manufacturers. We sold snacks from Hokkaido and the profit was partly sent to an organization (Open Japan) that works closely with the locals of Hokkaido. The remaining amount was kept by CTH to expand our ability to keep donating to areas affected. Currently we are supporting the Hobetsu Elementary School in Hokkaido, which was heavily affected by the earthquake in September. As their sports gym got damaged by the earthquake, the students are using a small room to do their PE lessons. We are planning to buy sports equipment for them so that they can have more interesting, fun and safe lessons.

Our team consists of 9 members: **Kaito** (G11A), **Yui** (G11A), **Justin** (G11B), **Megu** (G11A), **Shu** (G11A), **Izumi** (G10B), **Marin** (G11A), **Saki** (G10A) and **Shota** (G6A).

CTH is an opportunity for you to contribute to life quality improvement in areas affected by natural disasters. The next fundraising event will be during the Winter Celebration on December 14, where we will have a variety of Hokkaido exclusives. Profits will be donated to Hokkaido. Please come by and have a look. The more you contribute, the bigger our donation can be!





## Theory of Knowledge Election 2018



"To know oneself is to know the world". The IBDP Theory of Knowledge programme is designed to enhance students' knowledge of themselves as learners, assessing how their gender, culture and religion can affect the way they both acquire and maintain knowledge. This allows students to undertake learning with open-mindedness and willingness of accepting others' point of view, even if it conflicts with their own. At KIST, the TOK programme is designed to allow students to appreciate diversity, celebrate their individuality and feel confident in expressing their own viewpoints.

The Grade 12 cohort have worked extremely hard to progress to this point in the two-year programme. Upon finishing the final unit, Ms Neill and Mr Smith decided to hold a 'Theory of Knowledge Election' as a fun, summative task that would allow students to re-explore their learning from the course and help each other revise the subunits. For all teachers of TOK at KIST, it is important that learning is conducted through activity and exploration, as it is believed this allows for greater personal understanding and deeper absorption of information.

We had six 'parties' vying for knowledge supremacy; Mathematics, Natural Sciences, Human Sciences, The Arts, Ethics and History. Each group had ten minutes to

argue why the historical development, scope and methodological practices within their knowledge area meant that it was the most valuable discipline of them all. This was a pressing challenge, of course, as each of these knowledge discipline relies on the others; it was difficult for groups to claim supremacy without unknowingly giving advantage to the other groups!

The fierce debate took place in the LMC, with all 38 students fired and ready to demonstrate their rhetorical skills. Mr Tim the Librarian's flashy disco lights and ambient setting definitely gave the event some edge. The students were so impassioned by their cause, it became difficult for Ms Neill and Mr Smith to manage those who wanted to vehemently disagreed with the presenting speakers. To the teachers, this is a secretly pleasing thing to do, as it is a sure-sign all students are engaged with the learning process.

While all groups valiantly fought for supremacy, adorned in costumes and props; it was the mighty Mathematics group who stole the throne. Well done to **Tom, Shimpei, Natasha, Tian Wei, Dong Wook and Chae Hyun** for their efforts!

**Heather Neill**  
DP Core Coordinator



*The Winners—The Mathematics Group*



*The Natural Sciences Group*



*The Arts Group*

## "Sun's Out, Fun's Out"

### Class of 2020 camping trip to Atami, Shizuoka

The midsummer heat, the clashing waves of the sea, and the memories of what would be the last camp for the Class of 2020.

On August 29, 30 and 31, the current Grade 11s went on a trip to Atami for a fun introduction to the DP. Through the camp, the G11s learned many things—from time management all the way to learning how to make perfectly delectable chocolate caramel slices. Of course, while the camp's main purpose was to educate the students with the brand new changes and shifts they have to face from the MYP to the DP, the three days they spent together certainly united the grade as a whole.

During the trip, the G11s learned about study skills such as 'Critical Reading,' a technique that will surely help the students as they go through the DP. Other informative and engaging activities also helped the students ease into the DP such as Mr Hiro's university lectures and Ms Pang's CAS introduction. According to several interviews with the G11, they mentioned that these events have helped them become less apprehensive about the DP.

There were also many team-building activities that required cooperation and collaboration, two qualities that aren't just needed in the DP, but in life as a whole. Although these ice-breaking activities—such as cooking, dominoes and dancing—don't seem applicable in real life, what the students got out of the ice breakers was something much more powerful than simply learning a new recipe to try out or a dance routine to practice. They learned patience, progress and participation. We also tried to give back to the community by cleaning up a shrine that we visited.

Speaking from personal experience, as we reflect on the camp, other than the activities, the sole idea of communication was, in my opinion, the most important aspect of behavioral development that I personally saw in the grade. With the camp being set in the second week after coming back from our summer break, the camp almost acted like a 3-day ice breaker activity. The culmination of working together, competing, and finally, learning how to effectively communicate with each other were some of the many things the grade had done that truly made us feel that even though we are entering into a new chapter of our lives (the DP), there are many individuals around us that could help us get through it. The sense of companionship, support and understanding were some of the evident ideas that were effectively delivered to the whole grade through this camp. And with confidence I state that this will in the long term contribute to great success that we will see as a grade.

To wrap it up, though the camp will always be a memory for each and every one of us, it is our fundamental belief that it was a stepping stone in the right direction for the KIST Class of 2020 to act as one with the utmost support, dignity and respect as we carve our paths to the future of our dreams through the IB at KIST.

Aryan and Aya (G11B)



# Individuals & Societies Department Snapshot

Welcome to the Individuals & Societies Snapshot, which provides you insight into what each grade level and subject has explored so far during the year!

**Keith Erickson**  
Subject Area Coordinator—I&S

## Grade 6

Students took a look at how maps can represent time, place and space. They created maps showing the same place from different perspectives. Here are some student reflections on the project.

“Each map is different. There is no such thing as an accurate map.” **Kate** (G6A)

“We cannot always trust a Mercator map, but we can always trust a globe!” **Sumire** (G6A)

“I want to know if an accurate map can be made.” **Hoyuki** (G6A)

“When on the final task, you need all of the action and research that you have done in class.” **Noa** (G6A)

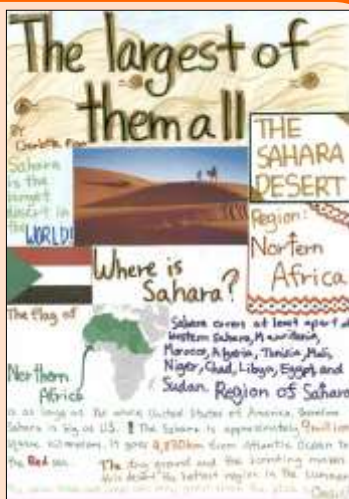
## Grade 9

Not everybody is born a natural presenter, but everyone can find their voice. In the MYP, verbally sharing information is part of almost every class. Some students are more comfortable getting up in front of the class than others, so in G9 I&S, we focused on developing our strengths to be effective presenters. We focused on two Approaches to Learning skill clusters: Affective Skills and Communication Skills. Communicating to larger audiences is a life skill and I hope that the G9s can continue building on what they developed during these activities!



## Grade 7

Students have been considering the balance of natural environments and how humans can impact them. They are currently busy researching to write an in-depth feature magazine article on a natural biome.



## Grade 10

In the second unit, the students considered whether trade and exchange promoted cooperation or led to exploitation. The students explored three historical case studies: the Silk Road, the Opium Wars, and the Atlantic Slave Trade. During the section on the slave trade, students wrote a creative piece based on an aspect of the triangle trade.

### "Life of a Slave"

*Taken from a land far away,  
In ships that hold hundreds of men,  
With no idea where they'll go,  
And no sense of hope.*

*Held by shackles around their necks,  
Forced by white men to give up their names,  
What they have left is nowhere to be found,  
Yet they keep on going.*

*Now forced to work day and night,  
To serve their masters in perpetuity,  
Bound by their masters in life and death,  
With no freedom or free will.*

*This is the life of an African slave,  
Held by chains and forced to serve,  
For who they were did not matter,  
As they're an object without a name.*

**Aditya** (G10A)

*Continued on next page*

## Grade 8

In the first unit, students considered how the governance of societies is organized by different systems that are used to distribute power, affecting fairness and development. During the unit, the students examined different types of governments to include monarchies, democracies and dictatorships. The students then had the opportunity to visit the National Diet.



Continued from previous page

### DP Business Management

This side of the semester, G11s have completed their understanding of the first unit in Business Management. They were introduced to the concepts of Business Management and have used these to achieve a deeper learning of the subject content. Below is a summary from the students of each topic that was covered in the unit.

“Corporate Social Responsibility is how a company manages its business to produce an overall positive impact on society.”

**Marlinah** (G11A)

“The vision of a business is what the organization would like to achieve or accomplish in the long-term, whereas mission is a broader statement of the firm’s core aims” **Kaito** (G11A)

### DP Geography

In November 2018, the G12 DP Geography Higher Level students investigated the global flows of goods and services, including the illegal flows of narcotics, trafficked people and counterfeit goods. In a class activity where they gathered related information, they placed themselves in the shoes of a ‘yakuza head’ (spot the meanest looking one from the photo!) so they could identify the different networks and flow patterns of illegal goods around the world. This activity allowed them to understand how different places can become interconnected by global interactions, albeit of a most unorthodox nature.



### DP Economics

During the first quarter, students discussed the arguments for and against trade protection. Some arguments in favor of trade protection included protection of domestic jobs, protection of infant industries, and protection against unfair competition, while some arguments against trade protection included the danger of trade wars, higher prices for domestic consumers, and increased cost of production due to lack of competition.



## Community Association (CA) News



### IT Committee

The KIST Community Association (CA) has launched a new IT Committee this year. The committee currently consists of 5 members, each with a strong background in the IT industry. The committee aims to build the best IT support environment possible for all students and families in line with the school’s mission, vision and guiding beliefs, and welcomes your enthusiastic participation.

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](mailto:ca.officers@family.kist.ed.jp).

### CA IT Committee



## Secondary SRC

This school year began with elections for new class representatives, and we were thrilled to see some familiar faces, as well as some new ones!



*Members of the SRC including the executives and class representatives.*

Below is a list of things that the SRC has accomplished so far, and some things that we are currently working on.

### ★ Denim Day – Free Dress Day

Our first Free Dress Day was held during the Autumn season, with “denim” as the theme. With a high participation rate, this Free Dress Day was a great success. Half of the proceeds raised from this event will be donated to the “Kodomo-no Chikara” foundation that supports families of children with pediatric cancer, and the rest will go to funding sporting equipment for the students. In total, approximately 70% of students participated in Denim Day, and we were able to raise ¥50,000 in the Secondary School.

### ★ KPASS

As of this year, the SRC has been given the opportunity to participate in KPASS meetings, where presidents/vice presidents from various international schools collectively share and discuss their work to further improve their respective schools. The first event held by KPASS is coming up early next year: the KPASS dance, scheduled to be held at St. Mary’s.

### ★ SRC dance

Our first SRC dance is scheduled to be held on February 14, on Valentine’s Day. Themes and events will be decided in the coming months.

### ★ Proposals

The SRC is currently working to pass as many proposals as possible to ensure that students’ requests are being considered and worked on. The most recent proposal that was submitted was one that suggested ways in which the bicycle parking area could be altered to make for a more effective and safe parking space. In addition to that, we are also working on proposals regarding the extermination of cockroaches found around the school, as well as requesting the school to fund the transportation fees for sports groups when visiting other schools for tournaments.

### ★ Arts Committee

The Arts Committee is currently working on an Autumn Photo Contest, a lunch concert and a film festival.

### ★ Sports Committee

The Sports Committee is working to create a banner that can be used during sports tournaments to support KIST’s sporting teams.

### ★ Media Committee

The Media Committee will be working on advertising events through posters and KISTv.

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

**Secondary SRC**



*Let your voice be heard*

## Library News



### Elementary Library

#### Drop Everything and Read – Elementary

This year we decided to shake things up a bit for DEAR! Students participated in a variety of activities to inspire a love of reading. Students read silently, listened to audiobooks and parent volunteer readers, and threw lots of books in the bin!

Wait, *what?* You read that right! Students in the Elementary School designed criteria for weeding their classroom libraries to make space for some new books. Weeding is an important job. Just like you need to trim back dead plants at the end of summer so they can blossom again in the spring, sometimes you need to pull out old books so new books can take that space on the shelf.

Don't worry. None of the weeded books will actually go in the trash. Some will become art materials for Secondary art students and some will be recycled.

After making space for new books, students brainstormed what new titles and topics they'd like for their classroom libraries. Students were actively involved in the selection process for new materials.



#### Sakura Medal

Sakura Medal voting has already begun! Please see Ms Leslie, Ms Erika, or Mr Tim for a voting slip and further information. As of this writing (November 13), 17 votes have already been submitted in the Elementary Library. Help us reach 100 votes for some library prizes. You can drop by the Elementary Library to write down prize suggestions. Do you want more cushions? Another 10 copies of *Dog Man*? The entire *Peanuts* collection? Let us know!

#### Leslie Hynes

Elementary School Librarian



### Library Media Center (LMC)

#### Drop Everything and Read (DEAR)

##### New for 2018 Drop Everything and Read...and Watch movie nights

Students from Grades 6–8 and 9–12 nominated then voted for the movies they would most like to see, under the proviso that the movies were adapted from books.

##### ★ Grades 9–12

Movie: *Love Simon*, directed by Greg Berlanti (2018)  
Book: *Simon vs. the Homo Sapiens Agenda*, by Becky Albertali

Sixteen-year-old and not-so-openly gay, Simon Spier, prefers to save his drama for the school musical. But when an e-mail falls into the wrong hands, his secret is at risk of being thrust into the spotlight. Now Simon is actually being blackmailed: if he doesn't play wingman for class clown Martin, his sexual identity will become everyone's business. Worse, the privacy of Blue, the pen name of the boy he's been e-mailing, will be compromised.

##### ★ Grades 6–12

Movie: *Jaws*, directed by Steven Spielberg (1975)  
Book by Peter Benchley

The classic, blockbuster thriller of man-eating terror that inspired the Steven Spielberg movie and made millions of beachgoers afraid to go into the water. Students experienced the thrill of helpless horror!

##### ★ Grades 9–12

Movie: *Murder On the Orient Express*, directed by Kenneth Branagh (2017)  
Book by Agatha Christie

What more can a mystery addict desire than a much-loathed murder victim found aboard the luxurious Orient Express with multiple stab wounds, thirteen likely suspects, an incomparably brilliant detective in Hercule Poirot, and the most ingenious crime ever conceived?

##### New for 2018 Drop Everything and Read...and Listen

Secondary students for 20-minutes each week took the opportunity to sit back and listen to a quality selection of audio books from authors including Philip K. Dick, Kurt Vonnegut, Edgar Allan Poe, H.P. Lovecraft, Mark Twain, Stephen King, and The Brothers Grimm.

You too can listen to these now on the DEAR event website.

[Web http://bit.ly/DEAR-audiobooks-2018](http://bit.ly/DEAR-audiobooks-2018)

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### New for 2018 Drop Everything And Read...Aloud

For 20-minutes, students read the first few pages of their favourite book to their peers, with many teachers taking part too. Those who read with passion and enthusiasm then read aloud to the whole class, with sweets and chocolates provided by Mr Tim and Ms Erika as a thank you.

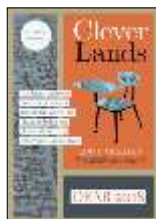
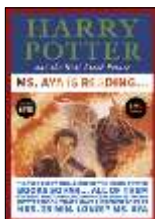
Snacks for movie night were provided by **Sahil** (G10A) as part of his research for the Personal Project.

### DEAR—inspiring reading

Teachers (and the chefs!) submitted the title of the book they are reading this month. These became engaging posters around the school where students learned that reading a book is not just something that teachers recommend, it is something we do too! The library staff observed many engaging conversations around the school by students, staff and guests.

If you would like to see what Secondary teachers are reading, and maybe discover a recommended book to read yourself, please got to the inspiring reading website below.

Web <http://bit.ly/DEAR-inspiring-2018>



## Local Author Visits G8

On September 10, an accomplished local author, Holly Thompson, visited our Grade 8 English Language and Literature classes as the culmination of a memoir writing unit. Throughout the unit, students composed their own short stories about the complexity of summer in response to Thompson's own verse novel, *Orchards*, which tells the story of a half-Japanese, half-American 8th grader who is sent to live with relatives in Shizuoka for *obon* after the suicide of a classmate in New York.

Ms Thompson gave a very engaging and constructive workshop on tips for adding richness, subtlety and complexity to writing through the use of imagery and metaphor. The author spent two hours working with students, offering detailed feedback on technical skills and revision strategies for improving writing. Summative assessments for the unit focused on the use of motif, dialogue and ambiguity to increase the complexity and richness of narrative stories. Ms Thompson's workshop addressed each of these and offered clear, insightful advice to students and teachers alike. Students had the opportunity to ask Ms Thompson's dozens of questions, both generally about working as an author and specifically about their own narrative compositions.

### KIST Week of Code 2018

New for this year is the Week of Code event website (built and maintained by Mr Tim using Adobe Spark). Visit now to see the current line-up, with more details as the event unfurls.

Web <http://bit.ly/Code-2018>

### New in the LMC

This year, the LMC team is trying their hardest to support students and teachers, so we have acquired a whole new selection of magazines that anyone from KIST can access online one at a time. You can approach us in the LMC and check out the username and password. We also added lots of new fiction and non-fiction that you can borrow for your research and leisure reading! Feel free to visit the LMC from Mondays to Fridays from 8:10 a.m. to 4:50 p.m.

**Mr Tim | Ms Erika**

Teacher—Librarian | Library Assistant



After the student workshop, Ms Thompson hosted a professional development session for English teachers and language support instructors from grades 5–12 which covered a variety of techniques for prompting writing, providing feedback, and guiding students towards richer, more reflective compositions. It was an enlightening and rewarding experience for everyone involved and we hope for an opportunity to invite Ms Thompson again in the years ahead.

**Steven Otis**

Subject Area Coordinator—English

## Peer Support Leaders

Grade 11 and 12 Peer Support Leaders explain why they took up this role and offer some good advice!

### Ayumi (G11A)

I became a peer support leader because as we enter DP, many of us may forget the importance of taking care of our feelings. I would want to support not only my friends but my classmates as well in this area.



**Advice to peers:** Make sure to always take some time to do what you enjoy.

### Nimit (G11B)

I chose to become a peer support leader because as our grade enters the IB DP curriculum, there are many in our grade who would be stressed due to the workload and pressure. I am keen on getting our grade to work together to face this challenge as a team, to be supportive and there for each other when needed, to not let us get stressed and pressured by the DP.



**Advice to peers:** We understand the coming days are going to be very busy for all of us, but it is best to never give up, stay determined and be supportive to each other as we make it through these challenging days together.

### Karen (G11B)

I chose to become one of the peer support leaders, because I thought I would be able to make my classmates feel a little better after talking about their concerns by sharing similar experiences of mine. I also thought this was a great opportunity for me to get to know my classmates well and understand many of the problems that our grade has, while hopefully resolving many of them.

**Advice to peers:** With the exams coming up soon, I think many of you are starting to feel stressed about whether you will be able to do your best on the exam day or score 7 and 8s or even be fully prepared for whatever that's going to be on your exams. While I do understand those worries a lot myself, I think it's very important to have confidence in yourself, so relax and just try your best. I strongly believe that you will earn yourself good results in the end. Personally, whenever I feel stressed, I like to listen to music and take short breaks for snacks in between study sessions—try it out sometime!



### Tom (G12B)

I consider the act of helping someone an 'egocentric' act, as it makes me feel better about myself. I have the opportunity and time to help my friends—so why not seize the opportunity? 😊

**Advice to peers:** No matter how stressful times may become, please never forget to have fun.



### Gopal (G12B)

I want to be a Peer Support Leader because it is a great opportunity to improve my leadership and communication skills and understand the problems of my peers better. Not only that, I have always thought about things logically and I wanted to help my peers find solutions to whatever problems they are facing, huge or minor, and I would feel really happy as well if my help can contribute to them in any way possible.

**Advice to peers:** Don't get too stressed about anything and if you think that there's no solution currently, giving things time is always the best thing to do.





## World Scholar's Cup

**Attending the World Scholar's Cup was a once-in-a-lifetime experience for me.**

For two weeks during November, I participated in the final round of a program called the World Scholar's Cup held at Yale University. The World Scholar's Cup is an academic competition where you debate, write and answer quizzes about topics you are given beforehand in a team of three. There were three rounds you had to pass. First were the regionals rounds, which were held in Tokyo. Then, there was the global round where more than 3000 scholars participated. In the beautiful city of Kuala Lumpur, I competed for a week, and surprisingly, passed for the final round: the Tournament of Champions, at Yale University.

On the first day of the Tournament of Champions, I was so nervous. There were smart people from all round the world, and I felt I was unprepared. But soon, the hosts of the event came out and started rapping about pineapple pizza and my worries were gone—for a while. However, on the next day was the Scholar's Challenge, a debate and collaborative writing. The scholar's challenge was a 120 multiple-choice quiz, with in-depth questions about the topics all scholars have been studying all year. Of course, since it was the last round, it was really hard, and after the quiz I was completely drained. And it didn't end there. Having heated debates about whether diplomacy is more like romance than friendship, writing essays in an hour...it required a lot of energy. By the end of the day, my team and I were about to fall asleep.

There were many other events too, such as the Scholar's Ball where you could dance with fellow scholars, and the Scholar's Scavenge, another event where you could mingle with students you had never met before!



Overall, this experience was something I'll never forget. Although it was an academic competition, it was so much fun. There were scavenger hunts, dances and lots of singing! Every person was appreciated, and I really felt like I belonged. Also, I was lucky enough to join a mixed team; I was put in a group with 2 girls from India. We were complete strangers in the beginning of the journey, but we found interests and by the end of the competition, I made many friends from all around the world.

I definitely recommend World Scholar's Cup to students because it also provides an opportunity to learn about things from different subjects. What you learn in this competition is interesting, and it sometimes relates to what you study in KIST. You also learn a lot about public speaking, collaboration and time management. I promise that the energetic atmosphere will keep you encouraged and I will definitely try again next year. After the competition, I'm pretty sure you'll have new knowledge, a great experience, and a giant, fluffy alpaca stuffed toy!

**Sara (G8A)**



## Spotlight on Clubs



### Origami Fun Club (Elementary)

Did you know that origami and math are heavily intertwined? Origami is full of creativity and fun, and it is also great for mathematical thinking. Spending time inquiring into the world of origami will help create a more mathematically sensitive mind.

In Origami Fun, students are not only making origami objects, but also honing their critical thinking skills. If you have ever tried, you will know that even understanding the visual diagrams/instructions is already quite the task. You need to read picture diagrams, follow multi-step instructions, and plan ahead, all of which are challenging for the growing mind. Simultaneously, as with any other mathematical concept, accuracy is key. Fine motor skills are needed to make strong creases in the paper and creating sharp folded corners. These are just a few of many skills students have been developing in Origami Fun.

Coming from a background of two cultures, I have strongly felt amazement for origami as something existing nowhere else. I remember my own middle school math teacher, who was somewhat of a genius, being enraptured by origami and would often have us investigate the angles and folds we made with origami during class.

The possibilities in origami are endless and I have enjoyed giving the students the opportunity to flourish in their skills and understandings. The pure joy they show when taking home an origami polygon, the feeling of accomplishment after long periods of concentration and effort, has been rewarding for me.

**Aya Kurosaki**  
Club Supervisor



### Yukata Sewing Art Club (Secondary)

I had a quick skim through the list of clubs when it came out, I wasn't expecting to join any, especially with my increasing responsibilities as a 10th grader, but I could not resist when I saw the Yukata Sewing Art Club. I had always been interested in fashion, and with my personal project involving sewing, it was a perfect opportunity. With only four people in the club, the atmosphere is relaxed, and fast-paced, but not too fast-paced. We somehow manage to be efficient while having fun thanks to Mr Jones' guidance and support in learning new skills. Although we aren't finished with the yukata yet, it's interesting to see the process a piece of fabric undergoes to form a yukata. I am glad that I joined this club and I look forward to finishing my yukata along with seeing my peers' finished yukatas as well.

**Anya (G10B)**



## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Heather Neill** who joined our Secondary School team in August 2017. This year, she is teaching MYP and DP English Language and Literature, and DP Theory of Knowledge, and is also the homeroom advisory assistant for G9A. Additionally, she was appointed this year as the DP Core Coordinator.



Ms Neill

### 1) Tell us something interesting about your hometown.

I come from an area in Scotland called Fife, known for its beautiful shorelines and successful fisheries. In fact, the fish and chip shop consistently voted as 'The Best in the UK' belongs to where I come from; very unhealthy, yet so delicious!

### 2) What is your favorite place in the world?

There is a little village in northern Laos called Luang Prabang that is the most beautiful, quaint place I have ever visited. It is surrounded by mountains, rivers and temple shrines tucked away in deep caves. There is definitely an 'old world' feel to the place, like being lost in the past; the people are very friendly and the local cuisine is extra spicy—just the way I like it!

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

My Great Uncle Tom was a decorated WW1 war hero who was awarded the Victoria Cross for his bravery. I have a national newspaper clipping detailing the event where his actions saved men in his battalion from death—it makes me so proud!

### 4) Do you have any special skills or talents?

I was a competitive gymnast as a youngster and have managed to retain some of my special tricks—I can still do front flips on demand and have been known to drop down into splits as a go-to party trick.

### 5) Please share a little known fact about yourself.

I have eaten wild rat—and enjoyed it.

### 6) What is your most prized possession?

My passport.

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

Thinker—I am very 'right brain' and like to consider the big questions in life. This does have its benefits and drawbacks.

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

With all negative experiences in life; events which caused you pain, people who hurt you, it is important to reframe them as having value—shaping who we become and helping us to make the right choices. I would not change a single thing about my life; we say in Scotland 'what is for you, will not go by you'...

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

At the moment, I am studying for an MSc in Psychology with a London university by distance. On average, I have to study for 20 hours a week in my own time which is extremely challenging as sometimes I have no real time to kick-back and relax. However, it has made me a more dynamic Theory of Knowledge teacher and increasingly empathetic for my DP students, who are going through exactly the same experience!

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

I'll leave you with a quote by the great A.A. Milne:

*'Supposing a tree fell down, Pooh, when we were underneath it?' said Piglet.*

*'Supposing it didn't,' said Pooh.*

*After careful thought, Piglet was comforted by this.*

## Office Updates

### School fee payments

The payment date for the 3rd installment of school fees for 2018-2019 is **December 17**. Please ensure that you make your payment by this date if you have not already done so.



### School lunch orders

The closing date for changes or cancellations to school lunch orders from January 2019 is **December 14**. For all changes or cancellations, the **School Lunch Order Form** must be submitted to the office by this date.

### Requests to change or cancel school lunch orders will not be accepted after the closing date.

The form is available from the school website at:

 <http://www.kist.ed.jp/files/pdf/enrolment/School%20Lunch%20Order%20Form.pdf>



## Nurse's Notes

### Norovirus

#### What is norovirus?

Norovirus is a highly contagious virus that causes acute gastroenteritis. The virus is sometimes called "stomach flu" but is not related to influenza viruses.

#### How do people get norovirus?

Norovirus can spread quickly in closed and crowded environments such as schools. Norovirus is found in the feces and vomit of infected people and can spread easily from person to person. The virus can stay in people's feces for two weeks.

Methods of transmission include:

- Touching your hand to your mouth after your hand has been in contact with a contaminated surface or object. Norovirus can survive outside the body for several days.
- Eating food or drinking fluids that are contaminated with norovirus through being handled by people who have not washed their hands properly.

Unfortunately, people can get norovirus infection more than once because our bodies are unable to build up long-term resistance to the virus.

#### What are the symptoms of norovirus?

Common symptoms include: nausea, vomiting, watery or loose diarrhea and abdominal pain or cramps. These symptoms begin 12 to 48 hours after first exposure to the virus and last one to three days. Other symptoms may include: low grade fever, headaches, and muscle pain. However, some people with norovirus may show no signs or symptoms but they are still contagious and can spread the virus to others.

#### How is norovirus treated?

Currently, there is no specific medication or vaccine for norovirus infection, and recovery generally depends on the health of your immune system. In most people, the illness usually resolves within a few days. You need to drink more than usual to replace the fluids lost from vomiting and diarrhea to avoid dehydration. Medications to prevent vomiting or diarrhea should not be given, especially for children, except on a doctor's advice.

#### Reference:

Ministry of Health, Labour and Welfare. (2018, Nov 18). Retrieved from <https://www.mhlw.go.jp/bunya/kenkou/kekkaku-kansenshou19/norovirus/>

#### Get medical advice if:

- You have watery diarrhea six or more times in the past 24 hours, or have vomited three or more times in the past 24 hours.
- You have symptoms of severe dehydration, such as passing small amount of urine or no urine at all.
- Having bloody diarrhea.
- The symptoms have not started to improve after a few days.
- You have a fever.
- You experience abdominal pain.



#### Complications of norovirus

Norovirus can cause severe dehydration, and malnutrition. Please seek a medical advice if you have fatigue, dry mouth and throat, listlessness or dizziness.

#### How to prevent the spread of norovirus infection?

- Stay home from school until at least 48 hours after the symptoms have cleared, to reduce the risk of spreading norovirus at schools.
- Wash your hands frequently and properly with soap, particularly after using the toilet, changing diapers and before preparing, handling and eating food.
- Do not rely on using only alcohol hand gels, as they do not kill norovirus.
- When someone vomits or has diarrhea, wear rubber gloves and a mask and then start cleaning the entire area immediately. Apply a bleach-based household cleaner (10 ml of household chlorine bleach per 500 ml of water) as disinfectants and flush away any infected feces or vomit in the toilet. Dispose of the gloves and mask after use.
- When you are sick, avoid preparing food or caring for others.
- Cook all food thoroughly (at a temperature above 90 degrees and over 90 seconds) to kill norovirus.
- Wash fruits and vegetables before eating.
- Avoid sharing towels.

**Yukiko Yamazaki**  
School Nurse



## University Guidance News

### University applications

University application cycles for major countries in the Northern Hemisphere usually start from September, and many of our current G12 students have applied to one or more universities by now. There are a couple of students who have already received conditional offers from US universities and/or UK universities— Congratulations! There are many other students who are waiting for their results and some others were invited for an interview from highly selective schools such as Oxford, Cambridge, Stanford, Harvard and others. Most students—including those who have already applied to some universities—will be sending applications to other universities in various countries during and after the winter break.

Good luck and keep on going! We are looking forward to another successful year of university acceptances at KIST.

### KIST alumni talk by Carmina (KIST 2010, Princeton 2014, Yale 2018)

Thank you to the Secondary students who came to see Carmina at lunch time on Monday, November 5. Carmina talked about her experiences as an undergraduate student at Princeton University where she earned her BS in Engineering, and as a graduate student at Yale University where she earned her MBA and MA in International Relations. She also shared wonderful memories of her days at KIST, answered questions from students, and provided advice on how to prepare DP and university applications.



Carmina (front, center) shared her experiences with students.

### Raj (KIST 2016) in The Japan Times

In addition to his appearance in the new brochure of the Keio University PEARL program (see *The Comet* September 2018 issue), Raj (KIST Class of 2016) was featured as one of 10 students and recent graduates in *The Japan Times*' "Internationalization of Japanese Universities." (October 22, 2018)



Raj appeared in *The Japan Times*.

### Sara (G8A) wins essay contest

I'm very pleased to announce that Sara (G8A) won the grand prize in the Tsuda University Essay Contest Jr. for elementary and junior high school students conducted by Tsuda's Department of English. Tsuda University, which is my alma mater (BA Social Science '78) is one of the oldest women's universities in Japan and was founded by Ms Umeko Tsuda who was the youngest female exchange student to the US by the Meiji government nearly 150 years ago at the age of 6. Congratulations Sara!



**Web** <http://www.tsuda.ac.jp/open-college/essay-jr/index.html>

Sara said of her win:

"I'm really honored to receive this award! The topic for this contest was "The World and Me", and I wrote about how even one person could change and effect the world. On the award ceremony, I went to Tsuda University, and it was great seeing the campus. Plus, it was the school festival, so I had a lot of fun, too!"



The *Mainichi Shogakusei Shimbun* featured Sara's at the award ceremony at Tsuda University.

Have a nice winter break and a happy new year!

### Mrs Keiko Okude

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