



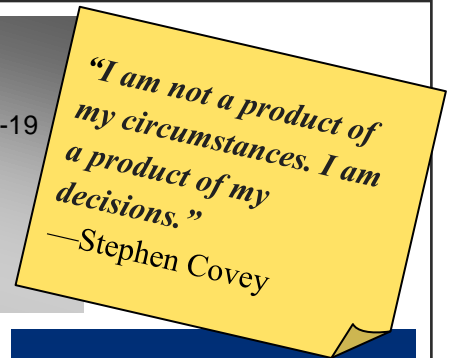
The Comet

The Newsletter of K. International School Tokyo

Volume 22 | Issue 3 | March 2019

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From the Board President

First of all, I would like to thank all the parents who attended the information sessions on January 14. As there were some parents who were not able to attend, however, I would like to take this opportunity to provide a simple summary of the educational changes that will take place from next year.



At the core of KIST's mission is our dedication to providing academically motivated children with a high-quality education to develop competent, academic and compassionate individuals who make meaningful contributions to our global community. In order to achieve our mission, help our students develop the high-level knowledge and skills that they need to be successful in our global society, and prepare them to be able to continue their education at a high level after they graduate from KIST, we offer the IB Diploma Programme, which is highly regarded by top universities around the world. As a high score on the final DP exam greatly broadens students' chances for acceptance at leading universities around the world, we believe that helping as many of our students as possible to achieve as high a score as possible on the DP exams is an important indication that we are achieving our mission as a school.

Because of this, we set a goal of achieving a final DP average score of 36 out of a possible total of 45 points. Last year, our graduates achieved a DP average of 38 points (compared to a world average of 30), which consolidated our record as the top ranking IB DP school in Japan for the fourth year in a row.

On a world scale, however, there are schools in the UK, Singapore, Hong Kong, and other countries that offer a phenomenally high-level IB education and, as a result, consistently achieve averages of 40 points or higher. The strong reputations of these schools allows them to attract the most gifted children from academically-conscious families around the world. However, there are very few of these schools in existence, and they are extremely selective, making it almost impossible for children who wish to study abroad at a secondary school of this caliber to gain acceptance.

Recognizing this issue in high-quality secondary education on an international level, the KIST Board of Directors has decided that it is necessary for KIST to aim to accomplish its mission not just within Japan, but on a world scale. As a school with students representing over 40 different nationalities, we strongly wish to offer an elementary and secondary level education of the highest quality so that all of our students are able to continue their education in turn at high quality universities after graduation. To this end, we have decided to embark on a new educational reform. Just in terms of the DP scores for which we're aiming, we hope to achieve an average score of 39 by 2023 and an average score of 40 by our 30th anniversary in 2027.

Continued on next page

DATES TO REMEMBER



March 2019

- 9 SAT@KIST
- 13 (G2-G3) Mathematics diagnostic testing
- 13-14 Musical
- 14 (G7-G11) KPASS Math field day (@Zama) (*Tentative)
- 21 (K1-G10) Student-led conferences
- 21 (W) Spring university fair
- 21 (G10) DP options morning
- 21 (G12) DP visual arts exhibition
- 22 Last day of quarter 3
- 23-31 Spring vacation

April 2019

- 1 School resumes for all students
- 5 (G1-G10) KIST cross country meet
- 8 School photographs (for new and absent students)
- 10 (K1/K2/K3) Cross country (*Morning)
- 11-12 (G5) PYP exhibition
- 19 (G12) Last day of classes
- 19 (G5) Day camp
- 22-26 (G12) DP study week (G12 teachers available)
- 23 ISTAA cross country invitational (*Tentative)
- 23 (K1/K2/K3) Kindergarten concert rehearsals
- 24 (K1/K2/K3) Kindergarten concert



Continued from previous page

Additionally, in alignment with our increased goals for the future, there will be a change in the educational program at KIST next year. Currently, KIST students in G6 through G10 study in the IB Middle Years Programme (MYP), but starting next year, G6 through G8 will remain in the MYP, while G9 and G10 will study in the International General Certificate of Secondary Education (IGCSE) to help them better prepare for the DP. The IGCSE is the international version of the British curriculum, the GCSE, and is considered slightly more challenging than the GCSE. For this reason, the IGCSE is used at many private schools in the UK, as well as international schools in Singapore and Hong Kong.

Another important change next year will be various adjustments to the progression criteria. Among these is the addition of the criterion "Academic motivation and attitude." This has been added in response to past experiences and results which have shown that success in the DP requires students to have a high level of motivation and the will to take their studies seriously. For this reason, we feel that the DP may not be the best choice of curriculum for students who do not have a high level of academic motivation. A variety of other changes have also been made to the progression criteria, so we ask for the cooperation of all families in checking these carefully. The updated document will be available on the school website toward the end of this school year.

Additionally, the following changes in our school leadership will occur.

- Our current Elementary Principal, **Dr Kevin Yoshihara**, will assume the role of Head of School for a 3-year period, and will take on the job of educational leadership alongside the Associate Head of School, Mrs Komaki.
- Our current DP Coordinator, Mr John Rose, has been appointed Secondary School Vice Principal. Additionally, as Mr Rose has extensive experience with the IGCSE, he will be the IGCSE Coordinator.
- Our current Secondary Math Subject Area Coordinator, Mr Hiro Komaki, will use his experience having completed his secondary education at KIST in the DP and step into the role of DP Coordinator.



It is with great pride in our students and high expectations for the future that KIST has decided to set our goal on achieving our mission not just on a national level, but on an international one. To enable our students to gain the academic knowledge, critical thinking skills, and communication ability to excel in our global society, we will work tirelessly to provide an even higher level of education than at present. We understand that many children and their families

currently living in Japan might feel that a high-level education on an international scale is not necessary. However, for those students, however few, who are unable to study abroad at high-level schools such as those in the UK, Singapore and Hong Kong, but desire or need to gain a top-quality education, we want to provide the opportunity to gain such an education in Japan.

Finally, we would like to emphasize that the only way for KIST to attain our goal of providing a high-level education is for our students, staff and parents to come together as one. We sincerely thank all members of the KIST community for your support so far, and ask for your continued support in the future.

Yoshishige Komaki

Board President/Acting Head of School

School Calendar Change



A list of school vacation periods and other important dates for the 2019–20 school year was included in the December issue of *The Comet* to assist families planning overseas trips. Recently, however, we have learned that a special national holiday has been added in October 2019

to commemorate the enthronement ceremony of the new Emperor. It has been suggested that schools close on this day. To avoid reducing the number of school days in the year, **we have therefore decided to adjust one of the school vacation dates previously announced.** Please see the table below. We apologize for any inconvenience this change may cause, but ask for your understanding that the additional holiday was not announced until recently. **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 5, 2020

(Classes resume from **Monday, January 6**)

- **Spring vacation:**

March 21 – 29, 2020

- **Golden Week vacation**

May 2 – 10, 2020

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

June 17, 2020

World Cultures Day

The World Cultures Day event promotes inter-cultural awareness, cultural diversity and support of home-languages.

There are 42 countries represented within the KIST community and Friday, February 15 was the day to recognize and celebrate them. Elementary students participated in the World Costumes Parade, watched by guests from KIPS, Shirakawa-Kamome nursery and Global Kids.

Students from K1 to Grade 9 contributed to the World Cultures themed exhibition in the lobby and MPR. Students and adults devoured items at the ever-popular international bake sale, with numerous books donated to Elementary classroom libraries.

Twenty-eight Secondary students volunteered to provide cultural experiences for Elementary students. They had been preparing since December and their professionalism and commitment was outstanding. Classes ranged from life in Russia or Thailand to a *taiko* workshop.



The **event website** will introduce you to all the student presenters from the day, plus Mr Ichuu the guest *shamisen* player.

Web <http://bit.ly/KIST-WCD-2019>

Video of the day including the full parade

Web <http://bit.ly/KIST-WCD-2019-video>

Mr Tim and Ms Erika
KIST Libraries Team



Elementary School News

Critical thinking

Critical thinking is defined as "the objective analysis and evaluation of an issue in order to form a judgement." In our modern world the ability for humans to make informed judgements is more important than ever. With the endless amounts of information we have access to online, this ability to think critically is especially important. When I was growing up, the most accessible source of information for me was the Encyclopedia Britannica set we had in our living room. It was seen as reliable and trustworthy. The advent of the World Wide Web has been a game changer, and now we have almost unlimited access to information on any topic imaginable.

A few weeks ago I was asked to judge the final round of debates in our Grade 5 classes. Through this unit, our students researched and debated various challenging topics including:

- Eating right is more important for health than exercise
- Living in the countryside is better than living in the city
- All schools should require students to wear a uniform

I was very impressed with not only the camaraderie our Grade 5 students demonstrated, and the support they provided for each other, but the way in which they attempted to understand both sides of their issues in order to defend one side. According to Studyinternational.com, debating helps you to develop critical thinking skills which they defined as "the ability to make reasoned and well thought out arguments in addition to questioning the evidence behind a particular stance or conclusion."

Through the PYP, students develop and apply a range of thinking skills. These include analysis, evaluation, and dialectical thought. The Grade 5 debates a few weeks ago were a great example of these skills being applied in an authentic manner. As our children grow, having the opportunity to apply these skills in a meaningful way outside of the classroom will further promote thinking skill development. While watching the news, reading books, or over dinner conversations,



encourage your children to question facts, seek clarification when needed, and to consider the multiple perspectives on any issue. The ability to make sense of information, analyze, compare, make inferences, and make judgments are skills they will use their whole lives.



It is better to debate a question without settling it than to settle a question without debating it."

—Joseph Joubert

Kevin Yoshihara
Elementary School Principal

Reference:

Study International. (2016, January 11). 12 ways debating will help you for the rest of your life. Retrieved from:



<https://www.studyinternational.com/news/12-ways-debating-will-help-you-for-the-rest-of-your-life/>

Thinking skills	
Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.
Application	Making use of previously acquired knowledge in practical or new ways.
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.
Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.
Dialectical thought	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.
Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.

PYP News

Agency in the "Enhanced PYP"

Professor Dumbledore in the book *Harry Potter and the Chamber of Secrets* said, "It is our choices, Harry, that show what we truly are, far more than our abilities". This describes agency in relation to the choices we make as we live our lives. The International Baccalaureate has highlighted agency in the PYP's newly released *Principles into Practice* as a foundational keystone in the student's learning journey. We as educators strive to understand our students in terms of their ability to inquire, question, wonder, and theorize about themselves, their community, and the world around them. Building on experiences, observations, interactions, and exploration, they begin to develop new perceptions and understandings. With these tools in tow, students need to be given the opportunities to take the reins and become an agent in their own school experience and maneuver toward a self-determined goal. Having this mind-set leads to a belief in the ability to achieve one's goals or self-efficacy.

Teachers using the conceptually based inquiry of the PYP have a responsibility to provide the experiences

that lead to a more independent yet globally responsible sort of thinker.

Learners that can act with agency toward local and global issues, all the while being aware of the opinions, values, and needs of others.

As I stated in the September issue of *The Comet*, this journey into the Enhanced PYP is not going to be easy unless we all pull together and share (as teachers, administrators, and parents) what we know and plot out where we want to go both for our school and our students. Certainly, raising up students with a strong sense of agency and self-efficacy will place us in good standing to meet any challenge that the world may place in our path.

Clay Bradley

PYP Coordinator/Elementary School Vice Principal



Elementary Students Receive Awards

Two students from the Elementary School were awarded prizes in the 64th National Youth Reading Report Contest.

Each year in Japanese class, we participate in this contest, and each year, several students are awarded prizes. This year, book reports by **Arista** (G4B) and **Saki** (G5B) were selected as "excellent reports" in the contest.

Congratulations to both girls who received certificates during the Elementary assembly held on Monday, November 26, 2018. We hope that this annual event provides opportunities for all students to develop a greater interest in reading.



New Face

Since the last issue of *The Comet*, we have welcomed a new staff member to the Elementary School instructional team—**Alexander "Jay" McAllister** who is working as a PE Instructor for students in K1 to Grade 1 and also supporting ELS students in various grades.

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



Alexander "Jay" McAllister
PE Instructor (K1-G1)

Early Childhood News

Hello KIST families!

Our K1–K3 students have been as energetic as ever this winter, enthusiastically playing and learning with their teachers and friends every day despite the cold weather outside. However, we're all looking forward to the warmer spring weather that's just around the corner!

In this issue of *The Comet*, I'd like to share some of the ways in which young learners in each of our early childhood classes have been engaging with new mathematical concepts.

With our youngest students, we believe that learning through hands-on activities is the most powerful way for the children to gain new understanding. In K1, we recently took a walk around the neighborhood to count the different modes of transportation that we see in our community. The children were each given their own survey to tick, circle or tally when they saw particular modes transportation. The children were able to collect data in this manner, keeping track of how many cars, trucks, bicycles, motorcycles and taxis they saw, and placing a numeral on their survey in the correct area for each mode of transportation.

Meanwhile, the K2s have been counting each school day from the first day of school using different tools. They mark off each day they are in school during their morning calendar time, and have been practicing counting the days on the calendar by 2s, 5s and 10s as they learn how to "skip count." After learning about estimation, they have also been enjoying estimating how many days have passed and how many days are still left before their "100 Days of School" celebration. We encourage you to check out the Elementary foyer wall, where you can see various sets of 100s collected by our K2 friends.

The K3A students are integrating math and literacy to describe sets of objects. They use their ability to count by 2s, 5s and 10s to find the total number of objects, and then take care to use the appropriate suffix to express what they have counted. For example, "There are 10 cherry blossoms on each branch. There are 3 branches. There are 30 cherry blossoms all together."

Meanwhile, K3B students are using different fruits to learn about fractions. The K3B staff prepared kiwi fruit and strawberries for each child to cut into halves and quarters. Learning to share food among friends and family members is a good way for young learners to grasp the concept of fractions, as they see that they can divide objects or groups of objects into smaller portions evenly.

In early childhood, we hope to show our students how the application of mathematical knowledge can make our lives easier. We encourage all parents to try to provide opportunities where you can develop your child's knowledge of mathematical concepts at home, too!

Eri Ozawa

Early Childhood Coordinator (K1–K3)/K1B Teacher



K1A



K1B



K2A



K2B



K3A



K3B



K1 Responsibilities

In K1, we started our year on learning, understanding, and building our responsibilities both at school and at home. The K1 students explored their responsibilities at school, in their classrooms, and on the playground. They also focused on their responsibilities at home. We have been focusing on our responsibilities and the people who help us learn in our year-long unit, 'Who we are'. As part of the unit, the students brought a booklet or a poster with pictures and drawings on how they are fulfilling their responsibilities at home. They were **communicators** showing and sharing to the class what they do to be **responsible** at home.

Claire Yoneyama
K1A Teacher



"I help Ly to pay the Kleenex and I use money and ticket."

Lucas (K1A)



"Put shoes neatly."

Julie (K1A)

"I pushing in Seby in bike."



Owen (K1A)

"Clean up my shoes."



Tamana (K1A)

"Cleaning up toys."



Shreyansh (K1A)

"I wash bowl."



Koki (K1B)

"Wash your hands."



Riu (K1B)

"I take off my jacket."



Tsumugi (K1B)

"Toy clean up."



Masaki (K1B)

Learner Profiles in the Early Years

Encouraging the K2 students to understand and exemplify the IB learner profiles can be a challenge, when some students are just starting their academic journeys, or are learning in a second or third language. **Caring, courageous, open-minded, knowledgeable, principled, inquirer, communicator, balanced, thinker and reflective** are huge words to comprehend when you are four years old.

As part of our Community Circle lessons, the K2A students are exploring one learner profile per week with the aim of understanding and exemplifying that profile over the course of seven days. We talk about what the actions of someone being that learner profile trait looks like. For example, **caring** in kindergarten is playing with a new friend if they look lonely, or helping to open a packet of crackers for someone who isn't able to. The students contribute their own ideas about it and have lively discussions before applying their ideas to their inquiry work.

K2's current unit of inquiry is on the theme of 'storytelling' and they are learning about characters and how they interact to tell a story with a message or meaning. The power of story goes a long way with young students, and it can be evident that after analyzing a book character, a student is better able to reflect and recognize the trait in others as well as him/herself—and obviously, discussing the learner profile is also a great way to reinforce character analysis.

Each student then made their own superhero character and drew him/her on the first page of their comic book. Each week they apply their knowledge of characters and positive traits and after discussions, draw their superhero exemplifying one learner profile. Throughout the week they strive to demonstrate the chosen learner profile, and if all students manage to do so and are checked off on a list, they receive a superhero bracelet for that learner profile. Setting a small goal and only focusing on one profile per week enables students to more easily understand what is quite complex to teach, and it has led to a huge improvement in students identifying positive behavior in both themselves, and their peers.

Catherine Wells
K2A Teacher



Inquirer Communicator Thinker Knowledgeable Reflective

Balanced Courageous Open-minded Principled Caring



K3 Food Choices

As part of our new unit, Who We Are, K3 students have been learning about the different food choices people make. Students are beginning to understand that there is no one right diet in this world. People eat different things depending on their health needs, beliefs, and where they live. So far, both teachers and students are having a lot of fun with this unit. We have been eating a lot too! In a few days, students will be going on an excursion to Ajinomoto Factory to learn about how the food they enjoy gets made.

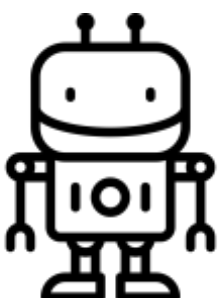


Christie Chung and Kay Shinada
K3 Teachers

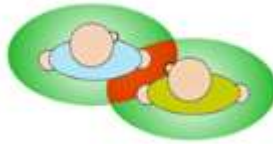


K-Tech Lego Robot Club

This is our K-Tech Lego Robot Club. The Elementary kids were very excited to design and build their own robots out of Lego blocks. Our students worked hard building their first robots since September 2018 before taking part in our first competition at KIST on Saturday, December 8, 2018.



Personal Space



G3A had a Community Circle lesson and learnt about our 'Personal Space' including how to meet the IB Learner Profile attribute of **balanced** by figuring out when it's appropriate to let people into their personal space.

The lesson started with Mr Sullivan asking two volunteers to stand inside two different hula hoops, asking them how they feel about the space between them. "No problem," "I'm fine," they replied. They were then asked to stand inside one hula hoop. Immediately, they expressed how uncomfortable it was to be so close to each other, and they both tried to stay away from each other as much as possible within the hoop.

Mr Sullivan explained that they should imagine this circle around themselves as their private space, and **they** get to decide who comes inside it with them. He drew a circle to represent this 'personal space' and then drew three more rings around it. He showed the pupils a list of different people, such as: *parent, best friend, aunty, teacher, stranger, police officer, sports coach, and classmate*, and asked them to say which circle they thought they should go in.

The pupils then discussed the different types of contact that might happen with each of the different people in their lives. For example, a parent might kiss and hug them, and a best friend might give them a high-five. The pupils found out that even a relationship with their parents could be very different to others in the same class, and that doesn't mean they have got either a better or worse relationship with their family. They also found out that some of them like hugging their best friend while others find it quite uncomfortable being hugged.

The pupils were taught that we all have different personalities and cultural backgrounds, and therefore, it's up to us to set rules for our own personal space.

Throughout the lesson, they realised that it's important to follow the IB Learner Profile attributes/PYP attitudes and **respect** each other and not to invade other people's personal space by touching and hugging them if they don't like it, and to show **empathy** by thinking about how others feel. Also, it is important to be **confident** and tell them about your honest feelings if someone makes you feel uncomfortable.

Kana Furnival

Elementary School Student Care Coordinator/Grade 3A ELS Instructor



Mamemaki



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



Go Comets!



In February, an Elementary basketball camp was held at KIST. It was gratifying for me as a coach to see our players training hard by running and chasing the ball for 10 long hours during the 2-day camp!!

Following the camp, we participated in the annual ISTAA basketball tournaments: for G3–G4 players at NIS, and for G4–G5 players here at KIST. There were 6 teams in the G3–G4 tournament and our KIST Comets gained 4th place. Our G4–G5 team won the previous tournaments two years in a row, and this year we had a big advantage: yes, our home court!! Thank you to all the supporters who came to cheer for our team. The final was very close!! All players played well on court and also cheered on their teammates from the bench. We are the ISTAA basketball champions again this year!!

Did you know that the Japanese representative team, Akatsuki 5, has just made their way to the World Cup? Let's have fun playing and cheering for our teams!! Happy basketball!

Eri Ozawa
Elementary Basketball Coach



G4–G5 Comets: ISTAA Basketball Champions 2019



G3–G4 Comets: 4th place



Elementary ELS

Talking helps us write

What do all the class activities in these photos have in common? You can see students talking together, but in fact they are in the middle of a writing task.

Why do the class teachers and ELS instructors arrange talk time as part of writing activities?

While speaking, listening, reading and writing get graded separately, in fact these four skills naturally go together in daily life and support each other when we are working to understand others and express ourselves.

Talking supports us to write better, all the more if we are writing in our less dominant language. Talking with both teachers and our peers helps. Through conversation, we generate ideas and work out which order to put them in. We work out how to make sentences that get our true meaning across clearly and find the words that paint our thoughts precisely.

If your child is writing at home, and you want to find a way to support them, letting them discuss their writing with you is a good place to start. Conversations about writing don't need to be in the same language as the piece of writing is in. It is very helpful to talk in your home language about your child's writing, no matter which language they are writing in.

Rachel Parkinson
ELS Coordinator (Elementary)/G5 ELS Instructor



(Left to right) Aryan, Sean and Rury (G1A) and Rutvik and Lauren (G3A) talk about each other's writing and say how it's great and how it could improve.



Koa and Sara (K3B) talk about what details they could add to their writing.



Sarah and Dootee (G2A) in their extension LEAP class, talking about the letters they are writing to their role models. Asking each other questions about what their role models were doing gave them more ideas about what to write.



Middle School Spelling Bee

On Monday, January 28, the KIST middle school spelling bee was held in the LMC. We had an excellent and well-prepared field of ten participants across grades 6, 7 and 8. There were many very strong performances—so much so that it took nineteen rounds to determine a winner! Several students had memorized all of the 225 words on the study lists, necessitating a shift to the unseen word list for the last three rounds.

Thank you and congratulations to the 10 participants:
Grade 6 – **Aryan, Tomoyoshi, Arham, Cherry** and **Sehyun**
Grade 7 – **Shaunak** and **Arnav**
Grade 8 – **Ketan, Devaj** and **Sara**

The winners were:



Sara (G8A)



Shaunak (G7A)



Arnav (G7B)

Sara's winning word was **fruition**—(n.) the state of being real, accomplished, or complete.

Congratulations to our winners and thank you to all the participants, spectators and judges. Sara will move on to compete in the Japan Times National Spelling Bee on March 10. Please wish her luck as she prepares to represent KIST!



Coding at KIST

Sharing student success

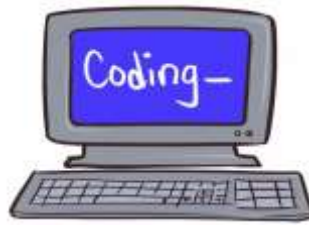
Because we didn't learn coding in our own elementary education it's difficult to imagine that students today can master it. Can kindergarten student learn sequencing? Can a first-grade student understand conditional statements? Can a third-grade student understand about digital citizenship?

I am happy to report that the students at KIST have demonstrated their ability to grasp the concepts that are central to programming. The K3s can tell me how to solve a maze using commands put in a sequence. The G1s can perform a dance with conditional statements such as "If you're a girl, spin clock-wise; else, spin anti-clockwise.. And the G3s are learning valuable lessons about what is safe to share online and how to manage shared cloud storage.

The first project students tackled was on scratch.mit.edu. This website allows students to put "blocks" of coding script in a list to create an animated sequence. The G3s were all able to code a game of their own design. The G2s animated a dance party or sports game. The G1s made a virtual greeting card for a holiday of their choice, and the K3s made the letters of their name move and change in fun ways. I am so proud of the students' ability to create a valid script on scratch.mit.edu. Although many struggled at first, all the students showed perseverance and completed an animation that will make you smile. Ask your child for their scratch.mit.edu login information to see their first project!

Coming up soon: Look forward to a video of your child's research project presentation.

Emily Cobbs
Coding Instructor (Elementary)



Elementary SRC

The Elementary SRC is run by the class representatives who are elected from each G2 to G5 class. We ask each class to choose four representatives, with each one holding the position for a quarter of the school year.



We became the ESRC mentors from the start of this school year, as we wanted to raise some social, emotional and behavioural issues with the representatives, and encourage them to propose and take forward initiatives and projects on behalf of their peers.

The ESRC mentors' objectives are to help our pupils to:

- feel that their school responds to their needs and views.
- have the opportunity to express their feelings and opinions about a wide range of issues that affect them.
- organise social events and fundraisers.
- develop life skills through participation such as; *team work, responsibility, thoughtfulness, communication, organisation, fairness, listening skills, reliability, confidence, and leadership.*
- promote democracy.

This school year, the members of ESRC participated in the following activities:

- **Promoting the collection of Bell Marks**

The first activity of this school year was to create posters and asked their fellow classmates to collect Bell Marks, on behalf of the CA.

- **Leading the Elementary school assemblies**

From this academic year, the Elementary school will organise and hold four assemblies per year. Each one has a specific theme which is related to PSHE (Personal Social Health Education) topics. The ESRC led these assemblies and demonstrated their **communication skills** through taking to the stage and explaining the agenda of the assembly to their peers. They also introduced themselves and explained their motto as a member of ESRC by using some of the IB Profile Attributes and PYP attitudes.

- **Odd Socks Day**

To raise awareness of the anti-bullying week, the ESRC organised an event called Odd Socks Day. The purpose of the activity was to be **open-minded** and to celebrate our differences by wearing two different socks for a day. One of the G5 representatives wrote a persuasive letter to the school board, asking to hold this event, which was approved. The representatives created a short video to explain the activity and rules and showed it to their peers.

- **Hokkaido earthquake fundraising**

To show **empathy** and support pupils in Hokkaido who have been affected by last year's earthquake, the ESRC asked their fellow classmates for some activity ideas and proposed a bake sale to the board. Unfortunately, the idea was denied due to the difficulty of ensuring all were safe from possible allergy problems. Instead, they organised a free dress day. The members discussed the theme and colours during the meeting and came up with three options. They then went back to their classrooms and voted to choose the most popular one.

We are very proud of the ESRC for being such great **risk-takers** and for taking action. Well done!

Oliver Sullivan and Kana Furnival
Elementary SRC Mentors



Arista (G4A)



Sora (G4B)



Marvi (G3A)



Yicheng (G3B)



Tae Sung (G2A)



Harsh (G2B)

LEAP News



K3 support



G1 support



G2 extension

Setting goals to improve student motivation

As most likely would not surprise any teacher or parent, at 8:10 in the morning, when LEAP Before-School English Support lessons begin, students, blurry-eyed and bed-headed, occasionally come to school seeming to have misplaced their motivation.

As I discussed in the last issue of *The Comet*, support lessons provide students with entire days of additional instruction, which are vital for English language learners; however, lack of motivation, confidence, and efficacy might lower the benefit students receive from this precious extra time. The question becomes, then: how do we keep students feeling motivated and excited to learn?

LEAP instructors answer this question in a variety of ways, including creating fun learning experiences (some of which can be seen in the photos included here); however, there is one method in particular I would like to share today: goal setting. Many LEAP instructors set goals with their students at the beginning of each semester, finding that helping students discover an intrinsic reason to study builds students' agency, self-regulation, and self-efficacy. Providing students with a chance to create a focused, relevant goal of their choice develops students' feelings of responsibility toward their own learning, in addition to helping them reflect on their skills and areas of need. Students who feel their academic progress is under their control are more likely to have motivation, "...more likely to feel pride, satisfaction, confidence and have a higher sense of self-esteem. Consequently, these students will choose to work on more difficult tasks, persist longer in the face of failure, display higher levels of cognitive engagement and produce work that is of higher quality" (Seifert 140).

I would like, therefore, to introduce some goal setting methods currently being used by LEAP instructors, in addition to goals students have produced using these methods (student names have been omitted to respect students' privacy).

At the beginning of the semester, G1 students were asked to reflect on their writing and identify strengths and weaknesses. With guidance, students were able to choose one area of their writing to work on over the semester, though, because of their metacognitive development, they found it difficult to identify methods by which they might improve. Some responses include:

- "I want to be better at [using] adverbs."
- "I want to write more better [sic] dialogue."

- "I want to get better to write nicely," referring to the student's handwriting

As students get older, they are better able to identify specific goals, understand the steps they will have to take in order to achieve their goals, and apply self-regulatory skills to reflect on their progress towards mastery. Ms Kana's G3 class used the S.M.A.R.T. method—S.M.A.R.T being an acronym for specific, measurable, attainable, relevant, and timely—in order to identify appropriate academic goals for themselves. Some goals G3 students set are:

- "By the end of March, I will be able to drop a line for the new speaker when I write a story."
- "By the end of March, I will be able to include at least one past perfect sentence within my story."



G3 extension

In Ms Rachel's G5 class, students set multiple goals for themselves to correspond to the language skills they study during lessons, which include academic writing, vocabulary building, and reading comprehension. Students were encouraged to provide reasons for their goals, and they continue to reflect upon their progress throughout the semester. Students responded that this semester they want:

- "to organize my ideas into paragraphs with one main idea and connected details."
- "to use my other language to help me understand more words in English."
- "to put paragraphs into logical order so that the whole piece of writing flows well."

No matter the method being used, building students' metacognitive skills through goal setting across their academic career translates to increased self-efficacy and motivation for learning. For parents whose children are enrolled in LEAP, I hope you can find an opportunity to ask your child about their academic goals and how LEAP classes are helping them to achieve those goals. I believe you will feel as proud as myself that our students demonstrate such growth from G1 to G5 in exercising responsibility over their own learning.

Katherine Millican
LEAP Coordinator



Reference:

Seifert, Tim. "Understanding Student Motivation." *Educational Research*, vol. 46, no. 2, 2004, pp. 137-149. *Research Gate*, doi: 10.1080/0013188042000222421

KIPS News

From the P1 classroom...

At KIPS, children play and learn through a curriculum designed to help them gain the skills and education they need to contribute to our global society in the future. Currently, they are learning about Japanese culture through a variety of cultural events and practices. On top of their once-weekly Japanese class, the children took part in the KIST Japanese New Year Party, where they had the chance to observe traditional Japanese rice cake pounding and interact with sumo wrestlers. The children were able to share their emotions with the KIPS staff; some cried, scared by the large sumo wrestlers, while most laughed and smiled at the sumo wrestlers' kindness.



Additionally, volunteers from a local community library visit KIPS once a month to meet with the children. They sing songs and play together, and the library staff tell stories using picture books and illustrations. Through these activities, the children are able to deepen their understanding of our themes each term with the kind help of the library staff. The P1 children always look forward to the volunteer visits, and pay attention and listen quietly for the whole 20-minute sessions. While at first, the P1 children were nervous to meet new people and acted shyly around the volunteers, they now happily spend time with them, sitting beside them and giving them high fives with a smile. They have also gotten very good at remembering to say, "thank you" and "arigato!" to the volunteers.

We are also hoping to participate in events in the neighborhood around KIPS to help the children connect to the community. This year, we are planning to join the Fukakita High Touch Project. To support the runners in the Tokyo Marathon, the children will each make a message board cheering on the contestants. Using paints, crayons, and other media, we hope to help the students create a source of support that will bring smiles to the runners' faces.

Hitomi Shimizu
P1 Teacher



From the P2 classroom...

It's hard to believe how time flies; already half a year has passed since the beginning of the school year. The children at KIPS have been making more friends in their class and have learned how to share toys properly with their classmates. They have also started to speak more fluently and run more quickly. I enjoy watching them as they grow both physically and emotionally each day.



The P2 children participate in class eagerly and have been trying new things in line with our term themes. For Term 4, we studied "Shapes and Colors" through singing, dancing, talking and making relevant crafts. When we go for a walk, the children excitedly take in their surroundings, pointing out things like traffic lights and street signs and happily announcing, "green circle!" or "I can see a red diamond!" I'm proud to see them gaining the ability to take what they've learned in school, think about it, and then apply it to their outside lives. We have begun practicing the song "Yes, I Can" for the Spring Concert, and the children can be heard singing and humming the song during inside and outside play time.



At KIPS, we are doing our best to create and implement fun and educational activities and lessons for the children as they grow and learn. Both the teachers and the children are learning new things every day, and we're working together to create an even better preschool environment each day.

Yoshimi Machida
P2 Teacher

MYP News

MYP students attend seminar to mark World Cultures Day

Students in Grades 9 and 10 ended the recent World Cultures Day with a student-led seminar in the LMC. The discussion, under the direction of **Riya** (G10A), touched on a variety of subjects connected to language, identity, culture and international mindedness.



Photo by Michiko (G10A)

DP students **Yui** (G11A), **Noa** (G11A), **Ewan** (G11B) and **Twisha** (G11B) each had a chance to explain how their lives and their time as students has been affected by complicated and rich connections to language and culture. The students were joined by PYP PE teacher Mr Ota and MYP mathematics teacher Mr Vincent, both of whom also have a lot of experience in reflecting upon such issues.

From left: Noa, Mr Ota, Yui, Riya, Twisha, Mr Vincent, Ewan

Each year, the discussion reveals fascinating connections between the experiences of students and the impact it has on their views of the world. The students and teachers all shared memories of times in

which their complicated language backgrounds produced opportunities for growth. They could point to disadvantages as well. All of this year's participants spoke about not fully belonging to one or more cultures that they have a connection to.

All in all, the event was a great opportunity to reflect on the nature of the diverse community at KIST and the value of international mindedness.

MYP students reflect on service

MYP students in Grades 6–9 have completed detailed reflections on their Service work in the first semester.

The MYP model for Service calls on students to complete cycles of Research – Action – Reflection. This allows for opportunities for students to identify needs in their community, to take specific actions to address those needs, and to reflect on how their actions are helping.

The basis for judging the success of Service projects are the MYP Service Learning Outcomes.

The end-of-semester reflections offer an opportunity for students to see if they could make a more substantial contribution and have a positive impact on the world.

- ✓ MYP Service allows students to become more aware of their own strengths and areas for growth.
- ✓ MYP Service allows students to undertake challenges that develop new skills.
- ✓ MYP Service allows students to discuss, evaluate and plan student-initiated activities.
- ✓ MYP Service allows students to persevere in action.
 - ✓ MYP Service allows students to work collaboratively with others.
- ✓ MYP Service allows students to develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- ✓ MYP Service allows students to consider the ethical implications of their actions.

Robert White
MYP Coordinator



Science Department Updates

G11 and 12 Biology and ESS learning journey to Ueno Zoo

In January, the G11 and 12 Biology and ESS students went on a learning journey to Ueno Zoo to learn about the conservation work and behind-the-scenes operations of a zoo from Mr Hitoshi Suzuki, Curator and Education and Public Relations Officer. Mr Suzuki explained to the students about the 4 main roles of the Ueno Zoo, namely recreation, conservation, research and education. The students managed to learn more about the giant panda conservation program Ueno Zoo has set up for their resident pandas, Li Li, Shin Shin and their almost 2-year old baby Xiang Xiang.



Mr Suzuki also presented some interesting research findings that Ueno Zoo has published in the past few years, including one about their expertise of breeding the Japanese wood pigeon which is endemic to the Ogasawara Islands. The students then got the opportunity to ask questions and also explore the zoo on their own so that they could add real life context to their Ecology (Bio) and Conservation of Biodiversity (ESS) units of study.



G11 ESS Fieldwork at the Onagi River

As part of the fieldwork component of ESS, the Grade 11 students went to the Onagi River behind the school to collect experimental data about the water quality of the river on January 16. They also managed to witness zonation of different algae species occurring along the river banks, solidifying their understanding of the concept learnt in class.



G12 ESS and Geography learning journey to the Shin-Koto incineration plant

Just before Christmas break in December last year, the Grade 12 ESS and Geography students took part in an exclusive behind-the-scenes tour of the Shin-Koto incineration plant. It was interesting to observe first-hand for ourselves, the various processes that go into dealing with the incinerable wastes that we, residents of Koto-ku produce. For example, we learnt that the amount of energy recovered from burning the rubbish is so high that the whole incineration plant is self-sufficient in terms of energy requirements! We also learnt that the landfills used to bury the burnt ash is running out of space so we really need to think twice about the amount of waste we are producing.



Pamela Chan
DP ESS/MYP Science Teacher



My Journey into Slavery



Last semester, G10 I&S students completed a unit that was titled 'Trade and Exchange'. In this unit, the students looked at how trade and exchange can lead to cooperation or exploitation. One of the topics studied focused on the Atlantic Slave Trade and how this crime against humanity had elements of exploitation as well as cooperation.

After watching a few clips about this, the students were then asked to write an emotive narrative of an individual being taken from their land and forced into slavery. Congratulations to **Ena** (G10B) for successfully penning a descriptive and emotive narrative of what it must have been like for one to be transported into slavery.

It was during the night. I had heard a rustle amongst the bushes that surround our small compound, but I brushed it off as I thought it was a wild quail or a rabbit. Preparing to sleep, I cleaned up the last remains of the fire when I heard it again. Only this time, it wasn't so subtle. Then whispers broke the silence. Through our thin walls, I could make out certain words such as "board" and "shackles". I began to panic and quickly rushed over to my brother who was already fast asleep. He groaned as I vigorously shook his body in hopes of waking him up. After telling him about the voices outside our home, he sprung to his feet and grabbed... a weapon?

"Are *they* here?", I questioned, praying that he would deny it.

"I'm not sure... I'll go check. You stay here no matter what".

With that, he headed towards the back door.

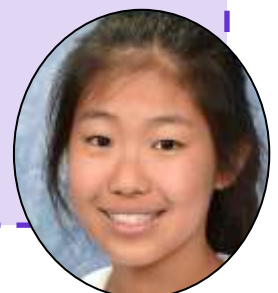
A minute passed. Then five minutes. Then ten.

I no longer stood around and went outside, careful to not make a sound. My brother was nowhere to be seen. I suddenly felt an eerie aura that was creeping amongst the shadows of the forest, casted by the dim moonlight. As I turned around to head back, I shrieked when I saw a man pouncing on me with chains in his right hand. I frantically thrashed around as I felt something clasp against my wrist. Two men lunged forward from the dark and held me down as I screamed into a ragged cloth that was repulsive to taste. The moment my lungs started to collapse, I felt myself slipping away into unconsciousness. Then it became pitch black.

An immense headache dawned upon me as I slowly lifted my gaze off the rocking ground. Wait... rocking ground? I tilted my head to the side where I caught the glimpse of foreigners tugging harshly on a chain. Confused, I lifted my gaze even higher where I saw the village people wearing shackles, hands tied together, trudging across the uneven ground. I muffled a scream when someone fell to the ground, perspiration covering their forehead, getting whipped almost immediately by the white men. Unfortunately, the man carrying me had sharp hearing. He threw me off, not even sparing a glance, and began to pull on the chain that bound my hands together. He lugged me across the forest floor as I lost the balance to stand properly. The pebbles grazed my skin and I hissed as it dug deeper into the flesh. My feet were struggling to get a firm grip on the ground as they sped up their pace, but when we reached the shore, I was finally able to haul myself up.

It was when we were told to line up near the port...I saw him. If it weren't for the restraints, I would have run straight into him, engulfing my brother in a hug from both fear and joy. But that did not stop me from yelling his name. While I struggled with the chains, I yelled, and yelled, and yelled. When he finally looked over to my direction, he widened his eyes and mouthed something, but I could not figure out what he was saying. A rough hand grabbed my frail arms and pulled me back, making me jolt in horror. The last words I heard were, "This is what happens to those who step out of line". Then I saw black.

Ena (G10B)



Japanese New Year Party 2018–19

The annual KIST Japanese New Year Party was held on January 30, 2019. The weather was great, and the temperature felt warmer than in previous years. It was an enjoyable event, and everyone, including the Japanese instructional team, had a great time.

As in previous years, there were many sumo wrestlers who kindly joined us for the event. This year KIST welcomed sumo wrestlers from the Musashigawa stable and they performed mock sumo bouts with the students. They also helped with the rice cake pounding and demonstrated how to make rice cakes for the students. It was a great opportunity for KIST and KIPS students to learn about traditional rice cake pounding and to try sumo wrestling with sumo wrestlers.

Similar to last year, parent volunteers from KIST and KIPS gathered to support the event as well. This provided a great opportunity for the parents to get to know each other better as they served the pounded rice cakes to the students. At KIST, we hope to provide as many opportunities as possible for parents to get to know one another and build a strong community, so we were pleased to see the smiles on the faces of not just the students, but also the parents as they worked together. We would like to thank all the parents who came to help us; we couldn't have done it without you!

This year's New Year Party was a great success again, and we look forward to holding the event once again next year as we endeavor to continue introducing Japanese traditions and culture to our school community. Thank you once again to both the KIST parent volunteers and the sumo wrestlers from the Musashigawa stable for your support!



The Japanese Instructional Team



Alice in Wonderland Jr.

Please come to KIST's musical production of Disney's "Alice in Wonderland Jr.!"



The shows will be held on March 13 and 14 at 5 p.m. Each show will be performed at the Fukagawa Edo Museum. General admission is ¥500 and tickets are available at the Elementary Office.

We had a successful musical showing of "Beauty and the Beast Jr." last year. We hope to see you all again at another amazing show.

Here are the details:

Dates: March 13 and 14, 2019

Time: 5:00 p.m. – 6:30 p.m.

Cost: ¥500 – Tickets are available for purchase at the Elementary Office

Venue: Fukagawa Edo Museum

Organizing staff: Robert Collins, Julian Dave, Emma Moulder, Makiko Duran

Main cast:

Sara (G11A), Yui (G11A), Conan (G11B), Justin (G11B), Ena (G10B), Thilo (G10B), Harunosuke (G8A), Ketan (G8A), Saanvi (G8A), Srinandhitha (G8B), Gini (G8B), Maya (G7A), Rintaro (G7A), Haruka (G6B), Sehyun (G6B), Hyun Seo (G5A), Jacqueline (G5A), Riu (G5A), Ewan (G5B), Ji Min (G5B), Aina (G4A), Arista (G4A), Ankita (G4B), Mirea (G4B), with the G4A and G4B students

KIST Music Department



Orchestra Club

On Friday, February 15, our orchestra club had a visiting conductor, Yohei Sato, a professional conductor who lives in Boston.

We performed the last movement of "Pictures at an Exhibition" for Mr Sato, and he gave an amazing lesson to the orchestra members. He started out lecturing us on how to tune our instruments, how to sit properly, how to breathe together, and where to look when playing. Even at our first tuning session we started sounding like a professional orchestra!

Mr Sato will be back in Japan in June and will be visiting here again to hear our performance.

Thank you very much, Mr Sato!

Makiko Duran
Secondary Music
Teacher



Mathematics Department News

Lesson on DP Mathematics and TOK: In the shoes of Isaac Newton and Gottfried Leibniz

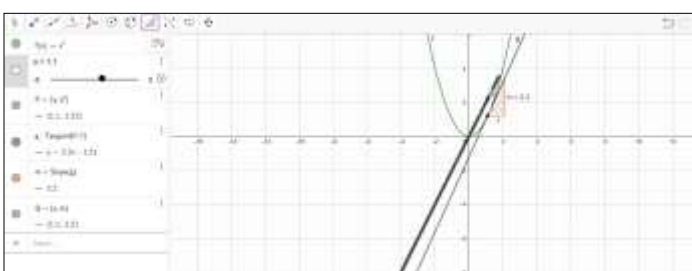
One of the most remarkable developments in the course of mathematical history is calculus. Calculus is a study of change and it is one of the most basic and fundamental tools for modern mathematics. Today, it is applied to a wide range of disciplines including physics, engineering, economics, astronomy, computer science, and more. It provides a framework for modeling systems and as a way to deduce possible predictions of the outcomes. This remarkable development is credited to Isaac Newton and Gottfried Leibniz who have said to independently discovered calculus during the mid-17th century.



For the students, calculus is one of the most anticipated topics for their math class. By the start of Grade 11, students had some lessons on the basics of calculus but were

keen to learn about its further developments and its limitless applications. As IB Diploma students, students were starting to be "knowledge seekers" and "knowledge knowers" through their Theory of Knowledge (TOK) class and we therefore took this opportunity to study the epistemology of calculus through asking students to be in the shoes of Newton and Leibniz.

Having done some prior research of the analytical methods used by of Newton and Leibniz, students utilized a modern mathematical software called GeoGebra to replicate their work. They used a basic simulation tool available on the software to determine the rate of change of a function (slope of the tangent functions) for a range of x values. And with their foundational knowledge of calculus in mind, students determined the derivative functions for sophisticated functions they have not encountered before including trigonometric, exponential, and logarithmic functions. After a few simulations, students were elated to discover other patterns through exploring other functional forms of their choosing.



As a culminating exercise, students were asked to reflect on the knowledge construction process underlying this exercise through considering various TOK questions such as: Was calculus invented or discovered? How did you utilize deductive or inductive reasoning? What ways of knowing (WOK) were considered in the exploration? What personal and shared knowledge can you think of? As the activity came to an end, students all seemed to have a variety of 'aha' moments along with true appreciation towards the IB experience!



Yugo Nakamura
IB DP Mathematics Teacher

Lesson on MYP Mathematics: Grade 6 lesson on coordinate geometry

Grade 6 students studied coordinate geometry in their 5th unit this year. Through this unit, we did a lot of exploration; delving into our memories for the needed mathematical content necessary to build useful formulae for the topic. We also linked our knowledge from Science to talk about what variables are independent and dependent.

One pivotal lesson in this was to get us up and moving! We were given a scenario and then had to choose a side of the room to show Miss Green whether we thought it was an independent variable, dependent variable or if we weren't sure

(that's okay, remember we're here to learn after all!). There were some fantastic discussions amongst the group. At the start of the activity, the students weren't always in agreement, but by the end, we were all able to confidently assess which variable was which, and able to give our reasons.



*Taking the time to read and think...
No need to rush*



Deep in thought.

Continued on next page

Continued from previous page

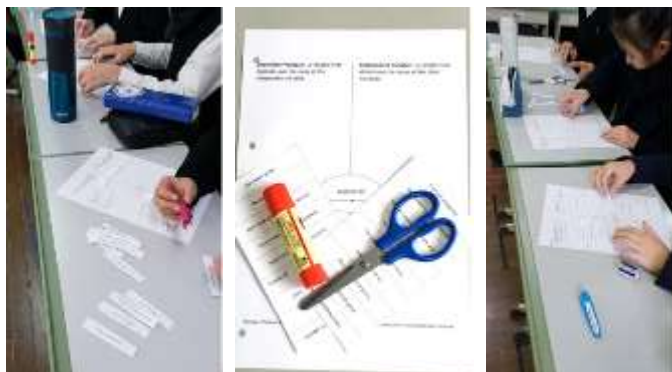
Time for a bit of solo work! The students individually worked with sets of variables such as "your cellphone bill", moved them under the correct headings from "dependent variable" or "independent variable" and then discussed with the people around us. There were some that could have been in either column and it was really interesting to discover how the other people thought; it really opened our minds up more!

Now to put it into practice.



We were given a worksheet where we had to determine the individual variables and then plot them. We had done a similar exercise from the textbook the day before, but after this lesson, we all felt a lot more confident and were a lot more successful!

Louise Green
IB MYP Mathematics Teacher



Athletics Update

Winter season sports

Kanto Plain JV Boys Soccer

The JV Soccer Comets had a fairly successful inaugural season with wins against St Mary's, Lycee Francais (LFIT), and the ASIJ B team. Unfortunately, they lost to St Mary's in the semi-final though they won once and tied one during the season. The core group consisted of G9 and G10 players, so the future looks good. Great tactical work by Coach Hiro helped keep us competitive.

ISTAA U-18 Basketball

Only a few games remain before the season-ending tournaments that will be held at LFIT and BST this year. Both U-18 teams are in the middle of the pack winning some and losing some. We hope for a successful ISTAA tournament. Updates will come in the next issue of *The Comet*.

ISTAA U-14 Basketball

This year, the U-14 Boys will be involved in an 8-team tournament—the first time ever that so many schools will participate. The Comets have done well in friendlies against Kanto Plain B-Pool teams and ISTAA teams. Only a 4-point loss to YIS and 2-point loss to Columbia in 6 games thus far.

The U-14 girls have just started up and will be participating in the middle school girls Kanto Plain basketball season. Our Comets have had a couple of friendlies so far against ISTAA opponents and will have one more before the season gets started in early March. The turnout has been higher than expected and we will be putting in both A- and B-Pool teams.

Dennis Ota
Extra-Curricular Clubs and Athletics Coordinator



U-14 girls basketball



U-18 boys basketball



U-18 girls basketball

Week of Code

During the first week of December 2018, KIST held its 3rd Annual Week of Code event, in which we had a number of speakers, workshops and presentations from technology companies and experts from around Tokyo. Students from almost every year group had the opportunity to try new and exciting hardware and software and learn from some of the leading experts in the technology field. Some of the experiences included working with Adobe experts using the new Adobe Suite, demonstrating their self-made Video Game Controllers to a coding expert, working with EA Games to program their own 3D video game, or working with some of the cutting edge technology being developed by Bunkyo University, along with many more.

As part of the closing ceremony, KIST hosted the 2nd Annual Lego Robotics RoboJousting Tournament. Students from schools across Tokyo pitted their Knights on Robotic Horseback against the students from Grade 7 and the KIST Lego Robotics Clubs. The competition was full of unique and imaginative robotic designs all with the purpose of charging down the field to unseat their opponent's Knight. Teams from Yokota Middle School, Yokosuka Middle School, and St Maur International School all took part, but in the end it was KIST's own **Lance** (G7A) and **Ruby** (G7A) team who took the win! Congratulations!



Ruby and Lance



I feel that all the other teams made excellent robots, but what I think that I did to my robot that let me win was my coding. I made sure that it can follow the line and that I used my creativity and imagination in building it!"

Lance (G7A)

"We had a lot of fun and it was great to see the students heavily engaged for the full 90+ minutes that we had with them!"
-EA Presenters

▲ Week of Code

▼ Lego RoboJousting Tournament



Web From Mr Tim for KISTv

▼ The Week of Code video:
<http://bit.ly/KIST-WoC-2018>

▼ Inter-school RoboJousting video:
<http://bit.ly/KIST-Lego-Jousting-2018>

▼ Week of Code event website with full details of all guest presenters:
<http://bit.ly/Code-2018>



smartBowl 2019



On Saturday, February 9, twelve KIST Secondary students took part in a general knowledge quiz called smartBowl along with students from some other international schools in Tokyo. Two of KIST's participants, **Armaan** (G9A) and **Kishore** (G9A) have written short excerpts about this event, and the information they provide illustrates how well KIST students did. In fact, KIST won the overall school competition and you can see the trophy in the display cabinet at the entrance to the school. Thanks to the organizers of the event, SpotEd Japan, for providing our students with this opportunity!

Mark Cowe
Secondary School Principal

“The event kicked off with a short preliminary exam—20 questions, all written in consideration of the age of the participants. One such question that I remember, and laughed at with my partner Kishore, was “Which celebrity, who not a while ago held the title of “Most followed Instagram account” was recently taken over by an egg?” Fortunately for us, all the questions were not demanding, and could be answered as long as one listened to or read the news once in a while. The quizmaster, Lloyd Saldanha, always gave us hints, and in fact checked our answers and told us whether we were correct! All in all, it was an easy round, nevertheless enjoyable.”



Armaan (G9A)

“It was incredibly exhilarating when the results were out, since none of us knew who was going to qualify. As soon as we heard our name, still in shock, we proceeded to the stage. There were a total of 6 rounds of questions with audience questions in between. Whichever questions that were not answered by the 6 teams on stage were passed on to the audience, and whoever got it right received a small treat. Each round had a different type of question/theme, and so kept us engaged. Once the quiz had ended, we proceeded back to our seats and waited for the prize ceremony. From KIST, **Ethan** (G10B) and **Siddarth** (G10B) were first place, **Satoshi** (G9B) and **Shriyan** (G9A) were third, and **Armaan** and I (**Kishore**) were fourth. There was also a school award that all schools aimed to receive, and in the end it was given to KIST! All things considered, smartBowl was an incredibly fun quiz contest, and we hope to take part again next year.”



Kishore (G9A)



2019 smartBowl Quiz Contest- 'Winners' (KIST)



2019 smartBowl Quiz Contest- School 'Winners' (KIST)



G9 Peer Support Leaders

G9 peer support leaders explain why they took up this role and offer some good advice!



Minn (G9B)

Why did I become a Peer Support Leader?



I decided to become a peer support leader because I wanted to help my grade with any problems they have, and help them during hard and stressful times."

Advice to my G9 peers



If you have any troubles that you can't deal with by yourself, there will always be someone you know willing to help you out, you just have to gain the confidence to ask for it."

Why did I become a Peer Support Leader?



I was constantly getting vibes of stress and tiredness from my fellow classmates. I also wanted a way to contribute to the grade and the school community (other than becoming an SRC representative) and this was an effective method."

Advice to my G9 peers



I know it's hard not to procrastinate on assignments (we've all been there), but if you take it step-by-step, that long English essay usually starts to look less intimidating than it did before. Or you could try, you know, starting stuff earlier; that works better." 😊



Mehak (G9B)

Artscape 2019

Congratulations to all the students whose work was exhibited in the Kanto Plain Artscape exhibition this year. This annual event provides a wonderful opportunity for students from a range of schools and educational experiences to collaboratively exhibit their work and demonstrate the wealth of creativity in all young people. KIST students, as always, took pride in their work and displayed a wealth of skill both technically and conceptually in their offerings.



Eujin (G6A)



Uri (G10A)

Luke Jones
MYP/DP Visual Art Teacher



KPASS Middle School Brain Bowl

Fun to be had by all!

On February 13, ten students attended the annual KPASS Middle School Brain Bowl, competing against each other and other schools in many different quiz events ranging from buzzer rounds to novelty rounds, testing themselves on knowledge from academics to riddles to recognizing foods from different countries.



There were three groups who won medals, and two of our students were the winners: **Arnav's** (G7B) team won bronze, and **Muskaan's** (G7A) team took home silver.



It was, and always is a fantastic day out, meeting new people and catching up with old acquaintances. In Grade 6–8 next year? Come along! You won't regret it.



Louise Green
Supervisor

Japanese Haiku Contest

A *haiku* contest was held in Japanese classes for MYP students from G6 to G10. Three students from different language level classes participated in the contest as one team. The theme was to introduce traditional or modern Japanese culture through *haiku* and calligraphy. Students chose the 1st, 2nd and 3rd best teams. Each winner received a certificate from Secondary School Principal, Mr Cowe.

Congratulations to all the winners of the Japanese haiku contest!

Kiyomi Kanazawa

Subject Area Coordinator—Japanese



2nd place awards

- G6** Takeru (G6B), Ryo (G6B), Shota (G6A)
G7 Ryan (G7A), Charlotte (G7A), Leika (G7B)
G8 Elina (G8B), Shin (G8A), Shiven (G8B)
G9 Shiro (G9A), Advay (G9A), Eleina (G9B)
G10 Ishaan (G10B), Sung Guk (G10B), Sidaarth (G10B)



3rd place awards

- G6** Hana (G6B), Dawon (G6A), Zayan (G6B)
G7 Ethan (G7A), Erika (G7A), Shaunak (G7A)
G8 Tomoko (G8B), Junyung (G8B), Akanksha (G8A)
G9 Makana (G9B), Andrew (G9B), Armaan (G9A)
G10 Alia (G10B), Sneha (G10B), Shangzhi (G10B)



1st place awards



G6

Shuntaro (G6B),
Dia (G6A),
Aryan (G6A)



G7

Yusei (G7A),
Han (G7B),
Neha (G7B)



G8

Mariko (G8A),
Ameiy (G8A)



G9

Sara (G9A),
Rei (G9A),
Lilike (G9B)



G10

Abhinava (G10A),
Kaoru (G10B),
Ian (G10B)

Library News



Elementary Library New – Posters using Adobe Spark

Mr Tim was very busy with Adobe Spark creating many new displays for decoration and to encourage reading in the Elementary Library. He is from England and his favourite book characters are naturally Paddington Bear, Pooh and Piglet. The K1B students really liked them too!



Masaki (K1B) likes Eric Carle books and posters.



Spark is part of the Adobe suite provided by KIST to students in Grade 8 and above.

Elementary picture books—new easy to use filing system

A big thank you from Mr Tim and Ms Erika to the K1 staff: Ms Eri, Ms Claire, Ms Karen, Ms Cyril and Ms Ioanna who very kindly volunteered their time to reorganize all the picture fiction.

Students can now find and file books all on their own. Bright clear dividers organize the books by author, which is the first initial of the author's family name now also on the front of book. The picture book section is always nice and tidy!



Tsumugi (K1B) with a dinosaur book from author Timothy Knapman.



Riu (K1B) with a book from author Giles Andrea.

New! MS Teams for the Elementary Library and LMC

For new book arrivals, latest magazines, library events, and recommended resources students may wish to subscribe to the following news feeds from Mr Tim and Ms Erika.



Elementary Library news for students

Students in Grades 4 and 5 know how to log into Teams with their KIST e-mail address and password.

Web <http://bit.ly/KIST-EL-News>

LMC news for students

Students log in with their KIST e-mails address and password.

Web <http://bit.ly/KIST-LMC-News>

LMC secondhand bookstore



Donated books from the DEAR and World Cultures Day initiatives that are not required for the LMC are sold direct to students. All money raised will be spent on new books for the LMC.

Donations are always welcome! Please contact the library team in advance if you are making a special journey with heavy boxes. Any book suitable for K1 to G12—fiction or nonfiction—will be gratefully received.

KISTv

Videos of recent school-wide events by Mr Tim.

- Web** • Week of Code <http://bit.ly/KIST-WoC-2018>
- Web** • KIST Interschool Lego Jousting: <http://bit.ly/KIST-Lego-Jousting-2018>
- Web** • Japanese New Year Party with sumo wrestlers <http://bit.ly/KIST-Spring-Sumo-2019>
- Web** • World Cultures Day <http://bit.ly/KIST-WCD-2019-video>

Tim Smith
Teacher–Librarian



Community Association (CA) News



Events Committee

The CA Events Committee held a First Aid Workshop on December 7, 2018 led by five rescue team members from the Fukagawa Fire Station. The 16 parents in attendance learned and practiced the basics of CPR and how to use AEDs. Although the workshop only lasted one hour, we were able to learn a significant amount of information and got the opportunity to practice these important skills.

CA Events Committee



IT Committee

The KIST Community Association (CA) has launched a new IT Committee this school year.

The committee now has seven members, each of whom have IT-related experience and knowledge. We held an IT seminar on February 22, and we were very pleased to have more than 30 parents in attendance.

The members of the IT Committee aim to contribute to the school according to its mission, vision and guiding beliefs by providing support in helping to build the best IT environment possible for students and families. The IT Committee welcomes your enthusiastic participation!

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

CA IT Committee



- INTRODUCING KIST MS APPS AND ADOBE SOFTWARE -



Present by CA-IT committee

Secondary SRC



The Secondary SRC is excited to welcome new and welcome back current representatives for the second half of the 2018–19 school year.

Let your voice be heard

In December, elections were held for a new Executive Committee to serve for the 2019 calendar year. It is our pleasure to announce the new SRC Executives as follows:

President: Akino (G11B)
Vice President: Nimit (G11B)
Treasurer: Michiko (G10A)
Secretary: Marlinah (G11A)
Public Relations Officer: Thilo (G10B)



(Left>right) Nimit, Marlinah, Akino, Michiko, Thilo

The SRC also welcomes two new class reps, **Riya** (G10A) and **Kaoru** (G10B), who joined to fill the spots vacated by Michiko and Thilo when they joined the Executive. The new Executive Committee looks forward to working with the class representatives, student body and the school administration to create a bountiful, supportive and exciting learning atmosphere.

So far in the new year we have achieved some noted accomplishments, the most recent success being the SRC Valentines Dance. With an estimated 115 attendees across all secondary grade levels, the dance consisted of snacks, desserts and performances, and was filled with its finest Valentine's décor. The SRC representatives, directed by the executives in committees, organized all aspects of the event. The Food Committee served homemade brownies, popcorn and the favourite of all social events: pizza. The Decorations Committee came together to glorify the theme of love, while the Events Committee organized the complimentary photobooth and performances. Lastly, the Logistics and Advertising Committee oversaw the whole process as well as promoting the dance.

Undoubtedly, one of the highlights of the evening were the performers: **Emily** (G11A) performed an exhilarating dance to "Shape of You x Despacito" by



the acapella group, Pentatonix. Following that performance, **Srinandhitha** and **Gi Jeong** (G8B) staged a lovely acoustic version of "Perfect" by Ed Sheeran. Finally, a surprise performance from the G10B boys reenacting their performance from 2018's EYC of "Likey" by TWICE.

Special acknowledgement and thanks to the Arts and Media specialized committees for putting together advertisements and decorations in order to support the SRC. We hope all the attendees had a great time!



Finally, using funds raised in the autumn free dress day (Denim Days!), the SRC has purchased some new sports equipment for the students to use during lunch recess! This included two soccer balls, three basketballs, eighteen shuttlecocks and six

badminton racquets. The SRC firmly believes in the balance of academia and dynamic activities to support a healthy and active lifestyle in KIST. We hope the students can thoroughly enjoy the new equipment and encourage athletic activities in our student community.

The SRC looks forward to future events and opportunities for the student body.

Secondary SRC

Nurse's Notes

Influenza

Influenza (or "the flu") has once again swept through Japan this January. While the number of cases of influenza at KIST has decreased over the past few weeks, reports of new cases are still coming in. In fact, the flu season can begin as early as October and end as late as May.



What is influenza?

Influenza is an infection of the respiratory tract. Influenza viruses are thought to spread mainly from person to person through tiny droplets of fluid made when people with the flu cough, sneeze or talk. Occasionally, a person might get influenza by touching a surface that has the virus on it and then touching his or her own mouth, nose, or possibly eyes.

Common signs and symptoms of influenza

- Sudden high fever (over 38 degrees)
- Fatigue and weakness
- Headache
- Sore throat
- Nasal congestion/Runny nose
- Cough
- Chills and sweats
- Muscle or body aches
- Loss of appetite
- Vomiting/stomachache/diarrhea (These symptoms are more common in children than adults.)

If you think your child has influenza, see a doctor so that your child can take a flu test. It is especially important for young children and people with weakened immune systems who think they may have the flu to take the test, as an official diagnosis of influenza can help their doctors make decisions about their treatment.

Serious symptoms of influenza infection in children

- Breathing difficulty or shortness of breath
- Worsening cough
- Chest pain
- Ear pain
- Not drinking enough fluids
- Not urinating at least every 6 hours when awake
- Not waking up
- Confusion
- Vomiting for more than 4 hours
- Severe diarrhea
- Seizure (convulsion)

Treatment options

- Antiviral medications such as Oseltamivir (brand name Tamiflu), Zanamivir (brand name Relenza), Baloxavir marboxil (brand name Xofluza), and Laninamivir (brand name Inavir) can be prescribed by a doctor. These medications can be effective in reducing the length of time you are unwell with the flu, the severity of symptoms and reducing complications. Antivirals provide most benefit when taken within 48 hours of symptoms developing.
- Stay home from school, and stay away from others as much as possible to keep infection from spreading.
- Drink plenty of fluids to prevent dehydration.
- Use a humidifier to make breathing easier.
- Gargle with warm salt water to soothe your throat if it is sore.
- Get plenty of sleep to help your immune system fight infection.
- Wash your hands often to prevent spreading the flu to others.



Warning

Antibiotics do not work for the flu. They treat bacterial infections, while the flu is a viral infection.

Taking aspirin can cause serious complications of the liver and swelling of the brain (Reye's syndrome) in children. Therefore, parents should not give aspirin to children unless instructed by a doctor.

Preventive steps

- Cover your nose and mouth with tissues when you sneeze or cough, or cough into your sleeve on your upper arm or elbow.
- Keep hands clean: Encourage your child to wash their hands with soap and water before eating and after using the bathroom, coughing, sneezing or wiping his or her nose.
- Use alcohol-based hand sanitizers if soap and water are not available.
- Consider wearing a mask if your child has a cough or sneeze.
- Avoid touching your mouth, nose and eyes as much as possible.
- Avoid sharing food, utensils, cups, water bottles, towels and other items that could pass viruses.
- Disinfect surfaces such as tables, chairs, door handles and computer mice.
- Encourage your child to keep water with them and drink regularly if possible.
- Practice good health habits including adequate sleep, eating nutritious food, and keeping physically active, which can strengthen your immune system.

Continued on next page

Continued from previous page

- Reduce the time spent in crowded settings if possible and keep your distance from people who show symptoms similar to influenza, such as coughing and sneezing (try to maintain a distance of about 1 meter if possible).
- Improve airflow in a living space by opening windows for a few minutes.

How long should I stay home with the flu?

According to the school health law, you should keep your child at home for a minimum of 5 days after contracting influenza as the illness can be infectious for up to 48 hours after the fever has subsided. Furthermore, if your child's fever persists, please keep him/him at home for another 2 days (for G1-G12) or 3 days (for K1-K3) after the fever subsides.

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

Yukiko Yamazaki
School Nurse

References:

- Centers for disease control and prevention: Influenza. (2019, Feb. 18). Retrieved from <http://www.cdc.gov/flu/>
- Kids Health: Tips for treating the flu. (2019, Feb. 16). Retrieved from <https://kidshealth.org/en/parents/tips-take-care.html>

Migration Refugee Crises

On January 25, Mr Jordan Hattar kindly visited KIST to speak to the Grade 9s about migration refugee crises, and the human rights of refugees. This was a great opportunity for all of us to deepen our understanding of the current unit, which was about population and migration. Along with **Ryuun** and **Mehak** from G9B and **Shiro** from G9A, I was able to participate in the discussion as a panel leader, by asking questions that were selected from each class.

Firstly, we got to learn about what Mr Hattar does and how it connects to the topic of the discussion. We were amazed to learn that he visited countries such as South Sudan, Jordan or Syria, which are experiencing refugee crises and conflict, to support refugees there. He also spoke about the reality of these refugee camps that he visited; feeble tents and families and children suffering in harsh environments. This was the first time that I realized that organizations such as UNHCR wasn't a power that could magically 'fix' all these issues, despite its efforts. Mr Hattar did various activities to help the refugees, such as providing caravans for those who needed secure shelter. However, the refugee crisis proved to be very hard issue to solve, and as Mr Hattar has said, it seemed to be going on for many years,

becoming a long-term issue.

The discussion turned to another perspective on this issue; refugees in host countries. We knew that several nations in Europe as well as nations such as Turkey accepts many refugees from places such as Syria. On the other hand, we learned in our classes that most refugees tend to go to neighboring countries which were low-income countries. We asked questions about whether high-income countries should accept more refugees and other questions about host countries. Mr Hattar told us that refugees can be thought as burdens to the host country, but they could also be beneficial for the country and the refugees themselves. He showed us a short video about how refugees in Europe were becoming able to work and live a better life and although at first it could be challenging for them to live in a country so far away from home, they felt happy that they were able to live safely.

As the discussion came to an end, we asked about how we could help refugees and what was important in supporting them. Mr Hattar had told all of us about one thing that he found very important in supporting refugees; sharing stories. He spoke about when he met refugees in many countries



and found that they all had stories to share. Even if we couldn't visit the refugee camps or send physical resources, one thing we all could do is to listen to the refugees and their stories and welcome them in our community.

In summary, we had a very meaningful discussion with Mr Jordan Hattar, who shared with us his experiences as a humanitarian and very detailed responses to our (challenging) questions. Later in the day, he came to speak more about his experiences with the KIST MUN club members (which a few people from Grade 9 including myself participated in). As a grade, we really appreciate Mr Hattar for coming to speak to us. Thank you!

Hanna (G9A)



MUN Conference

KIST delegates participate in Model United Nations conference

On February 9 and 10, 34 KIST MUN delegates participated in the Fifth Annual Japan Metropolitan Model United Nations Conference (JMMUN) at Senzoku Gakuen in Kawasaki. Topics that delegates addressed included combatting populist nationalism, advancing the decolonization of minor tribes, and promoting an understanding of mental health. Congratulations to the following delegates who were recognized during the conference:



World Health Organization
Committee delegates



Social, Cultural and
Humanitarian Committee
delegates

Thoughts from KIST MUN delegates:

Hanna (G9A)

This year's JMMUN was another enjoyable and memorable experience for me. Since it was my second time participating in the event, I saw many familiar faces as well some new ones, nevertheless all set to jump into MUN-style debate. At first, I was excited yet anxious to start debating, especially when my delegate country was Antigua and Barbuda (a small nation in the Caribbean, which is pretty much unrelated to Kurdish or Palestinian conflicts). After a few speeches, I got more comfortable sharing my nation's standpoint, and discussing with people from various schools. It was a very hectic process collecting ideas from 20–25 delegates and possible solutions for the issue, but it was worth it! Although no resolutions were passed, it was a valuable debate that helped us gain more knowledge about the current world as well as debating and public speaking skills.

After the committee debate sessions ended, I felt very exhausted and relieved that the debate was successful—at the same time, I was able to reflect on how it was such an unforgettable and amazing weekend, especially when three KIST students, including Mehak, won awards for outstanding work (congrats)! As I headed home in the light snow with some (both new and familiar) friends, I found myself thinking back to how fun it was, but most of all, we all deserved a nice, long rest in bed.

Best Delegate
SOCHUM Committee:
Nimit (G11B)
Delegate of Serbia



Best Position Paper
SOCHUM Committee:
Riya (G10A)
Delegate of Australia



Best Delegate
SPECPOL Committee:
Mehak (G9B)
Delegate of Gabon



Mehak (G9B)

It must be said that participating in an MUN conference where everyone truly wants to contribute to solving real life world issues is enlightening and an extremely valuable experience. This was my second time as a solo delegate representing a country and though it was hard, I enjoyed it a lot. Just like Hanna, I was quite anxious during the opening ceremony as the debate became inevitable, and I feared going up to the front of the large auditorium to speak to people whom I had met just then as a representative of Gabon (a country that I, to be honest, did not know much about). However, like always, the logical side of me took over soon after I first spoke, though I was still very nervous and self-conscious. I was very impressed by the confidence and intuitive knowledge of the other delegates about self-determination and secession histories as well as policies and it was a learning experience beyond anything. It felt as if the first day was over too quickly though we were all exhausted by the end of it.

My favorite part of the debate soon approached: the resolution making, the time where the real interactions, discussions and debates happened. Hanna and I, along with two or three other delegates had taken the leadership role of our ever-growing bloc, and it was quite difficult to manage so many unknown people at once, but a helpful lesson in organization. Sadly, when it came to vote, none of the four resolutions submitted by the committee passed, though ours did come very close with a 28 in favor and 29 against vote. The closing ceremony was a time for great celebration as KIST students won three awards, and I was honored to have been chosen to be the recipient of an award that really belonged to everyone who had worked so hard in the debate. I recall chattering tiredly on the long train ride home, cherishing the moments that had happened while also looking forward to finally getting a good night's sleep.

Staff 10!

In this month's *Staff 10!*, we are pleased to present **Catherine (Cat) Wells** who joined us in August 2015 as an ELS instructor in the Elementary School before moving into a teaching position in August 2016. She is currently the classroom teacher for K2A.



Ms Cat enjoying the festive atmosphere in her classroom.

1) Tell us something interesting about your hometown.

I am from a small village in England called Cranfield, located in Bedfordshire. The name means 'field of cranes' and it is so old it is mentioned in the Domesday book. There is a road in the village that is supposed to be haunted by a ghost called Lady Snagge who had her head chopped off by robbers!

2) What is your favorite place in the world?

I am lucky to have been able to spend many years backpacking around the world and have experienced many wonderful places, but one of my favorites is Hampi in India. This a world heritage site that has miles and miles of ruined temples, shrines and water features. Wandering around the ruins of a bygone era, swimming in the river and watching the sun set from the top of a mountain was a magical experience that I will never forget.

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

If I could meet one person it would be Christopher Hitchens. He was an English philosopher, novelist and debater, famous for his strong views, although he was sometimes controversial. I am a great admirer of him for his eloquence, oratory and his clarity of thought and action on freedom of speech, secularism and raising arguments that others would not dare to go near. The most important lesson from Christopher Hitchens is to question everything, which is a skill which I believe everyone should aspire to.

4) Do you have any special skills or talents?

I don't have any extraordinary talents but as I studied art at university, I am a proficient painter and illustrator. When I lived in England, I was a graphic designer and also used to illustrate for magazines and newspapers so had plenty of chance to experiment with different forms of art.

5) Please share a little known fact about yourself.

I have been a vegetarian/vegan for the past 27 years. I turned vegetarian when I was young because I did not want to eat animals anymore, and I have not eaten meat since. This can be challenging in Japan, a country famous for amazing fish and meat!

6) What is your most prized possession?

I am not a materialistic person, but one thing I could not live without is my kindle. I am a voracious reader and I am never happier that when I am nose deep in a story. My idea of a perfect afternoon is drinking tea and reading my kindle, under a tree in summer, or on my sofa in winter...bliss!

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

I identify strongly with being open-minded. To travel, live and work in a country that you did not grow up in requires you to be open to others' perspectives and appreciative of different cultures. Throughout my travels I had always been aware that diversity makes the world such a wonderful place.

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

I would not change anything and try to live my life with no regrets. If we are the sum total of our experiences, those experiences—be they positive or negative—make us the person we are, at any given point in our lives so why would we want to change them?

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

I am always trying to improve so many things! Currently I am trying to improve my yoga practice, learn the Chinese flute and to be in contact more regularly with my friends and family around the world, despite time differences making it really challenging.

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

Only that I love coming to work and that my K2 students make me smile and feel grateful and privileged to spend every day with them.

Office Updates

Requesting documentation

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



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

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

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

Spotlight on Clubs

Scratch Programming Club (Elementary)

In 2013, I participated in the first Learning Creative Learning massive open online course (MOOC) offered by the Lifelong Kindergarten Group within the Media Lab at the Massachusetts Institute of Technology (MIT), the same researchers who created Scratch. Since then, they have adopted the principles of Projects, Passion, Peers, and Play to inspire young programmers to enjoy learning computer science.

I am delighted to provide a space for KIST's passionate Elementary programmers to meet, practice, and share their projects. It is my hope that these experiences will help the children to feel empowered to use technology to explore their creativity and contribute meaningfully to society.

For more information on the Learning Creative Learning MOOC, please visit:

Web <https://learn.media.mit.edu/lcl>

And to see our club members' completed Scratch projects, visit:

Web <https://sway.office.com/LNo6PopC5hwHXOec>

Bartholomew Miller
Club Supervisor



Acroyoga/Rueda Club (Secondary)

Want to fly? With acroyoga, you can! Acroyoga is the combination of yoga and acrobatics; think doing yoga-ish poses on top of someone else's feet. It's played in groups of 3: one base, one flyer, and one spotter for safety. Progression is very gradual so that everyone can find his/her own challenge. Acroyoga is about having fun and building connection in a safe environment.

Fun and connection are also at the center of Rueda. Rueda shares the basic salsa count you all know, but with a slight twist: we dance in a big circle and execute pair or group figures at the same time – think synchronous swimming, but more fun and relaxed, and to upbeat salsa music.

The acroyoga/rueda club is organized in two halves: 30 minutes of acroyoga, 30 minutes of rueda. Here is what club members have to say about their experience during semester 1:

“Our first meeting with Acroyoga and Rueda felt unbelievably fresh with massive curiosity and excitement. As we learned new things about them, the amusement along with the entertainment grew larger and larger. It was like we could visit a new world, a world that we had never noticed before.”

Florent Debouverie
Club Supervisor



Alumna Report

Jamie is an alumna of KIST's "Class of 2015." She is currently in her fourth year at Nagoya University and is majoring in law.

Hi everyone! My name is Jamie, a student from the Class of 2015. I hope some of you remember me, or if not, nice to meet you! I am currently enrolled in one of Japan's national universities, Nagoya University (NU), majoring in law. This will be my fourth year here, and I hope to share some of my stories with you.

Four years ago, around this period, I remember myself studying for the DP exams, while writing personal statements for universities and attending university fairs. My encounter with Nagoya University was actually at one of the university fairs held at KIST. What attracted my attention to NU was its G30 program, a program where all classes are held in English. Wanting to continue my education in English even in university, and having an interest in law, I decided to apply for NU's G30 law major.

Enrolling into NU also meant living a new life. For more than 10 years, I had been living in Tokyo with my parents, but in the autumn of 2015, I moved to Nagoya and started my new life at the dorm. The dorm provided me a place to make friends with students not only from law, but also from other majors. I got to meet people from different countries with various backgrounds, which allowed me to continue to immerse myself in an international environment.

Dorm life was indeed a lot of fun! In my year, seasonal parties and cooking competitions were held



In front of the canteen at Nagoya University with friends and sempai (Jamie, left)

occasionally (everyone made nice yummy sweets). When I was tired from homework, I could always knock on my friends' door and spend some time there. Unfortunately, because the dorm was only offered to first-year students, everyone, including myself, had to move out in our second year, but overall, it was truly a wonderful experience.

Academically, I feel that the G30 classes provided at NU are what I wanted when I enrolled into university. Class sizes are small (20–30 students) and the professors are close to the students. I especially like my seminar classes where the class sizes are even smaller (below 10 students) and I can research about issues that I'm personally interested in. For example, in one of my seminars, I researched about art deaccessioning and law. Of course, many classes require commitment. Schedules regarding tests, presentations and essays are packed tight, extensive studying and time-management skills are needed, but I felt I learnt a lot from these classes. This year, I was also allowed to take law classes offered in Japanese, so I decided to challenge myself and took the Japanese constitutional and civil law class. I guess this is an advantage of NU's G30 program, because I get to learn both international and Japanese law.

In my third year, using NU's student exchange program, I went abroad and studied at Fudan University. This allowed me to brush up my Chinese, take law classes that were not offered in NU, and again, make new friends. I even got to experience something I never imagined I would do in my life: talking to Chinese vets, typing up Weibo posts, running across Shanghai streets with friends, a box in our hands, trying to save a small kitten's life.

As for my club life (called "circles"), wanting to start something new, I joined a band club and with local students, I was successful at performing on stage! Through these experiences, I feel that both NU and the people at NU, have supported



Studying with friends at Fudan University (Jamie, center)

me academically and socially.

Now, back in Grade 12, I remember that a lot of my classmates applied for universities in the US and UK, and I was only one of the few applying for universities in Japan (mainly because of school fee issues). I remember myself being worried, because I was not taking a path similar to my classmates and also because at that time, there wasn't much information about NU's G30 program, let alone the G30 program itself. However, after spending three years here, I can say that I am satisfied with my choice. Currently in my fourth year, I am starting my job hunt. Here, I have to say again, that I am one of the minorities. Many of my friends are moving back to their countries and others are applying for Masters, but this time, I am confident.

Because now I understand, that wherever you go, there will be help, only if you take the initial action. So lead your own life and stay positive. Regardless of which university you decide to enroll in, there are so many more things to gain than just graduation requirement credits.

Life is long, and as long as you don't stop moving, there will be opportunities to be successful. Don't stress out, and I wish you all the best!

Jamie
KIST Alumna, "Class of 2015"



Travelling to the Great Wall with friends in China (Jamie, center)

K. International School

Spring University Fair



Date: Thursday, March 21, 2019

Time: 2pm - 4pm

Venue: KIST Gym

Bond University
Glion / Les Roches
Griffith University
Hosei University
Imperial College London
International Christian University
Juntendo University
Keio University
Kyushu University
Lakeland University Japan
Musashino University
Nagoya University
Okayama University
Queensland University of Technology
Ritsumeikan Asia Pacific University
Ritsumeikan University
Sophia University
Stony Brook University
Temple University, Japan Campus
The Hong Kong Polytechnic University
The University of Aizu
The University of Queensland
The University of Tokyo
Tokyo International University
University of St Andrews
University of Tsukuba
Waseda University
Yamanashi Gakuin University



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