



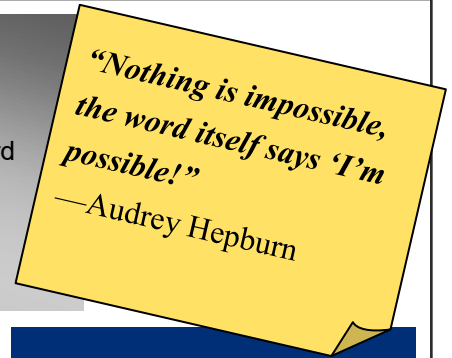
The Comet

The Newsletter of K. International School Tokyo

Volume 22 | Issue 4 | June 2019

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From the Board President



In September 2018, I assumed the role of Acting Head of School, and this responsibility is quickly coming to an end. Looking back, I feel it has been a very eventful and fulfilling year.

First of all, I am pleased to announce some great achievements by our Grade 12 students who received acceptances from Cambridge University in the UK, Tokyo Medical and Dental University School of Medicine, and three offers from the University to Tokyo.

Although I have mentioned this previously, I believe it is important to reiterate that it is the school's responsibility to the KIST community to achieve our mission and vision according to our educational philosophies. Conversely, it is the responsibility of parents/guardians to research the mission, vision, educational philosophies and programs of schools, and to select the school that best matches their own aims for their child's education.

At the heart 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. And as our vision, we seek for all learners to demonstrate excellence in academics and compassion for others.

In striving to achieve our mission and vision, KIST offers the academically challenging IB Diploma Programme (DP) in Grades 11 and 12, the final two years of the Secondary School. The DP provides opportunities for students to develop the high-level skills, knowledge and volunteering spirit they will need to succeed in our ever-changing global society. Furthermore, success in the DP allows students to continue receiving a high-quality education through matriculation to leading universities around the world. Achieving a high score on the final DP examinations at the end of Grade 12 not only greatly enhances students' chances in gaining acceptance to leading universities worldwide, but also serves as important evidence that KIST is achieving its mission.

Due to the efforts of its diligent students and excellent teachers, KIST has achieved the highest average DP score in Japan for the past four years. However, as an international school, our target is not just to be the best school in Japan, but the best in the world. To this end, in order to further broaden our students' horizons, we have set our goal to become a top-level DP school on an international scale by our 30th anniversary in 2027.

Continued on next page

DATES TO REMEMBER



June 2019

- 10-11 (G5-G11) Cross curricular days
- 10-11 Career experience program
- 12 (S) Secondary awards ceremony and (G10) Completion ceremony (*Morning)
- 12 (K1-G11) Semester 2 reports issued
- 12 (W) Last day of school for students (Half day for students)
- 12 (K1-G3) After care not available
- 13-28 Office open
- 17-28 Summer program session 1
- 29-Jul 28 School closed

July 2019

- 29-Aug 9 Summer program session 2

August 2019

- 15 (K1/K2/K3) Parent welcome night
- 19 First day of school for all students
- 19 (K2-G3) After care begins this week
- 20 (G1-G10) Mathematics diagnostic testing
- 21 (G1-G5) Parent welcome night
- 22-23 (G2-G5) English diagnostic testing
- 23 (G6-G12) Parent welcome night



Continued from previous page

To further achieve our mission and vision, the KIST Board of Directors has decided to implement the following initiatives from the 2019-2020 school year, and is currently making preparations for these.

- Revisions to the Grade/Program Progression Criteria (shared previously at the parent information sessions held in January)
- Introduction of the IGCSE in G9 and G10, with MYP offered up to G8 (also shared at the parent information sessions in January)
- Consolidation of a continuous curriculum from Elementary K3 through to Secondary School.
- Students in G5, G8 and G10 (in addition to G9 for Math Extended students) will sit an official external exam to track their academic progress.
- With the aim for all students to succeed in the DP, an after-school Study Hall will be introduced for students in G9 and above who need to improve in their academics.
- In order to develop high quality teachers who contribute to supporting students in achieving high scores in the DP, a teacher training program targeting KIST alumni has been established in partnership with a postgraduate school in the UK.

It is my hope that the above initiatives will help KIST attain its mission to a higher level in the future.

From the coming school year, Dr. Kevin Yoshihara will take over the position of Head of School, and in cooperation with Mrs. Komaki, the Associate Head of School, will be responsible for leading the school's educational division. I look forward to working with Dr. Yoshihara in this role.

Finally, construction of our new school building and gymnasium complex is scheduled to commence in November. I am excited to see the changes this will bring to the school and seek your understanding and cooperation throughout the period of construction.

Yoshishige Komaki
Board President/Acting Head of School



Supporting Miyagi Prefecture

Eight years have now passed since the Great East Japan Earthquake struck on the afternoon of March 11, 2011. In our continuing efforts to support the people of Miyagi prefecture, this year, at our annual "red and white" free dress day held on March 11, we were able to raise a total of ¥80,958 in donations for the Great East Japan Earthquake Children's Fund to support children orphaned in the disaster. Thank you to all those who participated this year. In recognition of our donation, we received a letter of appreciation from the Governor of Miyagi Prefecture, Yoshihiro Murai, which we would like to share with you here.

We would also like to remind all members of the KIST community that a natural disaster such as an earthquake could happen at any time. We encourage you take this opportunity to ensure that your family is prepared in advance for such an occurrence.



拝啓 春暖の候、ますます御清祥のこととお慶び申し上げます。

I hope you are prospering this spring.

県政運営につきましては、日頃格別の御理解を賜り厚くお礼申し上げます。

Thank you for your understanding and support toward our prefectural management.

さて、このたび、お申し出のございました東日本大震災に係る震災孤

We sincerely appreciate and gratefully accept your donation to support orphaned children for the Great East Japan Earthquake.

受けいたしますとともに、被災した子どもたちの支援のため有効に活用させていただきます。

of the children.

私もよるさと宮城を復興するため、県民の皆様と共に手と手を携えて

As governor of Miyagi Prefecture, I will do my best to revitalize our prefecture, hand in hand with the citizens of the prefecture.

今後とも、県政の推進につきましては、御理解、御協力を賜りますよ

I ask for your continued understanding and cooperation in promoting the administration of the prefecture.

administration of the prefecture.

敬具

平成31年4月11日

April 11, 2019

学校法人 ケイ・インターナショナルスクール

To Educational Corporation K. International School

理事長 小枝 義重 様

Yoshishige Komaki, Board President

宮城県知事 村井 嘉浩

Yoshihiro Murai, Governor of Miyagi Prefecture

Elementary School News

The summer slide, the brain drain, and summer learning loss

Summer vacation will soon be upon us, and like me, I'm sure you are all looking forward to some rest and relaxation with family and friends! Taking the time to catch up with family and friends and ensuring we get the rest and recreation we crave is important. It is also important that we use our time wisely in order to avoid what is commonly known as the summer slide, the brain drain, or summer learning loss.

Summer learning loss refers to the loss of academic skills and knowledge over the summer vacation. Here are some summer learning loss statistics from oxfordlearning.com:

- 2.6 months of math skills can be lost over the summer vacation.
- It can take up to 6 weeks of re-teaching in the fall to make up for summer learning loss.
- 2–3 hours per week of review is needed to prevent summer learning loss.

Don't be alarmed! According to Edutopia.org, there are several things we can do over the summer to prevent summer learning loss.

- Make time for learning. Set aside time for your child

to read every day. 15 to 30 minutes per day is all it takes!

- Develop math skills. Working on just 3 or 4 math problems per day can prevent mathematical skills from getting rusty. Reviewing the previous year's textbooks is one method. Many other workbooks are available online.
- Improve reading comprehension by practicing. Many workbooks are available online.
- Encourage creative writing. By being provided with different topics, children can write paragraphs and stories on their own.

During the summer holiday many students have more time to read for enjoyment and to review many basic skills. By setting a few routines early in the vacation, all children can develop summer study habits they will benefit from. Let's work with our children during the summer to help maintain all they have learned this year!

I wish you all a safe and wonderful summer vacation!

Kevin Yoshihara
Elementary School Principal



**Some recommended Math and English workbooks and websites
Available at amazon.co.jp, amazon.co.uk, and bookdepository.com**

Mathematics

Grade	Book	ISBN
New G1	CGP Key Stage 1 Workbook Year 1	9781841460826
	CGP Key Stage 1 Targeted Study Book Year 1	9781782941354
New G2	CGP Key Stage 1 Workbook Year 2	9781841460819
	CGP Key Stage 1 Targeted Study Book Year 2	9781782941361
New G3	CGP Key Stage 2 Workbook Year 3	9781841460697
	CGP Key Stage 2 Targeted Study Book Year 3	9781847621900
New G4	CGP Key Stage 2 Workbook Year 4	9781841460680
	CGP Key Stage 2 Targeted Study Book Year 4	9781847621917
New G5	CGP Key Stage 2 Workbook Year 5	9781841460673
	CGP Key Stage 2 Targeted Study Book Year 5	9781847622136

<https://uk.ixl.com/>

<https://www.khanacademy.org/>

English

Grade	Book	ISBN
New G1	Key Stage 1 English Targeted Question Book – Comprehension Year 1	9781782947585
New G2	Key Stage 1 English Targeted Question Book – Comprehension Year 2	9781782947592
New G3	Key Stage 2 English Targeted Question Book – Comprehension Year 3	9781782944485
New G4	Key Stage 2 English Targeted Question Book – Comprehension Year 4	9781782944492
New G5	Key Stage 2 English Targeted Question Book – Comprehension Year 5	9781782944508

<https://www.k5learning.com/reading-comprehension-worksheets>

PYP News



"He who is best prepared can best serve his moment of inspiration."
—Samuel Taylor Coleridge

Inspire the summer!

The above quote from the author known best for writing the poem "Kubla Khan" rings clear when we consider the upcoming summer break. Finding ways to engage our children during times away from school is one of the biggest challenges for parents. Our children spend 10 months a year focusing on their studies and deserve relief from the stress and pressure that a rigorous curriculum demands of them. Intuitively, parents think of activities and special summer programs to give their child just such a break, but they might miss opportunities for learning as they seek recreation. Don't get me wrong, I'm not saying that programs that offer fun and relaxation aren't valuable and rewarding. It's just that with the right preparation and consideration parents can tap into the lessons that have been covered over the past year and look for connections within the local environment and materials found around the house.

Our students have demonstrated a high level of conceptual understanding in their PYP Units of Inquiry and therefore should be viewing their world from a somewhat "enhanced" point of view. Although taking on the "inquiry mind frame" might be a little imposing for parents that are somewhat new to the school, second year and veteran parents should have a knack for the

inquiry mindset that will enable them to see the opportunities that lie around every corner and avail themselves to the trained eye. Simply reigniting conversations that took place over the year regarding your child's learning is a great way to stoke the fires and get your child thinking about what kind of inquiry they may want to expand on or review. Taking action or just thinking of next steps that could extend the work that they have already laid as foundation for thought will help your child grow within their conceptual and critical thinking skills. Reading is a great way to extend on their investigations. I urge parents to start the summer off with a trip to the library or a bookstore. You'll find books that provide inspiration and invigorate your children's imaginations on one side of the coin, or actually gets them moving towards the door to try some new activities ranging from sports to science experiments on the other.

Remember, your child has spent the better part of a year preparing for what could be a fantastic summer of learning, relaxing and expanding their knowledge as they move toward their "moment of inspiration".

Clay M. Bradley

PYP Coordinator/Elementary School Vice Principal

Elementary ELS

Visualizing—a reading strategy to practice at home

You can help your child keep up their progress in English-language reading comprehension at home this summer, even if you don't read together with them in English. Reading comprehension strategies are transferred across languages, so as long as you are reading with your child in any language, their English-language reading comprehension skills will benefit.

One key reading strategy that helps your child read in their less-dominant language(s) is **visualizing**. So practicing visualization in their dominant language sets them up to better tackle books in any of their other languages. Encourage your child to pay attention to the picture in their head that the words on the page give them by asking them questions like "What picture do you have in your mind as you read this page?" and "How does the picture change as you keep reading the story?" Prompt them to go back and re-read difficult parts and notice how they adjust the image in their head as they work out their misunderstandings.

Practicing this strategy in any language over summer will help keep your child on form with a habit that will support their understanding whenever they read in English.

In case you haven't seen them yet, here are links to more tips on supporting your child's reading skills at home over summer:

[Web <http://www.readingrockets.org/article/reading-tips-parents-11-languages>](http://www.readingrockets.org/article/reading-tips-parents-11-languages)

[Web <http://www.colorincolorado.org/article/parent-tips-summer-reading>](http://www.colorincolorado.org/article/parent-tips-summer-reading)

Rachel Parkinson

Elementary ELS Coordinator/G5 ELS Instructor



Teo (left) and Akshat (right) of G5B often use visualization as a reading comprehension strategy. Akshat is reading The Wild Robot Escapes. When he first started, he had a picture in his head of a crazy robot, but as he kept reading, the picture gradually changed into a calm robot who was living outside in the jungle like a wild animal. Teo practices visualizing when reading in Japanese and is working on transferring this strategy over to the difficult books he challenges himself to read in English.



Early Childhood News

It's hard to believe that this is already the last issue of *The Comet* for 2018–19. When you have young children at home, it can sometimes feel as if the time is flying by far too fast. I hope that all the K1–K3 parents who have been feeling this way have enjoyed the past school year with your children, as I know I have!

We have had another successful year in ECE, and we couldn't have done it without the continued support of our wonderful parents and families. Thank you all!

Since the last issue of *The Comet*, the K1–K3 teachers decided to hold an ECE event all together towards the end of the school year—Pajama Day. Although we have held a similar event previously, this year's PJ Day was slightly different than in previous years. This year, we decided to use 'Edu Breakout' as one of the main activities for PJ Day. Edu Breakout is a set of immersive learning games for the classroom. For more information, please visit:

Web www.BreakoutEDU.com

On PJ Day, the children changed into their pajamas and moved to the MPR where we held our last assembly of the year, which led into the start of the game.

When the children returned to their classrooms, they discovered that a big box with 5 keys attached had been set up in their absence. Through an announcement over the PA system, the students were told, as a part of the game, that they would be stuck in their current grade levels if they were not able to successfully use the keys to open the box. In order to use the keys, students had to solve various age-appropriate puzzles applying the knowledge they have gained through the year in literacy and math. It also required communication skills, problem solving and teamwork. The puzzles were chosen by the teachers to make sure they were challenging for the students but not too difficult for them to do by themselves. We enjoyed watching the students work together to solve them!



By the end of the game, all the children "broke out" by solving the puzzles and unlocking the box, and received a medal saying, "We broke out! We will be promoted to the new grade level!" We were proud to see the students working together, using the skills they had gained over the past school year, and having a great time while they were learning!

Unlike tangible topics like numeracy and literacy, it is much harder to teach important but invisible life skills such as showing kindness to others and building teamwork. We have enjoyed guiding the ECE children through these important concepts for the past year, and we hope to see the seeds of kindness we helped your children to plant in their minds grow into beautiful trees with each coming year.

On behalf of all ECE staff, thank you again for your support.

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

Please check our Kindy Concert, *Gruffalo*, here using this QR code.



G2 Sharing the Planet

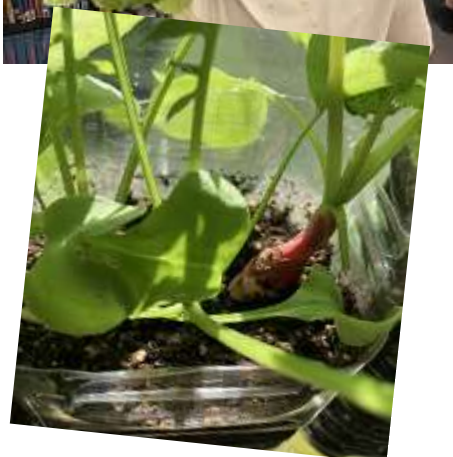
Function, change and responsibility

Grade 2 students have been learning about how plants sustain life on earth and play an important role in our lives. As part of the unit, students invested their efforts in growing small hatsuka radishes and salad leaves. The students planted their seeds in self-watering planters which were assembled using two 2-liter bottles that students had brought from home. They learned that as all seeds are not guaranteed to germinate, they should plant more than can grow in a pot.

The pots were left by the window in the sun. Once the seeds germinated, the students thinned the sprouts by pulling out unnecessary seedlings to provide space for the growing plants. They shared the responsibility of keeping the water in each other's planters clean and full.

In approximately three weeks, some of the early veggies were ready to harvest.

Aya Kurosaki
G2A Teacher



New Faces

Since the last issue of *The Comet*, we have welcomed two new staff members to our Elementary School team—**Shannon Bell** who is working as our new Elementary School Librarian, and **Rose Yazar** who is our new part-time After Care Attendant.

Additionally, our former Elementary School intern, **Amanda Kok**, has joined our staff full time as an ELS instructor working with Grade 1A.

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



Shannon Bell
Elementary School Librarian



Rose Yazar
After Care Attendant



Amanda Kok
ELS Instructor (G1B)

Sakura Medal Book Review Contest

The 2018–19 Sakura Medal Book Review Contest was held recently. KIST was represented once again this year by eight students in total; 5 from the lower grades and 3 from the upper grades.

We are pleased to announce that **Kyo** (G3B) won the Bronze Award in the lower school division. Congratulations!



Music Recital

On May 24, we held a small recital to showcase our new music lessons initiative. Over the past several months, our musically talented secondary students have taught one-on-one voice, cello, violin, piano and drums lessons to elementary students. We hope to continue to expand this service activity further in the next academic year.

Robert Collins and **Makiko Duran**
Music Teachers



G5 Mentor

As a culmination of their time learning and growing in the PYP—up to 8 years for some students!—our Grade 5 students are tasked with doing research and creating a comprehensive presentation about a world issue as a part of the PYP Exhibition. Every year, various PYP teachers support these students as their mentor, helping to guide them through the process.

I also enjoy supporting the G5s with their Exhibition projects each year, and this year, my group, **Jiani** (G5A), **Sasha** (G5B) and **Edison** (G5A), researched and presented about the topic of 'endangered animals.' I was very proud of their efforts that culminated in a successful Exhibition presentation, but I was even more impressed when, after the Exhibition, one of them e-mailed me seeking advice on how to take action by organizing activities for Endangered Species Day in order to further raise awareness of their topic.

With the support of the K1 to K3 teachers, the three G5s planned a presentation about endangered animals for K1–K3 students, and also organized a drawing competition for the young learners to draw pictures of endangered animals. The K1–K3 students really enjoyed both the presentation and the competition.

During the very last Elementary assembly of the year, Jiani, Sasha and Edison announced the winners of the competition and handed out certificates. Following this, they gave a presentation to all the students in the Elementary School about the importance of protecting endangered species.



While there are many people in the world who care about certain topics and want to make a change, there are far fewer who actually take tangible action towards helping their cause. Especially for G5 students who were not required to do anything extra beyond the scope of the Exhibition, I was deeply impressed with Jiana, Sasha and Edison's initiative and courage.

I was also very pleased with the wonderful learning opportunity this activity provided to both the kindergarten children who listened to the explanation from the G5s and participated in the contest, and also to the G5s themselves.

Eri Ozawa
ECE Coordinator (K1–K3)/K1B
Teacher



LEAP News



Extension students enjoying a puppet show (Photo by K. Millican)

Reflecting on Semester 2 LEAP

We find ourselves at the end of another school year! As our school community begins to clean out our desks, packing away the half-finished origami projects and throwing away the hardened glue sticks that always seem to gather at the backs of drawers, I find that it can be a good moment to stop and consider what we have managed to collect in our metaphorical desks throughout the school year: the skills we have mastered, the successes we have had, the obstacles we have faced.

Any reflection on the impact that LEAP has had for the 2018–2019 school year would be incomplete without consciously raising up the voices of the students who participated. To be a successful program dedicated to students' academic achievement, I believe we must also value their voices, listening carefully to what they can tell us about how they learn, where they feel confident, and what their needs are. By giving students the space to offer feedback, we can reflect on the efficacy of our lessons as educators, while helping students grow to be active partners in their education.

To create an opportunity for student expression regarding learning, LEAP instructors were asked at the end of the semester to lead students in a reflection, and I would like to share some of the responses (portions have been edited slightly for clarity).

These students shared aspects of their lessons they did and did not enjoy:

"I enjoyed learning fractions. Because when you eat something, I have to share something."
—G1 student

"I don't like to present..."
—G2 student

"I enjoyed my LEAP class with doing writing stuff because some parts, it is kind of fun to do...and we also used whiteboard a lot. We only have 30 minute each day, but we had a lot of fun."
—G3 student

Students also explained what they learned and where they felt they grew over the semester:

"I improved in presenting and speaking in front of everyone."
—G2 student

"I got better at adding detail in the sentence."
—G3 student

"First, I didn't like reading but when we read many books and try to write about what we read, the reading started getting fun."
—G4 student

"[I learned] how to write better and how to punctuate."
—G4 student

Finally, students set new goals to address areas where they felt they still needed to improve, demonstrating a growing awareness that learning is an ongoing process:

"I want to improve reading skill."
—G1 student

"I want to learn more about multiplication and division."
—G1 student

"I need to improve in spellings and try to read very big words."
—G2 student

"I want to improve on writing stories and those ideas."
—G4 student



G2 students researching plants (Photo by: L. Shigemitsu)

Just as students identify their own areas of need, I too think our community can step up our educational practices by reading these responses. If we can value our students' thoughts and opinions in the planning of our lessons, I think we can effectively

center students' needs to ensure that students involved in LEAP feel they have gained the skills they need to feel more confident in the classroom, more motivated toward their learning, and more in control of their education—to feel they "grew happier" as learners, as one G1 student put it.

I would like to close by thanking LEAP students for their hard work this semester. Thank you also to our school community of administrators, educators and parents for the support they have given to make our program as effective as possible.



K3 students practicing transition words (Photo by: C. Wang)

Best wishes for a safe and restful holiday!

Katherine Millican
LEAP Coordinator

KIPS News

From the P1 classroom...

June is here! It is the time of the year again when we look back and realize how the P1 children have grown and developed. The class this year is smaller compared to last year, with a total of 5 children. With 3 teachers to support and guide the children, we believe that this brought a positive outcome for the students.

The teachers were able to watch the children closely and support the parents in their children's development. One area we supported was toilet training. The children were given enough time to do things by themselves or offered help when they needed it. Some children have also started to wear underwear to KIPS, and the teachers maintain open communication with the parents about their child's progress and toilet routine. The P1 class also had the chance to go on a picnic at Hamacho Park this year. The children seemed to have fun exploring and interacting with nature. They got to see lots of cherry blossoms, flowers and some bugs too. They also joined in the Family Day event at KIST for the first time. Together with their teachers and P2 friends, the P1s practiced the games at KIST during outdoor time. They looked excited to jump, crawl, run, waddle and cheer for other friends while playing the games. Well done!!!

At KIPS, we try our best to support both the children and their parents. We encourage the children to try new things and to not give up easily when facing challenging tasks. They say "no" or cry at times, but when supported by friends and teachers, they seem eager to finish the task and say, "I did it!" with a smile on their faces.

Ma. Cielito Bautista
P1 Teacher



From the P2 classroom...

In April, the P2 children performed adorable songs and dances on the big stage during the KIST Kindergarten Concert. The children were all surprised to stand on the stage in front of such a large crowd, but they were able to set aside their desire to go running to their parents—who they could see in the audience—and did a great job of singing and dancing until the end of the show! Good job, P2 friends! They were also able to watch the impressive performances of their former KIPS friends who are now students at KIST. Seeing the growth of the KIPS graduates allowed the P2s to imagine what they themselves may be capable of in 1, 2 and 3 years into the future, and they are already looking forward to next year's concert.

On Family Day last year, the P2s took part in only one event, but this year, they took on the challenge of participating in two events with their parents—the "Animal obstacle race" and the "Turtle relay." Along with the students, KIPS itself is growing, too! Additionally, in May and June, several KIPS parents visited the school together with the teachers, and we learned about Russian, Chinese, Filipino and Japanese cultures. We are very grateful to these parents for further increasing our children's opportunities to learn about various cultures around the globe.

Soon, it will be time for the P2 completion ceremony. In the past year, the P2s have really shown us how much they have grown up. They overcame their phases of rejecting new things and have grown up into wonderful and accomplished boys and girls. All of us at KIPS are already sad to think that we will no longer be able to see the children each day—we're going to miss them a lot! However, we look forward to seeing them again at various KIST events, and this is one of the positives about being at KIST. We will be cheering for all KIPS graduates as they continue their education!

Nobuko Matsumura
P2 Teacher



MYP News

G10 Personal Project exhibition highlights student interests and skills

The 2019 MYP Personal Project exhibition was held in the school gym on Friday, March 1.

The Grade 10s completed their work over the course of several months. In each case, the project is driven by the students' own interests; their passions drive their choices. Supported by teacher-supervisors, they work to demonstrate a range of important academic skills (Thinking, Researching, Communicating) and the ability to execute long-term plans.

The project, completed independently and in addition to the students' other subject work, involves producing a product or outcome, a process journal documenting their work, and a Personal Project report that highlights their achievements.

The exhibition was an enjoyable day. Each of the other students in MYP investigated the projects throughout the day, interviewing the G10s and gaining insight into the nature of research-based learning.

Judging by the variety of topics covered, the quality of the products, and the high degree of student interest, the 2019 G10s should be proud of their work.

Robert White
MYP Coordinator



The G10s on Exhibition Day

Yukino (G10A), Shreeya (G10A) and Jiaying (G10B) share a moment after setting up their displays.



Sonakshi (G10B) completed an investigation of wedding practices in India. Her colorful display was a hit at the exhibition.



Aki (G10B) explains his project to visiting G8s.



Min Seung (G10B) discusses his project with Elementary ELS Coordinator, Ms. Rachel.



Thilo (G10B) included butterfly lapel pins as part of her display on the effects of mental health conditions.



LMC Teacher-Librarian, Mr. Tim, was instrumental in supporting the students' work. Here, he guides visiting MYP students through their investigations of the G10 work.



MYP Music Service Activities



KIST Secondary Students' Orchestra

This year, as part of this Service-related club, we visited Rose Garden Fukagawa, a nursing home located near KIST, to perform mini concerts. Each student helped to build the concert program by choosing musical pieces that they hoped the senior citizens residing in the home would enjoy.

At the end of each concert, students had time to chat with the residents and received much positive feedback. The concerts provided a great opportunity for the students to perform solo and ensemble pieces and to build a positive relationship with the senior citizens and staff at the nursing home.



At Rose Garden Fukagawa



At Stella Preschool

We have also started performing at Stella Preschool Minami Aoyama, where our students performed a variety of children's songs and dances, and played games with the preschool children. We hope to expand our performance opportunities in the upcoming school year and create even more positive musical experiences with others.

Musical elves

The Grade 8 boys started this Service activity to help organize the music room and assist backstage at school-organized music events, including the winter concert and school musical. They were very helpful and supportive in making props and setting up the stage. It is always nice to support student-led service activities.

Music lessons

This new Service activity began at the beginning of the school year. The purpose of the activity is for secondary students to promote music learning at KIST by offering instrumental and vocal lessons for elementary students. The lessons were held every morning in both the elementary and secondary music rooms. Secondary students offered lessons in piano, drums, cello, violin and singing. It has been a very popular activity, and I hope to continue supporting the secondary students as they share their musical talents with the elementary students next year. Please look out for an e-mail regarding participation in music lessons in the future.



Music lessons

Koto Ward Adopt Program

Thank you very much to the parents who volunteered their time to support the G6–9 students' advisory group service project.

This year, similar to last year, the students collected litter in the neighborhood surrounding KIST. At a glance, our neighborhood seems very clean, but on closer look, we found a lot of litter in the bushes. I hope that this experience will raise students' awareness about keeping the environment clean, and that it will motivate them to generate their own ideas about creating new service activities for next year. We also want to thank the Kiyosumi Park staff who supported our activities throughout the year. The photos below were taken at Kiyosumi Park.



We plan to hold the same activity next year, and look forward to once again receiving the support of parents and guardians by volunteering to supervise the students.

Makiko Duran

MYP Music Teacher / MYP Service Coordinator

G10 Peer Support Leaders

In your opinion, why is peer support important?



Anya (G10B)



Saki (G10A)



Sujin (G10A)

Anya

Peer support is important as we are able to understand our peers' feelings better. Because of this, we can empathize with them, allowing us to provide better support for them rather than teachers or parents.

Sujin

Everyone needs support throughout their life as it gives them encouragement (motivation) to succeed or overcome obstacles. I believe support from peers is most effective and motivating. By hearing different opinions from peers, there is a higher chance to comfort everyone individually but also help them resolve their conflicts.

Saki

Peer support is significant as we try to take action to support our classmates who need an extra hand. That's our basic role, but another thing to note is that we are also part of the community, so we can better represent the student voice.

How did you grow/What did you learn as a peer support leader this year?

Anya

As a peer support leader, I learned to better manage and organize group events and I was able to better understand my peers and the problems they are experiencing. It was interesting to see the problems that our grade level was experiencing as some of them were rather unexpected. From this, I picked up on the fact that things are not so obvious on the surface.

Saki

I learned how everyone has different opinions and tastes toward a lot of things. It sounds obvious, but it is really hard to satisfy everyone and sometimes it requires some tough decisions. As a peer support leader, I was able to grow as a strong decision maker and communicator that relates well with my classmates.

Sujin

When I first heard about peer support leaders, I had a strong desire to participate in such a service activity. Not only did this give me a position to openly support my peers, but it also made it easier for others to talk openly about their struggles whenever they want to. By taking initiative, I became more confident in communicating and was conscious of my actions towards others, which resulted in me fostering a greater sense of responsibility. It was a great opportunity for me to learn how to solve problems and generate small steps for a better conclusion.

Shout out something encouraging/inspiring to your peers!

Anya

2 more years to go.

Saki

I sometimes hear my friends say "that class sounds more fun than ours," or something along that line. But, our class is not that bad! I want to build a positive community and my aim as a peer support leader was to try to hear my peers say "This year was fun!" and "Hmm... not bad". However, this cannot be achieved without everyone's support. Peer leader support also requires your support, so let's build a warm community together.

Sujin

Are you suffering from stress? Or struggling with schoolwork? Don't worry! KIST has assigned peer support leaders to help you overcome troubles. If you need help, don't hesitate to reach out to us if you ever feel overwhelmed. We will always be there for you so please don't give up.

World Scholar's Cup

During the Golden Week holiday, KIST students from Grades 6 to 11 went to Ichikawa Gakuen, located near Motoyawata in Chiba prefecture, to participate in this year's edition of the World Scholar's Cup for the fourth year running.

The competition was very demanding, and this year, there were more competitors than ever before, with over 120 students in the Junior Division, and about 600 students in the Senior Division. We participated in four different events—the Debates, Collaborative Writing, Scholar's Challenge (an exam on five different subject areas), and the Scholar's Bowl (a team quiz). Each one of these events were exacting in different ways, mentally and physically, but in the end, it was all worth it considering all the awards KIST had won.

In the Junior Division, **Saanvi** (G8A) was the first-place debater, and the team of **Saanvi** (G8A), **Gini** (G8B), and **Nehal** (G8A) were awarded second in the Debates.

In the Senior Division, for the Debates, I, **Ethan** (G10B) was the second-place debater, while the team of myself, **Sidaarth** (G10B) and **Min Seung** (G10B) were awarded third in the Debates, and second in Collaborative Writing. **Keita** (G11B) and **Min Seung** (G10B) were first and second respectively in the Collaborative Writing portion of the contest; the team including **Keita** (G11B), **Emani** (G11B), and **Heizo** (G11A) were first in this the event as well, winning a trophy.



Ethan (G10B), Sidaarth (G10B) and Min Seung (G10B)

The mixed-school team of **Sara** (G8A), **Devaj** (G8B), and a student of another school, were crowned first place in the Scholar's Bowl and third overall, also earning a trophy.

Overall, this was a very successful year for KIST in the World Scholar's Cup, with students winning 60 individual medals and 63 team medals, for a total of 123 medals—let's hope KIST can improve their results even further next year.

Ethan (G10B)



Yuki Wins World Scientific Award



In December 2018, World Scientific announced the Molecular Frontiers Journal Award, which invited students aged 13–18 to produce a 1000-word article on the topic of "To identify opportunities and challenges ahead for our future earth and come up with solutions for these". The articles were judged by the Molecular Frontiers Journal Editorial Board, on their originality, presentation of concept, development of solutions, impact, and feasibility of implementation. The competition drew in submissions from around the world.

One of our students, **Yuki** (G12B), participated in the contest and won the second prize award of \$3000. As part of the award, Yuki's article, which was an extract of her extended essay, will be published in the Molecular Frontiers Journal and in an upcoming book by World Scientific on "Solutions for Future Earth". More details can be found at:

<https://www.worldscientific.com/page/pressroom/2019-05-09-01>

Yuki and Mr. Cowe were also invited to a dinner in Sweden on May 8, 2019, along with many distinguished guests including Nobel laureates as well as a symposium in Sweden held by the Molecular Frontiers Foundation, The Royal Swedish Academy of Sciences and Chalmers University of Technology. Unfortunately, Yuki had her IB Diploma final exams on the same day, so she was unable to attend the symposium and the dinner.

We hope KIST students are able to attain many more opportunities and become successful in the future!



Math Field Day

On March 12, 2019, 28 students from KIST attended the annual KPASSP Math Field Day event at Zama High School in Kanagawa. Our students from Grade 6 to 11 performed very well during the morning individual competitions and showed leadership in the mixed school teams during the Tech challenge and the Energizer activities.

This year, a total of 7 students mounted the podium in the individual competition. This was the highest number of students amongst 12 participating schools.

We would like to recognize the following students for representing KIST on the podium.

Hyunwoo (G6A):

1st place in the rapid competition

Hoyuki (G6A):

1st place in the G6 category

Wenhui (G6B):

2nd place in the G6 category

Kaito (G7B):

3rd place in the G7 category,
1st place team in the Tech challenge

Gi Jeong (G8B):

1st place in the G8 category

Yiling (G9B):

2nd place in the G9 category

Nimit (G11B):

3rd place in the G11 category

Congratulations to all participating students for their hard work training for the past 2 months!

Nanami Sakuma
MYP/DP Mathematics Teacher



(L>R) Hyunwoo, Yiling, Wenhui, Hoyuki, Kaito, Gi Jeong, Nimit



The KIST Team, Math Field Day 2019

Biblio Battle

The second annual National Junior High School "Biblio Battle" (held by the "Katsujibunka suishin kaigi," managed by Yomiuri Shimbun, and sponsored by MEXT) took place on March 24, 2019 at Yomiuri Otemachi Hall. In total, 51 representatives from the 47 prefectures of Japan participated in this competition where contestants give a presentation about a book they enjoyed and vote on which book they would like to read based on the presentations of other contestants.

KIST was proud to support **Sara (G8)** as one of the representatives from Tokyo.

Sara tried her best during the preliminary rounds, but unfortunately, in the face of stiff competition, she was not able to join the four finalists in the final round.

Etsuo Kamo
MYP/DP Japanese Teacher



G9 Camp Visit to Yamanaka-ko

After Golden Week, the Grade 9 students traveled to Yamanashi prefecture to the YMCA Camp Yamanaka at the foot of Mt. Fuji. Over the course of two days, the students cycled, boated and hiked as they worked to build a closer bond among themselves. The second day included a session led by Ms. Evelyn where the students shared positive impressions they have about their classmates in an effort to foster a supportive atmosphere in the year group. As you read through the student reflections below, you can see the G9s enjoyed their camp experience.



Ryuun (G9B) and Rei (G9A) with Mt. Fuji in the background.

Lilike (G9B)

Not everyone likes sports or camping, but even over those people who are not usually keen on it, everyone can come out saying they have had a remarkable experience at the G9 camp. Amongst other activities, from my personal point of view, some of the most memorable moments circled around these very moments. To keep it short, just two of them will be mentioned here: team building exercises and canoeing. Both contributed to the camp experience in their own unique ways.



Manaka (G9B), one of many frisbee players in the G9 group.

Did you ever want to know what others think of you? I hear you saying: "Not that much, no" or "It doesn't matter", but deep down we all know that we do care about our classmates' opinions and views, because none of us wants to be alone. We all need friends, and some of them will be found at school, where we share our feelings, likes and dislikes, insecurities and also prospects for the future. Sometimes we find them in unexpected ways. At the beginning of camp, we all had been sorted into groups with other students we would not normally be close friends with (similar to the sorting hat principle in Harry Potter—however mixing traits rather than matching them), which did worry some of us, especially myself. There were three groups, "Yama" "Naka" and "Ko". The bad news is that the handful of people I was hoping to be with weren't in my team (Yama). The good news, though, is that in the end, thanks to the team building and canoeing, I was glad to have been with the people in my group, because we experienced friendship and camaraderie while trying to do the best for our group. Team building, for instance, meant sitting in a circle and, through a concerted exercise, trying to find and articulate the main qualities we could think of in our team members. There were quite some surprising outcomes, and yet, we all found a shared sense of understanding. On the other hand, the more physical activity of canoeing on a lake took all of us to a newly found mutual consent. The first plan was to put all members of our group into one boat, but a leak was found and they decided not to drown anyone. One small boat held 6 people, and this unusual task required us to truly work as a team. Figuring out how to move the boat in one straight direction was a shared effort and once we managed to do this, we weren't stoppable.



G9s arriving at the YMCA Camp Yamanaka-ko.

We were only at the camp for 2 days, but these days were truly impressive. If I were to give some advice to others, use the time well and enjoy every minute. The shared sense of achievement will carry you everywhere.



Continued on next page

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Rinka (G9A)

On the way to the YMCA, the view of Mt. Fuji with some snow and the clear Yamanaka lake under the beautiful sky was breathtaking, and I was amazed at the beautiful natural scenery. We were so excited to do boating on Yamanaka lake and enjoy the view too!

Unfortunately, it rained while we were boating, so we couldn't enjoy the scenery. I was sad about that, but we worked hard and cooperated during boating to make the best of the experience.

We were divided into three groups for the boating activities, and every person had a paddle. I rode with 5 people on one boat, so it was difficult to get balanced, and we almost fell into the lake. When we started rowing, the boat spun a lot and didn't go straight. We then worked together to go forward and rowed in unison. As we kept rowing, we kept improving too. Since we were already wet, we had some fun, splashing water on each other. We also saw a swan gracefully sailing near us. When the swan quacked in front of our boat, we kidded that it was talking to us.

After boating, we were drenched and freezing, so we warmed up in front of the heater in the YMCA. We talked about what we saw and felt when boating and basked in the light of the afterglow. Everyone was exhausted from boating in the rain, but we worked hard and helped each other. We really enjoyed boating and had a good time with everyone, so I think it turned out well. It was a very valuable experience, and we were able to deepen our friendship even more.

Minn Thant (G9B)

On the second day of our camp, we all went to hike up a mountain until we reached a shrine. It was sunny, so it was fairly hot for everyone during the hike. While we were walking to the base of the mountain, we happily talked about the activities we did the previous day.

Once we arrived at the base, we hiked at our own pace and had to stop once we reached the shrine. First, we had to go up a long staircase, and by the time we were halfway done, we all started panting and felt like our legs would collapse. Once we reached the end, we found out there was much more to the path and feared the thought of more hiking.

Eventually, I arrived at the shrine with a group of my peers safely, where we saw a small group of our classmates waiting. The shrine was peaceful, and we even walked on a little path behind the shrine, believed to bring us luck and fortune. After resting and taking some group photos, we headed back to the YMCA.

The hike allowed us to not only socialize and talk about our experiences at the camp, but also to experience a great change of scenery with our peers. The hike helped us grow closer with each other, and even though we were tired and almost got lost, we all overcame the inconveniences we faced and enjoyed the hike and bonding experience with our grade.

Daichi (G9A) and Rei (G9B) play soccer in the field at the camp.



Ms. Evelyn introducing a team building activity for Team Ko.



Satoshi (G9B), Jun-yong (G9A), Anish (G9B), Miyabi (G9B) and Kokone (G9A) return from a cold and damp trip in the row-boat.



Team Yama and Ms. Jagroo on their bike ride around the lake.



TEDxYouth@KIST



The KIST TEDx Club and guest speakers



Twisha (G11B)

This year, Miss Neill and her team of Grade 10 and 11 students embarked on the challenge of showcasing the wealth of talent we have here at K. International School. The TEDx Club were granted an official license to hold an event comprised of new ideas our students wanted to share. A year in the making, the event certainly took a lot of planning and preparation.

Thirty-two hopefuls applied for a place to speak at the event and an official competition was held in February 2019. The judges were astounded by the confidence and talent of each of the contestants, unfortunately, only six places were available. The decision was very difficult, yet the places were granted to our finalists for the originality of their ideas, their engaging presentation skills and their sheer dedication to the cause.

Our event was held on May 9, 2019 at the Fukugawa Edo Museum and was a roaring success. As a guest speaker, Isaac Aquino, founder of the Tokyo Interlopers social media movement delivered an engaging talk on the importance of taking a chance on an idea while at the same time, making the world more inclusive and accepting.

The highlights of the evening were delivered by KIST students, who were fine representatives of what our student body has to offer; originality, confidence and ingenuity. See below for the line-up of our speakers and their respective topics—well done to everyone involved, especially our TEDx team and student speakers and everyone who attended. May this be the beginning of a great tradition here at KIST.

Heather Neill

DP Core Coordinator / Secondary English Teacher



Guest speaker, Isaac Aquino

Opening Speech

Guest Speaker - Isaac Aquino
The founder of 'Tokyo Interlopers'

'Third Culture Kids? no no no! Bridging kids!'
by Yui G11A

'The Enigma called School Math'
by Jihye G11A

'The Science of Risks'
by Zayan G6B & Aditya G8B

Interlude

'The Dangers of Social Classification'
by Mehak G9B

'Japan's Packaging Problem'
by Twisha G11B

'The Power of Taboo Language'
by Hanna G9A

'No surprises' and 'No buses'
by Aya G11B, Joshua G11B, Justin G11B and Shubhankar G11A



G9 I&S Business Simulation



On May 23, 2019, the G9 Individuals and Societies classes participated in a business simulation activity run by representatives from Deloitte. They applied their knowledge from a recent Economics unit to make decisions for their businesses in a real-life simulation. Read how the G9s felt about the experience below.

Manaka (G9B)



I enjoyed the session with Deloitte as I was able to collaborate with my group members to make different choices that could be good or bad for our company. We took risks and endured the tension—waiting for our results after each round of decision making was very exciting and it was very interesting that we got to see what we could have done better with each round.

Yiling (G9B)



I enjoyed estimating the demand of our product. Also, it was interesting to choose which area our company was going to spend the most in, for example, marketing or technology. When all the groups put their investment in one area, for example marketing, there was a huge disadvantage for the groups who didn't, and if no one invested, then the group who did would benefit.

Tatsunori



I have applied Economic concepts to a scenario during this session by thinking about how different factors can affect each result at the end. For example, when I increased the advertisement money, there were more products sold, which means that these factors are related to the demand directly.

Makana (G9B)



I enjoyed this session with Deloitte, as my group was able to climb the ranks and be in the top 3 at the very end. I first thought that this event would not really be interesting; however, as our group got the hang of how the money moved within an economy and subscribed to the advice from the people that worked at Deloitte, we were able to sell more and earn more. It was quite fun working as a group and making the right choices.

Miku (G9B)



I enjoyed the unique experience we were given to experience the real world. The session was especially interesting as we had a very close competition with a satisfying end. Deloitte has also supported us throughout the experience with a lot of advice.



Science Department News



G4 visit to the Biology lab

The Secondary science department hosted some very special guests in April. The G4 students, who were learning about plant science, explored their understanding of the topic further through experimental work conducted in the Secondary Biology laboratory. Paper chromatography, photosynthesis and reproduction in plants were investigated through hands-on experiments. We enjoyed taking the journey of discovery together!



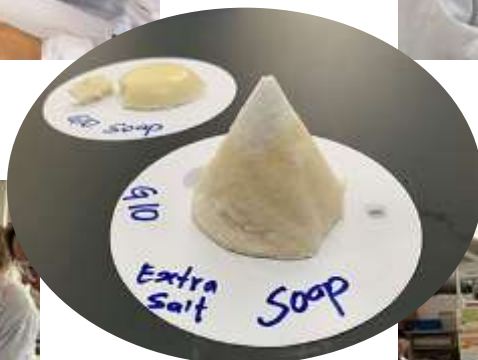
G10 Chemistry saponification experiment

The G10s made their own soap as part of their Chemistry class as shown in the photographs below.



Koju scrapping off the residue to maximize yield; or probably just trying to react the salt he added while being supervised by Abhinava.

Cat, Ravi, Aiden and Shreya, mid-phase of the reaction that required vigorous stirring at high temperature.



Final product—soap in the Chemistry lab—with unique shapes!



Confirming the pH of soap couldn't be easier!



Deniz and Den (pictured) and their group members Arata and Megumi preparing their soap at the beginning of the reaction

Library News



Welcome to Ms. Shannon

Ms. Shannon is our new Elementary Librarian. She is from Australia, but has lived in Japan for 6 years, in Kochi and



Ms. Shannon reading at age 3.

Miyagi prefectures, before coming to Tokyo this April. She loves books, drawing and all things choc mint flavoured! She also has two ferrets!



Ms Shannon's ferrets: Shio and Ginka.

Summer reading

Attention all book borrowers!

By the time you read this, all books that students or parents have borrowed from the Elementary Library and LMC should have been returned. If you wish to continue reading them over the break, please take them to your librarian so they may be renewed. Students may borrow up to TEN books for summer reading from either library.

Home language books

With everyone's wonderful donations from World Cultures Day, and donations from parents and students throughout the year, the Elementary Library is currently working on improving the home language books section, especially the Korean and Chinese language collection. It has been slow work, but thanks to the help of the CAS library elves in translating the titles and authors, Ms. Shannon can now work on adding these books to the Elementary collection. We hope to have all the donated home language books on shelf and ready to borrow by the new school year!

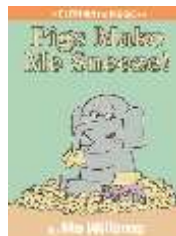
Thanks to the CA Library Committee

Thank you from the Library Team to the CA Library Committee on behalf of the students. When we receive large donations of books from World Cultures Day and DEAR, the committee has helped laminate and label the books so we can make them available to students. Also, three times a year we receive a donation that allows the Library Team to purchase eight books. Among those just purchased are:

◆Pigs Make Me Sneeze!

by Mo Willems

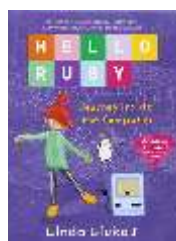
Gerald believes he is allergic to his best friend! Will he have to stay away from Piggie forever? The Elephant and Piggie Book books are a real favourite with young readers at KIST.



◆Journey Inside the Computer (Hello Ruby)

by Linda Liukas

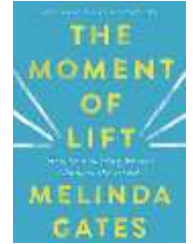
Join Ruby and her new friend, Mouse, on an imaginative journey through the insides of a computer in search of the missing Cursor.



◆The Moment of Lift: How Empowering Women Changes the World

by Melinda Gates

"In her book, Melinda tells the stories of the inspiring people she's met through her work all over the world, digs into the data, and powerfully illustrates issues that need our attention—from child marriage to gender inequity in the workplace." —President Barack Obama



LMC news for students

New for next school year, students may now subscribe to the MS Team page. New book arrivals are announced here first, along with magazines as they arrive. Students may make book recommendations by posting requests.



New children's book in the LMC Purchased from Amazon, written by a KIST student!

Title: *Stick Figure Fight*
Author: Donna (G6B)
ISBN 9784991067204



It all started when One was falling through a hole in the park fountain as planned. After some insane battles, he and Two constructed a school, where they and their friend await a victor that tops them all. But life isn't as easy as it seems. Soon enough there's destruction. Betrayal. Death. The legend says that on the top of the Mountain of Hidden, there's a treasure that awaits the finder's destiny. The treasure that pushes through one world's limits. (Amazon, 2019)

Web <https://amzn.to/2JvtCUM>

Books to movie adaptions for 2019!

◆Artemis Fowl

Based on the novel by Eoin Colfer. Artemis Fowl II, a young Irish criminal mastermind, kidnaps the fairy LEPrecon officer Holly Short for ransom to fund the search for his missing father in order to restore the family fortune. This movie premieres on August 9 this year and stars Ferdia Shaw, Judi Dench and Josh Gad



◆Chaos Walking

This book is an adaptation from Patrick Ness's 2008 novel titled *The Knife of Never Letting Go*, the first part of the Chaos Walking Trilogy. It stars Tom Holland, Daisy Ridley & Mads Mikkelsen.



◆The Sun Is Also a Star

An American teen drama based on a novel by the same title by Nicola Yoon. It follows a young couple falling in love, while her family is facing deportation. It stars Yara Shahidi and Charles Melton.



Continued on next page

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KISTv

Many great school events are now available to view online by KIST community members. All videos are edited by Mr. Tim.



◆TEDx Talk

6 talks from KIST students, plus a special guest, for the respected TED Talk Organization.
<http://bit.ly/KIST-TEDx>

◆DP Visual Arts Exhibition

On display during March in the Elementary Library.
<http://bit.ly/KIST-G12art-2019>

◆KIST Cross Country

Elementary cross-country races.
<http://bit.ly/KIST-X-Country-2019>

◆Kindergarten Concert – The Gruffalo

Julia Donaldson's classic children's book brought to life.
<http://bit.ly/KIST-gruffalo>

◆Tokyo Sandbox Coding Event

KIST students designed and programmed their own computer games that were exhibited in Akihabara at the internationally recognized Tokyo Sandbox Coding Event.
<http://bit.ly/2HyAHlJ>

◆Football for Friendship 2019

Grade 11 student, **Lilya**, represented Football for Friendship at KIST. This is a recording of her presentation and workshop with G5s.
<http://bit.ly/KIST-Football-Friendship-2019>

◆Japanese New Year Party

<http://bit.ly/KIST-Spring-Sumo-2019>

◆KIST Week of Code

Engaging workshops and interactive presentations from industry leaders visiting KIST including presenters from Adobe, Electronics Arts and Polygon Pictures.
<http://bit.ly/KIST-WoC-2018>

◆KIST Musical – Alice in Wonderland

Lewis Carroll's children's classic brought to life at KIST.
<http://bit.ly/KIST-Alice-Video>

◆World Cultures Day

Colorful national costume parade, student led workshops, K1 taiko drumming and more!
<http://bit.ly/KIST-WCD-2019-Video>

◆G12 Graduate Parade

The annual graduation parade walk through the school by G12s.
<http://bit.ly/KIST-Graduation-Walk-2019>

10th Value: Honesty

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

Since 2016, I have had the opportunity to participate in the exquisite Football for Friendship (F4F) program, which is a children's sports and educational project that is held across the world. Through this program, I have had the honor to participate in events hosted in Milan, Italy; Hamburg, Germany and Moscow, Russia and was selected as the **Best Young Journalist**. This program shows how sports can unite the world.

This year as a young ambassador, I was offered to initiate an event on April 25, the International Day of Football for Friendship, so I organized a lesson with G5A students. We started by tying **friendship bracelets**, the official symbol of the program, around each other's wrists. They are made of blue and green strings, where blue symbolizes the peaceful sky and green is the color of the football field. Then, I explained about the F4F Nine Values—friendship, equality, fairness, health, peace, devotion, victory, traditions and honour—and the students came up with a 10th value. After discussing, students suggested 8 new values and "Honesty" was voted as the best one. We are all educated about the values through the IB Learner Profiles so it wouldn't be hard to come up with 100 new values! During this lesson, I realized that the true impact of the values is experienced when we incorporate the values into our lives and actions, which are transmitted beyond differences in language, belief, culture and racial background. Otherwise, we would only know these vocabularies and there wouldn't be any further importance to them. "Actions speak louder than words."

Lilya (G11A)



Lilya (G11A)



Spotlight on Clubs

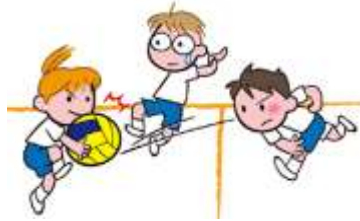


Dodgeball Club (Elementary)

Elementary dodgeball club for G3–G5 students has started! The goal of the club is to have fun after school, and indeed, the students seem to be having a lot of fun playing dodgeball together.

The idea of the game is, as the name implies, for students to dodge the ball to avoid being hit. This game helps the students develop not only their physical agility and reflexes, but also their social skills, as the students often need to communicate with other students from different grades in order to win the game. Following the game rules is also important, and helps the students develop the willpower to remember their manners while also trying their hardest to win.

The students are learning how to aim the ball at their opponent, but it is not always easy to hit them, so the students work on their hand-eye coordination and concentration as they play. The balls are quite soft so when they do manage to succeed in hitting their target, the students do not experience any pain. We're enjoying watching the students developing their muscles, speed, concentration, communication skills, knowledge and dodging skills, all while having a great time. This fun and easy to play game really is a great way to help children develop in a well-rounded way.



Yuuki Tanabe and **Ye-Ji Yoon**
Club Supervisors



Baseball Club (Secondary)

Starting this year, the Secondary baseball team has joined the Kanto Plain League (G6–G9). With just a few exceptions, all members are new to baseball, so this year has been their first chance to compete against the three schools below.

KIST 3 – 5 Saint Maur International School

Our ace **Hajin** (G8A) pitched a whole 7 innings despite various errors by his teammates. During the last inning, **Rintaro** (G7A) and **Armaan** (G9A) were able to move onto 2nd and 3rd base, but unfortunately, the game ended without any more hits.

KIST 4 – 6 Yokohama International School

In this second match of the double-header, first-time pitcher **Ryan** (G7A) took the mound. While unfortunately, the opposition was able to score 3 points during the first inning, through his pitching, the opponents hit easy balls for our team to catch. Next up, **Sunny** (G9B) took the mound, also for the first time, and displayed fastballs and impressive fielding. We were able to score 4 points thanks to Ryan's fast running and Hajin's double, but unfortunately lost the game.

KIST 2 – 3 St. Mary's International School

We got a head start in the first inning when **Genta** (G6A) made it to base and Sunny hit a triple. We also scored another point thanks to an impressive slide to home base by **Ryuun** (G9B), putting KIST in the lead. We thought we finally had a chance to win, but lost the game when it was cut short at sunset before we had a final chance to bat.



While our five G9 students took the spotlight, all members, lead by catcher Ryuun, had a chance to play this season and tried their best. I hope they are able to use their experiences to improve next year. Thank you to the teachers who helped with practice and the family members and friends who supported us. We are seeking new members for next year. Practices are held once a week at Sarue Onji park. The goal of the club is to learn the rules of baseball along with sportsmanship, cooperation and communication. Those with no baseball experience are welcome. For more details, please ask one of our current members.

Akihiko Nogami
Club Supervisor



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Keith Erickson** who joined us in August 2011 as a Humanities teacher in the Secondary School. He has been the Subject Area Coordinator for Individuals and Societies since August 2012.



Mr Erickson (left) doing his best to topple a sumo wrestler

1) Tell us something interesting about your hometown.

My hometown is Dayton, Ohio—home of the Wright Brothers! Orville and Wilbur Wright owned a bicycle shop and in their spare time invented the airplane. An interesting point about the Wright Brothers is that they first had to build and sell bicycles in order to gain the necessary funds to build their airplane. An even more impressive member of the family was their sister Katharine. For more details, read the book "Wright Brothers" by David McCullough which is available in the LMC.

2) What is your favorite place in the world?

Young's Jersey Dairy in Yellow Springs, Ohio—Yellow Springs has some excellent hiking and biking trails and after a long day of exercising, I always enjoy visiting Young's for some ice cream. In addition to fantastic ice cream, this place has miniature golf, batting cages and a petting zoo! If you go, I highly recommend the brownie monster sundae.

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

My paternal grandfather—he was born in the early 1890s and witnessed the birth of both aviation and space travel. He even attended a Buffalo Bill Cody Wild West Show!

4) Do you have any special skills or talents?

My special skill is finding a seat on the train, as I have a fairly long commute to school. During my morning commute, my talent is being able to remember which commuters leave the train at a certain stop, so I can get their seat. I have noticed that most people take the same train and sit in the same area on their way to work.

5) Please share a little known fact about yourself.

I was named after a star college basketball player who played for UCLA. My namesake won back-to-back college basketball championships in 1964 and 1965 as well as winning an NBA championship with the Los Angeles Lakers in 1972.

6) What is your most prized possession?

My coffee cups! Whenever I go on vacation, I buy a coffee mug from that location. Each month I use a different coffee cup from one of my previous travels, which is a nice memory.

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

Knowledgeable—did you know that since this question debuted in March 2017, the IB learner profile attribute that was mentioned the most by the staff was "Caring," which was closely followed by "Thinker."

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

I would have signed up to join the band when I was in elementary school. I remember in fifth grade, my music teacher asked for volunteers to join the band; I was one of the few students who did not volunteer. I wonder what it would have been like if I had kept playing a musical instrument, as I never did learn how to play an instrument.

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

My reading goal for the year is to read 12 books from 12 different genres. Progress to date: 8 books from 8 different genres. #crushingIT

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

If you see me around school and tell me an item that you learned about me from this interview, you will receive a candy prize.

Applications for KIST Summer Program 2019 open now!

While most classes are already full, there is still space available in select courses during all sessions!

More details and the online registration link can be found here:

<https://www.kist.ed.jp/node/1480>

Sign up while there's still space!

Nurse's Notes

Summer fatigue

What is summer fatigue?

The summer season in Japan is hot and humid, which can lead to a range of health problems. Summer fatigue leaves people feeling tired, lethargic, unable to concentrate and sleep deprived. Additionally, many people lose their appetite, while others suffer digestive problems such as diarrhea or constipation.

The cause of summer fatigue

- Imbalance of the autonomic nervous system
- Lack of sleep due to heat
- Difficulty controlling body temperature through perspiration problems, etc.
- Decreased level of digestive system functions
- Poor nutritional condition due to an unbalanced diet
- Dehydration: loss of water from the body tissue, often accompanied by an imbalance of sodium, potassium, chloride, and other electrolytes.

What is the autonomic nervous system and how is it impacted by summer fatigue?

The autonomic nervous system regulates a variety of body processes that take place without conscious effort. For example, it maintains human perspiration that releases heat to regulate the body temperature in hot weather. It also controls the rate of digestion in the human body, increasing it after eating, which keeps the digestive system healthy. Essentially, the human body's temperature is regulated by the autonomic nervous system. Imbalances triggered by various factors that people experience in summer are at the root of summer fatigue.

What lifestyle factors contribute to summer fatigue?

- Many people depend on using air conditioners to stay comfortable in summer, but the sudden change in temperature that occurs when people step out from an air-conditioned room to the hot outdoors is also responsible for making them feel tired. Rapid changes in temperature (when the difference is over 5 degrees) can trigger an imbalance of the autonomic nervous system, which leads to the symptoms of summer fatigue
- Drinking ice cold drinks too frequently can cause an imbalance in the body and slow down the digestive process. Loss of appetite may also cause related symptoms such as malnutrition and/or weight loss.
- Lack of exercise or a sedentary lifestyle can result in a decline in physical strength and cause low energy.
- Staying in an air-conditioned room for too long can lead to failure of the sweat glands, which makes the body incapable of perspiring, and makes the control of body temperature difficult.
- Lack of sleep makes it difficult for the body to recover from summer fatigue and leads to an imbalance in bodily systems.



- A cold environment forces the body to work harder to maintain its core temperature of 37 degrees. If the bedroom is kept excessively cold or air is blowing directly on you while you sleep, heat is drawn from the body, forcing it to work hard through the night to maintain a healthy body temperature, leading to lethargy in the morning.

How can summer fatigue be prevented?

- Efficient use of air conditioning. Ideally, the temperature differences between outdoor air and indoor air should be kept within 5 degrees; however, many public places are excessively air-conditioned, so bring a cardigan or a long-sleeved shirt to put on when you feel cold. This helps to maintain your autonomic nervous system.
- Getting enough sleep is important in helping the body recover from summer fatigue.
- Taking a bath helps improve circulation and activate the autonomic nervous system, which can lead to good sleep.
- Regular physical activity or exercise. People who can sweat effectively are less likely to suffer from summer fatigue because their bodies are better conditioned to accommodate temperature changes. Also, regular exercise helps build stamina, which also helps the body adjust to summer. Taking advantage of the cooler parts of the day for aerobic exercise such as walking, jogging and swimming can actually help prevent summer fatigue.
- Drink plenty of water to stay hydrated and keep the body cool. Consuming enough water every day is essential for supporting all bodily functions, including digestion, maintaining a normal body temperature, and keeping organs healthy.
- Eating breakfast can help to activate the autonomic nervous system.
- Maintaining a balanced diet can also help regular digestion and prevent summer fatigue.
- Proteins are essential nutrients for the human body.
 - ⇒ Our bodies use a lot of proteins in summer, which then need to be replaced. The best food sources of protein are meat, fish, eggs, dairy products and beans.
 - ⇒ Vitamin B1 helps the human body's cells change carbohydrates into energy, which can reduce feelings of tiredness. Pork and eel are rich sources of vitamin B1.
 - ⇒ Consuming Vitamin C can increase the blood antioxidant levels by up to 30%, which helps the body's natural defenses fight summer fatigue.
 - ⇒ Summer vegetables such as tomatoes, eggplants and cucumbers contain antioxidants that help protect against ultraviolet light. Local summer fruits such as watermelon and pears are rich in the minerals that are lost due to perspiration.

Yukiko Yamazaki
School Nurse

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- Better Health Channel: Heat stress and heat-related illness. (2019, May 17). Retrieved from <https://www.betterhealth.vic.gov.au/health/healthyiving/heat-stress-and-heat-related-illness>
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University Guidance News

University acceptances and offers 2018–19

KIST has had another successful year of university applications and acceptances! As you may be aware from the list posted in the gymnasium on Family Day, our students have received offers from many leading universities around the world, including the University of Cambridge and Imperial College in UK, the University of Michigan and Middlebury College in the USA, UBC and McGill University in Canada, and University of Tokyo, Waseda University and Keio University in Japan. Additionally, you may have noticed that KIST students received several acceptances from medical schools both in Japan and Hungary: Tokyo Medical and Dental University, Okayama University, Yokohama City University, the University of Szeged and University of Semmelweis. We are very proud of our students and look forward to their continued success in university and beyond. Congratulations! A complete list of university acceptances will be published in the September 2019 issue of *The Comet*.

KIST Spring University Fair

KIST gymnasium | March 21, 2019

We had a record number of attendees at the 7th KIST Spring University Fair on March 21, 2019. Students and parents from KIST and other schools had the opportunity to meet representatives from more than 30 universities around the world. I hope that all visitors were able to explore various university options and gather information directly from the representatives. I received a lot of positive feedback from the university representatives about our students and parents. Thank you to all who attended for your participation! I would also like to give a special thanks to the volunteer students who assisted the university representatives during the event, and the CA officers who kindly hosted a reception after the fair and prepared food and drinks for the representatives. Next year's fair is scheduled for March 20, 2020. See you there!

KIST to launch new online university guidance platform—*Cialfo*

I am very excited to announce the launch of the first digital tool in university guidance counseling services at KIST—"*Cialfo*". *Cialfo* is an online college guidance platform that provides a one stop online experience for students, enabling them to:

- plan and organize university applications;
- explore future career options;
- check out courses and programs available at universities around the world; and
- work on personal statements and university essays.

Counselors and related teachers can check individual student's progress using the *Cialfo* system, and it also allows the school to keep records and data on previous students' university applications and materials. We will introduce *Cialfo* to the current G11 students in the near future so that they will be able to use this system during their summer break to aid their university search



KIST Spring University Fair 2019

and help them to shortlist universities to which they wish to apply.

Alumni updates

Each year in spring, we receive happy news from KIST graduates who have successfully completed their undergraduate education and moved on to a new stage in their lives. I am always pleased to hear that many graduates have started careers in such fields as banking, consulting, global business, service industries and education while others continue their studies at graduate schools to obtain master's degrees and even PhDs. In fact, we are pleased to feature an article in this issue of *The Comet* from KIST "Class of 2015" graduate, **Tatsuya**. Please read about Tatsuya's post-graduate studies on the next page!

Summer open campus and information sessions

As summer draws near, I'm sure many Secondary students are looking forward to a vacation, but don't forget that summer is one of the best seasons to visit university campuses! You can find information about open campuses, campus visits and information sessions on the websites of most universities in Japan and abroad. Also, be sure to check the [University Guidance Calendar](#) for university visits at KIST and events in Tokyo in the coming months.

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

Mrs. Keiko Okude

Career and University Guidance Counselor
Office hours: Mon., Tues., Thurs., Fri. 10:00–17:00
keiko.okude@kist.ed.jp

Alumnus Report

Hello everyone! My name is Tatsuya and I graduated from KIST back in 2015. I recently graduated from Truman State University, a small liberal arts university in Kirksville, Missouri with Bachelor of Science degrees in physics and mathematics. Starting this fall, I will be attending the University of Colorado, Boulder for a PhD program in the Astrophysical and Planetary Sciences department to continue my study of the universe. As a KIST alumnus and recent university graduate, I would like to share the story of how I found my university and career path.

The university application process was an absolute mess for me. Your university counselor and all of your teachers are not lying when they tell you that you should start the application process early. I know how difficult it is to balance the heavy workload of DP with writing personal statements or trying to get letters of recommendation, but you *have to* start early. You absolutely *have to*. My biggest problem was that I did not have a set list of universities by the time I began applying. I ended up applying to five universities in the UK and over ten in the US with inadequate research and preparation. When I started hearing back from them, I was devastated. I was either rejected or accepted but with insufficient financial support by most of the schools I applied to. One of the only affordable options I had was Truman State University (TSU), offering me a full-tuition scholarship. It was painful to have to choose a small, public university in rural Missouri instead of a more prestigious, globally acclaimed



Tatsuya presenting at a conference

university simply because of money. However, I want to clarify that this is not an illustration of how unsuccessful my university application process was. At least in the long-run, my decision to attend a small, affordable school rather than going to a larger, "better" university while financially burdening myself was a great choice. I emphasize this because if you are beginning to go through the university application process or if you will be in the future, this may be the case for you as well.

The small class sizes at TSU (20 to 30 for introductory-level and less than 10 for upper-level) helped me build personal, meaningful relationships with my professors and peers, and allowed me to learn, succeed and truly flourish in the university environment. I was able to join an undergraduate astronomy research team as a freshman, studying things I had always wanted to study. This project, studying a class of variable stars called eclipsing binary stars and the O'Connell effect, eventually led to a couple of publications and seven conference presentations. During the process, I had the privilege of collecting data using a 31-inch telescope at the Lowell Observatory in Flagstaff, Arizona on three separate occasions, representing our astronomy research team. Additionally, I had the chance to work one-on-one with a professor on a theoretical research project in quantum mechanics investigating the possibility of quantum particles traveling forward as well as backward in time (yes, this is what *Avengers: Endgame* is based on). These undergraduate research experiences helped me decide my path for the next stage of my life: to continue on to graduate school to research theoretical astrophysics.

Furthermore, I had many student employment opportunities at TSU that helped me develop the professional skills and expertise necessary for a successful career in my field. I served as a teaching assistant for astronomy courses, a center coordinator for the Upward Bound program, and a tutor for the STEM Talent Expansions Program as well as many university-level

physics and math courses. Through these opportunities, I discovered a passion for teaching, which led me to my long-term career goal of becoming a college professor, a job that combines my two passions: research and teaching. In addition, I served as the president of our local chapter of the Society of Physics Students for two years and consistently strived to develop and promote the physics department at TSU. By the end of my university career, I was routinely referred to as the "student leader" in the physics community and the university community at large. I truly believe that these experiences, unique to small universities like TSU, aided the success of my graduate application and prepared me for my future career. Sometimes being a big fish in a small pond is better than being a small fish in a big pond.

Of course, everyone's university choices are different, and the right choice for you might not be to go to a small university in rural Missouri. In fact, while I was at KIST, I never would have thought that this was the right choice for me. However, the important thing is that despite the unexpected turn of events, I continued to move forward, bounced back from the challenges I faced, and carved my own, unique path to success. All I wish for is for you to do the same, regardless of what your "right choice" or definition of "success" may be. Going to an Ivy League school is not your only path to success. Keep an open mind, continue to strive forward, and you will most certainly find the right path for you. I wish you the best of luck!

Tatsuya
KIST Alumnus,
"Class of 2015"



Tatsuya with the 31-inch telescope at Lowell Observatory

Family Day 2019

Saturday, May 25



Class of 2019



(Back row L>R) **Xiang Yu, Naman, Ankit, Tomomi, Li Ran, Jinil, Igor, William, Sara, Kevin, Ryu, Gopal, Yohdai**

(Third row L>R) **Samantha, Zhi Qi, Milan, Reo, Meng Ting, Ikumi, Varsha M., Tian Wei, Chae Hyun, Yuki, Krisha**

(Second row L>R) **Ryota, Yuuki, Ayan, Jimin, Shimpei, Ren, Dong Wook**

(Front row L>R) **Ayumi, Emiri, Sophia, Varsha K., Natasha, Afrah**

CONGRATULATIONS AND GOOD LUCK!

