



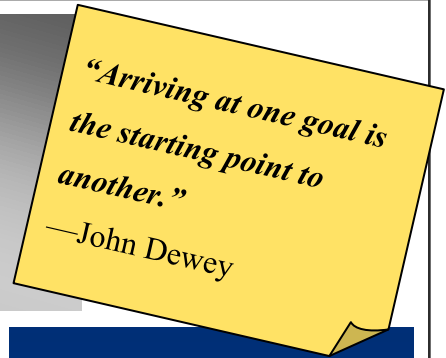
The Comet

The Newsletter of K. International School Tokyo

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From the Head of School



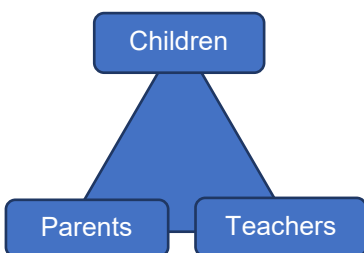
Parental support at KIST

Near the beginning of November, we held our annual Elementary Explanation Day for prospective parents (the Secondary Explanation Day was held in October). In the presentation, I described the types of students and families we seek to enroll at KIST. I explained that at KIST we seek:

- academically motivated, dedicated students
- compassionate students and families
- morally upstanding students and families
- students and families with a volunteering spirit
- academically conscientious families
- families who actively support students
- families who will be involved with and follow the guidance of the school.

During the consultation time, I was approached by a group of prospective parents. They were curious to know what type of parent support we feel leads to academic success at KIST. This was an interesting question and reminded me of the book by Amanda Ripley titled *The Smartest Kids in the World: And How they Got That Way*. Through her research, Ripley attributed part of South Korea's impressive academic results to parental attitude and involvement in their child's learning. While in some countries, she explained, parents tend to follow the "cheerleading approach," South Korean families tend to follow the "coaching approach."

The "cheerleading approach" refers to a style where parents are so concerned about negatively affecting their child's self-esteem, that they pile on praise for even insignificant successes. The "coaching approach" involves coaching children through their learning in a systematic manner. One example is quizzing children on times tables while doing chores around the house. In families that apply the "coaching approach," the parents typically consider educating their children as part of their job as a parent.



In her article titled *School begins at home*, Harper (2013) explains that a child's parents are their "first and most enduring educator," and an integral part of the learning triangle. She further explains that a child's education and academic success is "not like buying a car, where you buy the best available product and then sit back and relax; you have to get involved."

Continued on next page

DATES TO REMEMBER



December 2019

- 6 (G1-G12) Clubs program ends
- 6 (K3-G5) LEAP classes end
- 6 (K1-G3) After care not available on this day
- 7 SAT@KIST
- 8 Lego robo-jousting tournament
- 9-11 (G9-G11) Semester 1 examinations
- 12 Winter celebration rehearsals
- 13 Winter celebration
- 13 (K1-G3) After care not available on this day
- 14-Jan 5 Winter vacation
- 16-17 Office open

January 2020

- 6 School resumes for all students
- 6 2020-2021 enrollment applications close
- 6-13 (G12) Semester 1 DP mock examinations
- 13 School day (Morning only—half day for all students)
- 13 (G4-G10) Math diagnostic testing
- 17 End of semester 1
- 20 Semester 2 commences
- 20 (K3-G5) Semester 2 LEAP classes begin this week
- 21-24 2020-2021 enrollment interviews
- 24 (K1/K2/K3) School holiday (for students)
- 28 (G1-G12) Semester 2 clubs program resumes
- 29 World Cultures Day



Continued from previous page

At KIST, we value, and expect, positive parental involvement for each of our students. The support you provide, and the way you provide it, will have a lasting impact on your child's academic progress. Parents can get involved by integrating learning into daily family life, developing a systematic plan, and by demonstrating a genuine interest in their child's learning.

Kevin Yoshihara
Head of School/Elementary School Principal



References:

- Harper, C. (2013, November 10). School begins at home. Retrieved from <https://www.thenational.ae/lifestyle/family/school-begins-at-home-1.648919>.
- Ripley, A. (2014). *The smartest kids in the world: and how they got that way*. New York, NY: Simon & Schuster Paperbacks.

New Building Construction

Construction of our new multistoried complex for the Secondary School is scheduled to commence in summer 2020!

As announced previously, the new building will incorporate an increased number of general and subject-specific classrooms and laboratories, a Library Media Center (LMC), a gymnasium featuring a full-sized basketball court, a performance hall for over 400 guests, and a rooftop cafeteria and adjacent futsal court. The main school office and health office will also be located in this building. For easy access to the performance hall and instrument practice spaces, both the Elementary and Secondary music rooms will also relocate to the new building.

Construction of the building itself is planned to commence in September 2020, with completion expected by March 2022, and classes resuming from April 2022. Following this, finishing touches will be made to the main playground, with completion of the entire project expected by autumn 2022.

Through a special arrangement with Nakamura Junior and Senior Girls' High School, a Japanese private school located within walking distance from KIST, classes for Grade 6 through 8 will be held at Nakamura during the period of construction. Use of the gymnasium and athletics facilities at Nakamura may also be possible for other grades.

The general schedule for the project is as follows:



- **October 2019 – March 2020:** Finalization of plans and selection of construction company
- **March/April 2020:** Maintenance work to the area behind the school cafeteria
- **June 2020:** Demolition of the east wing of main building and the gym; maintenance of classrooms in the remaining northern wing
- **August 2020:** Grades 6 to 8 move to Nakamura
- **September 2020:** Construction begins
- **March 2022:** Construction ends; moving in
- **April 2022:** Classes resume; demolition of the northern wing of main building
- **December 2022:** Completed of main playground and outdoor areas

During the almost two-year period of construction, the size of the current outdoor playground will be considerably reduced. There are also expected to be various unavoidable challenges caused by the noise of construction and other inconveniences such as having to travel for sports off campus; however, we are excited about the many possibilities the new building will bring and look forward to its completion in time for our 25th anniversary in 2022. We ask for the understanding and cooperation of the school community during the period of construction.



KISTival 2019

Thinking back to KISTival preparation day, I shudder to remember what a nightmare it was. Despite the heavy rain and strong winds, everyone worked together to assemble the tents. But just as we were taking a break for lunch, a powerful gust of wind sent the tents flying through the air and crashing to the ground. This sent our staff into a panic as everyone hurried to take the tents apart once again. Thanks to their efforts, we were able to avoid catastrophe, and special thanks to Mr Suzuki and his booth staff for their assistance with dismantling the tents!



We are truly grateful to all the staff for their efforts in saving the tents, chairs and tables in the pouring rain and intense wind, despite getting drenched and chilled to the bone in the process. We are also very sorry for any staff who caught a cold due to this incident! Thanks to the generosity of the Bazaar booth leaders (and to Ms Wakasa for her idea), we received towels and dry clothes from the Bazaar. We were worried that we would have to cancel KISTival due to this major accident, but thanks to Mr Yoshihara's quick thinking and leadership, many staff arrived very early next morning to set up the grounds once again in time for the event to begin. This year's KISTival was held without problem or delay thanks in whole to the tremendous effort of our staff. Thank you so much for all your help in ensuring that this year's KISTival didn't end in disaster!

This experience was a first in the 20 years that we have been holding KISTival, and we were truly moved by how the school community came together to solve the problem. We will definitely learn from this incident and, in the future,

- Revenue includes advance and on-the-day sales tickets and raffle tickets, on-the-day cash sales, donations, advertising sponsorship, air slider pass sales, individual family contributions, and professional booth tent fees.
- Expenditure includes ticket and promotional flyer printing costs, rental costs, garbage disposal costs, materials costs, sales settlement for professional booths, Habitat for Humanity and Peace Winds Japan.

Revenue: ¥10,630,308
Expenditure: ¥2,585,390
Profit: ¥8,044,918

Booth	Group	Content	Profit
Parents	K3	Drinks	¥549,245
	G1	Sausages	¥213,776
	G2	American food	¥311,829
	G3	Chinese food	¥369,132
	G4/G5	Bazaar	¥785,585
	G6	Air slider/Games	¥413,007
	G7	Japanese food	¥281,407
	G8	Chinese food	¥280,225
	G9	Asian food	¥250,115
	G10	Mexican food	¥339,426
	G11	Indian food	¥263,375
Students	G6A	Bowling game	¥41,375
	G6B	Shooting game	¥63,750
	G7A/G7B	Trick-or-treat	¥68,375
	G8A	Shooting game	¥35,875
	G8B	Chocolate bananas	¥62,625
	G9A	Haunted game	¥48,125
	G9B	Haunted café	¥39,460
G10A/G10B	Haunted house	¥100,000	
Staff	Staff	Korean food	¥214,625
	Staff	Candy, toys, Janat goods	¥262,588
	Komaki	Crepes	¥105,375
	Staff	Face painting	¥107,250
Staff	Crocodile panic game	¥78,500	

make better and safer plans around inclement weather on preparation day.

The weather on the day of KISTival itself seemed almost unbelievable after the day before. The sun came out and the weather was warm and pleasant all day long. As we did not collect an entrance fee this year, we do not have exact visitor numbers, but judging from the crowds, sales and participation in the raffle and other events, we feel that it's safe to say that this was probably the most highly attended KISTival ever! Additionally, we were able to meet our revenue goal of 10,000,000 yen! We are so thankful for the support and cooperation of all of the members of the KIST community for helping to make this year a success. As previously announced, all proceeds will go towards the construction of the new school building complex.

June 2020 marks the long-awaited start to construction of our new school building complex. For the next 2 years, although we will unfortunately not be able to hold KISTival in the same format, if you have any thoughts or comments about this year's KISTival or ideas for the future, please contact sayoko.naito@kist.ed.jp.

Thank you once again for making this year's KISTival a success!





Elementary School News

Screen time and internet addiction

With the upcoming holidays, children and teens around the world will be receiving gadgets like smartphones, tablets and gaming devices as gifts. While useful in many ways, it is important that we be mindful of screen time and how much time is spent surfing the internet. Screen time and internet addiction are becoming a major concern for many parents. Over the past few years, CNN has published various articles regarding internet addiction including: [Are you addicted to the Internet?](#), [Addicted to the internet: Behavioral therapy could work](#), and [Boot camp for the Internet-addicted](#). A very recent CNN article described how smartphone detox centers have been set up in some areas to deal with an overdependence on smart phones.

Over the years I have also become increasingly concerned about screen time. It first came to my attention while I was on a beach vacation. I witnessed a family of four laying on their beach cots, under a stunning blue sky and surrounded by the beautiful blue ocean, all on different devices. Then I saw a family walk into a restaurant, and even before they sat down, they set up the tablet on the table for their son, who couldn't have been much older than one. Seeing children being brought to school in strollers while watching videos or playing games on smartphones is also alarming to me. Our children are not born with an innate need to be constantly entertained by screens; they are conditioned to. It is a case of nurture, not nature. And when young children become overdependent on smartphones and tablets, I believe we, as parents, need to take responsibility.

Gregory (2019) explains that while internet addiction is not officially recognized as a disorder according to the Diagnostic and Statistical Manual of Mental Disorders, it affects a large number of people in many countries. According to this recent CNN article ([cell phone detox centers](#)), it is estimated that around 30% of South Korean children aged 10–19 were described as overdependent on their smart phones.

There is a long list of possible symptoms that can

indicate if someone is suffering from internet addiction. The first step, according to Gregory (2019) is recognizing that a problem exists. As parents, it is our responsibility to monitor our children and their screen time. In her article titled [Is Your Child Addicted to the Internet](#), Cuffey (2010) suggests the following in order to prevent internet addiction:

1. Limit screen and online time
2. Lead by example
3. Keep an eye on gamers

As we move into the holidays, please ensure you monitor your child's screen time. It is much easier to set guidelines for screen time within our families than to try to undo the harm caused by internet addiction later.

As Benjamin Franklin said: "An ounce of prevention is worth a pound of cure!"



I wish you all a safe and wonderful winter holiday, and I look forward to welcoming you all back in 2020!

Warm regards,

Kevin Yoshihara

Head of School/Elementary School Principal

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- Cuffey, A. L. (2010, January 4). Is your child addicted to the internet? Retrieved from <https://www.womansday.com/relationships/family-friends/a4508/is-your-child-addicted-to-the-internet-101986/>.
- Gregory, C. (2019, May 22). Internet addiction disorder - Signs, symptoms, and treatments. Retrieved from <https://www.psycom.net/iadcriteria.html>.

New Faces



Since the last issue of *The Comet*, we have welcomed two new staff members to our Elementary School team—**Yuri Matsuo** who is working as a teaching assistant with K1B, and **Niña Reyes** who is our new music instructor for students in K1 through Grade 1.



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.



Yuri Matsuo
Teaching Assistant (K1B)



Niña Reyes
Music Instructor (K1–G1)

PYP News

Student agency

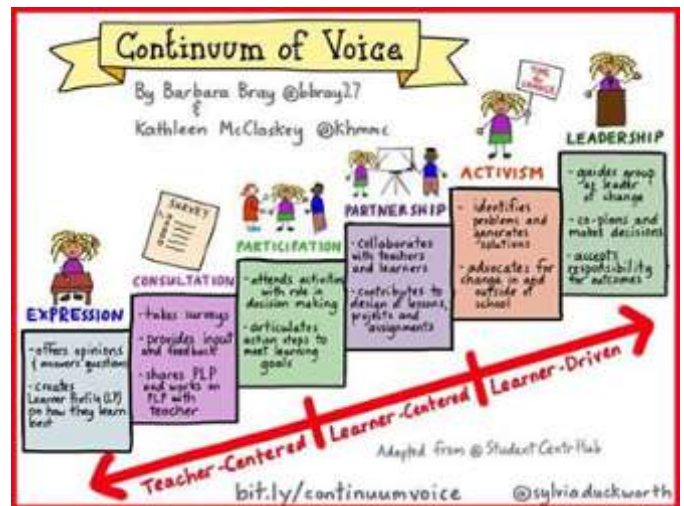
One of the new buzz words of the new enhanced PYP is "agency". Although this isn't a new concept in the international baccalaureate, there has been a shift towards placing a greater emphasis on developing leadership skills by giving our students more choice and autonomy.

It is often said that the adult in an IB classroom is not a teacher, rather they are a facilitator of learning; therefore, it is vital that we provide opportunities for our students to actively participate, not only in the lessons themselves, but also in their construction. Allowing students to take ownership of their learning will lead to greater engagement and a deeper conceptual understanding.

"Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership..." IBO November 2017

In the elementary school, our teachers work hard to provide these kinds of opportunities for our students. Here are some examples of student agency at KIST:

- **Burning questions** – Students add their burning questions to an online forum, where other students can find them and comment, leaving weblinks as sources of evidence.
- **Student-generated central agreements** – The students decide which learning guidelines are needed.
- **Personal goals** – Regular weekly reflections on personal goals.
- **Flexible seating** – Students having a choice about who they sit with for different activities.



- **Visual dictionaries** – Students build their own word lists.
- **Open-ended discussions** – Students are allowed to explore topics themselves rather than giving them the answers. This gives students ownership of their learning and a sense of accomplishment.
- **Inquiry table and hands-on resources** – Students can explore and experiment to show their understanding in multiple ways.
- **Field trips** – Students are given a voice in where they want to go.
- **Flexibility and flipping the learning** – Blurring the lines between homework and classwork.

These are examples of some of the things that we do, and through the efforts of our dedicated staff, we will continue to develop student agency at KIST.

Read more about agency on the PYP Teaching Tools blog:

<http://www.pypteachingtools.com/implementing-student-agency-in-the-ib-pyp/>

Oliver Sullivan
PYP Coordinator



Celebrations in K3

K3 students are currently exploring a unit on celebrations focusing on why people celebrate and how they celebrate. Recently, we had students "Show and Tell" about a celebration they've taken part in. Already, we've noticed our students displaying open-mindedness and respect towards other's beliefs and family traditions. We hope they further grow their appreciation of other cultures.

Christie Chung
K3B Teacher



Early Childhood News



It's hard to believe that it's been almost four months since the school year started. I hope your children have settled well into their school life and classroom environment and are enjoying their learning at school. Additionally, I hope the Parent/Teacher/Student interviews held at the end of November were meaningful to all our families.

Since the last issue of *The Comet* in September, we have only had a few major events in the ECE, but we are excited to share them here! Before that, however, I would like to take this opportunity to give a big thank you to our ECE parents, guardians and family members for visiting our KISTival face painting booth. This year, we had four parent volunteers assisting us. Thank you to Ruka's mum, Sena's mum, Ran Ran's dad and Siyoon's mum for supporting us. This year we opened a plastic keychain area, too, which was very popular with the children. It is always nice to work as a team to create an enjoyable experience for the ECE children and other young KISTival guests. Thank you to all the families who came to spend time with us on the day of the event.

Our very first ECE assembly of the year was led by the K3 children who shared to all our K1 and K2 friends about 'Friendship'

First at the assembly, the K3B class distributed paper hearts that they had prepared especially for the assembly for all the K1s and K2s to decorate. During the assembly, K3B demonstrated how unkind words can hurt our hearts. When the K1s and K2s heard a comment that was unkind or hurtful, they wrinkled and



After Care

scrunched their paper hearts. By the end, when they tried to unfold it and make it beautiful again, they couldn't!! Through this activity, the K1s and K2s learned that it is so important to be careful of what we say so that we don't break someone's heart beyond repair.

Then, the K3A class did some short skits based on books called *The Bad Seed* and *The Good Egg*. First, the students demonstrated a situation where they did something that 'the bad seed' would do, and then the students asked for advice from K1 and K2 of how they could have handled the situation better to be good. The K3 students then changed their skit to show how they can become "good eggs". The next assembly will be led by the K2 classes, and then the youngest, K1, will take their turn. I hope that seeing our oldest children presenting and performing in front of the big audience helps the younger classes feel ready for their turns.

Lastly, our ECE Winter Celebration is soon approaching. This event is always a great opportunity for parents to see how their children are developing at school, and the performances of the older classes also provide a sneak peek as to what they will be able to achieve in the coming years.

As a K1 teacher, I am always so happy to see not only our Elementary students but also our Secondary students taking good care of our young ones during their time at school, such as through the Reading Buddies program, the After Care program, and, most recently, the music lessons offered by Secondary students. Having students from K1 all the way up to G12 on the same campus provides natural and very meaningful learning opportunities for all the students.

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



K1: The People Who Help Us

During our 'Who we are' unit, the K1 classes visited different places on excursions such as the police station and the neighborhood children's library. We also went around the school campus and looked for people who help us learn.

Within the school, the students interviewed people in many different roles such as Dr Yoshihara, our Head of School/Elementary School Principal; Mr Bradley, our Elementary School Vice Principal; Mr Sullivan, our PYP Coordinator; Nurse Yukiko, our School Nurse, and many more teachers. After the interview, the K1s became more aware of the people who help them. The K1s do not forget greeting these people, such as "Good morning, Dr Yoshihara."

We also went outside of the school to look for different people who help us in many ways. The students got so excited to see many taxi drivers, truck drivers, construction workers, chefs cooking in a restaurant, pharmacists, a police officer riding a police bicycle, and KIST teachers walking.

Firefighters from the local community visited our school and demonstrated some fire safety drills. They also prepared four activities for the students and parents to enjoy.

1. Earthquake simulation truck

The students and parents experienced the violent jolting and shaking of an intensity six earthquake.

2. Using a fire hose

Students and parents were able to use a real fire hose and learn how to reel and unreel it, so that water reaches the flame or fire.

3. Using a fire extinguisher

Parents and students had a chance to use a fire extinguisher to put out a fire. Steps on how to use fire extinguishers included: pulling out the pin, aiming the nozzle at the base of the fire, squeezing the fire extinguisher's handle, and moving the nozzle from side to side while aiming at the fire.

4. Trying on firefighters' uniforms

Students were able to wear the firefighters' uniforms. There were three types of uniforms:

- The black jacket with yellow strips is for specialized firefighters or officers.
- The orange jacket is for rescuers.
- The brown jacket is for ordinary firefighters.



Claire Yoneyama
K1A Teacher



Anti-Bullying Week 2019



Every year, I organise an anti-bullying week at KIST and lead the anti-bullying assembly with G3 pupils. This year, I created a script based on the British television game show called "Family Fortunes." Our special anti-bullying game involved two families providing answers

to questions that were surveyed to 100 pupils from G4 and G5 before the assembly.

The survey consisted of the following three questions:

1. When might someone feel that they are being bullied?
2. What can you do if you see bullying?
3. How can you prevent bullying from happening?

The first question is to help our pupils identify the definition of bullying. Bullying is when someone is being hurt, either by words or actions, on purpose repeatedly. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Therefore, it is very important that our pupils are aware of things they say and do that might hurt others.

The second question is aimed at making our pupils aware of the possible strategies they may use if they see bullying, or if they are bullied.

The third question is the most important part, as if the pupils can build appropriate social skills, including how to manage their anger, how to build self-esteem and how to make better friendships, this will help us to have a bully free school.

If you have any questions or concerns regarding bullying prevention in the Elementary School, please feel free to contact me.

Kana Furnival
Elementary School Student Care Coordinator



Elementary SRC

At KIST, we believe that our students have a voice and should be able to make a valuable contribution to their school and the wider community. It is important to us that our students are given the opportunity to express their views on issues that concern them. It is equally important that they are listened to and are encouraged to take an active part in promoting the aims and objectives of the school.

We divided this academic year into three blocks and asked each of the Grade 4 and 5 classes to elect two Student Representative Council (SRC) members for each block. All ESRC members are supported and encouraged by their classroom teachers to run regular class meetings with their classes where the sharing of ideas and information occurs.

During the first council meeting, students choose one project to focus on throughout the first block. As mentors, we guide discussions during formal meetings with all of the ESRC representatives every Thursday, where plans are made, and tasks set. At the end of each ESRC term, the members have an opportunity to present their ideas to Mrs Komaki, Mrs Naito and Mr Yoshihara in the school boardroom.



Here are some photos from the first presentation of the school year.

Kana Furnival and Oliver Sullivan
Elementary SRC
Mentors



LEAP News

Hello LEAP students and parents! Thank you for your hard work and support this semester!



Students involved in LEAP undertook a variety of creative and engaging tasks, some of which are highlighted in these photos.

If you can believe it, 2020 is almost here, which means that the second annual LEAP application dates are almost upon us. LEAP recommendations for semester 2 will be e-mailed to parents on December 12. After receiving their recommendations, parents can use the time over the winter vacation to support their children in areas of need, in addition to thinking about LEAP applications.

Applications for the second semester of LEAP will open after the winter vacation; all families will be notified via E-Communications when applications are open. LEAP classes will begin on January 20, 2020.

For more information on LEAP and the classes offered, please visit the [LEAP homepage](#).

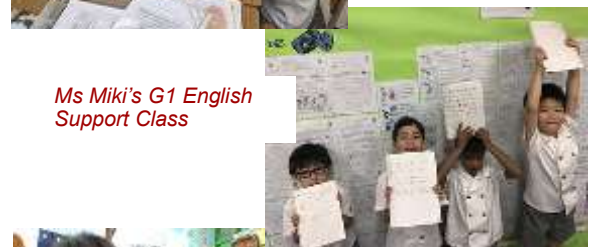
If you have any questions, please feel free to contact me directly at leap@kist.ed.jp.



Miki Kanai
LEAP Coordinator



Ms Parvathy's G3 English Support Class



Ms Miki's G1 English Support Class



Ms Amanda's G1 English Extension Class



Ms Ching-Hui's G2 Math Support Class

Elementary ELS

Presentation nerves: How we can support our students



An upcoming presentation can make us extremely nervous, and our students usually have several presentations each year to tackle. On top of having all our peers staring at us as we speak, we can have added worries. Two big ones are: **"Have I understood the topic of the presentation well enough?"** And, **"Will my language be clear enough for the audience to understand me?"**

Class teachers and ELS instructors help with the first of these worries in many ways throughout the unit prior to the presentation. Moreover, preparing the presentation is itself a further way to understand the content. For example, grouping students to prepare presentations together means students can help each other understand the topic better. It also means the teaching staff can move from group to group easily and find which students need more help to understand.



Akihiro (G5A) uses an image and real-life objects to explain how electrical energy works.

The second worry—about being able to use language clearly—is also addressed by teaching staff in several ways. Often guidance in preparing a script can help, but there is a step after this, too. Encouraging students to put away the script and practice speaking freely is a way to make language skills stronger. The key words, pictures or demonstrations that they will show the audience can really support students as they try speaking without a script.

Parents can also give a very special kind of support at home. If your child is worried that they don't understand the topic completely, discussing the topic together in your *home language* is one of the best ways to help. Likewise, you can support them to develop clearer

use of English by guiding your child to explain the topic in your home language first, then next to rehearse it in English.

Language skills transfer between languages, so your guidance when your child presents in their home language sets a process in motion that will



G5B's classroom shows a "jigsaw" presentation in action: small groups where each participant presents on a different but related topic. This presentation comes half-way through the G5 unit on energy as part of building students' knowledge.

help them to improve their presentation in English.

This kind of support at home, together with the teaching staff's support at school, makes such a difference!

Rachel Parkinson
Elementary ELS Coordinator/G5 ELS Instructor



Kokona (G5A) directs audience participation in an experiment as part of her explanation of what electrical energy is. Akihiro and Kokona were part of a small group that supported each other to study about electrical energy and work out how to explain it clearly.

School Calendar 2020–21



To assist families planning overseas trips, the dates of school vacation periods for students and other important dates for the 2020–21 school year are listed below.

Families are asked to make arrangements accordingly to ensure that students are back in Tokyo ready to start school after each vacation period on the correct date. **The complete calendar will be distributed in June.**

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

August 24, 2020

- **Whole school event*:**

October 24, 2020

- **Autumn vacation:**

October 25 – November 1, 2020

- **Winter vacation:**

December 19, 2020 – January 10, 2021
(Classes resume from Monday, January 11)

- **Spring vacation:**

March 21 – 28, 2021

- **Golden Week vacation**

May 1 – 9, 2021

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

June 16, 2021

*Due to construction of our new school building, KISTival will not be held in 2021. In its place, however, a separate event for the whole school will be held. Details will be announced at a later date.

KIPS News

From the P1 classroom...

It's hard to believe that three months have passed since the beginning of the school year. We had quite a few new children join the P1 class this year, and we have spent every day in a whirlwind of energy and activity. At first, many of the children had trouble getting used to their new environment and cried frequently, but now, they have made good friends with their classmates, calling their names and continuing to deepen their relationships with those around them.

In P1, we aim to help the children learn to build relationships with others and develop a regular routine through meals and naptime, while each day increasing the various tasks they are capable of doing. At first, some children didn't want to sit still during Circle Time and cried, while others couldn't focus through their lessons. There were some children who didn't want to eat their meals, and others who hated naptime and refused to sleep, but now, things have completely changed. Now, in the mornings, they finish cleaning up quickly and sit quietly to wait for Circle Time, and really enjoy the activities in each lesson. As they grow bigger and stronger and more active, the amount they eat has increased, and they have grown accustomed to quietly lying down for nap time. We are so pleased to see how they've gotten used to the routine of their daily life at KIPS.

While the children have only just started their school lives, we are so impressed with their growth in just three months, and look forward to seeing how they continue to grow and change in the future! All of the KIPS staff do our best to help the students grow and enjoy their preschool experience.

Mai Inagaki
P1 Teacher



From the P2 classroom...

Swoosh! We have been blowing through this school year so quickly like a gust of wind. It's hard to believe that since the start of the year, the P2s have already begun making life-long friends. Through tears and smiles, and ups and downs, they've slowly begun to stretch out their hands to their friends for comfort and to experience new things together. Especially during the spookiest and scariest of events: Halloween!

Each student took their turn to introduce themselves and their costume to the rest of the class. They were delighted to dress as their favorite characters like princesses and skeletons! While wearing their costumes, they danced enthusiastically along to the Halloween songs they had been preparing for weeks beforehand. The P2 friends also went trick-or-treating around KIPS and a nearby shop. Each time they stopped at a location, in their biggest (or sometimes shyest) voices, they said, "Trick-Or-Treat!" and were delighted when they received their special surprises!

With the weather growing cold, it means winter break is almost upon us! The P2 friends have been steadily preparing for their Winter Celebration Party each day and holiday cheer is all about KIPS. With mystified faces, they have been listening to stories about Santa coming to visit and snow all around. Happy Holidays!

Brooke Esper
P2 Teacher



MYP News

Parents new to the MYP explore learning at KIST through workshop activities

Starting a new school year, of course, can be a nervous proposition. This is especially true for students who are brand new to the experience. But the change doesn't only affect children. The transition to Middle School (or to KIST itself for new families) can be a big change for parents as well.

Each year, parents new to the MYP are invited to a workshop to explore key ideas about the approach to teaching and learning in the IB's Middle Years Programme. In a series of hands-on activities, parents discussed a number of relevant issues.

At this year's session held on September 16, parents reviewed the nature of assessment in the MYP with Mr White, the MYP Coordinator. In particular, Mr White asked parents to think about how MYP subject teachers are called on to use the relevant subject's assessment criteria and make judgements that are consistent. A point of emphasis for parents is to help encourage new MYP students to ensure that they're clear about what's being assessed and how they can improve the necessary skills required to show their best work.

Following this, the MYP Service Coordinator, Ms Duran, examined the role of Service as Action in the MYP. Ms Duran shared exemplary service projects from past years and reviewed the expectations for new students this year. Parents worked to brainstorm ideas about Service opportunities in the community.

Finally, Ms Holdaway, the Student Care Coordinator (G6–G8), introduced parents to Open Session, a program of peer support used in the Secondary School to allow students to share their concerns about social-emotional experiences. Parents worked together to simulate an Open Session discussion.

At the end of the workshop, parents were able to reflect on a range of issues relevant to the MYP and to gain a sense of the best way to support their children as they make their way through the Middle Years Programme.

Robert White
MYP Coordinator



Ms Duran leads a simulation of the Secondary School Open Session.



Parents brainstorming Service activities that would be engaging for middle school students.



Parents discussing how standards are applied in the MYP.

KIST Students Compete in Japanese Events

日本語

Biblio Battle

The East Japan High School Biblio Battle 2019 was held on Sunday, September 8 at Seikei University. Organized by the Katsujibunka Promotion Council, supervised by Yomiuri Shimbun, and sponsored by the Ministry of Education, Culture, Sports, Science and Technology, the event this year saw 73 representatives participating from eight prefectures.



A view of the battle.

KIST student, **Manaka** (G10A), representing Tokyo, put up a great battle, but was unfortunately unable to advance to the final (6 players).

Presentation Festa

The 18th High School Student Presentation Festa (sponsored by the Society for Acquisition-Oriented Learning) was held on Tuesday, March 26 at the Fukagawa Edo Museum in Koto-ku, and was attended by 35 representatives from high school in Tokyo. Three students from KIST, in G11 at that time: **Akino** (G12B), **Michiru** (G12B), and **Marin** (G12A), participated in the investigation and presentation by teaming up with students from other schools for each of the themes covered. Well done, students!



The students finally received their certificates.

Learning through Tragedy

American scholar shares "tragic" knowledge with G12 English

Antigone, an Ancient Greek tragedy by Sophocles, depicts an irreconcilable conflict between the titular character—the cursed daughter of Oedipus—and her uncle Creon, the newly appointed king. The DP English Language and Literature Paper 2 examination requires students to write a timed essay drawing a thematic comparison between two of the literary works studied, one of which is *Antigone*. On October 21, KIST was fortunate to enjoy an online lecture from Damian Stocking, PhD., the chair of the Comparative Studies in Literature and Culture department at Occidental College, an undergraduate liberal arts institution in Los Angeles. Stocking holds both Masters and Doctorate degrees from UCLA in classical Greek literature and is the author of *The Ruin of Song*, a critical essay regarding the role of song in *Antigone*. In previous years, some of our top-scoring English students have applied ideas from Stocking's work in their final Paper 2 exams.

One of the concepts Stocking helped clarify for students during his lecture was immanence, the human desire to fully control our individual fates. In order to illustrate the concept, Stocking used simple analogies to explain the necessity and inevitability of reliance on others. For example, a tennis match shows how the game can only work if we are willing to share control of the ball with our opponent, entering into an exchange in which power is shared between both players. A failure to ever surrender the ball to the opponent effectively ends the

game and, ironically, eliminates the individual player's opportunity for success. In Sophocles' play, both *Antigone* and Creon refuse to compromise with the other and, as a result, destroy themselves.



Greek scholar Damian Stocking, Occidental College, Los Angeles

Following Stocking's lecture, several students applied his ideas in their Paper 2 practice test, including **Noa** (G12A). Like several others, Noa established an argument about the threat that immanence posed to the legitimacy of Greek democracy, a system adopted for the first time only a few decades prior to the first performance of the play. Noa writes that *Antigone* "outlines the importance of rejecting immanence in order to create a thriving democratic society." Many students were surprised at how well they could understand Stocking's essay following the lecture and felt more confident about starting college courses as a result. We are grateful to Professor Stocking for his generosity to KIST DP students and hope to continue to draw upon his expertise in the future.

Steven Otis

Subject Area Coordinator—English



I&S Department Snapshot

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

Keith Erickson
Subject Area Coordinator—I&S



Grade 6

In G6 I&S we have started a history unit which explores civilizations around the world, from the Ancient Egyptians, Sumerians, Romans and Greeks. Students have been extremely engaged in their learning and are always curious as to which civilization they will learn about next! Students have been introduced to the significance of using sources in learning about the past, but also the importance of using them with caution. Students were able to critically discuss the dangers in having too few and too many sources for a topic. This week students have started their formative assessment for the unit. Students will be required to produce an infographic on a significant individual from Ancient Greece. We're excited to see what the G6s will produce!

Grade 7

G7 has welcomed teacher-trainee Ms Kanoka Furukoji to the classroom. Ms Kanoka is leading a history unit in which we explore what life was like in the Middle Ages. Students engaged in a feudal system simulation, headed by King Shota! We will continue to look into how the identity and development of past societies can be explored through the perspectives of the people who lived in them by making an excursion to the Edo-Tokyo museum and interacting with the daily lives of people in feudal Japan.



Grade 8

G8 students have been learning how the governance of societies is organized by different systems that are used to distribute power, affecting fairness and development. The students learned about monarchies, democracies and single-party states. During the unit, the students examined key events in the history of democracy and also visited the National Diet.



IGCSE Business Management

Students have been learning about different business structures; for example, understanding the advantages and disadvantages of becoming a limited company. One task got students thinking about a real business problem where they were told to assume the responsibilities of a consultant to resolve the issue. Their task was to provide advice to a potential sole trader who wanted to set up as a limited company and to explain the steps required to become incorporated. Here are some examples of students' work.



Grade 10

Students have been learning about the ancient silk road and how cooperation in trade can foster positive global relations. Students researched key trading locations along the silk road and learned about the products and influences that trade brought to the region. The students then considered the impact of global trade with the modern silk road, known as China's Belt and Road initiative.



DP Business Management

DP students have spent a lot of time looking at the six concepts in BM—strategy, ethics, innovation, change, globalisation and culture. Their most recent assessment focused on the concept "strategy," whereby they assumed the role of a manager/director of a sports team. They were asked to consider five recommendations for their sports team for the upcoming year and to present this in class. To do this effectively, they were required to gather data and evidence to best support their judgement, which required the skill of research and critical thinking. Here is an example screenshot of a student's presentation:



Continued from previous page

DP Economics

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

“It’s interesting to learn about foreign exchange and how it works since I am able to connect it to what’s happening in the news today.” **Ushani** (G12A)

“I see an intricate relationship between Economics and Business Management.” **Aryan** (G12B)

DP Geography

As part of a unit on Food and Health, where HL Geography students learnt about the importance of ensuring food security and the creative solutions from various stakeholders, we visited a farm maintained by Pasona within an office building in Otemachi. At the urban farm, we interacted with some farm animals and observed how edible plants can be grown on wall surfaces and from ceilings. Other projects where rice was cultivated indoors and vegetables grown in offices were showcased as well. We were able to enjoy a good discussion about the viability of urban farms as a potential strategy in the light of the growing shortage of arable land and high population densities in large cities.



Secondary ELS

The brisk chill in the air signals not only the coming of winter (and winter vacation) but also that the end of semester one is fast approaching. Throughout the year so far, students undertaking the Academic Writing and Intensive English classes have continually impressed us with their tenacity, open-mindedness and initiative; these are skills that will serve students in these courses throughout their time at KIST.

For all students, summative task season is in full swing and for some this can be a stressful time. As language instructors, we understand that working across text types can add to this load. Conversely, having all been students ourselves, we also understand how extra guidance and support can lighten this load.

The English Language Support department is continually developing new strategies to help all students at KIST achieve their language goals, therefore, we have recently introduced weekly drop-in sessions for students in grades 9 and 10.

These sessions allow students to receive guidance about language issues from year level ELS instructors in their summative tasks across subjects. Moreover, ELS instructors are also available to answer general questions about grammar and language learning strategies.

Drop-in sessions are held every Tuesday after school for G10 and Thursday after school for G9. Appointments for these sessions are not necessary. To consult their grade level instructor students need only to come by the English office during these times. Students with commitments after school on these days can also make appointments to consult with Ms Chernenko and myself based on our availability.

Advice for the holidays... keep it fun!

With a three-week winter vacation coming to daub us in festive cheer and maybe even some snow (depending on where you are going this is a good or terrifying thing) it is easy for our language learning journey to stall but it doesn't have to! Relaxation time is a great opportunity to work on your language skills. Read books, watch movies and browse magazines in your target language. By melding your interests with language learning you can retain useful vocabulary, master common vernacular and, most importantly, enjoy yourself, because you earned it! Happy holidays!



Jade Bonus
Secondary ELS Coordinator

ENGLISH LANGUAGE SUPPORT

DROP-IN SESSIONS

FOR G9 AND G10 STUDENTS

English office, 2nd floor

Ask that question. Get that feedback.
Be the best version of yourself.

 Grade 9 Every Thursday 15:50 - 17:00 Ms. Chernenko	 Grade 10 Every Tuesday 15:50 - 17:00 Ms. Bonus
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MUN Scrimmage

On November 16, 2019, KIST held the annual MUN Scrimmage. On this warm autumn day, KIST's MUN delegates had the privilege of interacting with students from the British School in Tokyo, St. Mary's International School, Yokohama International School, Tamagawa High School, Horizon Japan International School and KAIS International School.

This year, the MUN Scrimmage started off with a guest discussion with Mr Mioh Nemoto, who is the Senior Advisor/Deputy, UNICEF Tokyo Public Partnership Division, facilitated by the secretary generals **Akino** (G12B), **Marlinah** (G12A) and **Ji Hye** (G12A). This discussion allowed delegates to better understand the works of the United Nations and the attributes delegates should develop in order to actively engage with the United Nations.



Akino, Marlinah and Ji Hye with Mr Nemoto.



KIST MUN high school delegates

Over the course of the day, high school delegates discussed, created and debated on resolutions for two global issues. The first topic was "Preventing and combatting trafficking in human organs and trafficking persons for the purpose of organ removal" and the second was "Promoting international cooperation and technology-sharing toward the goal of manned exploration of the solar system and a permanent colony on Mars." Meanwhile, the middle school delegates debated the topic: "Limiting the negative impact of single-use and micro-plastics on the global marine environment." The delegates did an excellent job representing their country and reflecting their country's stance on the topics discussed.

Although, this MUN Conference was a first-time experience for many delegates, everyone was engaged and actively debated the issues. With many different schools in attendance, the event was a perfect opportunity for delegates to interact and socialize with new people. We hope everyone enjoyed the conference, and that it will continue to be held in the years to come.

Akino (G12B), **Ji Hye** (G12A) and **Marlinah** (G12A)

Reflections from a middle school delegate

In Grade 6, I still remember the first time I stepped in front of the speaking podium to give my opening speech. My hands were shaking profusely and instead of hearing my own voice, I was only able to hear my heartbeat. The numerous pairs of eyes staring felt like daggers stabbing me. The first ever MUN Scrimmage, I was a nervous wreck. I was confused about all the motions and procedures, I kept on choking and stammering, and to top it all off, I didn't understand a single word the other delegates mentioned.

Throughout these three years of middle school MUN, I was able to gain confidence, after losing it, I was able to make new connections and friends, I was able to expand my knowledge based on the world, and finally I was able to realize that even though each delegate tends to go against one another, argue about one's idea, in the end, we must all collaborate together to must ensure that nations will be united. After all, it's called "Model United Nations" for a reason.

I would like to remind future MUNers that joining MUN, you will always walk away from it, with not only gained knowledge and confidence, but with new memories and priceless experiences. Thank you to everyone who supported me throughout this journey.

Remi (G8A)



KIST MUN middle school delegates



IGCSE News



Grade 9 students have been working on study skills in their advisory lessons. All G9s were tasked with making a study timetable, prompting them to consider for themselves how best to balance their studies with their personal commitments. This process allowed students to start to take responsibility for their own daily schedules, as well as helping them to improve their study and time management skills. Once completed, the study timetables were checked by the G9 homeroom advisors to confirm that they were suitable to each students' study requirements as well as realistic and in line with the students' other commitments. After the timetables were checked and finalized, the students e-mailed them to their parents in order to give families an opportunity to help support students' study habits by keeping a copy of the study timetable at home.

The G9s were also recently advised on how the newly-introduced IGCSE is assessed at KIST. They learned that the assessment for each objective is based on a 1–9 scale (with 9 being the highest possible score) as used by the IGCSE for its externally-marked assessments. Students now know what type of assessments will be given in the IGCSE and are aware of the grade boundaries for each assessment. They have been encouraged to speak with their teachers if they are unsure of the subject weighting or grade boundaries for each of their subjects.

John Rose
IGCSE Coordinator



Musical Notes

KPASS solo and ensemble festival (vocal and piano)

On November 16, KIST students participated in the KPASS solo and ensemble festival at ISSH. Six students played piano and two students sang.

The students practiced their repertoire hard for this event and the results are below:

- Gold medal for singing—**Sara** (G12A)
- Silver medal for singing—**Hamsika** (G9A)
- Superior performance for solo piano—**Junya** (G11A)
- Excellent performance for solo piano—**Stephen** (G10B), **Ketan** (G9B), **Keanu** (G9A), **Jessie** (G9A) and **Yudai** (G9B)



Ketan (G9B)



Congratulations!

Makiko Duran
Secondary Music Teacher



Grade 7 Camp

On the G7 camp everyone had a favorite thing that they did. We worked together and participated in some fun and very difficult activities, such as cooking our own food and hiking in the dark. We took a survey of the most memorable and enjoyable activities and compiled the results. Here are the results:



Top 5 ranking

#5

ONSEN!! Where you relax in the bath together.

#4

Doing stuff in our rooms! (e.g. pillow fighting, wrestling, relaxing playing cards, etc.)

#3

The night hike when we hiked in the satisfying world of silence and saw animals that only come out in the night. We also could see Fuji-san lit up by the moonlight.

#2

The bus drive. The bus was, well...so loud! The back part of the bus was singing, and the middle was playing card games, and the front was I assume talking. One of the rest stops had exactly what some of us wanted: tapioca drinks.

#1

The most loved activity in the camp was kayaking!!! Half of those surveyed voted for kayaking. After we got to the destination, ate lunch, then we went kayaking. Kayaking was all about teamwork. We had to work together in the same kayak (2 people per kayak). We had to paddle how we were shown, otherwise, the kayak would flip over or we would drift away somewhere.

During the camp there were many challenges, but we all experienced growth by stepping outside of our comfort zone.

Takeru (G7A)

Continued on next page

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Reflections from Grade 7 camp...

We arrived at the resort after hours of trip. We could see the beautiful scenery of lake and Mt Fuji itself. Worn out from playing card games, I sat down after leaving my stuff at the lobby and saw many others do the same. But we were told to stand up and move. After getting into single file in order to avoid becoming another road-killed animal, we arrived at the cooking site where we were supposed to make our own dish. Obviously, it was curry. Since I joined the group that cooked rice, we lit a bonfire with newspaper and wood with minor incidents that made me feel that it was a Sisyphean task. While we cooked the rice, wind blew, and ashes overwhelmed us in such manner that reminded me of Pompeii. Half crying and throwing up due to smoke, I saw that huge spider was stuck at Junu's neck and he squashed it.

After a nice refreshing lunch, we headed to kayaking area which was just down the hill. Wind was raging sweeping the premises every few seconds. When we got our paddles and huddled around the instructor, he scared us when he told us we would need to be careful not to flip over in the windy conditions! Naturally I chose a partner who I believed I could trust. As we sailed on because we were lazy, we fell behind. My partner didn't know which way was left or right, so we had minor problems. After sailing for what seemed like an eternity, we got back to where we started and found myself carrying pounds of water in my waterproof jacket.

We got back to the resort and found ourselves inside a palace. Not exactly Versailles but at least Edinburgh Castle. We changed into warm clothing and found ourselves with 2 hours of freedom. We encountered one of my roommate's card set and decided to play a card game. He taught us how to play and soon, we were playing it as good as professionals. Around 4 o'clock, we went to onsen to wash ourselves from exhausting day. After that as soon as we sat down, we were called for

dinner. As I inspected it, it was French styled buffet all set from l'aperitif to demitasse, an excellent meal. After that night hiking was waiting for us.

We were called and we went up to the bus and in 5 minutes, we were nowhere without a single light source. The guide came up to tell us no flashlights were allowed and how to not end up lost. We set out for more of a walk than a hike but ended up within deep forest. We were told to sit down and enjoy the silence that we needed but did not have in the city. A few minutes later I decided to lie down and made a loud cracking noise when I broke a considerably large twig, but it sounded more like a branch being cracked by lightning! Next, we headed to observe mice among those holes. It was lit up with red lights that are invisible to animal eyes. That was when I saw the mouse! I enjoyed looking at it scurrying around. We had some friendship lesson that taught us how we were feeling and such. After the lesson, we went back to the resort and ended up in mattress in 10 minutes. But what I didn't expect was that I stayed up with my eyes open until 2 a.m. in my blankets. Partially because of giggling and knocking on the door and motorized timed toothbrush, but mostly due to excitement.

The next morning, we woke up at exactly 6:25 altogether surprisingly refreshed. We brushed our teeth and hurriedly went to our breakfast. It was same format as last night but more delicious. We had exactly 5 minutes to come out of our room packed. We went back to same room that we had lessons and did similar activities that was quite enjoying.

After the lesson, we loaded our bus with our luggage and were dropped off near a mountain. After 10 minutes of vigorous climbing, we reached the top. I was extremely eager to throw something down but decided against it. At the back, there was a huge waterfall which we enjoyed in middle of November.



On the way, same member that played card game in the room played Blackjack 21 with each other for few hours. When school was in sight, most of us wanted to get a traffic jam so they could enjoy more of their vacation. After the arrival, we were allowed to go home and dispersed. Overall, it was very exciting and fun experience outside of the school and definitely one of my best school days ever.

Brian (G7A)

G8 Visits the National Diet

On November 14, 2019 the current G8s headed off to the National Diet to learn more about how the Japanese government operates. As we entered the premises of the Residential Area of the Speakers of the House of Representatives, we were astonished by the level of attention paid to every detail within the interior design. The composition of this building was beautiful, and the structure incorporated aspects of Japanese culture. Symbols, such as the red *shoujou* flower, embodied characteristics present in some of Japan's oldest folktales. From the chandeliers to the garden, everything embraced the beauty found in Japanese culture. There was also multiple exquisite paintings and sculptures which really tied all the unique features together. This location is utilized when foreign guests of authority in their municipal administration travel to Japan for an official meeting with Japanese council members.

We were then taken to visit the official Diet building. Entering the Diet building, I felt as if I was being embraced into a fairy tale; it was truly magical. The polished marble walls glimmered with the fluorescent lights. There were so many explicit subtle details in the engravements on every wall, pillar, ceiling and floor. On one wall you could see faint Japanese cranes and pine tree carvings, and on another you could make out patterns of chrysanthemum flowers, a symbolic flower for the Japanese imperial family. It was more of a scavenger hunt than an excursion. Entering every room gave me this peculiar thrill and made me think to myself, "what will I discover next?" The last stop in our excursion was the hall for plenary sittings. I, myself, had seen this hall prior on television, however, it was my first time stepping into the actual room. The hall was much bigger than I had imagined. The room was filled with velvet cushion seats and every single wall panel had marvelous carvings of flowers and potteries. The ceiling was paned with stained glass, allowing streams of sunlight in, making the place even more wonderful.

From the outside, the National Diet area looked like it only contained old buildings, but once I entered inside the building, I was astonished by all the exquisite details that represented Japanese culture and history. The National Diet itself was like a Japanese folktale being unraveled. It was truly an unforgettable and precious experience.

Remi (G8A) and Neha (G8A)



Teacher Training Scheme

Providing a high-quality education for students requires the sustainment of a population of exceptional teachers. Despite the high demand for teachers around the world, the number of exceptional teachers able to guide students in achieving high academic scores is limited, particularly those skilled in teaching within the DP.

In order to secure exceptional teachers who demonstrate long-term commitment to working at KIST as either classroom teachers in the Elementary School or as subject teachers in the Secondary School, we introduced a teacher training scheme from the 2019–20 school year in partnership with the University of Sunderland in the UK. Through this scheme, individuals interested in undertaking a career in teaching are able to complete online studies as part of a one-year teacher education program through the university, while undergoing on-the-job training as teacher-trainees at KIST from experienced teachers who act as mentors to guide the trainees in the practical aspects of the job.

To ensure that participants are fully aware of the challenges of the educational programs offered at KIST, and who have demonstrated long-term commitment to working at KIST, the opportunity to take part in this scheme is offered only to individuals who are either high-achieving KIST DP graduates who have completed their undergraduate university studies, or those who are currently working as instructional staff at KIST (i.e. ELS instructors, teaching assistants).

We believe that this scheme has great potential in helping us to maintain our population of exceptional teachers as current staff move on to other teaching opportunities or retire, and look forward to the benefits this brings to students.

Craig Larsen
Director of Admissions and Personnel



G11 Camp to Atami

'A three-day adventure yet a lifetime of memories'

The G11 camp was the first main highlight of our DP journey. The camp took place in Atami, Shizuoka, for 3 days and 2 nights, between the August 28th to 30th. The days that we stayed at the camp included numerous activities that would help our team building skills, and help introduce the important skills needed to succeed in the DP. It also introduced the ideas about TOK and the EE, to help us ease into the two-year course.

On the 28th, we set off to the camp from school by bus, and after a 2-hour journey or so, we got to the camp hotel. The floors were separated for boys and girls, and each homeroom had their own rooms to have a place to rest. The corridors and the roof acted as the most common site where we interacted with our friends, and we were allowed dedicated breaks that we could use to either rest or socialize. The activities were quite engaging! We started off with some team building activities on the first day, led by Mr Hiro, right after we got to the camp. Along with informative EE and university sessions led by Mr Smith and Mr Waterfall respectively, we also did some cooking with Ms Child and Mr Rose, which was quite fun. Ms Evelyn also helped us to relax by having some puzzle activity as well as resting periods.

On the 29th, we continued to work as a group to help with team building, and played a game called 'dominos stacking', led by Mr Cely. There was also the outdoor bath, which was an enjoyable experience; it allowed us to get closer to those within the same gender group, as it was split into one group for girls and one for boys. We also engaged in a very tiring but enjoyable trek and participated in Tabata fitness training which was led by Mr Smith. All the teachers led extremely fun and engaging activities that had immense benefits to us and all of us are very thankful for them!

It goes without saying that the camp was more than just a trip; it was an experience that equipped the Class of 2021 with skills that are necessary for life during and beyond the rigorous two-year course ahead. Each activity was carefully planned by teachers such that by the end of the trip, every one of us was aware of how to approach struggles, failures and accomplishments in the DP using the skills we acquired. The team building

activities that solely relied on effective collaboration and communication made us realize that our peers will be our greatest allies in the coming years and no matter how difficult times get, we will always be there for each other. While the cooking activities or the trek might seem unrelated to success in the DP, it taught us more than improving our culinary or athletic ability. We were able to recognize the importance of perseverance, engaging in new experiences and how nothing, no matter how simple, will come easy in our lives ahead. At

the same time, our camp experience, assisted us with developing tactics to tackle perhaps some of the most troubling concerns for students: stress and anxiety. It was the much-needed reflection sessions that proved sometimes a few minutes of meditation, disconnecting from technology or even engaging in a hobby aids in refreshing and easing the mind for the better.

Without a doubt, every minute of our three-day experience at Atami will always be engraved as an indescribable memory in our minds, functioning as a steppingstone, as we, the KIST Class of 2021 take on the DP journey ahead!

Ravi (G11B) and Leah (G11A)



G12 Economics Students Visit Bank of Japan

Upon hearing the phrase "Bank of Japan", one may initially imagine a building containing large vaults of money. While this assertion may be considered accurate to some extent, the G12 Economics class may not entirely agree. After visiting the Bank of Japan on Tuesday, November 12, we discovered that its role is much more than simply holding money in its vaults. From maintaining price stability to ensuring the soundness of the financial system, the Bank of Japan is an imperative body for the wellbeing of Japan's economy and promoting both economic growth and development. This is especially important given Japan's current economic circumstance, where recently economic growth has slowed down to 0.2%.

After leaving school at lunch time, we made our way to Mitsukoshimae-eki, the location of the bank. Before our tour began, we visited the Currency Museum, which was adjacent to the main Bank of Japan building. I was surprised to see such extensive and rich history of the Japanese currency outlined throughout the museum's displays. In one particular instance, lifting the replicas of the hefty coins used centuries ago made me ponder about the historical and cultural lifestyle in contemporary times. It was also interesting to see how much change the Japanese currency has seen, especially with 100 yen, which initially was a large-sized note. Apart from exploring the gradual transformation of the Japanese currency, we also discovered the evolution of currencies from all around the world, which was a memorable experience for anyone intrigued by the fields of Economics and Finance.

Though certain parts of the bank were under construction (they were undergoing a seismic insulation retrofit reform on their main building), and we were not able to see the actual vault itself, we experienced several other aspects of the bank which were important as well to understand its operations. Firstly, we were welcomed by one of the members of the staff of Public Relations, who gathered us into a room and delivered a brief presentation explaining the main aims and policies which the Bank of Japan employs to ensure efficiency and economic growth. We also had the opportunity to ask additional questions to our tour guide, which helped us enrich our knowledge about monetary policies. Before this trip, we were introduced to monetary policies and other major macroeconomic objectives in our Economics classes; however, experiencing a real-life application of these theories was a way for us to observe the applications of the content we learnt.

The overall tour was a great experience for the G12 Economics class. We were also able to take a class photo doing our iconic Bank of Japan pose! Our gratitude goes to Mr Erickson and Mr Knuchel for organizing this event.

Aryan (G12B)



BANK OF JAPAN



Athletics Update

Kanto Plains Cross Country



We sent up to 32 Secondary students to three cross country meets and our MS Boys/Girls did well in the team scores against other participating schools. Here are some MS team pictures and comments from Coach Thomas.



KIST MS Boys' Cross Country



KIST MS Girls' Cross Country

This year Ms. Cobbs and I were very pleased to join the Secondary Cross-Country Club, enabling us to reconnect with/get to know some of the older students at KIST. We started the weekly training sessions back in August to prepare for the first Kanto Plains League meet in September. The sessions varied between steady paced runs and interval training in Kiba Park. One session we took the train to the Imperial Palace to run the well-known 5 km route around it. There was a great turnout for this scenic training session, so something that we will do again!

As a result of Typhoon 19, one of the events was unfortunately cancelled, and some students were unable to compete in the final Kanto Plains League meet due to a clash with KISTival. Despite these setbacks, the Middle School Boys team still managed to finish the season in the middle of their category, which included some very strong international schools.

Even though the season is now officially over, the club will continue to meet every Friday after school to encourage students to keep fit for the KIST cross country meet in early April, which informs the selection for the ISTAA cross country invitational at the end of the month.

Bethan Thomas, Emily Cobbs, Florent Debouverie
Secondary Cross-Country Club Coaches

Kanto Plains MS Boys' Soccer

KIST played A-Pool MS 11-aside boys' soccer for the second year which was a successful one. KIST finished 3rd place in the league with 6 wins and 2 losses and finished 3rd place in the Champions tournament at ASIJ. We were a bit unlucky missing some key players for the tournament. Great season that will be tough to match!



KIST MS Boys' Soccer

Kanto Plains HS Boys' Tennis

In our first season playing tennis, KIST had varying success winning some and losing some to St. Mary's, ASIJ, YIS and CAJ. The 8 boys worked hard weekly with Coach Jamal. At the final tournament at ASIJ, one of the doubles' teams reached the semi-finals. Great effort!



ISTAA Volleyball

The Comet U-18 teams with Coach Lee provided excitement at home matches this year with many games being very close with some good rallies mixed in. The boys were on the losing end of most of these though and finished 4th in the league. The girls finished 3rd. In the final tournament, the girls lost to BST but went on to beat KAIS and CIS to take 3rd place. The boys beat KAIS but lost 25-23, 25-23 to Columbia in the semi-final then lost to BST 2 sets to 1 in the 3rd-place match. With only one senior on the boys' team, next year looks promising.



KIST U-18 Volleyball teams

Dennis Ota
Athletics Coordinator



Towards a Better Me, Starting with Me



Reference:

Sun, C.J. (2019) *Funny Thing about Self-Awareness*. Retrieved on 22 November 2019, from <https://www.conniewonnie.com/2019/02/funny-thing-about-self-awareness.html>

In the last issue of *The Comet*, Ms Holdaway reminded us of the importance of Social and Emotional Learning (SEL) and introduced the CASEL Framework the school adopts to structure our SEL lessons. In this article, we will focus on ideas related to developing the **Self**, which will ultimately form a foundation for healthy social relationships and responsible decision making.

What?

- **Self-awareness:** 'the ability to **identify** your thoughts, feelings and values, as well as how they **intersect** with your behaviors'
- **Self-management:** 'the ability to not only identify but **regulate** emotions, thoughts and actions'

Why?

With better self-awareness and self-management skills, **students perform better** in all aspects of their lives and the **educational community becomes more nurturing**. We want students who can withstand stress and manage anxiety, teachers who are emotionally well and desiring to inspire, and parents who will foster meaning and purpose in their children.

How?

Here are 3 simple activities you (whether student, parent or staff) can incorporate into your life to start/continue your journey of greater self-awareness and improved self-management skills.

1. **Create a personal mission statement:** This will help you define what is important to you and guide you as you set goals to achieve what constitutes success for you.
 - In creating a mission statement, consider answers to questions like: 'Who are the most important people in your life?', 'List 10 things you love to do.', 'Five years from now, a

newspaper is going to interview three people you are close to. Who are they and what would you want them to say about you?'

- Collect a few of your very favorite quotes. The sum of these quotes then becomes your mission statement.
 - This website resource (<https://msb.franklincovey.com/>) helps you build a mission statement and provides examples of inspiring people (for example, Martin Luther King Jr.'s mission statement 'I have a dream...' motivated and guided his life choices and work).
2. **Write a regret letter:** The process of reflection is integral to heightening your sense of self-awareness.
 - Write a letter to your younger self telling him/her about what regrets you have had in your life and apologize for any mistakes committed or opportunities you let slip by. As you write, you come to accept your vulnerable younger self and become mindful of what you want to avoid doing in your future.
 3. **Practice gratitude daily:** This act will help you recognize what you already have and allow you to focus on the resources and abilities you have to cope with life stresses.
 - Set aside a time of the day to find reasons to be grateful. For example, review what happened throughout the day in the evening and identify things or people you can be thankful for. Or start the day reminding yourself to be proactive in finding things for which to be grateful and to express it when appropriate.
 - Write a letter or e-mail, or send a text to a person you are particularly grateful to have in your life.
 - Carry a gratitude rock (or small object) around or leave it somewhere where you can see it throughout the day. Each time you see it or touch it, pause to think of at least one thing that brings you joy or fulfillment.

Note to parents, if you would like to learn more about Student Care at KIST, please check out this PowerSchool Learning page:

<https://kist.learning.powerschool.com/student.care/studentcareforparents/>

References:

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- Scott, S.J. (2019) *33 Self Awareness activities for adults and students*, Retrieved on 22 November 2019, from <https://www.developgoodhabits.com/self-awareness-activities/>
- Waterford.org (2019) *15 Activities for Teaching CASEL Core Competencies*, Retrieved on 22 November 2019 from <https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/>

Evelyn Pang

Student Care Coordinator (G9–G12)



Library News



KIST Libraries PowerSchool page

The KIST Libraries PowerSchool page is accessible to all KIST community members.

Web <http://bit.ly/KIST-Libraries>

Since the last issue of *The Comet*, the Library Team has added a lot of exciting and useful content including:

- **Library information** – How many books may I borrow?
- **Online resources** – The JSTOR digital library of academic journals, books and primary sources
- **5-minute news** – From and about Japan, and around the world in multiple languages
- **Scholastic** – How to support your school libraries
- **Software guides** – How-to guides from Adobe and Microsoft

LMC chess

A game of chess is a wonderful and popular way to relax and make new friends in the LMC.



Here, **Si Yuan** (G6A) helps Mr Tim count and organise 12 new chess sets.

Library resources

There are many resources available to students in the LMC besides books.



A big thank you from the Library Team to **Travis** and **Noa** from G7A who checked that our 24 compact cameras were working properly. This as one of their IT Service contributions.

Secondary students use these cameras for recording camps, robotics, movie making, artwork, KISTv videos and more.



Sakura Medal 2020

This year's Sakura Medal reading contest is off to a

flying start with many students making choices for leisure or reading assignments from this year's selection.



18 books shortlisted for contenders in the **Middle School** Category of the Sakura Medal. Students read three of the books, then vote for their favourite. The KIST votes are tallied next year

along with those from other international schools in Tokyo to produce a winner.

Early favourites are *The prince and the dressmaker*, by Jen Wang and *Renegades* by Marissa Meyer.



Web <http://bit.ly/KIST-Sakura-2020-MS>



21 excellent recommendations for **High School** students. To cast one vote requires a student to read three of

these books.

Early favourites are *Warcross* by Marie Lu, and *A heart in a body in the world* by Deb Caletti.



Web <http://bit.ly/KIST-Sakura-2020-HS>

The Financial Times



Via the KIST Online Resources page, all students over the age of 16 may now access The Financial Times online and via mobile apps.

Web <http://bit.ly/KIST-Online-Resources>

Latest news and in-depth articles dedicated to students of Economics, Business and Geography. Audio versions of select articles are also available.

Scholastic

For full details of how you may support KIST Libraries via the Scholastic Book catalogue please visit:

Web <http://bit.ly/KIST-Scholastic>



Riu (G6A) and **Jackie** (G6B) present the Scholastic catalogue for ages 7–11, and the Teen Book Club.



The books purchased with the Elementary Library points from Scholastic – Thank you!

Continued on next page

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LMC news

The LMC team always strives to support teachers and students. We have been working to improve our music genre materials and have added new books about music and dance, world music, musical instruments and music theory. We have also updated the science section by dividing materials into several categories for students' projects, and have also added new university guidance resources to help students choose the best university for their further studies.

Many new books are available in both fiction and non-fiction genres. The Guinness World Record 2020 guide is also available for interested learners to explore their knowledge of the world. New and fascinating books available in the young adult section include: *Game of Thrones*, *The Tattooist* and many more. For staff, we have also recently updated our collection of professional resources.

Please visit the LMC to check out your choice of books. If you need assistance, please ask us.

KIST Libraries
Team



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Scott Grant** who joined us in August 2013 as a Grade 5 classroom teacher in the Elementary School.



Mr Grant and family having fun at KISTival.

1) Tell us something interesting about your hometown.

I hail from a small town in Perthshire, Scotland called Blairgowrie. It's considered to be the raspberry capital of the world and the gateway to the highlands. Some other local attractions are the tallest and longest beech hedge in the world and the Glenshee Ski Centre.

2) What is your favorite place in the world?

Anywhere I can find a dirt track leading up a mountain with a view is a pretty good place to be in my books.

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

It would have to be my grandmother on my mother's side of the family. Unfortunately, she passed away just before I was born and I never had the opportunity to meet her.

4) Do you have any special skills or talents?

I am a keen amateur photographer. I especially enjoy taking photos with my old film camera and developing the film in my makeshift darkroom a.k.a. the shower.

5) Please share a little known fact about yourself.

As a teenager, I captained my national league basketball team to the Scottish Cup final, and had the good fortune of scoring the final and deciding basket to win the game.

6) What is your most prized possession?

Time.

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

Caring—I wouldn't be where I am today without the help and support I received from many people throughout my life.

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

I'm sure there are a few things that I would like to do differently if I had the chance, but I believe the lows are just as important as the highs.

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

As I mentioned previously, I enjoy taking photos and I'm always trying to capture that decisive moment. As well as developing my own film, I am also keen to get in the darkroom and learn how to make my own prints too.

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

I feel privileged to come to school each day and be inspired by you all. Thank you!



Emergency Communication

General school notices related to class activities, excursions, parent workshops, KIST Community Association (CA) meeting minutes, health alerts and the like are sent through the E-Communications system. An archive of messages sent may be accessed on KISTnet at the link below.

Web [E-Communications 2019-2020 Archive](#)

Notices of school and grade/class closures due to health epidemics, inclement weather conditions and the like, however, are not sent through E-Communications. Instead, they are sent through our separate **Emergency Communication System (ECS)**.

Through this system, families are able to register several personal e-mail addresses directly into the system in order to receive emergency notices from the school in a timely fashion. As the school is not able to update addresses, it is the responsibility of families to do so themselves directly via the ECS. **Failure to update your registered addresses may result in you not receiving important information from the school during emergency situations.**

The ECS log in page is accessible from the school website 'Community' portal at the link below (log in required). An explanation guide is also available.

Web <https://www.kist.ed.jp/user>

If you have any questions about accessing the ECS, please contact our IT support team at it.support@kist.ed.jp.

Nurse's Notes

The immune system

The immune system's job is to protect the body from infection by attacking pathogenic bacteria and helping to keep us healthy. So why are we more susceptible to colds in winter? According to The New England Journal of Medicine, there is evidence that exposure to cold temperatures suppresses the immune system, so the opportunities for infection increase. Because of this, it is important for us to strengthen our immune systems in order to fight viruses and bacteria even during the coldest months of the year.

The main parts of the immune system are:

- **White blood cells:** These cells flow through your bloodstream to fight viruses, bacteria and other foreign invaders that threaten your health. When the body is in distress and any particular area is under attack, white blood cells rush in to help destroy the harmful substance and prevent illness.
- **Lymphatic system:** This system is a network of tissues and organs that help rid the body of toxins, waste and other unwanted materials.
- **Bone marrow:** This matter inside our bones produces red blood cells, platelets and white blood cells. Lymphocytes are produced in the bone marrow and play an important part in the body's immune system.

How to strengthen your immune system:

1. Improvement of intestinal environment

- Eating fermented foods that contain probiotics improves the intestinal environment and provides health benefits.
- Biologists have discovered that microorganisms contained in fermented foods have the ability to improve the barrier function that blocks unnecessary substances and unwanted bacteria from entering the intestines.

Common fermented foods:

- Yogurt, cheese
- Sauerkraut, kimchi and Japanese pickles
- Sourdough bread
- Miso
- Natto (fermented soybeans)



All fermented foods contain healthy microbes such as lactic acid bacteria.

2. Taking protein and vitamin A and C to strengthen the immune system



- **Protein:** fish, eggs, meat, beans, bean products, cottage cheese and Greek yogurt
- **Vitamin A:** spinach, broccoli, pumpkin, carrots, salmon, eggs and liver
- **Vitamin C:** oranges, grapefruit, mandarin oranges, kiwifruit, strawberries, spinach, pumpkin, kale and broccoli



3. Try to minimize and release stress

- Stress changes your gastrointestinal microbiota. If you are stressed out the gastrointestinal microbiota is disturbed as a result, and you will experience increased levels of stress hormone and a different immune response.
- One simple method to reduce stress is to relax in a hot bath.

4. Increase your body temperature and metabolism

- Regular exercise develops your muscle strength and increase the body temperature and metabolism. According to the American Journal of Medicine, people who walked for a half-hour every day for one year had half the number of colds as those who had not exercised. Researchers found that regular walking may lead to a higher number of white blood cells, which fight infections.
- Taking a bath can be helpful, not only to help relieve stress, but also to increase the body temperature and metabolism.

5. Other ways to boost your immune system

- Getting adequate sleep helps you fight infections. Lack of sleep can cause the body's immune system to go into overdrive, much in the same way as stress affects the body.
- Proper hand-washing and oral hygiene are simple ways to help prevent germs and bacteria from entering the body.

Yukiko Yamazaki
School Nurse



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University Guidance News

Student nominated for PSAT recognition

Over 1.5 million students took the 2018 Preliminary SAT (PSAT) last October and applied towards the National Merit Program (for US passport holders only). Out of those students, the 50,000 highest scorers were recently notified and presented a commendation for their scores during that test.



Erika (G12B) with her PSAT commendation.

We would like to recognize **Erika (G12B)**, as one of the global 50,000 and the sole student at KIST to receive this commendation this year. Our students work hard to complete their IB Diplomas while at the same time working towards additional proficiency tests, language tests, extra-curricular activities, and more to increase their university offers. We are proud to see the fruits of their

labor and look forward to more continued success within our program.

The PSAT takes place at KIST each October with the results being distributed around six weeks later and commendations towards the National Merit Scholarship being announced the following calendar year.

Application season is underway!

In other university news, the application season is now in full swing. All 44 of our Grade 12 students are now in the process of getting their IB Predicted Grades (PGs), examining their final choices, and applying to their early option choices. By December 13, any students that have university deadlines before the end of Semester 1 will have their applications finished. Please help support our G12s in this time when they are managing one of the most difficult times of their year.

Our counseling office is also planning to meet all Grade 11 students for some of their first one-on-one interviews of the year. It is time for them to start thinking about where they might want to target in the future as well as making timelines for when to prepare for tests, what to do during their winter holidays, and how to manage their first year in the Diploma Program. To aid in their research, we have added a section to the library specifically for university research to assist alongside our new platform Cialfo. New books are added each semester and new brochures are added after each university visit.



KIST LMC university guidance corner

University of Cambridge information session

It was a great pleasure for us to host the University of Cambridge Undergraduate Information Session in the evening of September 13 at KIST. About 300 students and parents from KIST and other schools in the Tokyo area came to KIST to attend this event—the first ever of its kind in Japan—conducted by the Cambridge Undergraduate Admissions Office. We hope that all in attendance enjoyed the event and went home with a lot of information about the University of Cambridge application process, curriculum, student experience and more.



Mrs Okude with Ms Claire Canning (Cambridge Admissions Office), the presenter of the Tokyo information session at KIST, at the University of Cambridge Student Services Centre

Mrs Okude visits the University of Cambridge, UCL, Imperial College and King's College London

Mrs Okude was invited to an international counselor conference at the University of Cambridge at the end of November and spent three days with 48 counselors from the international schools all over the world. During the conference, she was able to visit four of their 31 colleges (Clare College, Christ College, Trinity College, Sydney Sussex College) to meet the admissions counselors and faculty members. As a part of the conference, Mrs Okude was fortunate to be able to experience mock interviews and "supervision" (a special teaching style at Cambridge), and she greatly enjoyed a chance to dine at one of the "Harry Potter" dining halls and campus tours. All in all, the event was both an enjoyable and educational experience, and Mrs Okude is very thankful to the university for providing this rare opportunity to explore the educational experience at Cambridge.



Lunch meeting at Imperial College London with Igor (2019) (center) and Mr Jake Ganymede (left) (Student Recruitment and Outreach).

After the event, Mrs Okude traveled to London to attend another counselor conference at UCL (University College London) and made a personal visit to Imperial College and King's College Strand Campus. At Imperial College, she was able to meet **Igor** (Class of 2019), who has just started his Master of Engineering (Mechanical Engineering) there. Mrs Okude was very

glad to see Igor enjoying the program as a busy freshman and as a competitive swimmer as well.

Keiko Okude and **Thomas Waterfall**
University Guidance
Counselors

