



# The Comet

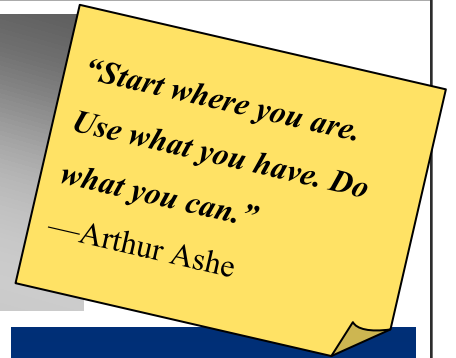
The Newsletter of K. International School Tokyo

Volume 23 | Issue 3 | March 2020



## ➡ In this issue...

- ▶ 02...KIST@Facebook
- ▶ 03...Japanese New Year Party
- ▶ 09...K3B Food Choices
- ▶ 09...Celebrating Setsubun
- ▶ 10...G2 Relationships with the Elderly
- ▶ 13...Social-Emotional Skills
- ▶ 17...Secondary Winter Concert
- ▶ 22...CISSMUN 2020
- ▶ 24...Brain Bowl at KIST
- ▶ 25...Jordan Hattar Visits G9
- ▶ 26...KIST Cricketers
- ▶ 28...G12 Trip to Ajinomoto



## From the Head of School

### What does it truly mean to be international?

#### Xenophobia *noun*

xe·no·pho·bia | \ ,ze-nə-'fō-bē-ə

: fear and hatred of strangers or foreigners or of anything that is strange or foreign.



#### The IB mission statement

The **International Baccalaureate** aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Through a focus on the learner profile traits, the IB programmes aim to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Although not explicitly stated, it can be easily assumed that a goal of the IB is to build bridges between nations, ethnicities and cultures through understanding and respect, and prevent the development of xenophobic attitudes within our communities. In times of uncertainty, fearmongering and media sensationalism can test our ability to remain unbiased, open-minded and impartial.

It seems that the recent outbreak and spread of the coronavirus has generated fear, panic and other unwanted and unnecessary social consequences. Similar to incidences that occurred during the SARS outbreak 17 years ago, one group is being condemned simply because of their ethnicity. There have been reports of people of Chinese descent encountering racism in many regions around the world. I was saddened as I read an [article](#) describing the rise of this type of xenophobic attitude in my home country of Canada in response to the coronavirus.

As an international community, it is critical that we stand together and support one another when faced with challenges such as this outbreak. Rather than pointing fingers, the people of Wuhan could use our support, not our criticism. Our school community is composed of a large and brilliant variety of nationalities and ethnicities. While we may come from different places, we all share a common humanity.

*Continued on next page*

### DATES TO REMEMBER



#### March 2020

- 16-20 (K1-G10) No classes due to coronavirus
- 20 (K1-G9) Student-led conferences **[Cancelled]**
- 20 (G10) DP options session **[To be rescheduled]**
- 20 Spring university fair **[Cancelled]**
- 20 (G12) DP Visual Arts exhibition **[To be rescheduled]**
- 21-29 Spring vacation
- 30 School resumes for all students

#### April 2020

- 6 School photographs (for new and absent students)
- 9-10 School musical **[Dates to be confirmed]**
- 10 (K1/K2/K3) Cross country
- 23 (G1-G10) KIST cross country meet **[New date]**
- 24 (G12) Last day of classes
- 27-May 1 (G12) DP study week (G12 teachers available)
- 27-28 (G9) Camp
- 29 School day
- 29 (G5) PYP exhibition **[New date]**
- 29 (G8) MYP Community Project exhibition
- 30 ISTAA cross country invitational

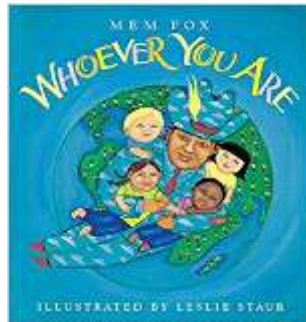
#### May 2020

- 1-22 (G12) DP examinations
- 2-10 Golden Week vacation
- 12-13 (G1-G4) English diagnostic testing
- 15 (G5) Day camp



Continued from previous page

In the book titled *Whoever You Are*, the author Mem Fox reminds us that there are people like us all around the world. And while we may have differences, our hearts, our smiles, and our pains are the same. Please take the time to read and listen to *Whoever You Are* by Mem Fox at this link:



**Web** <https://www.youtube.com/watch?v=f0J6tKoT53Y>

Ruby Bridges, the American civil rights activist said:

*"I think racism is something that is passed on and taught to our kids, and that's a shame. Our babies know nothing about hate or racism. But soon they learn—and only from us."*

As we move through and overcome this latest virus, let's stick together, celebrate diversity, and offer support to those who need it. We all have the choice to spread either positivity or negativity about others. As members of an international community, if we are going to consider ourselves truly international, I believe we can and should be the voice that cares for and supports those who are being seriously affected this outbreak.

**Dr. Kevin Yoshihara**  
Head of School



## KIST@Facebook

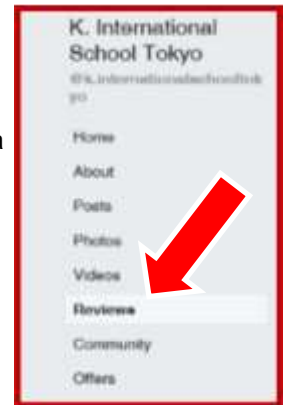


### KIST's official Facebook page now open!

We are excited to announce that, as of last December, KIST has opened an official Facebook page! The page will showcase student experiences and successes and allow us to connect with current and former members of the KIST community, as well as other members of the international school community both in Tokyo and around the world. Some highlights will include photos of students and other community members taking part in lessons, extracurricular activities, events and more! Please keep in mind, however, that official school announcements and event information will continue to be issued primarily through E-Communications.

We are aware that there are other pages using the KIST logo on Facebook and are in the process of having them removed; to avoid confusion, please use the link at the bottom of this page and look for the page shown below:

We would like to invite members of the KIST community to "like" and "follow" our page to stay up to date on the new and exciting things that happen at KIST each week. Please feel free to use the buttons as shown in the below image. Facebook also offers the option to leave a review on its pages; we would love if members of the KIST community would be willing to share their good experiences at KIST with the international school community by leaving a review. Reviews can be made using the menu option as shown in the image to the right.



If you have any questions about the KIST Facebook page, please don't hesitate to contact [info@kist.ed.jp](mailto:info@kist.ed.jp). We are looking forward to sharing more of our community through social media in the future!

**Miranda Liu**  
Facebook  
Administrator



**Web** You can access the KIST Facebook page here:  
[www.facebook.com/pg/k.internationalschooltokyo](https://www.facebook.com/pg/k.internationalschooltokyo)

# Japanese New Year Party

Our annual Japanese New Year Party was held on January 29, 2020. This year for the first time, the party was held in conjunction with World Cultures Day. At first, we were worried about holding two events on the same day, but thanks to the support of the community, everything went smoothly after all. The weather was fantastic and so warm that we didn't even need to wear our jackets outside. We were happy to see everyone thoroughly enjoying the event, including the Japanese instructional team.

As in previous years, we again welcomed many sumo wrestlers from the Musashigawa stable to take part in the event by performing mock sumo bouts with the students. They also helped with the rice cake pounding and demonstrated for students how to make rice cakes. It was a great opportunity for KIST and KIPS students to learn about traditional rice cake pounding and try taking on the wrestlers in the wrestling bouts.

Every year, parent volunteers from KIST and KIPS come to support this event, and this provides a great opportunity for parents to get to know each other better as they serve the pounded rice cakes to the students. We feel it is important for parents to get better acquainted in order to build a strong school community. We would like to thank all the parents who came to help us; we couldn't have done it without you! We believe this year's New Year Party was a great success again, and we look forward to holding the event again next year. We also hope to continue to introduce Japanese traditions and culture to our school community. And a big thank you once again to the parents and sumo wrestlers from the Musashigawa stable for your invaluable support!

## The Japanese Instructional Team



## Elementary School News

### The world isn't such a bad place!

Back when I was young (a long time ago!), the news was conveyed in basically three ways: the newspaper, the radio and the television. There was a daily newspaper we had delivered to our house, we sometimes watched the evening news, and occasionally we heard the radio news if we were travelling in our car. These days, in contrast, children see and hear the news many times a day through 24-hour news stations, real-time news broadcasts, newspapers, online apps, smart speakers, and unending news feeds.

The [American Academy of Child & Adolescent Psychiatry](#) reported that exposure to news such as natural disasters, catastrophic events and crime reports can cause stress, anxiety and fear in children. As parents, there are ways we can help our children manage the overexposure of negative news and put it into perspective.

It is first important to recognize that the state of the world is really not that bad! Psychology Today described that the news often tells us of "immense suffering and evil: natural disasters such as hurricanes, tsunamis, earthquakes, and fires, and human wrongdoing". They point out that news reporting regularly focuses more on the negative aspects of the world. One reason for this is that journalists often see themselves as instrumental in guarding society against corruption, wrongness and evil. By drawing attention to the wrongness, they feel that they can help to put an end to it. It is critical that we remember that there is plenty of good in this world, even though it may not be reported on.

So, what can we do? As parents we can lessen the possible negative effects of the news by watching or listening to the news with our children and discussing what has been seen or heard. Kids Health explains that in order to calm children's fears about the news,



parents can discuss current events with their children regularly and help them to think through stories they see or hear about. Asking questions such as "What do you think about these events?" and "How do you think these things happen?" is also recommended.

Parents can also point out all the wonderful things we encounter on a daily basis. An amazing blue sky. The selflessness of volunteers, like crossing guards who keep children safe as they cross the street. A person adopting a dog from an animal shelter. A person holding a door for a stranger. The list is endless! There are also websites that focus on positive news. Here are a few examples:

- [Sunny Skyz](#)
- [Good News Network](#)
- [Positive News](#)



So, while it is easy for us to be tricked into believing that all hope is lost, it is also possible for us to get caught up in the

wonder and positivity that surrounds us. There is a lot of good in this world. There are good things, good experiences, good people, good actions and good places. We just need to open our eyes and train ourselves to see the wonder and beauty!

**Dr. Kevin Yoshihara**  
Elementary School Principal



#### References:

- Aacap. (2019, January). News and children. Retrieved from [https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Children-And-The-News-067.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-The-News-067.aspx)
- KidsHealth. (n.d.). How to Talk to Your Child About the News (for Parents) - Nemours KidsHealth. Retrieved from <https://kidshealth.org/en/parents/news.html>
- Landau, I. (2018, August 28). Is the world really that bad? Retrieved from <https://www.psychologytoday.com/us/blog/finding-meaning-in-imperfect-world/201808/is-the-world-really-bad>

## G5 Guitar Virtuosos

As part of their current music unit of inquiry, G5 students have begun learning the guitar. This is a new initiative for KIST. It has been great seeing students enthusiastically spending recess times to practice guitar outside of class.



## PYP News

### Writing diagnostic testing at KIST and the 'Six Traits of Writing'

I'd like to share some changes that we are making to our writing diagnostic testing; in fact, these changes have begun already. In previous years, we have had our students take diagnostic tests in August in order to give us a baseline level and then again in May to measure progress over the school year. These tests were past papers from the National Curriculum for England and while they were effective in giving us accurate scores, it was felt that they were a little outdated and didn't reflect the type of learning that we promote at KIST.



From June last year, our Grade 5 students have been taking Edexcel exams which, again, are from England but are updated annually and externally marked. We decided that in order to best prepare our G5s, we would create similar writing tests for Grades 1 to 4. Instead of doing these twice a year, our students will now be writing shorter papers, but three times a year: one in November to get a baseline; one in March; and a final paper in May. The prompts for the writing tasks will be linked directly to the writing genres that we cover. This flexibility also allows us to change our tests to reflect our units of inquiry if we wish to do so.

You may be aware that we use a framework called the 'Six Traits of Writing' to develop more balanced writers. The six traits are:



- **Ideas**  
...the writer can develop a single topic to convey a clear message
- **Organization**  
...the writer reveals ideas in a logical order
- **Voice**  
...the writer increases reader engagement with intentional feeling, attitude and emotion
- **Word choice**  
...the writer uses the correct words in the correct place to convey just the right meaning
- **Sentence fluency**  
...the writer improves the readability of a piece with complete thoughts and sentence variety
- **Conventions**  
...the writer makes their writing more correct by following the rules of spelling, punctuation, capitalization and grammar

These new writing diagnostics are better aligned to the principles of this framework, with the students receiving two different grades from each test: one in **form, communication and purpose** (which links to organization, ideas, word choice and voice); and another in **grammar, punctuation and spelling** (which links to sentence fluency and conventions).

We are confident that these new assessments, as well as the further promotion of the Six Traits of Writing, will continue to help our students become more balanced and enthusiastic writers.

For more information on the Six Traits of Writing, visit:

**Web** <https://www.smekenseducation.com/6-Traits-of-Writing.html>

**Oliver Sullivan**  
PYP Coordinator



# Early Childhood News



At KIST, we are fortunate to have a wonderfully diverse community. We celebrated this rich diversity recently by having our students' parents come in to share about their own unique cultural heritage. We had parents share from Mexico, Bulgaria, China, Korea, Japan, Colombia, England, Lebanon, the Philippines and Tunisia!! Thank you always for your continued support towards our children's learning.

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



**Bulgaria**



**Korea**



**Colombia**



**China**



**Tunisia**



**London**



**Japan**



**DEAR**



**Lebanon**



**Parent professions**

**International food**

## K1 Imagination and Creativity through the Arts

During our unit, 'How we express ourselves,' the students inquired and explored lots of different ways of expressing their imagination and creativity through music and art. Some of the activities they took part in included the following:

- Showing their talents and skills by:
  - ⇒ singing and dancing on the stage while listening to various music genres.
  - ⇒ using different tools and materials to display their imagination when painting on an easel; creating a mural; producing unique creations with blocks, clay, etc.
- Drawing and painting pieces inspired by many famous artists and their works such as:
  - ⇒ Michelangelo: drawing and painting under the table and facing upside-down.
  - ⇒ George Seurat's Pointillism: using a dot technique with Q-tips to paint a picture.
  - ⇒ Wassily Kandinsky's 'Several Circles': using different sizes of tubes to print circles on the paper, and coloring circles to create an abstract picture.
  - ⇒ Henri Matisse's cut-out art 'Drawing with Scissors': making cut-out collages by cutting and pasting different shapes of colored paper onto pieces of black paper, and naming their masterpieces, depending on their interpretation of their cut-outs.
  - ⇒ Andy Warhol's pop art: gluing the handprints of their parents or other members of their family onto a box of painted paper, and painting their hands black and printing them onto each handprint.
  - ⇒ Pablo Picasso's distorted face painting: molding paper clay and making distorted faces.



**Claire Yoneyama**  
K1A Teacher



## Exploring Different Cultures in K2A



K2A have been exploring different cultures as part of their 'Where we are in place and time' unit of inquiry to better understand the world and their place in it. They learned about three different countries in each continent, and slowly built their knowledge about what they could find there: animals, food, dress, architecture and much more. They demonstrated collaborative skills and creativity during their summative assessment task, which was to make a world map that showed their knowledge of different places. The students worked separately on individual drawings and together to make a background for their maps and presented what they had made as a group. This activity and unit hopefully made them excited about the world and gave them a taste for exploring new places!!



**Catherine Wells**  
K2A Teacher



## K2 It's Not a Box

This year, to begin each unit of inquiry, K2 students have been working together to create objects relating to each unit's central idea with cardboard and various other resources.

For our first unit, "Who we are," the K2s created human bodies from recycled resources (cardboard, water bottles, string and paper rolls) as we were learning about our bodies. For our second unit, "Where we are in place and time," they created dragons for the Vietnamese Mid-Autumn Festival with cardboard and scrap color paper since we were learning about places and cultures around the world. In our current unit, 'How we express ourselves,' the K2s created setting props with cardboard and paint to support their understanding of stories, and more specifically, their settings.

Throughout the course of the year, we have read and reread the wonderful book, *Not a Box!* This is an excellent book that helps students begin to see the potential of different materials in a creative, new perspective. Being able to see simple objects and think of new ways to use them is exactly what engineers do to accomplish challenging tasks.

Solving problems and building things with limited resources helps students develop not only excellent critical thinking skills, but also their confidence to continue tackling problems that have no simple, straightforward solution. At KIST, we highly value this type of "out of the box" thinking, no pun intended!



**Axel Norwood**  
K2B Teacher





## K3B Food Choices

For our third UOI, 'Who we are,' K3B students have been exploring different food choices that people make.

During our inquiry, some students have asked great wonder questions like:

- “ Is honey sugar?”
- “ Does it go in the Sweets, Fats and Oils food group?”
- “ Why do people have different diets?”
- “ Does eating vegetables make you a vegetarian?”



The photos below are some snapshots of our learning experiences thus far: Making nameko miso soup following Erika's family recipe (we also made a vegetarian-friendly version), making sushi handrolls and observing everyone's likes and dislikes, interviewing the people at our school about their food choices, doing a sugar water vs. honey water taste test to taste the difference between sucrose and fructose, and studying the food pyramid and knowing some names of important vitamins and minerals to pass a "dietician's test." ☺



everyone's likes and dislikes, interviewing the people at our school about their food choices, doing a sugar water vs. honey water taste test to taste the difference between sucrose and fructose, and studying the food pyramid and knowing some names of important vitamins and minerals to pass a "dietician's test." ☺



Keep eating healthy, everyone!

**Christie Chung**  
K3B Teacher

## Celebrating Setsubun

*Setsubun* is a traditional Japanese event where people throw roasted soybeans at "oni" (demons) to protect themselves, and then eat some of the beans to bring good luck for the new year. Historically, it was believed that demons would come and cause mischief in people's homes, such as breaking and stealing people's belongings, but soybeans could magically remove their power and protect against their bad luck.

At KIST, students in K1 to K3 celebrated *setsubun* on February 3, 2020. Instead of using real beans, the students threw handmade "beans" made of paper and clay to scare away the "demons" who visited on the day (courtesy of our bus drivers!), while yelling the traditional phrase, "*oni wa soto, fuku wa uchi!*" ("Demons get out, good luck come in!"). Some of the children were a little scared of the demons at first, but once we got started, everyone was eager to participate. Although they didn't eat any real soybeans due to safety reasons, the children thoroughly enjoyed chasing away the demons.

All the children did a great job and enjoyed the chance to experience traditional Japanese culture. We are all looking forward to throwing beans on *setsubun* again next year!



## G2 Building Relationships with the Elderly

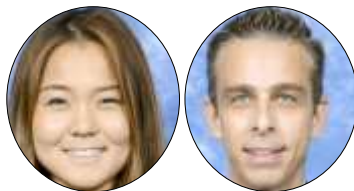
As a new initiative for the 'How we organize ourselves' unit, students in Grade 2 have been visiting and building relationships with the residents of a local elderly care center, the Fukagawa Yasuragi no Sono. Together with Mr. Sawayama, the center's director, we have been collaborating on a year-long project to fill a specific need in our local community. Our aim has been twofold: 1) to warm the hearts of the center's residents and to brighten their days with the smiles and enthusiasm of our energetic young students, and 2) to provide an authentic experience for our students to practice genuine care and empathy.

The central idea of the unit is "Individuals impact the function of groups." Prior to each visit, the students have organized themselves in groups to devise activities and experiences to share with the residents. Some examples of the many activities students have wanted to share in the past are origami projects, singing songs, magic shows, and drawing classes. Through the process, students have been learning not only how to communicate within their own group to avoid friction and bring about smooth collaboration, but also how to communicate/share their experience with the residents of the home. They have had a chance to learn that individuals DO impact the function of groups.

In addition, the elderly care center staff have also been preparing some collaborative activities for us too. Students and residents mingled and participated in rehabilitation exercises that are important for the elderly. When students worked together to pass big rubber balls to each other in a line in a big ball-passing contest, it became quite heated with excitement and emotion. Students absolutely *loved* working together with the residents.

Through these authentic experiences, we hope to nurture empathy, care and respect in our students. As teachers, it certainly has been amazing to watch the Grade 2 students take on this new project with zeal and thoughtfulness. Hopefully the experience will create lasting memories that may influence future decisions to take part in community action service in later years.

**Aya McDonough** and  
**Timothy Vodden**  
G2 Teachers



## Elementary ELS

### Partnering up and learning language

At KIST, our students are often partnered up to do a task together. The photos you see here, from our youngest grades up, show what our classrooms regularly look like during lessons. Pair work—like group work—gets children learning in special ways that individual work doesn't allow for. On one hand, children learn social and communication **skills**—plus the English to use for those skills; and on the other hand, they learn about the **topic** or **concept**—plus the English language connected to it. Compared to working in a group, however, pair work provides both a simpler social situation and a simpler language situation.

For English language learners, being partnered with someone who knows the vocabulary in English already can be the perfect situation to help "tune in" to the language of a topic, without the stress of trying to follow conversations between two or three other people. It's also a chance to practice the language of turn-taking and connecting your ideas to others' ideas—skills that are more difficult to put into practice during group work.

That doesn't necessarily mean that the benefits of pair work come automatically. Teachers and ELS staff can enhance pair work learning by providing prompts such as sentence starters, visuals and key words. And, of course, you can help at home, too, by talking in your home languages about the topics your child is learning. This will get your child ready to participate more confidently in the pair work they do at school and to catch on to the new vocabulary they hear in English. This home language support should never be underestimated. Thank you!

**Rachel Parkinson**  
Elementary ELS Coordinator/  
G5 ELS Instructor



*Lia and Yi Qiao (K3B) think together about the book they are reading.*



*Rury and Soren (G2B) work together to teach each other what they know about the present indicative tense.*



*Mei and Riu (K2A) pair up for computer work to talk together about what they are working on and practice teambuilding skills.*



*Allen and Fuwa (G5A) learn more about the properties of 2D shapes and the language to describe them as they check the accuracy of each other's drawings.*



## Elementary SRC



### Train manners

The Elementary SRC members are currently working on a project focusing on etiquette on public transportation. To provide further advice, we asked JR workers if they could come to school to explain to us about manners while using their trains. We had a meeting with the JR representatives and discussed what kind of topics we wanted them to explain to us. We were grateful that the JR representatives kindly made an assembly based on our discussion to suit our needs.

It was a great opportunity for us to reinforce the **IB learner profile** and **PYP attributes** in order to be responsible community members: we need to **respect** each other and others' personal space, and we need to be **caring** and supportive to the people who require extra help.

We also learnt how to deal with emergency situations such as when earthquakes occur, and what to do at times when we feel unsafe.

They kindly shared the slides they used with us and we would like to pass them on to you so you can go through them with your child to reinforce the messages from the assembly.



Web <https://www.kist.ed.jp/files/pdf/0205.pdf>

As good manners can be different depending on where you have previously lived and there are many different cultures around the world, it can be difficult to understand what good manners look like in Japan. We hope these slides give you clear information and guidance on this matter.

**Oliver Sullivan** and  
**Kana Furnival**  
Elementary SRC  
Mentors



## LEAP News



Hello KIST community! I can hardly believe that we are halfway into the school year! In this issue of *The Comet*, I would like to share some of the ways in which our students got involved in LEAP last semester.



- In Ms. Wang and Ms. Joanna's K3 English Support classes, students worked on reading and writing longer sentences using their knowledge on diagraphs and high frequency words.
- Ms. Amanda and I looked at producing complete sentences using capital letters and full stops, along with other forms of punctuation including question and exclamation marks with our G1 students.
- Ms. Rina's G2 English Support students expanded their ideas and concepts on various topics that were introduced in UOI.
- Ms. Parvathy's G3 students continued to perfect their literacy skills by focusing on making inferences, using fronted adverbials, finding cause and effect, and drawing conclusions.
- In Ms. Yuko's English Support class, students paid close attention to the definition of complex words that were introduced in their unit on How We

Organize Ourselves by analyzing and discussing the meaning of these words.

- Ms. Rachel used reading comprehension strategies with her G5 students to help them understand infographics connected to their unit on Energy.

We have many more exciting and engaging activities in store for our students for Semester 2!

Semester 2 LEAP classes began on January 20, but you can still apply by filling in an application at:

 <https://kisted.sharepoint.com/CA/SitePages/LEAP.aspx>

Thank you for your continued support.

**Miki Kanai**  
LEAP Coordinator/G1A ELS Instructor



## Social–Emotional Skills

### Why is developing your child's social–emotional skills so important?

While most of us view building our children's academic skills as a priority, social–emotional skill development may not always be at the forefront of our minds. However, positive social and emotional development is critical in helping children to become successful in their school life. These skills influence children's self-confidence and empathy, and their ability to develop meaningful and lasting friendships and partnerships. They also lend a sense of how important it is to value those we find around us. Furthermore, social and emotional development has a direct influence on children's academic development.

Here are five social–emotional skill areas that you could support your child with at home:

#### • Self-awareness

To support your child in recognizing their own emotions and feelings, pay attention to their behavior and provide lots of face-to-face time. Help them identify and name their emotions and understand the links between emotions and behaviors.

#### • Self-management

Support your child in finding ways to manage their feelings and how they respond to others. Joining a club activity is beneficial for building these skills. To deal with anger and frustration, teach them specific routines to help them calm down.

#### • Responsible decision making

Support your child in understanding their goals. Build their self-esteem by giving age-appropriate tasks and praise their choices when they complete them successfully.

#### • Relationships

To support your child in recognizing how others feel, respecting other people's opinions, and appreciating differences, read and discuss books with them and ask questions such as: "How does this character feel?" and "What would you do?"

#### • Social awareness

Joining a club activity, especially ones involving teamwork, is beneficial in supporting your child in becoming a good listener, teaching problem solving skills, and letting them know when and how to say sorry.

It is a good idea to build these skills into your daily routine as much as possible, as they need to be sustainable from childhood into teenage and adult life.

If you have any questions regarding your child's social–emotional skills, please do not hesitate to get in touch with me.

**Kana Furnival**  
Elementary Student Care Coordinator



## KIPS News

### From the P1 classroom...

Greetings from KIPS P1! Speaking of greetings, as the year progresses, the P1 children, who were once too shy to greet their teachers in the morning, have taken to returning our "Good morning, P1 class!" with a hearty "Good morning!"

Greetings aren't the only area in which the students have shown us how much they're growing and learning. Out of the 8 terms in a year at KIPS, we are now entering Term 5, and we're amazed to see how much the children have already progressed. During each term, we introduce picture books, songs and other activities related to the term theme and the current season. At the beginning of the year, the children listened to the unfamiliar stories quietly and swayed their bodies to the music, but they were not able to engage in the activities yet. Now, only a few months later, we see them joining in repeating familiar phrases and stories during story time and happily copying the teachers' dance moves while singing along to their favorite songs. We are so excited to see their growth!

In recent seasonal activities, we celebrated Setsubun with a visit from some Japanese *oni*, who talked to the children about Setsubun celebrations and brought holly leaves for the children to touch. It was the first time for many of the children to experience holly leaves, and they were curious to touch the pointy edges and tell us "it hurts if you touch here!" They also sang the Japanese song "*Oni no Pantsu*" and got to try out *mame-maki* by throwing balls at the *oni* and shouting "*oni wa soto!*" ("Get out, demons!")

During Japanese specialist classes, a volunteer from the local library comes once a month to sing songs, read stories and play games in Japanese with the children. At first, the children were too shy to interact with the volunteers, but now, they greet them with a smile and a high five, actively participate for the 20-minute session, and say, "Thank you!" politely at the end of each visit.

Finally, the P1 class participated in World Cultures Day at KIST in January. We were excited to meet the sumo wrestlers and participate in traditional Japanese culture such as pounding *mochi*. Some

students were a little scared by the big sumo wrestlers, but in the end, we took lots of photos with them and had a great time. We were proud to see the children actively interacting and participating in this big event, and once again were happy to see how much they have grown.



**Hitomi Shimizu**  
P1 Teacher



### From the P2 classroom...

After welcoming a new student in January, we started the new year with 10 students in P2. We are so proud to see students accomplishing things that they weren't able to do before the winter vacation and to see how much they had grown in that time. When they borrow toys, they have learned to ask their friends things like, "Can I use it?" and to say "Please," nicely, and we see them playing together happily with their friends more and more.

During Term 4, students enjoyed learning through fun activities around the theme Shapes and Colors. At the beginning of the term, students more or less had some idea about the shapes and colors, but they weren't able to answer the names of each confidently and correctly. By the end of the term, however, they not only could confidently name each shape and color, but both inside and outside KIPS, students eagerly pointed out different shapes and colors, excitedly informing us things like, "I found green!" They learned songs about colors and shapes which they sang while dancing along, and we could even hear them happily humming the songs during our walks with a smile. The children are excited to perform the song "Dancing Shapes" for everyone at the Spring Concert!

We are looking forward to supporting the students and watching them grow even more during the remaining half of the school year.

**Yoshimi Machida**  
P2 Teacher



## MYP News

### MYP students create portfolios to reflect on learning

Each year the student-led conferences provide a great opportunity for MYP students to stop and reflect on their learning and share their progress with their families. This year, due to the coronavirus situation, the conferences will be held in a different format. Details will be announced at a later date.

An ability to step back and think about ourselves—our strengths and limitations—is an essential component of teaching and learning in the IB. 'Reflective' is among the attributes in the IB learner profile. Teachers encourage students to explore and express their thinking day-to-day in lessons and at the end of units.



*G7s reflecting on their time at camp and what they learned from working to prepare their own meal.*

The MYP portfolio, completed over three to four weeks of Advisory classes, asks students to look back over a range of experiences in the MYP this year. Each of the areas for examination—Academic Progress, School Life, MYP Essentials, Organization for Learning—allows students to see just how complex their learning is. The portfolio works as a place to gather evidence to support students' conclusions about what they're doing well, what they need to improve, and where they see the progress they've made.

The final step in the process is sharing the portfolios with families during the student-led conferences. The students work with an outline so that they can share what they've found in their investigation of their learning for the year.

**Robert White**  
MYP Coordinator



*G6A students reflect on the changes they've made from the first day of class this year.*



*G8s reflect on their experience performing during a summative assessment in studying Romeo and Juliet in English.*

## Japanese Haiku Contest

A haiku contest was held for students in G6 to G10 Japanese classes. Three students from classes of different language levels participated in the contest as one team. The theme was to introduce winter in Japan using *haiku* and calligraphy. Students chose the best team from each grade. Each winner received a certificate from Mr. Cowe and Mr. Rose.



*Jiani (G6A) with Mr. Cowe*



*Kaito (G8B) with Mr. Rose*



**Congratulations to the winners of the Japanese haiku contest!**

- G6** – Jiani, Lander, Rigel
- G7** – Feiru, Donna, Mano
- G8** – Nishka, Kaito, Hina
- G9** – Nehal, Tomoko, Mariko, Hriday
- G10** – Minn Thant, Rina, Satoshi

## DP News

One of the things that our DP students have been working on this school year is to develop non-cognitive skills during the two years of the DP. Research from the High/Scope Perry Preschool Study, a scientific experiment that identified both the short- and long-term effects of a high-quality preschool education program for young children has shown that the possession of the nine non-cognitive skills below are important determinants of success in life.

- Self-perception
- Motivation
- Perseverance
- Self-control
- Metacognitive strategies
- Social competencies
- Resilience and coping
- Creativity
- The Big Five (openness to new experience, conscientiousness, extraversion, agreeableness, emotional stability)

Many of the above non-cognitive skills are in fact incorporated in the IB learner profile and the DP subject group aims. For example, one of the aims in Group 5 (Mathematics) is to develop logical, critical and creative thinking, and patience and persistence in

problem-solving. This aim itself contains three non-cognitive skills (Creativity, Perseverance, Resilience and coping). Similarly, the aim to enable students to appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics is linked with The Big Five (extraversion; showing interest towards outer world).

KIST seeks for all learners to demonstrate excellence in academics as we believe that the process of and attaining a high score on the final DP examinations at the end of Grade 12 provides evidence that students have acquired both cognitive and non-cognitive skills at a high level through achieving the aims of the DP.

From the nine factors identified as potential key non-cognitive skills of young people, Grade 11 and 12 students were asked to choose up to two non-cognitive skills that they want to acquire or improve through their time in the DP. Students have met, and will continue meeting with the DP Coordinator once a semester to set goals and discuss their progress on the attainment of the non-cognitive skills.

Below are reflections written by our DP students on their experience of the non-cognitive skills goal setting task.

**Hiro Komaki**  
DP Coordinator



### Yui (G12A)

To ensure success in the DP life and beyond, the implementation of the non-cognitive skills by our DP Coordinator was crucial. The DP curriculum itself has the IB Learner Profile, designed to develop both cognitive and non-cognitive skills through the IB. Cognitive skills and academic success can often be reflected and measured through report cards and grades. But little did I know that non-cognitive skills were playing a big role in my overall learning. It may seem evident that throughout the DP course at KIST, we all have been using some non-cognitive skills, but we rarely get the chance to reflect upon them. In semester 1 of Grade 12, I realized that I already possessed some of the non-cognitive skills but was lacking on Creativity and Social competencies. During semester 1, we completed most of the internal assessments (IA) which often includes a rubric component of "personal engagement". I saw this as an opportunity to improve on my Creativity, and tried to explore topics in unique, engaging and abnormal ways. The result was that in most of these creativity criteria, I successfully ended up getting the top bands. Now for the Social competencies, I felt that I had still not acquired my goals for semester 1 and decided to work on it further during semester 2. In order to improve on my Social competencies, I decided to take part in the Grade 12 Graduation Committee in this semester and am looking to effectively lead and plan events while maintaining everybody's participation through good communication. I am looking forward to improving my Social competencies in semester 2.



### Anya (G11A)

The non-cognitive skill I chose to work on in the past semester was Emotional stability. After a minor setback or obstacle, I often found myself getting easily discouraged, which is the specific aspect of my emotional instability I chose to focus on. Being an infamous pessimist, whether it be an unsatisfactory grade or a personal challenge, I had the tendency to fixate on the negative elements of a situation. Academically, as a glass half empty person, getting what I considered to be unsatisfactory grades automatically meant I was 'failing' and I would start to doubt my abilities. To be blunt and to introduce an anecdote of mine, from the beginning of this academic year to the semester 1 exam, I managed to improve my score on my biology tests by 15% from an average of 76% to 91% in my semester exam. Frankly, I can say with confidence that this was due to my improved emotional stability. Initially, I planned on relying on my friends as a source of comfort and to consult them to do so. While this did help, it was ultimately myself who was able to make the biggest change. By starting with small steps, such as being more organized and engaging in my hobbies, I began developing a more optimistic output on life, ultimately leading to increased emotional stability. As I built up my confidence on my own, I developed the mindset of putting mistakes in the past and striving for better; which is truly what pushed me forward. This semester, I hope to enhance my Social competencies, a crucial skill needed in any setting. Whatever the skill is, there is no one clear pathway to improving it, but it is crucial to keep it in mind. In doing so, I naturally started developing habits that work towards it.





## Secondary Winter Concert



On Friday, December 13—the day before the winter holiday—we held our **Secondary Winter Concert** in the school gym. Many families and students came along to support the talented students' performances. Each of the 'B' classes from G6 to G10 performed as an ensemble. The music selections of each

class ensemble were determined after considering the current music units and the relation to the general winter theme. The students prepared for a month in their music classes. Some of the students who are talented in dancing also worked on the choreography of their class performance.

There were also many solo acts that were performed between the class ensembles by students who volunteered to perform and who prepared their performances outside of school. Music-related clubs such as the orchestra club, the IGCSE band, and the taiko club also performed to show their achievements from their weekly practices.

There were four amazing MCs—**Riu** (G6A), **Saanvi** (G9B), **Ketan** (G9B) and **Minn** (G10A)—who helped make the concert more enjoyable. The backstage team, led by **Daigo** (G10B), showed their teamwork by leading the concert to be as smooth as possible. The concert reflected what the students are learning in music class and it gave the students a holiday spirit before the long break.

If you missed the concert this time, you can always come to our next musical event, the **End-of-Year Concert**, which will be held at the **Tower Hall Funabori** on **Friday, June 12**.

**Makiko Duran**  
Secondary Music Teacher



## Academic Scholarships



**Bronze Award**  
(25% tuition discount)  
2 students

### KIST Scholars' Awards

Each year, students in Grades 8 to 11 who meet set criteria are eligible to apply for **KIST Scholars' Awards**. There are four categories of Scholars Awards to recognize students who exemplify our school mission by making significant contributions to our communities through academic excellence and as role models for other students.

**Silver Award**  
(50% tuition discount)  
2 students

After an extensive selection process that took place earlier in the year and involved the submission of an initial written application with supporting teacher recommendations, as well as an individual interview for all those who passed the screening stage, a total of **four** students received awards.

Congratulations to all awardees and their families!

Click the link below for more information about academic scholarships offered at KIST, and how and when to apply.

**Web** <http://www.kist.ed.jp/node/197>

## Wall of Honor 2019–20

Every semester, we recognize students in Grade 6–8 for being role models in their class in line with the IB Learner Profile. These attributes are long-term positive goals for students to strive towards to become motivated and effective learners for life. Students are nominated by their peers, so it really is an honor to be chosen. Nominated students put their handprints on the Wall of Honor.

Congratulations to the winners of the Wall of Honor awards for the 2019–20 school year in Semester 1!



G6A	<b>Saku</b>	Caring
G6A	<b>Jiani</b>	Balanced
G6B	<b>Ewan</b>	Caring
G6B	<b>Mamiko</b>	Principled
G7A	<b>Nao</b>	Caring
G7A	<b>Shota</b>	Principled
G7B	<b>Prakariti</b>	Caring
G7B	<b>Aryan</b>	Caring
G8A	<b>Simba</b>	Knowledgeable
G8A	<b>Luer</b>	Caring
G8B	<b>Kiichiro</b>	Knowledgeable
G8B	<b>Ayami</b>	Balanced

## I&S Visiting Speaker

### Mr. Matthew Williams and the plight of black people in South Africa

Mr. Williams is currently a student of False Bay College where he is studying in his senior phase. Born in post-Apartheid South Africa, Mr. Williams, who visited KIST on January 16, presented to us the history of oppression under the Apartheid laws and a shocking first-hand experience of living in a country recovering from the wound of racial divides.



### Mr. Williams' experiences living in South Africa—The difficulties he and his colleagues face on a daily basis in South Africa

Mr. Williams shared with us about his life growing up in the Vrygrond Township. Townships are specific areas which were set aside for non-white occupation during the time when Apartheid still existed; a primary encounter to the impacts of the Apartheid laws that still remain today. He explained to us how he spent his childhood in poverty, with his parents unable to fully sustain his family—which was not uncommon in the township. From a young age he had to learn to fend for himself in the dangerous neighborhood, finding the most difficulty in continuing school himself, telling us about a shocking past of being a gang member and dropping out of middle school. He highlighted how young children were constantly looking up to gangsters and unfortunately had involved themselves in drugs, alcohol, and violence. He said he and many of his friends were victims of violence, and he emphasized how he had to carry a weapon at all times, even when attending school.



He shared with us episodes of being chased by other gang members in a different township when attending school and a shocking experience of being stabbed twice.

### How he has escaped his life in South Africa

The turning point in his life, he said, was when he switched on his motivation and decided to focus on getting an education. He explained how faith in a religion—going to church—gave him the starting motivation to change. He quit doing drugs, left his gang, and completed his high school education and was successfully able to enter a college. He was scouted into Projects Abroad through his skills in debate which is the reason why we were able to have this valuable learning experience.



### Why he wants the world to know his message

Mr. Williams emphasized how the lack of education as a norm for black South African people, was a root cause of the poverty and social inequality in the country. As previously mentioned, gangs and gang-related crimes are still extremely common, and this causes young children and capable adults to lose the opportunity to finish the education which could change their lives, and give them more job opportunities. He also stressed how the South African government was not functioning as well as the people wished, although he did mention several organizations which strived to help the people escape poverty.

### What did you learn from the presentation and how can that help you going forward?

Mr. Williams's story and experiences were so incommensurable to ours, many of us were aghast and disillusioned. Mr. Williams gave us a completely new perspective on poverty and racial conflicts and we were able to encounter a reality that we could never have understood unless he openly shared his experience with us, and for that, we would like to thank him greatly. This whole session had a very positive impact on our perspective of the world. We were all inspired and realized the value of receiving an education. We recognized that the intense studies and assessments that we take for granted are life changing in the world in South Africa. Thus, we students are encouraged to put even more effort into our education so that we could grow up as knowledgeable and compassionate adults.



Eleina (G10A)





KIST aims to develop responsible citizens who make meaningful contributions to our communities. This new series in *The Comet* looks at some of the efforts through which KIST students are working to make the world a better place.

The first installment of this series features the Kodomo Shokudo service committee. KIST students are working together with the **Kodomo Shokudo Network**, a collection of non-profit organizations located across Japan that aim to provide a safe, healthy environment for children and adults suffering from loneliness, caused by poverty or other social issues. Kodomo Shokudo provides a space where people can gather and spend time playing games and eating together. There are hundreds of Kodomo Shokudo locations across Japan – 12 of which are located around Koto-ku.

**Riya** (G11A), our Student Representative Council President, first discovered Kodomo Shokudo in Grade 9 when she was doing research about single mothers for an Individuals and Societies assessment task. While researching about single mother poverty in Japan, she

was also surprised to learn that **one in seven children in Japan lives under the poverty line**. This experience left a strong impression on Riya and, as part of her service commitment for IBDP, she knew that Kodomo Shokudo could be a great opportunity for her to contribute to her local community and improve the lives of these children.

From the start of this year, Riya, along with **Kaoru** (G11A), **Min Seung** (G11B), **Sujin** (G11B), **Uri** (G11A) and **Michiko** (G11A) have begun volunteering at two Kodomo Shokudo locations: Sumiyoshi and Toyochō. They also organized a school activity for students to donate chocolates on Valentine's Day which were given to children at Kodomo Shokudo locations. With the support of our community, they were able to collect a lot of chocolate (see picture) and put smiles on the faces of many children! A special **THANK YOU** to all in our community who supported this effort!

Riya and her team are looking to expand the Kodomo Shokudo service program so if you are interested in helping too, be sure to get in touch with Riya!



*Valentine's Day chocolate collection*



*At the Toyochō location*



*Enjoying dinner with the kids*



*Helping out with serving*

**DOING GREAT THINGS!**

## Student Care Update

### Social awareness and relationship skills in advisory

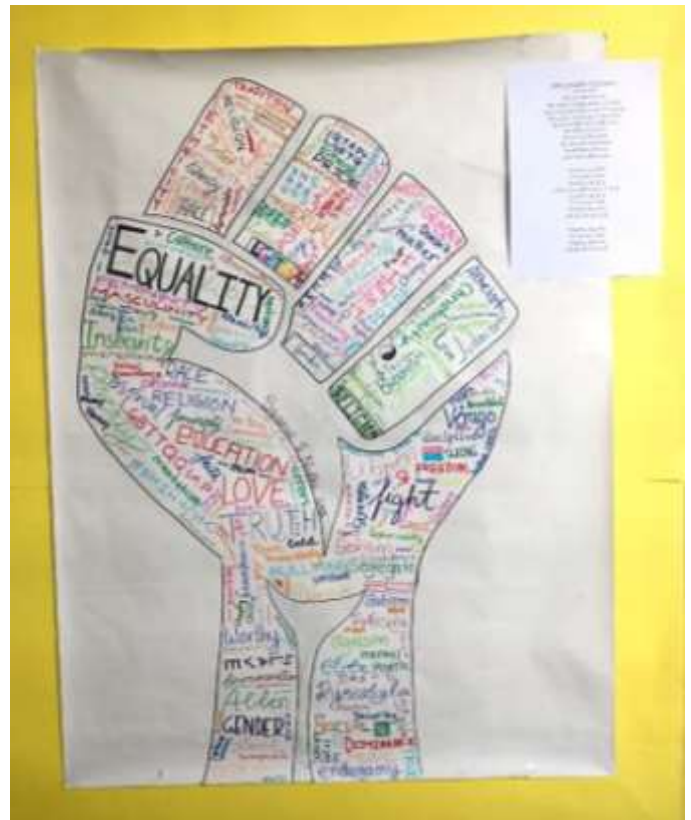
We hope that you are all staying safe and healthy through this tumultuous time. As part of our Advisory program, students have been working on Social Awareness and Relationship Skills. In difficult times, empathy, respecting others, and effective communication become even more vital.

**ReachOut** defines a good friend as having some of the following traits:

- is there for you, no matter what
- doesn't judge you
- doesn't put you down or deliberately hurt your feelings
- is kind and respectful to you
- is someone whose company you enjoy
- is loyal
- is trustworthy and willing to tell you the truth, even when it's hard for you to hear
- laughs with you
- sticks around when things get tough
- makes you smile
- is there to listen
- comforts you when you cry

As students get older, the social issues that they face change. Therefore, our lessons are very different throughout the grades, but there are common themes of respect, kindness and teamwork throughout.

Students in G6 and G7 have been considering ways to be a good friend, even in difficult situations. Students considered different traits of a good friend and what was important in a friendship. Then they created skits to show both effective and ineffective ways to deal with friends who are having a tough time. Advisory class was a bit loud for a few weeks, but we had some really important conversations about respecting our peers and being supportive through difficult times.



The Tokyo English Life Line (TELL) organization came to visit KIST in February to talk to our G8 and G9 students about what makes a healthy relationship, with family members, friendship, and even romantic relationships. Students were able to talk about how mutual respect is vital in a variety of situations by looking at case studies of different healthy and unhealthy relationships. Finally, all students walked away knowing that there are people who we can talk to here at school if we feel like we are not being respected in a relationship. While conversations like this can be uncomfortable, it is very important to know that we have a right to be valued in any relationship we are a part of.

G9s considered what values were important to them, then worked in groups to create a product to exemplify this. Group work can bring out the worst in people sometimes, so they had to consider what makes a good leader, a good team member, and effective teamwork to achieve something great. The students came up with many creative ways to show the different values they want to embody.

The G10s learnt the value of formulating study-groups and how they could support each other in understanding complex issues linked to a range of subjects. Study groups are an effective study technique to remain accountable to others while tracking one's progress in learning. It is also a less intimidating setting for sharing of different fears, queries and knowledge, which creates a support network for all those involved.

**Anna Holdaway**  
Student Care Coordinator (G6–G8)



## CISSMUN 2020

### A great MUN experience

January was an exciting month for MUN club members, as we had our first experience abroad at MUN at Concordia International School in Shanghai! The CISSMUN conference was an extensive three-day international conference involving many committees dealing with real-life topics such as equality, economic and social issues, international relations, conflict and the environment. Under the theme of "dignity and human rights", delegates had heated debate and constructive discussion on how we can create resolutions to related problems the world faces today.

When we first arrived at the school, we were amazed at the massive scale of the conference – there were more than a thousand delegates sitting in the gymnasium at the opening ceremony! Apart from the speeches done by the secretary-general and advisors of CISSMUN, we were fortunate to hear from a keynote speaker Ms. Mariatu Kamara, who shared her compelling story of her life in Sierra Leone during a civil war.

When we separated into our committees, we were all a bit anxious seeing so many new people and thinking about how our speeches and debate session



*Shanghai MUN students and teachers enjoying a meal after the conference.*

would go. However, we eventually got into the discussion and created blocs with other delegates to draft resolution papers for the topic of our choice. On the following two days, we participated in the discussion and debate that was going on to eventually create a solid and feasible resolution to a problem that the delegates could vote on. The debates were sometimes tense and nerve-racking, but it was mostly quite exciting as we found topics that we were passionate to discuss about. When the debate finally ended with the knock of the president's gavel, we were quite relieved and realized how this MUN experience shaped a better understanding of the teamwork and critical thinking needed to solve real global issues.

Apart from the MUN debate, we also enjoyed making new friends and going out to tour the city of Shanghai outside of being serious, diplomatic MUN delegates! We went on an excursion to The Bund, where you can see an amazing panoramic view of the city buildings and towers of Shanghai, both old and new. We also visited the shopping district Tianzifang, with its food, gifts and photogenic streets. Overall, this MUN trip was a wonderful opportunity to interact and learn something that connects to the real world – but at the same time, we got to have lots of fun exploring new places and activities together!

**Hanna (G10A)**



*KIST MUN delegates at the CISSMUN International Conference: front: Hanna (G10A); second row (l. > r.): Mehak (G10B), Saanvi (G9B), Jiaying (G11B), Yukino (G11A), Ryuun (G10B); third row (l. > r.): Helena (G9A), Stephen (G10B), Shiro (G10B), Rei (G10A)*

## Secondary ELS

### Intensive English and Academic Writing: What's the difference?

The Intensive English and Academic Writing curricula have been developed by the ELS department to support KIST students' language development throughout the MYP and IGCSE to ensure future success in the Diploma Program at Grades 11 and 12. Both curricula are taught by grade level ELS Instructors in concert with current classroom content in both English and I&S class. As such, both the Academic Writing and Intensive English courses are constantly reevaluated to ensure that student needs are being met with appropriate content within a timeframe to adequately support students in upcoming summative tasks.

Curricula for both IE and AW are informed by Green's 3D Model of Literacy (Green, 2013) which defines literacy in operational, cultural and critical terms. Operational literacy is concerned with the nuts and bolts of language such as writing systems, vocabulary and grammar. Cultural literacy is centered around rules for the creation of specific text types and language denoted by position in space and time, whereas critical literacy sees learners consider power structures inherent in the production of different text and text types.

While Green's 3D model of literacy is not strictly hierarchical, as the nature of language acquisition sees learners learn each part contemporaneously, although at differing rates. It stands to reason that as operational literacy expands deeper understandings of both cultural and critical literacy. To support this, the IE and AW curricula have been developed to best meet student needs in these literacy strands.

Both courses are detailed below. Should any parents have questions about either course please feel free to contact me at [jade.bonus@kist.ed.jp](mailto:jade.bonus@kist.ed.jp).



**Jade Bonus**  
Secondary ELS Coordinator

**Reference:**  
Green, Bill & Beavis, Catherine. (2013). Literacy in 3D. An integrated perspective in theory and practice. 36.



Intensive English (IE)	Academic Writing (AW)
<ul style="list-style-type: none"> <li>Offered from G6–G8 in place of Art/Music class two periods per week.</li> <li>First semester is predominately focused on operational literacy.</li> <li>Second semester predominately focused on cultural literacy with revision of recurring issues in operational literacy.</li> <li>Cross subject skills focus.</li> <li>Alignments with texts and text types being taught in class.</li> </ul>	<ul style="list-style-type: none"> <li>Offered from G6–G10.</li> <li>Classes run during period 0 either twice (G9–G10) or three times per week (G6–G8).</li> <li>Primary focus is on cultural literacy throughout with increasing consideration of critical literacy in second semester.</li> <li>Alignments with texts and text types being taught in class.</li> </ul>

## 1st Japan Kanji Aptitude Test

To further improve their *kanji* skills, students in G6 to G10 took a *kanji* aptitude test at KIST on Friday, January 31, 2020 during period 6. The official results of the test will be reported to the school by the Japan Kanji Aptitude Testing Foundation in mid-March. The results will not be reflected in students' semester reports; however, the test provided an important opportunity to raise the Japanese proficiency of our students. *Kanji* is a skill required for the DP starting in G11.



日本漢字能力検定

## Brain Bowl at KIST

A question-and-answer group trivia competition, led by Mr. Dayaram and Ms. Chernenko, was held during an advisory period in early February for the Grade 6 and 7 classes. Students were asked questions and had to solve puzzles to write answers on their answer sheets for eight different rounds. The rounds included topics such as movies, books, geography and a very special music round. The competition was a big success as the mixed teams were able to work well together and showed great participation.



The winning team from the trivia competition was then invited to be part of our team to compete in the KPASS Middle School Brain Bowl competition held at Tokyo International School on February 12. The participants, comprising the winning team and selected members of our Brain Bowl club team were: **Ulala** (G6A), **Haruya** (G8B), **Saku** (G6A), **Han** (G8B), **Shakti** (G8B), **Ruby** (G8A), **Ryan** (G8B) and **Ayami** (G8B).

At the competition at TIS, our students did exceptionally well. Again, the teams were mixed, and were comprised of students from different middle schools. Nonetheless,



*Shakti, Han and Saku*

there were top scoring teams, and each of the top three teams featured a KIST student. Congratulations to **Han**, **Shakti** and **Saku** who all contributed so excellently to their teams! Well done students! What a remarkable achievement!

Brain Bowl club is held every Tuesday after school and will run for a few more weeks.

**Ron Dayaram** and  
**Nataliia Chernenko**  
Club Supervisors





## Jordan Hattar Visits G9

On 24 January 2020, Mr. Jordan Hattar, the founder of Help4Refugees (an organization dedicated to advocating for refugees) visited KIST to talk to the G9s about his work with refugees and his views on human rights. Learning about the crisis that refugees face was an eye-opening experience, and we were able to understand the gravity of some situations people had to cope with. Mr. Hattar was joined by **Saanvi** (G9B) and **Ketan** (G9B) who facilitated the discussion.

The discussion started with a self-introduction by Mr. Hattar, where we learned about actions his organization "Help4Refugees" were taking. We learned about Mr. Hattar's personal efforts to raise funds to buy caravans for the Zaatari Refugee Camp, as well as how he was spreading awareness of the current situation by talking in schools around the world.

When asked what inspired him to help refugees around the world, we learnt that Mr. Hattar first wanted to help people when he saw the devastation Hurricane Katrina brought to citizens in 2005. Soon after, he became aware of the refugee crisis in South Sudan and was shocked by the life-threatening situations many refugees faced. He started to write articles to raise awareness, and visited South Sudan himself to help those in need. We were amazed with how passionate Mr. Hattar was and his efforts to better the lives of others.

Then the focus turned to how Mr. Hattar's core values shaped him as an individual. He stated that his main values were empathy, resilience and selflessness. He reflected how trying to follow these values was not always easy, but with practice and thinking twice before he acted, he was able to help others in the best way possible. As the Grade 9s are learning about core



values in our Advisory classes, I realized how having strong core values will lead to one being able to make a beneficial contribution to society.

Inspired by his story to make a change, the last question asked in the discussion was how we can make a difference in the world for any type of crisis we are aware of. Mr. Hattar emphasized that the first step to making a change is devotion and belief in yourself. For Mr. Hattar, he listened to countless stories of the refugees to understand their views. By learning about their stories, Mr. Hattar felt a deeper connection with the refugees and his passion to help them increased. Believing in yourself was also important, because without the belief that you can change something, you will be too scared to take any action.

The G9s learned so much about the importance of helping others and we are very grateful for the inspiring and meaningful discussion. Thank you, Mr. Hattar!

**Sara** (G9A)



Photographs: Heet (G9B) and Reed (G9A)

## KIST Cricketers

### KIST students at the Junior Cricket World Cup in South Africa



Yugandhar



Ishaan

In January 2020, I was fortunate enough to be selected to represent Japan at the ICC U-19 Cricket World Cup along with **Ishaan** (G11A). Cricket is something that has been a part of my life since a very young

age, and I am very grateful of the fact that I was able to represent my country at the highest level for my age group.

Japan qualified for the Under-19 Cricket World Cup for the first time in history after winning the ICC East-Asia Pacific Qualifiers, which were held in May of 2019. After beating our neighboring island countries of Samoa, Vanuatu, Fiji and Papua New Guinea, the road was open for us to go against the top countries in the world. As this was for the first time Japan had qualified for a World Cup, we were very excited for what lied ahead but were also mindful of the immense amount of training that we would have to do to reach a level at which the other nations would play at.

As part of our preparation, we played in Japan against the Western Province Cricket Club from Sri Lanka, and also had a 2-week preparatory camp in Brisbane, Australia to practice against high quality opposition. We were also introduced to how serious this event would be as we were asked to sign anti-doping, anti-corruption, and Code of Conduct agreements, which was a first for all of us.

The World Cup was held in South Africa, and we reached Johannesburg on the 11th of January. We had a week to acclimatize to the conditions, combat jetlag, and play two warm-up matches before the tournament began on the 17th of January. Over the course of 3 weeks, we played against New Zealand, India and Sri Lanka in the Group Stage, and against England, Canada and Nigeria in the 2nd round of matches.

Playing against the best teams in the world was a humbling experience, and something that all of us will keep with us for the rest of our lives. After talking with some of the professional players, who boast lucrative domestic contracts worth around 40 million yen, we realized the amount of effort that they put in to reach this level; they mentioned that they practice their skill for almost 7–8 hours every day!

We returned to Japan on the 3rd of February, and although we did not achieve the results we were hoping for, the fact that Japan qualified for a World Cup itself is representative of how fast the sport is growing here, as well as the potential that Japan Cricket possesses.

This World Cup, which was eventually won by Bangladesh, has now placed Japan on the cricketing map, and the popularity of the sport here will only continue to rise. Everyone involved in Japan cricket has come back more motivated, and will continue to work hard to ensure that this was only the first of many future World Cup appearances to come.

**Yugandhar** (G11A)



## Congratulations, Sara!

**Sara** (G9A) was selected as one of 51 winners from 6,518 entries in the youth category at the 8th "Yuko Kono Tanka Contest" (sponsored by Sankei Shimbun) last August.

*Tanka* is a type of Japanese poetry containing 31 syllables in five lines, with five syllables in the first and third lines, and seven syllables in the others.

別れの日  
うまく言葉が  
でてこない  
その静けさが  
別れの言葉



Sara receiving her certificate last November.

## G10 I&S Welcomes Visitor

### Mr. Clay Bradley and the Civil Rights Movements in the US

On February 13, 2020, the G10 class had the privilege of listening to an educational and inspirational talk by Mr. Clay Bradley, a white Southerner who had first-hand experience of racial segregation during the 1950s to 1960s and the impacts of reformations to the unjust system. This session was part of the I&S Civil Rights unit, where we learned about concepts such as discrimination, slavery and xenophobia; examined civil rights movements in South Africa and the US; and discussed whether they have brought about change.

Mr. Bradley was born in Jackson, Mississippi in 1958, four years after the start of the modern civil rights movement. During the time, racial segregation was prevalent, especially in Mississippi and the southern states; Jim Crow laws were enforced to separate whites from "persons of color" in every aspect of life, from minute details such as buses and water fountains to wider aspects in healthcare and education. According to Mr. Bradley, racism was fueled by the outraged Southern white slave owners who felt that the government had stripped them of their "property" after the Emancipation Proclamation of 1863 which liberated all enslaved African Americans, of whom the Southern agriculture-based economy was entirely dependent on.

Mr. Bradley's father was the owner of multiple restaurants in Mississippi, and Mr. Bradley would often help out with the family business during weekends as a child. The restaurant could only serve white customers; black customers had to go to the back door and order take-out. While his brothers and sisters worked at the front of the restaurant and served white customers, Mr. Bradley worked at the kitchen which was staffed by black employees. The exposure to the black community made him "colorblind," able to set aside racial differences and look beyond the color of one's skin. He would often argue with his brothers and sisters who made fun of him for having black friends, and could not understand why the white community sought to separate themselves from the black community. He was also considered a "black sheep" by his family, an outsider secluded from the white community which had strict rules on how a white person should look and behave.

However, society was changing rapidly. African Americans began fighting for their equality through a series of civil rights movements, including Rosa Parks and the Montgomery Bus Boycott of 1955–56, the Albany Movement of 1961–62, and the Selma Voting Rights Movement of 1965. Multiple civil rights acts were passed, first in 1957, then in '60, '64 and '68. Mr. Bradley said that the most memorable reformation was when schools were desegregated in 1969 and it became mandatory that the number of white students equal the number of black students. Although he felt a sense of triumph, many white people were still unwilling to share their living space with another race, including his siblings who transferred to a private school that was intentionally made unaffordable to black students. Unable to endure the racism in the South, he moved out of Mississippi after college.

Mr. Bradley expressed his concern for the reemerging racist attitudes in the US, and blames the president, Donald Trump, for undoing the invaluable achievements in equality and desegregation that the people have fought so hard for. He conveyed the message that if you look at the past few hundred years from the beginning of the slave trade to the present, white people have not lost anything as they were not entitled to anything to begin with. He called upon us students to treat each other with dignity and respect, to be vocal against any injustices, and to be lifelong learners. Overall, this was a valuable and interesting experience as we were able to look at civil rights movements from the perspective of a white Southerner, learn about his mindset in dealing with injustice, and apply this knowledge to our own lives in becoming compassionate, diligent and knowledgeable individuals.

Stephen (G10B)



## G12 Trip to Ajinomoto

### G12 Business Management students visit the Ajinomoto factory in Kawasaki



Ajinomoto. A word that rings a bell to all Japanese citizens. It has stood the test of time in following each twist and turn of Japan's food culture. Now how did they pull this off for a whole century beginning in 1909? On February 3rd, some 19 G12 Business Management

students were fortunate enough to find out. We embarked on a journey through the Ajinomoto Factory tour of their famous product: the "Hondashi," soup stock made out of bonito fish, crucial to the Japanese "umami" factor. But first of all, let us introduce the whole of the Ajinomoto corporation, in true IB Business Management fashion.

Ajinomoto Co., Inc (now a PLC) is a biotechnology and food company started in 1908 when Dr. Kikunae Ikeda discovered "umami" from drinking seaweed broth ("kombu dashi"). Proceeding with his research based on his newfound belief of "umami" and the kombu dashi, he went on to find that glutamic acid (a type of amino acid) gave kombu that distinctive "umami" taste. He then invented seasoning that used glutamate as its main element. In addition to seasoning, Ajinomoto today sells cooking oils, beverages, frozen foods, sweeteners, supplements and even skincare products. In its product line, the food products take up 70% and the rest of the 30% are made up by products of AminoScience, a division of the Ajinomoto Group that specializes in Amino acids. Its Number 1 product is their own umami seasoning (90% of consumer purchase) containing MSG (monosodium glutamate) and comes in a red and white container with a panda face that all of us are familiar with.

When I asked our tour guide about the health concerns normally affiliated with these kinds of chemicals, she smilingly told me that the ingredients that they use now for this product have been changed to more and more trustworthy, natural ingredients and this has helped the company to convert the name of such seasoning from "chemical artificial flavoring" to "umami." Ajinomoto also has expanded its business overseas, setting up many offices in Asia since the 1920s. With cooperation from leading local businesses, Ajinomoto now has been developing in Turkey, the Middle East and Africa.

Ajinomoto employs 34,504 people globally (2019 data) with its main factory in Kawasaki, Japan. However, looking at its financial information, it is clear they should be wary of coming business targets and strategies. Compared to their business profit in FY3 2016 of ¥98,144 million, FY3 2019 saw a fall to ¥92,635 million. Nonetheless, Ajinomoto continues to secure its position as No. 1 in dry savories (umami and flavor seasonings) on a global scale.

Once we arrived in the foyer of the Ajinomoto factory in



Kawasaki, we were greeted by Ajipanda, the Ajinomoto mascot, who we took photos with as well as our tour guide. She then led us to a theatre room, where we watched an immersive video that was projected on all four walls of the room.



In this video, they explained what the Ajinomoto flavoring was, how it came to be, and a brief introduction about how Ajinomoto produces their products. We learned that Ajinomoto is a flavoring that can add umami to food. What is umami? Umami is one of the five basic tastes, alongside sweetness, sourness, bitterness and saltiness, and is the savory flavor that is present in broths and cooked meats. The video explained how in ancient Japan, this umami flavor was first discovered by people who cooked their seafood in a broth, resulting in a delicious savory flavor. Ajinomoto then discovered that this umami comes from an amino acid called glutamate, and now reproduces this flavor using sugarcane, cassava and wheat.

We then visited the Hondashi grinding room where we were able to see Ajinomoto's capital-intensive production techniques that they have implemented to produce large quantity of goods. This allowed us to see and apply business concepts and production methods that we learned in class in action while gaining insight into the production methods and quality control measures that Ajinomoto uses to ensure that their customers receive the best quality products and that the production process runs smoothly.



We were fortunate enough to try one of the production stages, the Hondashi shaving process where we were all given pieces of Hondashi to shave. After shaving the Hondashi pieces, the staff came around to see whether our work matched the standard of quality at Ajinomoto.

Unfortunately, we were unsuccessful in meeting the high standards of quality at Ajinomoto, however it showed us how important maintaining quality is for a business to meet their customer expectations.



We were also fortunate enough to take part in a small experiment. Although Ajinomoto is well-known in Japan it has faced various criticisms on the health aspect of MSG. Knowing this, I personally was very nervous to try the MSG myself. However, our perception of MSG was completely changed after we participated in a small experiment at the factory.

Where we first tried miso soup without MSG or any form of seasoning and later, we tried the miso soup again after adding the MSG. We were all blown away by the difference in flavor that 4 drops of MSG added.

All in all, the Ajinomoto trip was the perfect end to learning content in business management class as it allowed us to apply our knowledge and visualize the production processes.

**Megu (G12A), Ami (G12B) and Marlinah (G12A)**

## Library News



**Hokusai Katsushika**  
The Metropolitan Art Gallery, New York (The MET) has recently made available 'Under the Wave off Kanagawa', also known as 'The Great Wave', from the series Thirty-six Views of Mount Fuji (ca. 1830–32) by Hokusai Katsushika.

Free drawing classes from Katsushika's 'Quick Lessons in Simplified Drawings', a digital archive of 213,000+ Japanese woodblock prints, and many other classic works of Japanese art are now available to KIST students and parents at:

**Web** <http://bit.ly/KIST-Libraries>  
>KIST Libraries >Free Online Resources >Art >Katsushika Hokusai

### JSTOR—NEW



- For high school students and Extended Essay students
- Full runs of more than 2,600 top scholarly journals in the humanities, social sciences and sciences
- Books
- 70,000 DRM-free ebooks from scholarly publishers, integrated with journals and primary sources on JSTOR
- Thematic collections focus on emerging areas of research and contain multiple types of content, including journals and research reports. Collections include Lives of Literature, Security Studies, and Sustainability

It is essential that students read the 'How to Use JSTOR' guide first.

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

### New school building

Construction of the new school building commences shortly, and preparations have begun. Mr. Tim and Ms. Hema have been busy for the last 12 months weeding out and removing books that are no longer required by the students and staff. Almost every Secondary teacher has helped in some way with this process.



Mr. Tim with Ms. Kuga

As a result, we identified many books, although dated, that could still serve a purpose. We are very grateful to Ms. Kuga from the Together with Africa and Asia Association (TAAA)—an NGO based in Saitama—who has kindly taken these books.

The TAAA has been assisting education in South Africa since 1992 mainly by sending about 10,000 English books every year to disadvantaged schools in rural areas where education had been neglected during the apartheid, and people still suffer from poverty and mass unemployment due to lack of education and skills.

**Web** <http://www.taaa.jp/>

### New titles in the LMC

We are pleased to share that the LMC now has more exciting fiction titles that are due to become movie adaptations on Netflix, Prime and Hulu in 2020. Why not read the novels before you watch the movies? Sometimes movies exclude extensive facts, but books can provide a purposeful way to advance your knowledge and imagination skills.



We have also been working to improve the LMC resources for staff and have recently introduced a new collection of professional resources in the Pedagogy section. Additionally, we have catalogued new books in young adult, English literature and Encyclopedia categories. Please visit the LMC to check out the new collections, and feel free to ask for assistance if you need it.

### Classroom books

Thanks to the fundraising efforts of the CA Library Committee last year, the Elementary Library was able to purchase new classroom library books for each class in the Elementary School. Each class chose two books, and students are now enjoying these in their classrooms!



### Scholastic

KIST is once again offering you the opportunity to purchase books in English from the Scholastic International School Book Club. This is a program where you can buy entertaining and educational materials for the whole family to enjoy.

KIST Libraries receive the equivalent of 20% of all purchases made by KIST families in rewards points that we can use to obtain Scholastic books for the library collection, and for the enjoyment of students using the library. You can purchase books by visiting the site below. Orders are due by March 20, so students can enjoy their new books during Spring break.



**Web** <http://world.clubs-school.scholastic.co.uk/international-school-tokyo>

*Continued from previous page*

## KISTv

Relive the excitement or discover for the first time some of the great events and activities at K. International School.



**Web** <http://bit.ly/KISTv-events>

- World Cultures Day & Japanese New Year Party (including sumo wrestling)
- PE—The Sid Shuffle—G2A & G2B
- Winter Celebration 2019: K1–K3, G1–G5, G6–G12
- Hockey

## Book donation

On behalf of the LMC, the Art department and all keen readers, I would like to thank Mr. Valckx for the fantastic donation of art books to the LMC. Mr. Valckx was accompanied by special guest author, Ms. Dumas, who



*Mr. Valckx and Ms. Dumas with the G4As.*

introduced her work to Ms. Bethan's G4 class and Mr. Luke's G11 art students.

We look forward to displaying these in our new school library. Thank you.

**KIST Libraries Team**

## World Cultures Day

World Cultures Day, combined this year with the Japanese New Year Party (featured earlier in this issue of *The Comet*), was held on January 29, 2020. Various activities were held throughout the day and included an art exhibition, a parade of national costumes by Elementary students and staff through the Secondary building, and Japanese-related activities of sumo wrestling and mochi rice cake making.



In addition, Secondary students conducted presentations to promote intercultural awareness, cultural diversity and the support of home languages by providing engaging classes for Elementary students. The students put a lot of thought and preparation into their presentations; some of them even practiced dances, made videos of their hometowns, and worked with their families over the winter break to create informative content to share with the younger students.



## Athletics Update

### Winter season 2019–20

Due to the coronavirus, all the KIST Basketball teams were not available for the ISTAA tournaments in early March, so it was an unfortunate and disappointing early end to our season. Our HS and MS boys' basketball teams had a legitimate chance at winning this year.

Below are some summaries from our coaches for winter season sports.

#### Kanto Plain Junior Varsity Boys' Football (Soccer)



The season for JV Soccer is finally over! It concluded with a final visit to St. Mary's for a special Varsity tournament, where they managed to grab one win against Lycee Francais Internationale de Tokyo (LFIT) (2–0), although they unfortunately lost games against the German school and St. Mary's. Nonetheless, KIST's performance against LFIT was both very promising and satisfying, especially with a lot of players out through injury. The season also brought about other moments of elation – the team won four games convincingly against the likes of ASIJ, which demonstrated the vast improvement many players made. I hope the students take their winning momentum into the new futsal season and bring about more success. I have thoroughly enjoyed my time coaching these students and will miss yelling at students to 'drop and give me thirty push-ups.'

**Coach Knuchel**



#### Kanto Plain Middle School Girls' 8 v 8 Football (Soccer)



Through pouring rain, snowy Saturday fixtures and a spate of injuries, this soccer season the MS Girls' Team has shown exceptional development and team spirit. With praise from other teams for our fair play and goal keeping skills, the team finished 6th in the league with victories over teams with a much longer legacy. The team has also shown excellent team spirit in their praise of each other, formation of new friendships and supportive atmosphere which will hopefully continue into the futsal season.

**Coach Child**



#### Kanto Plain and ISTAA Middle School / U-14 Boys' Basketball



Thank you to the MS boys' basketball team for a great season! The boys improved so much over such a small period of time. I was impressed with the determination and hard work that the boys were able to demonstrate during our cold, early morning practices to our 1-hour-long trips to compete with other schools. The level of respect, friendship and teamwork I have seen gives me much optimism to see how they improve next year. Thank you again! As is our customary cheer: 1, 2, 3 COMETS!

**Coach Dayaram**



#### ISTAA U-18 Boys' and Girls' Basketball



The ISTAA U-18 boys' and girls' basketball teams were quite busy this year. The girls participated in an early season 2-day tournament (WJAA) in mid-December at YIS that included teams from Nagoya, Senri-Osaka, and Canadian Academy Kobe international schools. They won once and lost three games, but all in all it was a great first experience. In the ISTAA league, they lost matches to LFIT and Columbia but beat CIS, KAIS and BST. The boys were busy in ISTAA league play as two schools joined ISTAA this year, Aoba and New International, making it an 8-team league. There were key injuries and absences all season, but the boys held their own for the most part and still finished 4th. A 46–40 OT thriller at Columbia late in the season was the high point.

#### Kanto Plain and ISTAA Middle School / U-14 Girls' Basketball



The MS girls' basketball team started practicing in mid-January and had a couple of ISTAA friendly matches losing a 22–21 nail-biter away at LFIT and a 24–14 win at home over Columbia. Unfortunately, the ISTAA U-14 tournament was postponed as were all of the scheduled March games in the Kanto Plain league. Stay tuned.

## Spotlight on Clubs

### Debate Club (Secondary)

In debate club, I learned the fundamentals of the World Schools Debate, and how, as a team, to make a stronger argument than the opponent team. The debate is structured so that there are three speakers per team, opposing and proposing the motion. The club meetings were mostly preparation which included learning about the structure, the role of the speakers, organization skills and practices for the KPASS debate tournament.

In the early tournaments against other international schools, the teams were notified with the motion in advance to prepare before the debate. This caused the debates to be specific and narrow with the topic due to the extensive research from both teams. I personally enjoyed the impromptu debates because the teams are not informed with the motion until one hour before the debate. In addition, the only sources are a dictionary and my team's prior knowledge. This was more interesting to me because I was able to attach my knowledge with the motion and make a broader case which allowed my team to be flexible and abundant with information rather than a narrow topic.

I think that debate club has allowed me to experience certain perspectives, and to cooperate and communicate with my teammates effectively especially when constructing an argument in an hour. In addition, debate reinforced my speaking style to be clear, which is often useful when explaining or convincing.



Kiichiro (G8B)



### Karuta Club (Secondary)

The Twelfth Annual Ikusei Shokuiki Karuta Team Tournament was held for four days from December 25 to December 28, 2019. The KIST team, consisting of **Michiru** (G12B), **Saki** (G11B), **Hanano** (G10B), and **Rinka** (G10B) took part in the competition on the final day.

The eight teams in the alpha bracket divided into A and B groups to participate in a round-robin preliminary round. Based on the results of this preliminary round, the final matches took place to determine the winners.

As a team tournament, the winners of each round were determined based on the results of one-on-one matches between the five members of each team; the team with three or more individual wins was considered the winner. KIST, having only four members on our team, was at an inherent disadvantage, as we automatically lost one game in every round; however, we still managed to place 3rd in the B group during the preliminary round with one victory and two losses.

Afterwards, our team was victorious in the match to determine 5th and 6th places, and placed in 5th for the alpha bracket. Congratulations, team!

**Etsuo Kamo**  
Club Supervisor





## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Andrea Ramos** who joined us in August 2018 as a Science teacher in the Secondary School. In addition to teaching Science, she is currently the G7B homeroom advisor.



*The risk-taking Ms Ramos on top of the volcano Tajumulco in Guatemala, the highest peak in Central America.*

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

I am from a tiny town called Cedaredge in Colorado, U.S. The town is so small we only have one stop light. Although it is a tiny town, it is surrounded by the Grand Mesa which is the longest flat top mountain in the world, so there are plenty of good places to go hiking, camping and skiing in the winter.

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

My favorite place is Lake Atitlan in Guatemala. A beautiful lake surrounded by volcanoes and Mayan villages. You use water boat taxis to get to the different villages. A beautiful place, with beautiful people.

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

I wish I could have met my grandfather. He passed away before I was born. He was also a teacher and coach. Many family members say I received my athleticism from him and have many of the same mannerisms he had.

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

Hmm...this is not a useful talent but I can wiggle my ears and walk a short distance on my hands!

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

It might not be known that I was a very active member of my high school Future Farmers of America chapter (FFA), although I am not a farmer, I did learn many skills such as wood working and welding.

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

A necklace given to me by my grandma. She gave it to me before I moved abroad, its purpose is to provide protection. I wear it every day.

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

Risk-taker. Although I am usually pretty quiet, I am quite the risk-taker. Moving to a new country? Traveling alone? Skydiving? Deep sea diving? Yes, please! I don't think I would be the person I am today and where I am today, had I not taken many risks. I love taking calculated risks and trying new things.

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

I wouldn't do anything different. I think all my choices have built up to this point and I am very happy with where I am.

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

I am trying to maintain going to my CrossFit gym 2–3 times a week, to get stronger! I am also constantly trying to stay informed with current science and new technologies and world issues, by reading articles and listening to podcasts.

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

I am so happy and fortunate to have the opportunity to live and work in such a beautiful country, with beautiful and kind people!

## Secondary SRC

### Fighting malnutrition—Table for Two donation from SRC

Malnutrition is far too common among the underprivileged. Millions of young children are unable to get healthy lunches across the world, and this is one of the most prominent issues that must be addressed. As such, the SRC chose to organize a dance earlier in the year, from which 50% of the total profit would go to an organization that is trying to solve this issue.



Table for Two is an NGO that seeks to provide healthy lunch meals for students across three central countries: Japan, the USA and Germany. The method that the social firm utilizes is by donating a part of the proceedings earned by them at their restaurants, of which 0.25 cents per meal is donated towards providing food for those in need. The company also accepts donations, which is the method in which the SRC chooses to support the organization and fight against the noble cause. Held in December, the dance revolved around the theme of 'space.' The SRC organized a unique way to allow students to invite their friends or loved ones through an initiative called **space date**. It involved sending a glowstick to the receiver as well as paying for their entry. This initiative helped to increase the overall revenue the SRC earned, which helped to raise funds for Table for Two. In total, 50,300 yen was donated thanks to the extensive participation of the secondary students.

On behalf of the SRC, we thank Secondary students for their involvement, which allowed us to run a successful event and support a prevalent issue present in the world. We would also like to inform you that we will be going forward with new initiatives later in the year. These include things such as an upcoming dance, a student suggestion chart, sports workshops, etc. We hope we can continue to try and improve the students' lives within the school, as well as have a positive impact on the society outside KIST through things such as donations.



**Ravi (G11B)**

## Nurse's Notes

### Food poisoning during summer

#### Why is food poisoning more common in summer?

Bacteria are present all around us—in our environment (water, air, soil) and in our bodies. These bacteria multiply faster in warmer temperatures, particularly between 32 to 43°C, and in humid environments. Therefore, we are more likely to contract food poisoning during periods of warmer weather when many food products we consume produce the nutrients and moisture needed for pathogens to flourish. Keeping food unrefrigerated and/or at an unsafe temperature can cause some of the most common bacteria and pathogens that cause food poisoning, Salmonella, Escherichia coli (E-coli) and campylobacter, to grow to dangerous levels.

#### What are the most common causes of food poisoning?

- Eating raw or undercooked meat, shellfish or eggs
- Cross contamination: eating food prepared on surfaces that were in contact with raw meat or seafood such as cutting boards, tongs, knives or countertops
- Consuming foods that have not been washed or rinsed properly before eating
- Consuming pre-prepared food that has been left at room temperature more than two hours
- Transfer of bacteria when the person preparing the food does not wash his or her hands with soap before handling food
- Consuming animal byproducts such as milk or eggs contaminated with animal feces

#### Symptoms of food poisoning

After consuming a contaminated food or drink, it may take hours or days before symptoms develop. Symptoms may range from mild to severe and differ depending on the bacteria ingested. The most common symptoms of food poisoning include:

- Abdominal pain
- Nausea
- Vomiting
- Diarrhea
- Fever
- Headache
- Dehydration



#### See a doctor if you have severe symptoms including:

- Signs of dehydration (little or no urination, dizziness, severe weakness)
- Temperature higher than 38°C
- Frequent vomiting
- Diarrhea for more than 3 days
- Blood in stools
- Severe abdominal cramping
- Neurological symptoms such as muscle weakness and blurry vision

#### How to treat food poisoning

- Stop eating for a few hours until your stomach settles.

#### Reference:

Tokyo food safety information center. / Bureau of Social Welfare and Public Health, Tokyo Metropolitan Government. (February, 2020) Retrieved from [https://www.fukushihoken.metro.tokyo.lg.jp/shokuhin/eng/anzenjoho\\_index.html](https://www.fukushihoken.metro.tokyo.lg.jp/shokuhin/eng/anzenjoho_index.html)



- Stay hydrated and take care to replacing the lost fluids and electrolytes.
- If diarrhea is severe, drink oral rehydration products such as OS-1 or sports drinks to prevent dehydration.
- Avoid eating fatty and highly seasoned foods until recovery.
- Get enough rest.
- A doctor may prescribe antibiotics if you have certain kinds of bacterial food poisoning and symptoms are severe.

#### How do we prevent and control food poisoning?

##### Clean

- Wash your hands with soap before, during and after preparing food.
- Wash fresh vegetables, fruit and seafood thoroughly before cooking.
- Use clean utensils, cutting boards and countertops.

##### Separate

- (prevent cross-contamination)
- Keep raw foods separate from foods that are ready to eat.
- Use separate cutting boards, plates, chopsticks, and knives for fresh fruits and vegetables and for raw meat, seafood, and eggs.
- Cut vegetables and fruits first and then prepare meats and seafood.

##### Cook

- It is important to cook food both at a high enough temperature and for a long enough period of time to kill harmful bacteria.
- Cook meat until the color completely changes all the way to the center.
- Cook fish and shellfish thoroughly.
- Apply heat to food as thoroughly and evenly as possible when cooking.
- To safely kill harmful bacteria, these foods must be cooked to the following temperatures:
  - ⇒ Poultry: 74°C
  - ⇒ Ground beef: 71°C
  - ⇒ Beef, pork, lamb and veal (steaks, roasts and chops): 63°C

##### Other points

- Refrigerate or freeze perishable foods within two hours of purchasing or preparing them – avoid leaving the foods at room temperature.
- Defrost food in the refrigerator or using a microwave before cooking or eating, and avoid leaving foods at room temperature.
- For those who bring a boxed lunch to school, pack ice packs near the food to keep it cool.
- If preparing food in advance, divide cooked food into shallow containers and store in a refrigerator or freezer where it will be cooled quickly rather than remaining at room temperature.
- Discard the food when in doubt: If food has been left at room temperature too long or undercooked, don't risk food poisoning; throw it away.

**Yukiko Yamazaki**  
School Nurse



# University Guidance News

## University advisory classes

Hello from the University Counseling Offices at KIST. Now that most of the applications have been completed for our Grade 12 students and we are patiently waiting for their results, our focus has returned to Grades 9–11. Recently, each grade level has been working on projects focused on helping them learn a little bit more about universities around the globe and how to do their own research.

Keep up to date on any university related events by checking our [University Calendar](#) on SharePoint.

### Grade 9

G9 students have been researching different regions in the world and understanding that great universities exist in almost any country (as referenced by the "Top 100" universities determined by the 2020 QS Rankings picture below). The areas students have done research on have been **US Public/Private, US Liberal Arts, Canada, Europe and Oceania, UK and Asia.**



### Counselors' suggestion for parents:

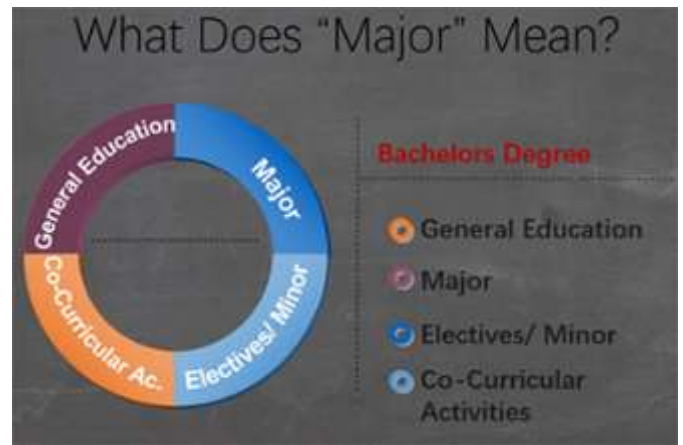
**!** *It is very important for our kids to study somewhere that provides them motivation to succeed. Please talk with your child and figure out where that might be for them!*

### Grades 10 and 11

In both of these grades, we have focused on researching subjects and majors. Grade 10 students need to make their IB subject choices soon and Grade 11 students are busy considering what major to apply for next autumn. The groups students have focused on have been in **Engineering & Technology, Social Sciences & Management, Life Sciences & Medicine, Arts & Humanities, Natural Sciences, and Undecided Majors.** Research for this can be complicated as requirements to study biology can be very different from country to country.

### Counselors' suggestion for parents:

**!** *Figuring out what your children are 'not' interested in can be a good start if they are not sure yet what they want to study. Some students do not figure out exactly what they want until they are*



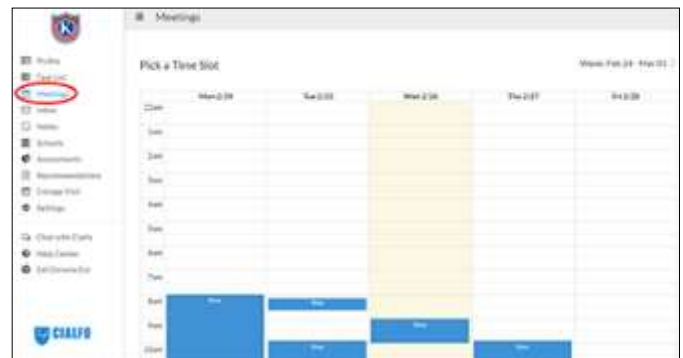
*in university. Keep in mind, however, some countries like the UK require specific interests at the time of application and are difficult to change later.*

## University counselor meetings

### Grades 9–12

Thank you to those G9–G12 families that came to meet with Mrs. Okude and/or Mr. Waterfall over the past few holiday sessions. As the sessions have been very popular, we are sorry if you were unable to schedule a session with us and hope you can meet us the next time.

**Note:** *If you would like to meet before the next sessions, there is always the option to schedule a meeting with either counselor during normal working hours. Please have your child schedule a meeting for you through the **Cialfo** program, which has an up-to-date calendar with available times for meetings. In the notes please write "Parents Meeting" as well as any topics you wish to discuss. It's as simple as that!*



### Grade 8 and below

We haven't forgotten about you. Although we do not have weekly classes yet or schedule regular meetings, if your family has questions at this early stage, you are more than welcome to send us an inquiry or schedule a meeting with us via e-mail at [keiko.okude@kist.ed.jp](mailto:keiko.okude@kist.ed.jp) or [thomas.waterfall@kist.ed.jp](mailto:thomas.waterfall@kist.ed.jp).

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



## Alum Interview

### Interview with KIST alum, Yurika (Class of 2018)

#### Mr. Thomas:

Today we are speaking with a KIST Graduate from 2018, **Yurika**, who is currently a student at the University of Tokyo. **Could you please introduce yourself?**



regarding IB scores and the interviews were quite long and intimidating. However, the process itself was straightforward.

#### Mr. Thomas:

Quite understandable. So, speaking of the time prior to university, **what is one thing you think KIST really helped you prepare for?**



#### Yurika:

Yes, hello. My name is Yurika and I came to KIST when I was in Grade 6. Before that I used to live in Malaysia. I have many interests and also like dogs.



#### Yurika:

I would say, the IB classes. For example, I took Economics HL at KIST, and I think it prepared me quite well for the economics classes I am now taking. Most of the ideas discussed slightly overlap with what we did in the IB. It isn't the same topics, but when the professor introduces something new, because my basic knowledge is already solidified, it helps me to understand what they are saying right away.

#### Mr. Thomas:

Thank you for that. **Could I next ask where and what are you currently studying?**

#### Yurika:

I am currently studying Social Sciences at the University of Tokyo PEAK JEA (Japan in East Asia) Program.

#### Mr. Thomas:

University of Tokyo, great. **Why did you decide to apply for that course? Was it difficult to get in?**

#### Yurika:

I wanted to go to a Japanese university and study about Japan. I am Japanese but I didn't really have much knowledge about Japan and its history or economics for example. I think it was not too difficult to apply. The expectations were high to get in

#### Mr. Thomas:

**What is one piece of advice you would give to current students?**

#### Yurika:

Make more social connections. Students should try taking part in clubs, committees, or anything that is available at school. It's important to participate and do something other than just studying. When it comes to doing interviews and connections with professors in university it gives you more to talk about and makes future connections easier.

#### Mr. Thomas:

Thank you for answering all my questions today. I very much appreciate it. **Is there one last thing you would like to add for students or families?**

#### Yurika:

At first, I often was not the best student and did not really get the grades I would have liked until Grade 10, so I would really like to give the current students the reminder that it is never too late to recover, improve and get yourself to where you want to be!



PEAK Class of 2023 on matriculation day, April 2019 (Yurika, Chaehyun center; Jinil, top center)



Yurika at the PEAK food booth at the Komaba-sai festival, November 2019