



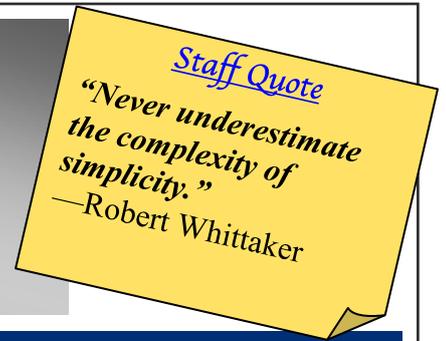
The Comet

The Newsletter of K. International School Tokyo

Volume 18 | Issue 3 | March 2015

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From the Head of School

Dear KIST Families,

It is hard to believe that March is now upon us and that we are about to head into the final months of our 2015-16 school year.

We had another successful MYP Personal Project exhibition, and the PYP exhibition next month provides another opportunity to celebrate the learning experiences of our students. With DP exams just around the corner it will not be long until Student-Led Conferences, preparations for our year-end concerts, and of course, graduation. With summative assessments and the writing of exams, the final months of the year do bring some stressful moments for students and teachers but this time of year is also a happy one for our community as we enjoy the culminating learning experiences of our students and celebrate with them the many successes that they have had over the year.

There has been much to celebrate so far this school year. Our recent mathematics diagnostic testing results were very positive indeed, with significant increases in the number of students attaining school expectations and increases in the levels attained by students not yet attaining school grade level expectations. We are pleased to see the results of the school efforts that have been made to increase mathematics achievement and we look forward to further increases henceforth as well.

While we have many KIST events throughout the year, we have a couple of bigger ones that require significant contributions from various members of our community each year. One such event is the World Cultures Day which took place on February 20 this year. Since its recent introduction only four years ago, World Cultures Day has grown to become one of our biggest events of the KIST school year. Collaboratively planned by the KIST PTA and our KIST Library Team, the event offers students a full day of cultural sharing activities that bring smiles to the faces of all involved.

I felt fortunate this year that my schedule enabled me to attend many of the World Cultures Day activities. I enjoyed a book reading in French and one in American Sign Language, observed wonderful sharing of Indian culture to a grade 2 class by some of our secondary students, listened to a language symposium for our grade 9 and 10 students which was conducted at an impressively high level, and I laughed with students and staff during an English Rakugo presentation. It was truly a wonderful day for me as a participant, as a parent, and also as the Head of School.

Continued on next page

DATES TO REMEMBER



March 2015

- 13 Clubs program ends
- 21 Student-led conferences
- 21 Spring college fair
- 22-29 Spring break
- 30 (W) School resumes for all students

April 2015

- 3 Last day of quarter 3
- 7 (G1-G12) Clubs program resumes
- 13 School photographs (New and absent students)
- 22 (G7-G11) Math field day (Hosted@Zama)
- 23-24 (G5) PYP exhibition
- 24 (G12) Last day of classes
- 27-May 1 (G12) DP study week
- 29 School day
- 29 (G10) DP subject options evening for parents and students

May 2015

- 2-6 Golden Week vacation
- 7-8 (G9) Camp (*Tentative)
- 4-22 (G12) DP examinations
- 20-22 (G9-G11) Semester 2 examinations
- 22 (G12) Semester 2 reports issued



KIST is an IB World School

Continued from previous page

On behalf of KIST, I would like to send out a big thank you to all the parents, staff and students who contributed to the success of this year's World Cultures Day and through it further developing the international awareness of our students. Your commitment and hard work has made this day one that our students look forward to each year.

I hope that you enjoy this Spring edition of *The Comet* and look forward to seeing you at one of the many upcoming events.

Jeffrey Jones
Head of School

For Tomorrow



The school song, "For Tomorrow", was introduced to the school community in June 2012. A recording of the song is now available to listen to on the school website at the link below.

You will notice that there are two versions of the song—a sing-along version which features a sing-along style "la la la" chorus, and a full version which includes additional lyrics. The recording on the website is of the sing-along version only.

<http://www.kist.ed.jp/node/614>

Founders' Awards



KIST study scholarships

The **KIST Study Scholarships** recognize students who make a significant contribution to the school community. Awardees for this year were announced at the Secondary Assembly on Friday, December 12. Congratulations to the students below who have received scholarships this year.

KIST Study Scholarships

Silver Awards



Jiaying
Silver Award



Sara
Silver Award

Bronze Award



Angela
Bronze Award

Congratulations!

Habitat for Humanity

Here at KIST, the Habitat for Humanity team consists of sixteen members from Grade 11, all of whom are eager to help people who cannot afford to build or buy their own houses. We have meetings every Tuesday lunch to discuss the organization of fundraising activities and to prepare for our up-and-coming trip to the Asia-Pacific region in June.

Habitat for Humanity is a non-government global organization that works with people from different backgrounds to build houses for families in the Asia-Pacific region. Since its establishment in 1976, Habitat for Humanity has built more than 800,000 houses, and has worked with more than 4 million families in need.

Our main goal as a Habitat for Humanity team is to increase awareness of those in need and to raise funds for our trip to the Asia-Pacific region. An example of our fundraising efforts took place recently on World Cultures Day on February 20, where we held a photo booth for the community to commemorate their cultures. As a result of this, we raised around 40,000 yen. All proceeds will contribute to the funds for our trip. Thank you to those who supported our booth.

If you are interested in knowing more about KIST's Habitat for Humanity team or if you would like to donate funds to support our cause, please contact Mr Ito, our teacher supervisor, at andre.ito@kist.ed.jp.

Hamish (G11A)



Elementary School News

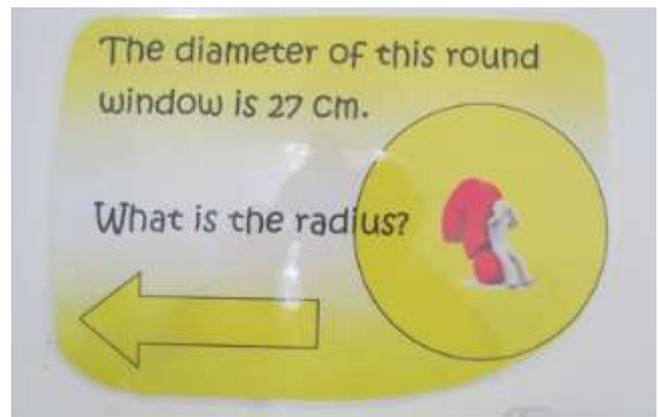
Bringing mathematics to life

Although we may not always recognize it, mathematics is all around us. In educating our children, it is important that we identify it in the real world and bring out the enjoyment in math. Some of those who love mathematics view it as a sport; a competition between human, number, pattern and logic! As adults, we must encourage this challenging yet playful interaction with numbers and figures. Professor of Mathematics at Oxford University, Marcus du Sautoy, stresses the importance of not passing on to our children our fears of mathematics. As parents, if we express that they are 'rubbish at math', our children are likely to place less importance on their learning of it.

In the Elementary School at KIST, we are attempting to make mathematics visual in the real world. We believe that by exposing our students to mathematical patterns and concepts in an authentic manner, they will be less anxious of, and more fascinated with, the wonderful world of mathematics!

Kevin Yoshihara

Elementary School Principal



PTA News

Bicycle safety

As spring approaches and the weather becomes warmer, there is normally an increase in the number of children who travel to and from school by bicycle. It is our responsibility as parents to ensure that our children have proper control over their bicycle and are aware of those around them while riding to school.



The PTA Student Activities Committee is planning to invite an adviser from the Bicycle Popularization Association of Japan to present a workshop on bicycle safety for our G1 to G5 students after school for about one hour on **Monday, June 1**. Details will be sent via E-Communications around the end of April.

If you are interested in this committee or have any good suggestions for the activities, please e-mail us at: pta.student.activities@family.kist.ed.jp.

Mitsuko Morooka

PTA Student Activities Committee Chair

For more information about the Bicycling Popularization Association of Japan, see the website below.

<http://www.bpaj.or.jp>

K1s Experience Digital Art

At the young age of 3 and 4, it is very difficult for children to experience and create digital art. In K1 class so far, the children's computer fluency is limited to maneuvering the mouse and clicking. For our second unit, "How we express ourselves," however, that was just not enough.

On December 5, the K1 students went on an excursion to Miraikan (National Museum of Emerging Science and Innovation), and visited "teamLab Shake! Art Exhibition and Learn and Play! teamLab Future Park," a special exhibit where children and adults alike can experience digital art through an unbelievable immersion of projection mapping and computerized technology. The children, with their parents, colored in sea animals and transportation vehicle templates, to see it projected onto a big sea (and road) wall. Not only that, but these fish and vehicles responded to your sudden moves and touch. The children, and also the parents, were mesmerized with the surreal interaction of people and digital art! It became a beautiful and meaningful experience for all.

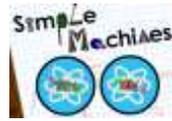
This exhibit, originally open only until the end of March, is now open until May 10. If you have not gone yet... now is your chance to go!

Aya Kurosaki
K1 Teacher



K3 Exploring Simple Machines

For the unit, How the World Works, K3 students have been exploring the central idea: **Simple machines can help make work easier.** We started off our exploration by observing what kinds of work people do. Then, we learned about the six different simple machines and how they help people around the world. It was fun to see, touch and play with the different simple machines! For the summative task, students were given three scenarios wherein they were to choose one and create a compound machine that could make work easier.



Youn Ho (K3B) chose to make a compound machine that could help pull an enormous turnip out of the ground. He explained that when the lever is pulled, it will turn the pulley and the wedge on the pulley will cut the ground. He also added, "You can take the turnip out and make soup. I used screws so my wheels and axels don't break."



Kindergarten Spring Concert

K3s practicing for the spring concert

Spring is almost here and it means the spring concert too for our kindergarten students! With eagerness, our kindergarten students are busy as bees practicing their songs for the upcoming concert with the help of their teachers, Ms Kay of K3A and Mr Robert Collins, our music teacher.

I'm sure all of you will be surprised and amazed at how the little ones have really put in their best singing to entertain us all.



Some students were asked how they feel about the upcoming spring concert. Here are their replies:

The K1s, K2s and K3s are cooperating and working hard on their performances to show their parents and teachers this most awaited performance/musical play that will be held on Friday, March 13, 2015.

Come watch and join our kindergarten students as they sing and act on stage!

Macrina Prado
K3A ELS Instructor

Aina (K3A)

"I think I will enjoy the spring concert."

Uta (K3A)

"I feel that we are ready to perform and have fun!"

David (K3A)

"I'm excited because I want to sing the songs nicely."

Akane (K3A)

"I'm excited because I want to be the best singer!"

Celebrating Japanese Culture at KIPS



On Tuesday, February 3, a red and a blue ogre made an unexpected appearance at KIPS during the 'End of Winter (Setsubun)' event. While the Nursery and K1 children cried, the bigger

K2 and K3 children were able to stand up and repel the ogres by tossing beans at them. Towards the end, the children were able to celebrate the festival of Setsubun by eating the same number of beans as their age, plus an additional one, to ward off evil spirits and stay healthy throughout the coming year.



Next, on Wednesday, February 11 an Open Day was held at KIPS. All children from Nursery to K3 did a wonderful job showing parents their daily routines and explaining what they have been learning in class. Students and parents were able to get a good understanding of the relationship between their child and teacher. A question time was in place at the end where teachers were able to answer any queries parents had about their child's life at KIPS.

In March, we celebrated the Dolls' Festival (*Hinamatsuri*) and students were able to dress up as a prince or princess, and have their photograph taken in costumes handmade by one of our student's grandmothers.

New Face

Since the last issue of *The Comet*, we have welcomed a new staff member to our Preschool team—**Mayumi Yamanaka**—who is the new Movement Instructor at KIPS.



Mayumi Yamanaka
Preschool
Specialist Instructor
(Movement)

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

Playground Improvements

As announced recently through E-Communications (No. 211, Tuesday, March 3, 2015), in an effort to make our Kindergarten Playground safer and more visually attractive, we are planning to install a rubber surface covered by artificial turf around the play structure and are seeking monetary donations to help make this project a reality.

Thanks to some generous donations from the school community during the first week of the campaign, we have already exceeded our initial goal but are continuing to accept donations with the aim of completing additional construction work to replace the wooden decks around the outside of the play area.

If you would like to support this initiative, please print out the Donation Form from the school website (at the link below) and submit it to the office.

<http://www.kist.ed.jp/files/pdf/Donation%20form.pdf>



PLEASE DONATE!
KIST will match all donations

Artificial Turf for the Kindergarten Playground

HELP US RAISE OUR GOAL OF
¥1,500,000

Address: 5-15-10 WAKOJINGI, KOKUBI, TOKYO, JAPAN (105-8001)
Telephone: 03-3442-9991 (English), 03-3442-9990 (Japanese)
FAX: 03-3442-9994

E-mail: info@kist.ed.jp
Website: <http://www.kist.ed.jp/>

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INTERNATIONAL SCHOOL

Teaching Skills for the Future

It is said that education must prepare students for jobs that do not yet exist, using technology that has not been invented. In the past, a school's purpose was to teach knowledge. However, with portable technology, we can now access any fact in a moment. So how can we ensure education prepares our children for a future we cannot even imagine?

One of the ways we do this in the PYP is to teach and develop *skills*. In the recent Unit of Inquiry, Grade 1 students were introduced to the idea of design and presentation. In their future school careers, post-secondary education, and workplaces, our students will need to prepare numerous projects and presentations for an audience. Therefore, developing students' design and visual presentation skills is essential.

For the summative task of our Sharing the Planet unit, the students made and presented posters about a natural resource. In Literacy, we explored information texts and their characteristics. We also built on our knowledge of research skills from previous units. The class had a 'research interview' with the Grade 1 Teacher's Assistant, Mr Dave, who is trained as a graphic designer. Mr Dave talked to us about the different aspects we should consider when designing our posters. He told us designers need to think about *balance* (balancing text and photos) and *audience* (who is our poster for, and what information are we trying to present?). Mr Dave taught us how to brainstorm by creating several 'thumbnails', or quick plans, and then choose our favourite design before starting. We also had a visit from our Grade 2 mentors, who talked to us about presentation skills such as looking at the audience, trying not to look at our paper, and being enthusiastic.

As usual, our students approached their challenging task as risk-takers! They listened carefully and were soon experimenting with a variety of creative designs. The students then enthusiastically set to work on their posters. Finally, the class excitedly welcomed KIST teachers, parents and students to our classroom for our 'Sharing the Planet Mini-Exhibition' to celebrate our projects and knowledge.

Our students are well on the way to success...whatever the future brings!

Jennifer Campbell
G1B Teacher



G2 mentors came the day before to teach us about presentation skills



Lilas sharing with a Grade 2 student.



Marie sharing with her mother.



Helping KIPS K3s leave us feedback



Naoki sharing his learning with Mr Komaki.



Mark getting feedback from Mr Jones.

Elementary ELS

Grade 5 students: Making language learning a regular part of everyday life (Part 2)

This is the second of a two-part article where Grade 5 students discuss the routines, technology and other tools they use to learn language across all parts of their life, not only school. In Part 1 (December issue), Grade 5s gave us hints on technology and tools that aided their language learning anytime, anywhere. In this issue, the learning routines that these students have developed is under the spotlight. We owe thanks to the following students for the time they committed to sharing their advice with us: **Minh Ha** (G5B), **Yoo Mee** (G5B), **Parsh** (G5A), **Hanna I** (G5A), **Rei M** (G5A), **Miyabi** (G5A), **Nishi** (G5A) and **Nanami** (G5A). They give us some fantastic ideas on establishing our own fun routines for language learning.

Songs

"I like songs...like rap...Sometime like they're saying a hard word so I go to my I-phone...and I translate it, ask my mom. Sometimes when I go to the internet and type that song, there's lyrics, so I can look at it and remember that song..." (Hanna I)

"For music, I do it a lot...If there's a hard word, I'm going to the dictionary and find it, and I keep on repeat that sentence so it helps me memorize the word more easily...There's this YouTube channel called AVbyte, they make musicals every week...I think it's good because first it's fun and second there's lots of words I don't know so it helps me learn even more." (Yoo Mee)

"...music is really fun...because you just sing...and you don't know that you just say a word, and English sentence...and you will say "what did I just sing?" and try to learn...I translate 'Let It Go'." (Minh Ha)

Movie and videos

"...BuzzFeed, it's a YouTube channel. I like BuzzFeed Blue because it about science, a lot of fact that I don't even know, and they say it in a very funny way that it easy to learn...because if you don't know a word, but then you look at the next word, you could know what the sentence about, so sometimes I don't need to pause it. But sometime...I still use the dictionary. But because that is about facts, it really get me to learn vocabulary." (Minh Ha)

"When I'm watching movie, if there's a difficult words...I rewind it so I can hear the word clearly, and then I stop the movie...and then...type it on the online dictionary and then I have Word document that will show any word and the synonym or definition next to it...My mum sometimes make me write the movie reflection. That helps me like make it on my own words." (Yoo Mee)



Nanami and Nishi (G5A) learn a lot from their friends as well as from their free-time reading and writing routines.



Parsh (G5A) finds reading the best way to wind down before sleeping each night.



Rei M (G5A), like Parsh, has a vocabulary notebook he carries with him.

Books

"I think the Sakura medals books helped me a lot, because...there's first interesting and good books, and there's more new words...When I read books it gives me more ideas of word choice I can write for the words I already use before." (Yoo Mee)

"I also learn by seeing movies and reading cause sometimes while reading I find one word I don't know...so I found that word in the dictionary and I put it in my vocabulary notebook...the vocabulary notebook is a very handy thing... We can take that anywhere and you can write words that you learned." (Parsh)

"I take one small book and read the whole thing and write down the words in my vocabulary notebook, and find...the meaning. And I have a rough notebook...whatever I understood from the story I write those...topics and what I understood about those words, and then after doing that...I write my own story adding those words so I understand exactly where to use it." (Nishi)

"I think reading at night time...is really good. Because while you sleep you can [remember] new words. Reading book again after you wake up is also important too...In the morning you have to check it again to know if it's...right." (Rei M)

Socializing

"...my mum has friend in...America and that friend has daughter and...once in a year she come to Japan and she speak English, so soon...my English is improve better...the sound, accent and new words. I can ask her and she can explain me." (Miyabi)

"Another way I learn English is my friends. Sometimes they know more words than me, so they teach me, or I teach them...Talking to them and playing, somehow I just learn. Talking to my brother...even he's a lot younger than me, he learns stuff that I haven't learned. He just teach me stuff and I teach him." (Nanami)

"Even in weekends, as long as you have small brother or sister, then you can read to them. By reading a small book you might be able to learn new words that you might miss when you were small." (Rei M)

How about the language learning routines and habits that your family has? If you haven't already, please share your experience with others you meet in the school community. Ideas like these that we get from each other really help!

Rachel Parkinson
Elementary ELS Coordinator

Student-Led Conferences



Next week, two important events will take place. One being a natural event and the other more academic in nature. The former, "The Vernal Equinox", occurs on March 21 when the earth will be in a position where the sun shines directly on the equator and results in the day and the night being equal in length. The latter being our "Student-Led Conferences".

The equinox marks the start of spring and represents a new beginning, while the conferences stand as a promise of accomplishment and achievement.

Every year in early spring, students at KIST have the chance to showcase their learning by presenting it for their families. As early as August, students select pieces of work that demonstrate understandings they have been able to construct from class inquiries.

Our philosophy focuses on teaching that is highly interactive and engaging. Our teaching helps students to think critically, problem-solve and become self-directed learners. The Student-Led Conference is an opportunity for parents to continue to demonstrate positive interest in your child's progress. For students, it is an opportunity to be involved in selecting work to show, explaining activities and classroom experiences and to identify points of strength and areas for future growth within a chosen work. The entire process becomes an excellent opportunity for parents and children to have a medium and platform for opening communication which might not naturally occur at home. We hope that everyone will take this chance to talk seriously about goals and accomplishments in a meaningful way which may strengthen not only academic outcomes but also build stronger family connections.

These important conferences should be viewed as a celebration of learning across the school. We look forward to seeing all students with their families on March 21 for the beginning of spring as well as the first step toward an equal partnership in your child's education.

Clay M. Bradley

Elementary School Vice Principal / PYP Coordinator



Secondary School News

At the end of February, we had our first assembly for the second semester. We had not had one for two months due to the winter temperatures in the gym and it was a hard assembly for me to put together as there were not just a number of events that I and students wanted to present on, but also a number of students to recognize for success in the academic, sporting, artistic or club areas. Some items simply could not make the cut because of time! You will be able to read about a lot of these events and student successes in this edition of *The Comet!*

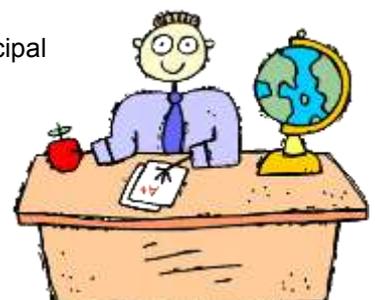
One item I was able to present briefly on to the students was the KIST Progression Criteria and Graduation Requirements which is a new policy for this year. Last month, I was able to read all of the Grade 9 and 10 school reports as part of our final proofing and editing process in Secondary and it is clear that so many of our students are improving their knowledge and skills and achieving high levels of performance. In terms of academics, the KIST Progression Criteria and Graduation Requirements support our written curriculum and assessment policy by aiming to ensure that we have students who can access the curriculum in the appropriate grade level and also specifically identifying types of action for students who need to focus on improvement in certain areas. The criteria have been e-mailed home earlier in the year but if I can encourage all parents to look at them so that they are aware of school expectations. The policy can be found on the school website in the *Information* section under *Community* or at the link below:

<http://www.kist.ed.jp/node/67>

To conclude my short message and to amalgamate my two themes of school events and student achievement, a suitable event to highlight is our SLC day on Saturday March 21. As I write, we are preparing the time slots for this day and in many Grade 6 – 11 Advisory classes this month students are having the time to finalize their Portfolios ready to present to parents. If you can ask your child about the progress of their KIST Portfolio this month that would be great and may help your son/daughter(s) when it comes to presenting you with what they have done so far this year! Please don't hesitate to e-mail me with any feedback about Semester 1 reports or SLC at any time and I look forward to seeing some of you at this event and later in the school year.

Mark Cowe

Secondary School Principal



Secondary School Spelling Bee

The Secondary School Spelling Bee of KIST took place on January 31, 2015, with three students from each English class of Grades 6 to 8 representing their grade in the school spelling bee. The contestants were **Deniz, Maki** and **Joe** from Grade 6, **Kai, Shunnosuke** and **GaOn** from Grade 7, and **Natasha, Gautham** and **Yuki** from Grade 8. Mr Davignon was the master of ceremony, in charge of stating the rules of the spelling bee as well as introducing the contestants to the stage. Mr Miller was the pronouncer; in charge of saying words correctly to the contestants. Mr White was the judge, and was in charge of making final deliberations of words pronounced. Lastly, Mr Andi was the event photographer, and took photos of the whole event.

For this spelling bee, the contestants were asked to spell words from the Grade 8 Scripps' Spelling list, and each contestant was allowed to ask for the word to be repeated or said in a sentence before carefully spelling the word. Words spelt correctly were "**epicurean**" by GaOn, "**hydroponic**" by Deniz and "**wherewithal**" by Natasha, and some difficult words that tested the contestants were "**monstrous**" and "**dementia**". One by one, the contestants were knocked out leaving our final three contestants Shunnosuke, GaOn and Gautham. They managed to spell all the words in the Grade 8 list correctly, so the judges moved on to the additional list of words suggested by Scripps. After a long battle, Gautham from Grade 8A won, first by beating out GaOn with "**brawl**" and finishing off by then spelling the word "**mutual**" correctly.

All of the contestants fought a great battle, and should be proud to have been able to represent their grade.

Lastly, we should all thank Ms Christian and all the other teachers who organized the 2015 Spelling Bee and made it possible.

Congratulations to Gautham, and we wish him all the luck for the Japan Times Bee on March 14!

Natasha (G8B) and **Shumpei** (G8B)



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Below is an interview with the Spelling Bee winner, **Gautham** from G8A.

S (Shumpei): Congratulations for the win! Could I ask you a few questions?

G (Gautham): Thanks, sure!

S: You seemed quite calm during the bee, but how did you feel before it?

G: I didn't really feel anything and I wasn't nervous, but I really wanted to win for a chance to take revenge in the Japan Times Bee, because I fell in second place last year.

S: Oh yeah, the Japan Times Bee! How did you feel after winning this bee and getting a chance to take revenge in the Japan Times Bee?

G: I felt happy after winning, and knowing I could take revenge. I'll do my very best to win the Japan Times Bee.

S: I'll be cheering for you for the Japan Times Bee! Good luck!

G: Thanks!



MYP Personal Project Exhibition

Grade 10 work showcased at the Personal Project Exhibition

The hard work of 32 Grade 10 MYP students was on display in the school gym on Friday, March 6.

The Personal Project Exhibition marks the end of a process that started in August. Each student in Grade 10 highlights his or her efforts in exploring an individually chosen topic.



The Personal Project model.

The Personal Project is the culminating activity of the IB's Middle Years Programme. Students are challenged to find a topic they have a personal interest in and frame a goal that will allow them to deepen their knowledge while taking action that will lead to a more meaningful understanding.

Guided by a supervisor from the KIST MYP staff, the students engage in a process that takes them through a cycle of investigating, planning, taking action and reflecting. They're able to use their Approaches to Learning skills (Communicating, Researching, Collaborating, etc.) while exploring one of the MYP's Global Contexts.

A special part of the exhibition day saw the Grade 10s share their experience with Grade 5s who are in the midst of their own IB culminating activity – the PYP Exhibition. They also had a chance to speak at length to Grade 9 students who are beginning to think of their own Personal Projects that they will begin next school year.



Aika (G10B) explored how dogs are used to affect well-being.



Akira (G10A) produced a book as the product for his project.



Hiromasa (G10A) explored calligraphy.



Student displays for the Personal Project Exhibition.



Mirabelle (G10A) [far left] explains her investigation of Individuality with Grade 5s.



Saachin (G10B) [center] answers questions about his project investigating the link between fast food and childhood obesity.

Welcome to the ESS Classroom

ESS, which stands for Environmental Systems and Societies, is the newest addition to our KIST DP subject choices. This unique subject, unlike others has very much to offer to its students. As the name suggests, the subject looks at the relationship between humans and the environmental system. This is a great topic for students who are particularly interested in the world and ongoing issues, but also students who are genuinely interested in hands-on experiments. ESS also provides students with the ability to analyse and create theories. Since the subject has a large scope in focus, students have to have the cunningness to be able to reject and to accept different theories. ESS is just like any other subject, we have the same assessment framework, but it can be considered as both a natural and social science. This is what makes it unique and interesting!

In ESS class, we have done numerous practicals which are essentially lab experiments which we write a lab report on. One of the practicals we did required us to observe and calculate the pigments in autumn leaves to find which color of leaves have certain pigments. This practical was memorable as an enjoyable practical, because we actually went outside to collect the autumn leaves by ourselves, which made us realize how the things around us are formed and could be explained by science, more specifically, chemistry.

In another practical, we collected fingerprints to find some kind of correlation between the pattern of fingerprints and certain independent variables such as sides of the hand, gender and age etc. of the person that we collected the fingerprint from. This practical was slightly linked with biology, as



fingerprints are about us, but also because we looked at the tendency and characteristics of fingerprints that we collected so we could conclude something that applies to the human population as a whole. This is one of the advantage of taking ESS. Learning in ESS class usually requires us to explore other sciences that apply in real life so by taking ESS, we can technically learn a wide range of sciences, to actually "see" and "feel" how sciences can be found in the nature.

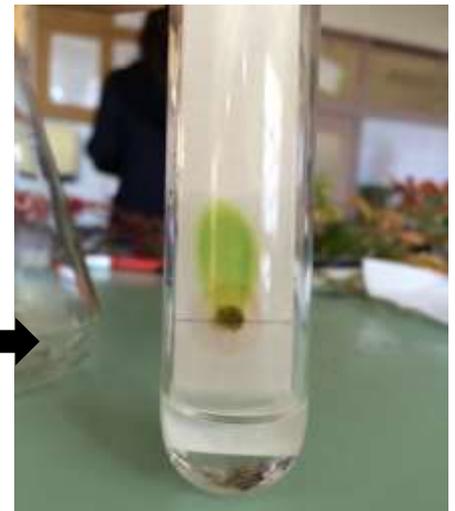
Aditya (G11B) and Ayaka (G11B)



The original autumn leaves that we picked out.



Grinding the leaves to get the "colored juice" out.



Extracting pigment using ethanol.



**Saturday Computer Workshop
on 2D game making
for students in grades 5-11**

April 11th, 2015 @ KIST

more information and sign up at <http://goo.gl/forms/MbCGt96fes>

Don't just consume technology, CREATE IT!

Japanese New Year Party

International students learn about Japanese traditions

On Wednesday, January 28 at K. International School Tokyo, a New Year Party was held.

This event is held every year in this school every January. The sumo wrestlers came to school to wrestle with all the students. We saw a lot of students with smiling faces. The sumo wrestlers helped to make mochi with the students and ate that mochi afterwards. Some people couldn't eat the mochi because they don't like eating that type of food.

Two students were interviewed. A grade two student girl said, "The sumo wrestlers were very strong. I couldn't win but the mochi was very yummy. I ate a lot." A grade five student boy said "I almost won against the sumo wrestler, it was a lot of fun. At first I was scared to eat mochi but it was very good."

Marina (G9A)



Making mochi with sumos

Teachers and students from K. International School Tokyo wrestled with sumos to learn about Japanese traditions.

On January 28, 2015, five sumo wrestlers came to K. International School Tokyo and wrestled with students from Grade 1 to Grade 12. Since the sumos were really big and strong, three students wrestled against one sumo.

A student said that sumo wrestlers were really big so it's impossible to fight with them one on one. However, there was a really brave student from Grade 9 who wrestled one on one with a sumo. The students lost, of course.

After wrestling with the sumos, the students made mochi or rice cakes. There are many types of mochi like anko, nori and kinako. It was an amazing day for this school in Tokyo.

Kuni (G9A)

DP Reflection

When I first started DP, I was surprised at the workload because it increased in comparison with MYP. Many of these tasks were important since they would all count towards my grade.

In the DP, students select Higher Level subjects (HL) and Standard Level subjects (SL). The HL subjects are the subjects that the student is expected to do well in and therefore the level of work and expectations are higher than the SL subjects. In order to do better in my HL subjects, I found myself spending more time on independent study than what I spent during my time in the MYP. Therefore I was glad that I chose subjects that I have an interest in. My HL subjects are Japanese B, Psychology and Art. Originally coming from a Japanese school, I have always been familiar with the expectations in the Japanese class, which worked to my advantage. I find Psychology one of my hardest



subjects since I have to memorize the principles, command terms, names of theories and the studies that support them. However, the subject of understanding human behavior has always been an interesting topic for me and therefore I am

always excited to learn new material. I have also practiced drawing during my spare time as one of my hobbies. This worked to my advantage when I chose Visual Arts as one of my HL subjects because I was able to apply this experience to my work. Also, for DP Art, I found myself reflecting upon what I made through my handheld journal, where I would put entries in throughout the year, and my online portfolio, which I would type up at the end of the unit. These reflections helped me learn from my experience, which I would then pass on to the next unit.

So far throughout the course, I have had many challenging moments and I often struggle keeping a balance between my schoolwork and my social life. However, whenever I do not understand my schoolwork or a concept that I learnt during class, my teachers are always there to explain it to me, and therefore no matter how hard the workload is, I am able to get through it.

Liam (G11B)



Welcome to the Global Classroom

Have you ever wondered what it would be like to have a lesson in a café or Starbucks? Well, all you need is a laptop, headset and access to the Internet.

Pamoja Education is an organization that works closely with the International Baccalaureate (IB) to provide online Diploma Programme courses. These online courses are taught by highly qualified and experienced IB teachers and follow a strict and regimented course structure.

Since 2014, KIST embarked to provide its students with a wider variety of subjects to choose from for the DP. Currently, there are five students KIST who are enrolled in the following online courses:

- Mandarin ab initio SL
- Business & Management SL/HL
- Psychology SL

Together with Mr Rose who is the DP Coordinator, Mr Kroschel is appointed as the Student Co-coordinator for Pamoja in KIST and they both ensure that the online students in KIST have a smooth enrolment process and they also look into any technical issues that students encounter and work closely with the Pamoja administrator based in the UK especially on progress reports and feedback on students.

Since September 2014, I have been enrolled in two

online courses – Mandarin ab initio and Business & Management SL. Personally, I feel that the online courses are challenging yet exciting. I have been so used to face-to-face interaction with teachers all my life so this is a change in mindset and a new way of learning. However, you get to interact with students from all over the world especially when you have to do a group presentation. You have to be mindful that all questions to teachers must be in an email or the online forum and from my experience, the teachers are prompt to reply to any concerns you may have regarding the unit/ assignment. Online students also have regular Skype calls and you get to book a time slot that is convenient to you. Once in a while, you have to join in conference calls which may be at early hours of the day, for example, 2:00 in the morning. But I take this as part and parcel of life because we are being groomed to be active university students. I cannot stress the importance of time management in the DP, but more importantly, in an online course. And it also involves a lot of reading and seeing different perspectives to issues at hand because the whole global community is sharing their views online.



Lavanya (G11B)



TASSEL

TASSEL is an NPO which provides education to unprivileged children in Cambodia who would otherwise have no opportunity to receive English education. TASSEL is free of charge for the children (and their families), and they learn listening and speaking from student volunteers from different countries (Japan, Korea, USA) through online video calls using a software called VSEE with the support from local teachers who receive salary to support their families. Most of the salaries come from the funds raised by student volunteers from all over the world and as a result, TASSEL is providing job opportunities for the local teachers as well. Students are provided with interactive classes and also taught their skills in English. TASSEL also provides food, Internet access and other general needs of the children including essential vitamins to help them stay focused during the lessons. The current KIST chapter consists of 4 enthusiastic students who are willing to support these unprivileged students in Cambodia. We are looking for more students who are interested in committing their time to join us to provide bigger support for the children in Cambodia.

Knowing TASSEL's mission, which is to support unprivileged students in Cambodia, I thought this would be the right service activity for me to get involved in, after having to spend time in other countries in Asia including China, Thailand, India and Cambodia while growing up. Supporting children's education in Cambodia was a great motivation for me as I started this program as a part of my DP CAS. For someone like me, who had the opportunity to live in such a wonderful country and interact with local people, I believe that TASSEL is one way that I can show my appreciation and make a wise use of my experience. TASSEL has allowed me to not only contribute to the community but they have also provided me the opportunity to improve my skills to teach and as well as my creativity thinking and skills required for teaching. I truly believe that TASSEL is an activity which will help students grow as individuals in many ways and I hope for more students to join our group in the upcoming year!

Momoko (G11)

TASSEL has enabled me to really extend my abilities and skills to interact and effectively communicate with people from different countries. I take CAS activity not as a CAS project but as something personal which I would like to achieve in life. I have taken a lot of knowledge from the world whether it is through my experiences at school, or from the daily quality education that I receive at KIST. And as they say, giving is good; I feel that I am doing just my part of what I can do for the inspiring and motivated children in Cambodia who are willing to learn to speak English. It feels great to be able to use my knowledge and skills to give to the world through TASSEL.

Raj (G11B)



TASSEL is a very fun and interesting opportunity for students, as they are able to learn more about the ways students can be taught. TASSEL is an organization which helps unprivileged Cambodian children to learn English through online teaching sessions. Only four students in KIST are participating in this organization at the moment, as it requires commitment and time since TASSEL is a 40-minute class done after school. Since TASSEL is a new concept to KIST, the students are paired in twos, and teach the class together. I really enjoy teaching English to Cambodian students because they are dedicated to learn, and have a very fast learning skill. Also, the children/students are very cooperative and have a lot of patience when we teach them. I encourage all KIST (and non-KIST) students to join TASSEL and help teach Cambodian children English. This is because if we, as a school try to help unprivileged children around the world, we will be able to make a difference, one step at a time (in this case, one letter at a time).

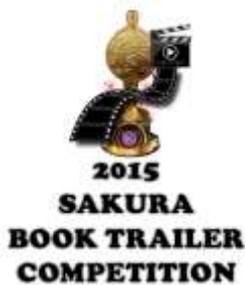
Aashivi (G11B)

Teaching English to children in Cambodia for the very first time was definitely a challenging and nervous experience for me, yet one of the most exciting moments. As soon as we call the village, the children would greet us "hello teacher, how are you?" with a cute enthusiastic voice. During the TASSEL orientation, I was taught that it is important for us teachers to be as enthusiastic as the children. I realized how fun it can be to celebrate all together when children successfully pronounces the word correctly. This really makes me happy because it shows how much it means for them to be taught by fluent English speakers like us. The local English teachers also are very nice. They would always support to help our lessons go smoother. Being part of TASSEL not only benefits the children but it helps me improve my skills as a teacher. One of the most interesting parts of TASSEL is that you can be totally creative with the lessons that you deliver. Come and check out our lessons because you'll see that each TASSEL member teaches differently in the most unique ways!

Nino (G11A)

Sakura Book Trailers

Secondary students participated in the 2015 Sakura Book Trailer Competition in Japanese.



Students read one of 2015 Sakura Medal books this year and created a book trailer to introduce their chosen book. As appraisers, Mr Jones, Mr Andi and all the secondary Japanese teachers selected the best trailers from each category. All the book trailers can be found on the LMC's Moodle page. Please enjoy watching our students' book trailers!



The top 7 finalists received a certificate of recognition and an iTunes card worth 1,500 yen during a recent secondary school assembly. Their work will be sent to the Sakura Book Trailer international competition where they will compete against students from many other international schools across Japan.

This activity was led by the Japanese department in coordination with the LMC and sponsorship of the PTA Library Committee. Next year, we plan to make this event even bigger with more participation from different grade levels.

The best book trailers that will be sent to the international level competition were created by:

Middle School Japanese A

Aya (G8B)
Yeonsoo (G8A)
Sophia (G8B)

Middle School Japanese B

Li Ran (G8A)

High School Japanese A

Aska (G9A)
Ibuki (G9A)
Manato (G9A)

High School Japanese B

Taisei (G9B)
Ken (G10B)
Hiroya (G10B)

Kiyomi Kanazawa
Subject Area Coordinator – Japanese



Mr Cowe congratulating finalists Manato (G9A) and Ken (G10B).

WebLEAP Boom!

WebLEAP is an all online essay writing program for G4-G10 students. Students get 1-on-1 feedback so it is suited for students of all levels. This semester, thanks to the help of one of our new KIST parents, Donna Linnett, we have reopened the WebLEAP program. Mrs Linnett is an experienced IB teacher and a TOK examiner—we are very lucky to have her helping us.

We have had to close applications early due to the high volume of applicants from within KIST, as well as outside students coming from Chiba, Okayama, Sapporo, and some even coming from New Zealand, Morocco and Canada!

If you are interested in learning more about the program for next semester, you can find all of our information on the LEAP website (<http://www.k-leap.jp>).

Anna Holdaway
LEAP Coordinator



Library News

World Cultures Day 2015

Now in its fourth year, **World Cultures Day** (formerly known as International Mother-language Day) celebration was a smashing success on Friday, February 20. Starting this school year, the KIST Library Team expanded the scope of this event to better promote inter-cultural awareness and support for mother-tongue languages. The concurrent activities during the day gave opportunities for students (both elementary and secondary), teachers and parents to work together which made this whole-school event a meaningful learning experience.

Grade 5 students kicked off this year's celebration at the International Library of Children's Literature in Ueno. The students had a chance to explore the research library and its special collection and to utilize the library services offered free of charge to Tokyo residents.



Celebrations at school started bright and early on Friday morning with a song number entitled "Yesterday's Dream" performed by One Voice—a group composed of secondary students (Emani, Min Woo, Marlinah, Aya, Michiru and Keri). This performance was followed by the Grade 4 students' dance number "Black and White"

choreographed by Mr Leroy. The parade on the field was the highlight of the day as more students compared with last year's event had shown their support by wearing their traditional costume and proudly waving their flags. For the first time, KIPS students joined in the fun, too!

Teachers were encouraged to participate in the search for "Top 5 Best Dressed" challenge. Congratulations to Ms Sheyla (K2), Ms Mac (K3A), Mr Smith (K3B), Mr Vodden (G2A), and Mr Matsui (Japanese teacher)! Thank you to all the teachers for showing your enthusiasm by wearing your traditional costumes or culture-related outfits.



Younger elementary students had the opportunity to hear books read aloud in a variety of world languages: Korean, Chinese, French and American Sign Language. Our students loved to listen to the stories and learn about other cultures. Secondary students



visited elementary classrooms to teach their mother languages, including Hindi, Chinese and Korean, and Habitat for Humanity's Photo Booth for a Good Cause, World Languages Collection and Fusion Art exhibition became an instant hit inside the MPR. Special thanks to all the parents and students for viewing the artworks and supporting the photo booth!



Grade 3 to Grade 8 students heard rakugo performed in English by one of only a few women rakugo performers. Ms Oshima performed traditional and contemporary rakugo stories, including some of her own

creations. We received a lot of positive feedback from parents and students who saw her performance.

To view the World Cultures Day photo album, please visit the **Elementary Library** or the **LMC Moodle** pages.



2015 Sakura Reading Programme

This year, KIST is continuing participation in the Sakura Medal program, which brings together international school students all over Japan to vote on their favorite picture books, chapter books and graphic novels in English and Japanese. Elementary students at KIST can submit their votes to the Elementary Library until **April 11**. Please see Ms Leslie for details and a pamphlet to cast your vote.

Continued on next page

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Sakura Medal Book Bowl

Thanks to club leaders Ms O'Handley (G4B) and Ms Patterson (G1A), KIST Grade 4 and Grade 5 students have the opportunity to participate in the Sakura Medal Book Bowl for the first time. This competition challenges students' knowledge of the Sakura Medal chapter books. The competition will be held this year at the International School of the Sacred Heart on April 10. Our students have been working hard to read and prepare for this event. Please wish them the best of luck for their competition.

Developing the KIST Library Collection

The Library Team aims to involve the KIST community in developing our library collection. At the end of every school year, we update our collection by acquiring resources that will support our school curriculum and reading for pleasure from reputable book suppliers such as Titlewave, IB Online Store and Scholastic Books. We also use professional review journals like

Kirkus and School Library Journal for suggestions, but who knows our school community better than you? So if you have suggestions of book titles and online resources, please contact us via e-mail at library@kist.ed.jp.

The KIST Library Team



World Cultures Day

KIST celebrated World Cultures Day on Friday, February 20, 2015. The event was a great success! All KIPS and Elementary KIST students, teachers and staff enjoyed and participated in the activities organized by the library team headed by Mr Andi and the PTA members.

One Voice—a group of secondary school students welcomed all parents and KIST students with their opening song number entitled "Yesterday's Dream." Some students joined in singing the song; others waved their flags as they sang the song.

A dance number choreographed by Mr Leroy for the grade 4s was applauded as the students danced to the beat of Michael Jackson's "Black and White."

With much excitement, the students and teachers displayed their national costume or traditional costume as they all paraded around the field carrying their flag. Parents and teachers cheered and applauded with smiles and good words to all the participants, appreciating the different costumes worn as they walked around.

Concurrent activities were attended and enjoyed by our students.

Here are the activities we had that day:

- **Storytelling** in different languages read by parents and translated to English by secondary students
- An **Exhibition** in the MPR featuring cultural displays of items brought in by KIST parents and students
- **Rakugo** which was held in the school gym



- A **Photo Booth** for a good cause in the MPR arranged by the Habitat for Humanity team
- **Teaching** basic words in different **languages** led by secondary students
- **Watching Disney movies** in different languages with English subtitles

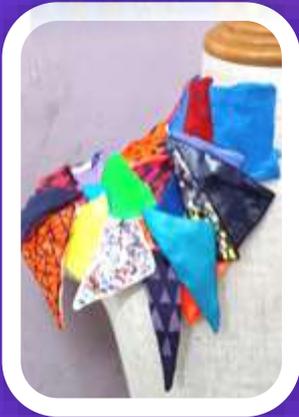
The day ended with smiles and much appreciation to all the effort extended by the school community and the KIST Library Team.

Macrina Prado
K3A ELS Instructor



Images clockwise from left:

Felix (G11A), Isabella (G10A),
Cindy (G11A), Sara S. (G9A),
Naman (G8A), Miu (G9A),
Mirabelle (G10A), Alia (G6A),
Yeonsoo (G8A)



Artscape 2015

The annual Artscape exhibition was held this year at Azabu Kids to Teens Hall. There were 13 schools from the Kanto region that participated with a large range of year groups representing their school with different artwork in 2D and 3D.

Students from grade 6-12 represented Visual Art from KIST this year. Many students and teachers commented on the quality of work that was selected from KIST – with 2 students from ISSH writing a letter to 2 pupils about their artwork and how inspiring it was!

Some comments from other teachers were:

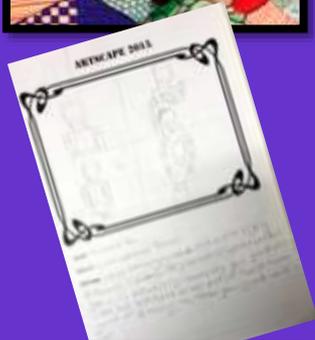
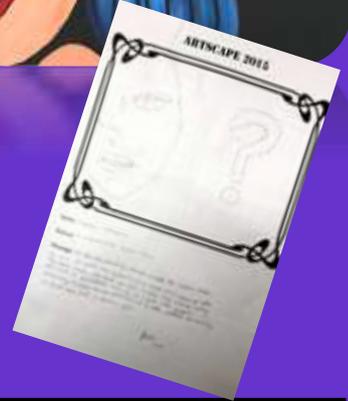
The use of detail and colour in some of the paintings, as well as the skill in using acrylic paint and mixed media.

The brightness of colour and interesting abstract compositions.

We also featured some 3D concept jewellery and body adornment designs from 2 year 8 students!

Well done to all involved and I look forward to presenting our wonderful work in next **year's exhibition!**

Mrs Emma Justice
MYP/DP Visual Arts Teacher



K. INTERNATIONAL SCHOOL TOKYO

**IBDP
VISUAL
ART
GRADUATE
EXHIBITION**

**FRIDAY MARCH 20TH
2015**

4.30-7PM, KIST GYM

Staff 10!

In this month's *Staff 10!*, we are pleased to present **Andrew Tulk** who joined us in 2014 as an MYP Technology and Mathematics teacher in the Secondary School.



Mr Tulk on the cold slopes of Mount Kinabalu, Borneo.

- **Tell us something interesting about your hometown.**

St. John's is the oldest and most easterly city in North America.

- **What is your favorite place in the world?**
Home is where the heart is!
- **Who would you like to meet if you had the chance and why?**

Canadian prime minister Stephen Harper. I would have some choice words for him!

- **Do you have any special skills or talents?**
I can play the piano and the trumpet.
- **Please share a little known fact about yourself.**
I share my birthday with my parents wedding anniversary. I was born exactly one year after their wedding day.

- **What is your most prized possession?**
My collection of fridge magnets from all the countries I have visited.

- **What words would you use to describe yourself?**
Easy going, easily distracted, friendly (I hope!).

- **If you could live your life again, would you do anything differently?**

I would have learned how to play ice hockey.

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

I am trying to become a better listener, more focused.

- **Do you have any special message for your fans?**

I have fans?



A view of St. John's.

Nurse's Notes

Administering medicine at school

Medicine kept in the Nurse's Room

Students often visit the Nurse's Room to ask for cough drops or medicine for diarrhea, nausea, cold or fever. As the Nurse's Room is not a medical institution, we cannot administer medicine appropriate for each student's condition. Medicines we currently store in the Nurse's Room include: medicine for intestinal disorders (Biofermin), painkillers (Buffarin for children and EVE-A). These medicines are administered upon the nurse's judgement and approval from parents.



Bringing prescribed medicine to school

In principle, students are not allowed to bring medicine to school as there is a danger of other students accidentally using it. We ask for the cooperation of parents in asking the doctor to prescribe medicine that can be taken twice a day (morning and evening) or outside school hours. If medicine is prescribed for use 3 times a day, please arrange for the afternoon dose to be taken after school and the evening dose at bed time.

If your child is required to take medicine during school hours, please follow the procedures below.

- Parents should come to school to administer the medicine to their child.
- If the above is not possible, parents must submit the **Permission to Administer Medication** form (available on the school website) to the Nurse's Room and leave the medicine in the care of the nurse. Students must not keep medication in their bags.
- Students must visit the nurse room at the appropriate time to take the medicine.

Permission may be granted for students to keep emergency medication such as inhalers for asthma or Epi-pens in their bags after discussion with parents.

Thank you for your cooperation.

Makiko Whittaker
School Nurse



School Calendar 2015-2016



To assist families planning overseas trips, the dates of school vacation periods for the 2015-2016 school year are listed on the right. Families are asked to make arrangements accordingly to ensure that students are back in Japan ready to start school after each vacation period on the correct date.

The complete calendar will be distributed in June.

- **First day of school:** August 17, 2015
- **KISTival:** October 24, 2015
- **Autumn break:** October 25 – November 1, 2015
- **Winter vacation:** December 19, 2015 – January 10, 2016
- **Spring break:** March 26 – April 3, 2016
- **Last day of school:** June 8, 2016

Spotlight on Clubs



Elementary Drawing and Illustration Club – Seeing the World in 2D

A professor I had in college once said: "All children start out as artists. As kids, our parents gave us pencils, big crayons and coloring books, but some of us maybe started playing with a ball and forgot all about the crayons." This statement made a huge impact on me because, since I was little, I did nothing but draw pictures, while the other kids were playing outside.

Now, as a professional graphic designer and illustrator working in a school, the skills and talents that I continuously witness from the students everyday make me remember what my professor said, and I thought, "I see a lot of little artists in the classroom every day, why not help them develop their gifts?"

The **Drawing and Illustration Club** is for children with a passion for taking what they see around them, and putting it on paper. We've talked about different topics; drawing figures from basic shapes, light and shadow (which was a little advanced, but they understood it well!), drawing cartoons, and crosshatching. Besides drawing techniques, I also try to teach them to look at everything around them, and imagine how these things will look on paper.

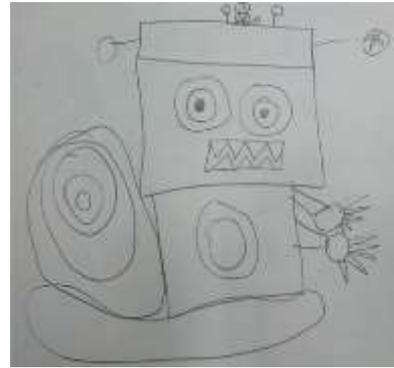
The kids have fun learning to draw, and I love watching them improve in their art. After attending the club, I

hope that they continue to enjoy making pictures, and never stop trying to make something new.



Satori and Ylana (G1A) in drawing club.

Julian Dave
Club Leader



"Robot Snail" by Renzo (G2B)



An example of crosshatching by Min Seong (G2B)

Les Misérables Club

Since September 2014, students in Les Misérables Club have been practicing towards their performance in June. At first, some students felt shy and were scared to sing in front of an audience. However, after having had two opportunities to perform on stage, they started to build more confidence and enjoyed a feeling of accomplishment.

KIST graduate, Kei Komaki (Class of 2012), who is also the president of the drama club at International Christian University, has been working with the students to create the musical and our Secondary music teacher, Ms Babaeva, has been helping students with the songs.

We will also be working with a few students from the Elementary Performance Club from the next club cycle. The final performance of the musical "Les Misérables" will be on June 2 at Fukagawa Edo Museum Small Theatre. It is the first musical production for KIST and we would like to invite all members of the school community to come and enjoy the show. More details will be made available closer to the date.

Nanami Komaki
Club Co-Leader



Les Misérables club members.



Continued on next page

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Elementary rock guitar club

ACDC, Black Sabbath, Led Zeppelin. Elementary Grade 4 and Grade 5 students have spent this semester learning classic rock guitar riffs and the importance of turning it up to eleven. Any students interested in joining this club should contact Mr Robert for details.

Robert Collins
Club Leader



Athletics News

On January 16 and 17, both the high school girls and boys competitive basketball teams, coached by Mr Leroy and Mr Abarca, participated in the Yokohama Annual Invitational Basketball tournament. After a brief absence from participation we were invited to compete again this year against schools from all over Japan (Osaka International School; Hokkaido International School; Canadian Academy of Japan, Kobe; International School of the Sacred Heart; Yokohama International School and Saint Maur International School). Both teams competed fiercely through the round robin qualifying tournament and ended up playing for the top honors.

The girls battled to an overtime victory over YIS in the semifinal game to grant them a chance to play for the championship trophy vs their nemesis Saint Maur, the only team they lost to in the qualifying rounds. The girls played hard but fell to an extremely strong Saint Maur squad that went undefeated throughout the tournament. The KIST Lady Comets finished the 2015 tournament in 2nd place and made us all proud!! The girls have a history of great performances at this tournament—2012 2nd place and 2013 champions.



Our boys won all their qualifying matches with ease and met a very strong YIS team in the final. It was neck and neck through the entire game. The final quarter was an intense back and forth competition that saw KIST down by 1 point with 6 seconds left on the clock. We inbounded the ball from our basket and drove down the court breaking a full court press set by the opposition. Our top scorer and best ball handler, **Salam** (G12A), ended up with the ball driving to the hoop and was fouled on the layup...but the shot fell through the hoop and KIST Boys became the 2015 Yokohama Invitational champions for the third time in the past 4 years—2012, 2013 and 2015 champions!



Congratulations Comets Basketball for representing the school and our hard work in training!

Coming next issue: 2015 ISTAA High School and Middle School Basketball results!!

Jay Leroy
High School Boys and Girls Basketball Coach
Athletics Director / PYP/MYP Physical Education Teacher

Secondary SRC

Student fund

The Student Fund is a new system that enables students to request funds from the SRC budget to implement their initiatives. Intended for possible purchases or events/projects that benefit KIST students, the Student Fund accepts requests from all KIST students, and grants them depending on their suitability to the established criteria. With 50,000 yen dedicated for every 3 months (January – March period, April – June period), we are looking forward to seeing unique ideas from our vibrant student community. It is our pleasure to inform you that the SRC has already accepted multiple applications, in which one of the initiatives (KISTeens Winter Wonderland Competition) has been implemented with funds from the Student Fund.

Student printer

The SRC has installed a student printer in the library! Now, when a student is in the crisis of "I forgot to print out my assessment due today!", he or she can simply come to the library with a USB-stick and the Student Printer will get him or her out of trouble. If you ever have a chance to use the student printer, please keep in mind that black/white printing is 10 yen per page and color printing is 50 yen per page, and that it is only available in the mornings from 8:15 – 8:40 a.m. and lunch times from 1:15 – 1:40 p.m.



Umbrella loaning system



The umbrella loaning system is a system in which secondary students are able to loan umbrellas from the SRC during times of rain or snow. When a student is loaning an umbrella, he/she must first make a deposit of 300 yen before receiving the umbrella. Once the umbrella is returned to an SRC member the 300 yen will be given back to the student. In order to

successfully implement this system, a proposal had to be written and submitted to the SRC. A proposal must include what the suggestion is, how the suggestion will work and most importantly, how this suggestion will help change KIST life. If the majority of class representatives in the SRC feel that the proposal is a necessary suggestion that will benefit KIST students, then the proposal will be implemented. The system is now implemented and is used by students frequently on rainy days!



Friday the <3th

February was the month where the SRC was very busy organizing the famous SRC dance. This time, the theme of the dance was a mixture between Valentine's Day and Friday the 13th; Friday the <3th (Friday the Hearteenth). This time we got the opportunity of collaborating with



the Habitat For Humanity team as well! We started from deciding on the theme to designing the layout of the gym, thinking of exciting events and advertising the event. As always we got a lot of positive feedback from the students and teachers and the event was a very successful event!

The Secondary SRC



MUN Scrimmage

KIST MUN club hosts another successful scrimmage

This year's Model United Nations scrimmage was held on February 7, 2015. As this was our first time participating in the KIST MUN, the experience was truly incredible. This year, we had a total of around 75 delegates in the scrimmage, and delegates from Yokohama International School and the British School in Tokyo.

The day started on an early Saturday morning with all delegates gathering in the MPR. Each student took the position of an ambassador, representing a country. We also had **Kouta** (G12B) as the Chair for the General Assembly II and **Akiko** (G10A) as the co-Chair.

We all spent the day in our committees, and this year, we had two of them. Both were General Assemblies and the issues of both was 'Effectively Reducing Cases of Epidemics of Africa'.

Once the scrimmage began, each delegate gave their opening speeches, talking about their position on the issue. From that point, we found the other delegates that had common focuses of the issue and formed a group to create a resolution. This occurred during the caucuses. The resolution submitted consisted of all delegates' draft resolutions, which was written prior to the scrimmage. While working on the resolution, not only were we only combining what we had, but delegates got to interact and know each other.

Once the preparations for the debate ended, the fun began; it was finally time for debate. The purpose of the debate was to modify the resolutions; we had to make it the best and most agreeable for each delegate. The delegates debated on whether the solution was effective or not and explained their reasoning as to why they were either for or against the resolution. As this was our first-time experience, we were both bundles of nerves, but were still able to state our opinions. Being a part of the debate also gave us a chance to see how other delegates were able to quickly think of a point to address that would hopefully convince other delegates to vote either for or against the resolution.

Following each of the debates, the committee moved onto voting procedures, where the delegates raised their placards to vote.

MUN was a way for both of us to develop many skills. In addition to how we improved in debating and developed our skills of interacting with new people, taking part in the scrimmage this year also made us more aware of the global issues we have in the world. We encourage students to contribute in the MUN to grow as a person and be a more confident speaker.

Natalie (G9B) and **Selena** (G9B)
 Photos by **Tamami** (G12A)



KIST delegates and advisors Mr Erickson, Mr Cernak and Mr White.



KIST delegates discuss their proposed resolution.



Natalie (G9B) [center] works during the lobbying process.



Selena (G9B) prepares her opening speech.



Aishwarya (G12B), Rina (G12B), and Keerti (G12B) reflect on their final MUN event.



Lavanya (G11B) presents her views to the committee.



Arjun (G10A), Akiko (G10A), and Mirabelle (G10A) collaborating during lobbying.

Language, Culture and Identity

KIST students and teachers share thoughts on language, culture and identity

As part of KIST's celebration of World Cultures Day, MYP students from Grades 9 and 10 attended a seminar in the Library Media Center. Hosted by **Aska** (G9A), the discussion drew on the experiences of two DP students – **Jiaying** (G11A) and **Sara** (G11A) and two teachers – **Ms Christian** and **Mr Hishiyama**. All five of the participants have rich, complex relationships to language and culture. During the course of the hour-long seminar, the panelists spoke about personal experiences that helped shape their understanding of the world and their place in it.

The MYP classes were a great audience and took advantage of the opportunity to explore key themes that form part of the IB experience: the central nature of language, the need to be internationally minded, and the connection of international school students to host-country culture.



Mr Hishiyama's education included time in France, America and Switzerland.



Ms Christian spoke of her experiences as an international school student.



Jiaying (G11A) spoke of her connection to Shanghai and her parents' culture.



Sara (G11A) recalled her first experiences in English education at KIST.

World Cultures Day Seminar Reflection

A student-led seminar was held during Advisory class for G9 and G10 last February 27th to celebrate World Cultures Day. Four panelists - two teachers and two G11 students -- debated cultural diversity, international-mindedness and individuality. The exchange of opinions touched a nerve as they evoked memories about my struggle with cultural identity while growing up.

As a Filipino-Chinese adolescent born a "natural" Japanese and raised in a bilingual environment, I have been exposed to various cultures and beliefs from a very young age. But growing up in a homogeneous society as Japan, I often struggled with my cultural and social identity. Many people questioned me endlessly about my ethnicity, trying to analyze why I speak fluent English despite looking Japanese and having a Japanese name. My peers who were of pure Japanese ethnicity considered me an oddity, a puzzle to be solved. I remember coming home from Japanese school crying, frustrated about having to explain my ethnic background to curious classmates and their parents. I flinched inside whenever someone would start to ask, "Where are you from?" I silently asked myself, "Does it really matter?"

I think many international students experience such internal conflicts about their identities. Moving to an international school and traveling around the world widened my global perspective and showed me that being culturally diverse wasn't bad, and is, in fact, a good thing. The panelists shared stories that mirrored mine, but challenged me with opinions opposite mine. It was an eye-opening healthy discussion that clearly showed cultural diversity and its influence on individuality.

I learned that international-mindedness is the key to intercultural understanding. Being internationally-minded is not equivalent to being multicultural; international-mindedness is about respecting other cultures, perspectives and values, and being tolerant of each other's differences. By promoting social and cultural acceptance, people can build better relationships with a wide diversity of cultures and communities. This is what it means to be a truly international citizen.

I hope that KIST hosts more events similar to the World Cultures Day seminar to spread international-mindedness, and to help those who are still in the process of finding themselves.

Hana (G10B)



Hana (G10B) reflects on the World Cultures Day seminar.

The Big Disconnect

Protecting childhood and family relationships in the digital age

As parents we rely on our own experience, consider the advice of others in our communities, and educate ourselves the best we can for the most important task that life presents us with – raising our children. But past generations have not had to raise children in the technology centric context of today and that leaves many of us wondering what influence our connected world is having on our child's development and unsure of how to manage our child's tech-related activities.

Students spend an average of 6.5 hours per day using electronic devices.

Children today are literally growing up not only with technology, but *on* technology. Their social skill learning and emotional development is taking place not only at home and school but also with the increasing influence of online contexts and increasingly with people who they 'know' online but are in reality strangers.

The information provided from the plethora of experts wanting to sell us their approach to parenting the children of today can be overwhelming and often contradictory. But there are some very convincing experts offering support and I would like to share with you as members of our KIST community about one valuable resource of information on the topic of technology use by children.

The Big Disconnect by Catherine Steiner-Adair is a powerful and (scarily) enlightening book that I highly recommend to all of us parents, regardless of the age of our children. Presenting numerous real-life examples from her work as a child therapist and school consultant, and the results of recent research, Steiner-Adair

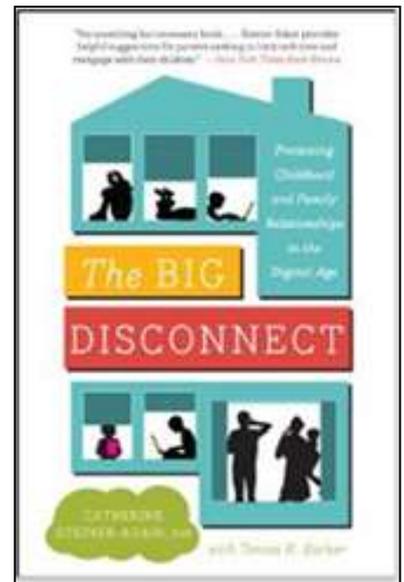
shares with readers the realities our children face in growing up with technology and better equips us as parents to protect our children from adversities related to technology use (including TV and games) and the dangers of having, and being absorbed in, an online presence.

Two thirds of teens report they are also doing something else when 'studying' on the computer.

While recognizing the benefits that technology brings to our child's educational experiences, Steiner-Adair also alerts us to the fact that our children are often ill-prepared for the lures of technology and the freedoms of the social media context. She cites research that shows scientific evidence of links between media and social networking and adverse psychological development in children, including loneliness, depression, attention problems, and addiction. The book is an eye-opener for those parents who think 'it's just a game' or 'they are only chatting with friends' and will increase the awareness of all parents looking to ensure the healthiest developmental experiences possible for their child (ren).

One in three teens who used social media report that people are mostly unkind to each other on social network sites.

In addition to negative influences technology can have on learning, Steiner-Adair argues using scientific studies that the superficial nature of technology



based communication is weakening the development of empathy in children. Providing students with experiences that nurture empathy are critical in developing compassion in students and the ability to understand others' perspectives. Empathy is a value at the heart of every international community and as such Steiner-Adair raises some very real concerns for us about the well-being of KIST students. As we look to review our Technology Use Agreements and other related school documentation, I invite you to read the Big Disconnect and work with us at home to support your child in using technology in a way that promotes healthy development.

The Big Disconnect is available through Amazon Japan.

Jeffrey Jones
Head of School



Alumnus Report

Rishab Rawat is an alumnus of KIST's "Class of 2013." He is currently studying for a Bachelor of Science in Management degree at The London School of Economics and Political Science in the UK.

University has been such a fascinating experience altogether for me. I have learnt that university is all about initiative and striving for opportunity. You are not going to get spoon fed anything which makes it very daunting and challenging at first but then you get used to it, you adapt to it and you start loving it. It is going to be 2 years since I graduated from KIST and I am pleased to say that I am happy at LSE and in London.

The first year at LSE was the end of dependency and the start of independency. My first year at LSE was all about settling into university life and knowing more about my own self. It was like a start of a whole new life. I had to make sure I did laundry, took care of lunch and dinner, make sure I was on top of things academically and also have a good social life. This was very challenging at first



however as time passed by, I adapted to my new home and all of this became just a routine.

A typical day in London is very different to school back home in Tokyo. According to your personal timetable, you have classes and lectures at various times of the day. I have classes and lectures every day of the week which keeps me really busy. I sometimes also have a large time gap between two classes. During these gaps I am either studying in the library, grabbing lunch or am with my friends just chilling.

The days vary a lot in terms of schedule because sometimes you have group meetings, society meetings or need to attend a talk given by a special guest who is on campus. The coolest part about LSE is that every day of the week some firm, diplomat, scholar, economist or even Nobel laureates are on campus. This gives every student the opportunity to meet these distinguished people and even have personal conversations with them. I just recently attended a talk on entrepreneurship given by Professor Zoltan Acs and HRH Prince Abdulaziz Al Saud of Saudi Arabia which I found to be amazing and interesting. These kinds of events really make university life academically stimulating and different.

Other than attending talks, I am part of many societies at LSE such as the entrepreneurship society, finance society and



Rishab (left) spending time with friends.

strategic consultancy society to name just a few. I do not have a committee position in any of these groups however I do regularly take part in their events and meetings which happen on a weekly basis. Due to all of these various things I do, I am usually really busy during weekdays; however, on the weekends I make sure that I hangout with my friends and play some sports. I often go to nice pubs and restaurants around London which is really cool as it allows me to explore this energetic and vibrant city.

The end of high school and leaving Tokyo was very hard and challenging; however, it has allowed me to start a whole new life full of exciting new experiences!

Rishab Rawat

The London School of Economics and Political Science (LSE)
B.Sc. in Management "Class of 2016"
KIST Alumnus "Class of 2013"



Secondary ELS

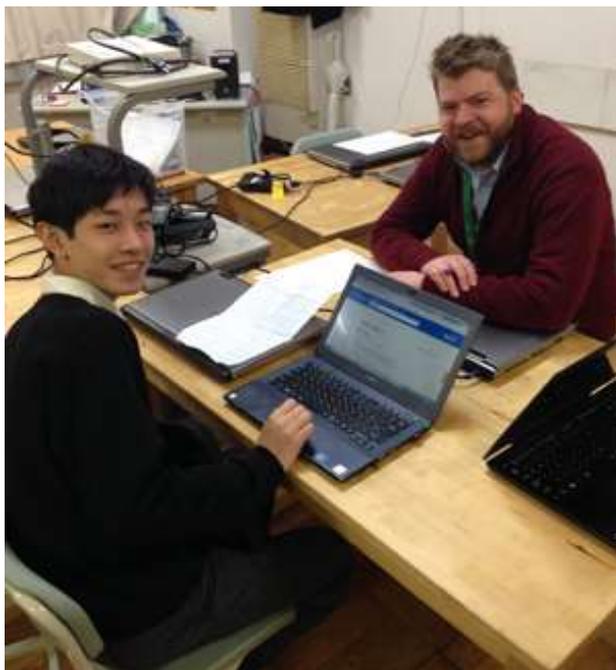
I am pleased to bring you this update on our English language support centre! Our dedicated staff of ELS instructors continue to help students who have questions about essays, tasks and homework assignments. They have also been in classes working with subject teachers to give students the best support they can. If you have any questions about your work, please feel free to stop by the ELS centre on the second floor in room 213, and our ELS staff will assist you.

We are also into our third unit for the Academic Writing class: Science! This unit has helped students better understand how to write lab reports. Our final unit will have an Individuals and Societies focus in which students will learn how to write expository essays. The expository essay is a genre of essay in which students investigate an idea, evaluate evidence, expand on an idea, and set forth an argument concerning that idea in a clear and concise manner.¹ Students will learn how to format and structure such an essay properly, including the proper use of quotations and endnote citations. If you would like to work on improving your writing skills in this area and for your other subjects this would be an excellent opportunity. Students can sign up for the Academic Writing class on the school's homepage in the LEAP link.

Should any students at KIST need any help, stop by our ELS center in room 213, and as always my doors are open.

William Miller

Secondary ELS Coordinator /
Academic Writing Coordinator



¹ Google. (n.d.). Retrieved February 25, 2015, from <https://www.google.co.jp/#q=expository+essay+definition>

College Guidance News

Please come to the events below to gather college information and meet with representatives from major universities around the world.

College presentations at KIST

Parents also welcome to attend!

- **University of Sydney** (Australia) | Monday, March 30 | 2:45pm-3:45pm in LMC | <http://sydney.edu.au>
- **Vanderbilt University** (USA) | Wednesday, April 8 | 3:45pm-4:45pm in LMC | <http://www.vanderbilt.edu>

KIST Spring College Fair

Open to the whole KIST community!

Saturday, March 21 | 2:00pm-4:00pm | KIST gym

Once again this year, KIST will host 20+ universities and colleges from Japan, UK, USA and Australia at our third annual fair. Please come to meet with the admissions officers, professors, current students and alumni members from the universities listed on the flyer on the next page.

College events around Tokyo

- **Study in Canada Fair – Spring 2015**
Friday, March 20 (17:00 – 19:30) / Saturday, March 21 (11:00 – 18:00) | Embassy of Canada
<http://www.canadainternational.gc.ca/japan-japon/study-etudie/events-evenements.aspx?lang=eng>
- **Beo UK/USA/Australia International Education Fair**
Saturday, March 28 (13:00 - 18:00) | Sunsky Room, 30F Shinjuku L Tower
<http://www.beo.co.jp/fair/english/index.html>
- **Education UK Fair 2015 Spring**
Monday, March 30 (17:00-21:00) | British Council
<http://www.educationuk.org/japan/articles/edukfair2015spring/>

Mrs Keiko Okude

College Guidance Counselor
keiko.okude@kist.ed.jp



London School of Economics presentation during G11 Advisory on January 16, 2015.

K. International School

Spring College Fair 2015



Date: Saturday, March 21, 2015

Time: 2pm - 4pm

Venue: KIST Gym

*British Council
Cornell University
Doshisha University
International Christian University
Juntendo University
Kyushu University
Lakeland College Japan Campus
Meiji Gakuin University
Melbourne Education Center
Musashino University
Nagoya University
Okayama University
Ritsumeikan Asia Pacific University (APU)
Ritsumeikan University
Sophia University
Temple University, Japan Campus
Tokyo International University
University of Kent
University of Hawaii at Manoa
University of Tsukuba
Wellesley College
Yale-NUS College
Yokohama National University (YNU)*



*KIST College Guidance Office
Mrs. Keiko Okude keiko.okude@kist.ed.jp*