



The Comet

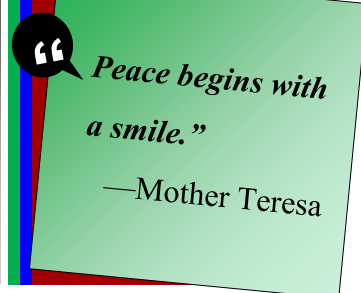
The Newsletter of K. International School Tokyo

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From the Head of School

Public transportation etiquette in Japan

etiquette

et-i-quette

the set of rules or customs that control accepted behavior in particular social groups or social situations.

Public transportation in Japan is world-renowned for being punctual, efficient, safe and clean. It is also known to be exceptionally orderly and smooth. The cleanliness, safety and orderliness that passengers appreciate, including many of us, can be attributed to a set of unwritten rules that define acceptable behavior while on public transportation. These unwritten rules are known as etiquette.

Every year, we receive concerns from people in the local community regarding student behavior on public transportation. As an international school, we are recognizable when out in the community, and it is important that we all understand and respect the local public transportation etiquette in our host country. According to the [KIST Code of Conduct](#) (log in required), KIST students respect themselves, they respect others, and they respect their community by following local customs and demonstrating appropriate manners.

[Go!Go!Nihon](#) has compiled a list of guidelines which are a good reminder of public transportation etiquette in Japan.

1. **Do not take up too much space.** Take off your backpack and keep it close to you.
2. **Keep it quiet. Keeping noise to a minimum is the polite thing to do.**
3. **Mobile phones.** Refrain from talking on the phone while on the train.
4. **Line up and do not rush onto the train.**
5. **Do not eat and drink.** It is uncommon to eat or drink anything other than water on public transportation.
6. **Priority seats.** These seats are designated for the elderly, those with disabilities, and pregnant women.
7. **Do not litter.** Be sure to take all of your belongings and garbage when leaving the train.

As explained in the KIST Code of Conduct, *"In Japan, everything that students do reflects upon the school. People observing KIST students make judgments about our school more than they do about the individual student."*

Continued on next page

DATES TO REMEMBER



March 2022

- 12 SAT@KIST
- 21 School day
- 21 (K1-G7) Student-led conferences
- 21 (G8/G10) IGCSE/DP options events
- 21 (G12) DP Visual Arts exhibition
- 25 Last day of quarter 3
- 26-Apr 3 Spring vacation

April 2022

- 4 School resumes for all students
- 4-12 (G10) IGCSE mock examinations
- 8 (G1-G10) KIST cross country meet (*Tentative)
- 11 School photographs (for new and absent students)
- 14-15 School musical (*Tentative)
- 15 (K1/K2/K3) Cross country
- 18 (K1/K2/K3) Kindergarten concert rehearsals (*Tentative)
- 19 (K1/K2/K3) Kindergarten concert (*Tentative)
- 20 (G9) PSAT
- 22 (G12) Last day of classes
- 25-29 (G12) DP study week
- 29 School day
- 29-May 20 (G12) DP examinations
- 30-May 8 Golden Week vacation

May 2022

- 7 SAT@KIST
- 9-13 (G1) English reading/writing diagnostic testing
- 11-12 (G2-G7) English reading/writing diagnostic testing



PYP | MYP | DP

KIST Learning for Life KIST Learning for Life KIST Learning for Life

Continued from previous page

Hence KIST expects all KIST students to contribute positively to our community by behaving appropriately both on and off campus."

We ask that all KIST families discuss public transportation etiquette with their children and ensure that they know and understand the expected behavior set by our host country.

Your assistance is very much appreciated.

Kevin Yoshihara Ed.D.
Head of School/
Elementary School Principal



Artscape '22

Even in the face of adversity, art finds a way to persevere.

You don't need me to tell you what the adversity is, any more than you need to be told to wear a mask, wash your hands, or keep your distance from your friends. However, you might be happy to hear about something that occurs in our community every year and affects a crowd without much fanfare.

Artscape '22 just wrapped up last week after its run in the Hiroo area near Azabujuban. Every year, the two-week event displays some of the best offerings of art from 15 international schools around the Tokyo area. The artists range from kindergarteners to seniors in high school with a wide variety of media represented in the visual arts.

At KIST the entries are nominated by the art teachers and final selections are voted on through a student ballot. The selections are displayed at the "Azabu Kids-to-Teens Hall". Most notable is the variety of selections and moreover the quality of the work. It really is a testament to the artistic ability of our students and young people in general.

The organizers of the yearly event created a book with all the entries represented within. If you would like to have a look at the artwork, please stop by the art room and ask Mr. Dave or Mr. John in Elementary, or Mr. DiBella in the Secondary School if you can have a look. You'll not be disappointed.

Next year, I hope that we all will remember to go down to Azabujuban and have a wonderful time enjoying the artwork live.

Clay M. Bradley
Elementary School Vice Principal



PYP News

Exploring parental roles and support during shared reading activities

For this issue's article, I want to build on what our ELS Coordinator, Rachel Parkinson, wrote in the last issue about deepening skills during shared reading at home.

At KIST, we encourage our students to read every day, but with younger, developing readers, parents/guardians play a vital role in this. Your child's teacher may set reading homework using online programs like RAZ-Kids or Epic; however, sitting together and sharing a story in whatever language you feel most comfortable with is extremely important.

Shared reading styles may differ between households but there are various things that you can do to enhance the experience for all involved. This includes choosing a comfortable place and time so that stress levels are reduced, and you can all relax and enjoy the book together. There are also a number of reading strategies that you may use. Our teachers use many of these strategies during shared reading (K1–K3) and guided reading (G1–G5) sessions, both in English and in Japanese, and they can help, not only to develop your child's reading abilities, but also to bring the book to life.

The types of reading strategies that we use at KIST with our younger students (K1–G1) are:

- Discussing the **front cover** of the book
- Discussing the **main idea** of the book
- Asking simple **comprehension** questions
- Discussing the **sequence** of events
- Discussing the **pictures**
- Discussing the meaning of **words**
- **Comparing and contrasting** characters, settings, or things in the book
- Discussing the **layout** of the pages and **features** such as titles and captions
- **Predicting** what might happen next
- **Making connections** to your own life or other books/movies/TV shows etc.

With the following also being used for our older students (being introduced between G2 and G5):

- Asking inferential **comprehension** questions
- **Summarizing** main ideas from more than one paragraph
- Discussing **cause and effect**
- Discussing **fact and opinion**
- Encouraging the reader to ask their own **questions**

Please don't feel that you have to use these strategies; they are not designed to be used in every reading session, but you may find it interesting to try some of them out.



By developing these skills in class, we feel that our students will be better placed to think more deeply and make inferences about what they are reading, and these skills will also help them as they move into the secondary school where they are expected to regularly analyze texts. More importantly, using some of these strategies may help you to engage better with the books that you read with your children, making them come to life in new and possibly unexpected ways.

To better support our KIST families, we would like to provide more guidance on how you can support your child's reading. An important first step is to build a picture of how our younger students are reading at home, so in the next few weeks, all K1–G1 families will receive a link to a short, anonymous survey. We would like as many of you as possible to complete this survey so we can better understand reading habits within our school community.

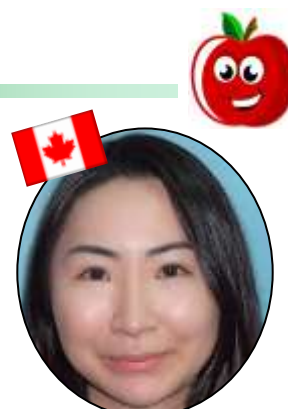
Oliver Sullivan
PYP Coordinator



New Face

Since the last issue of *The Comet*, we have welcomed a new staff member, **Rebecca Lam**, who has joined our Elementary School instructional team as an ELS Instructor in Grade 1B.

On behalf of the school community, we wish Ms. Lam all the best in her new role.



Rebecca Lam
ELS Instructor (G1B)



Early Childhood News

Hello, KIST families!

Since the last issue of *The Comet* was published in December, we had another challenging period with the COVID-19 Omicron strain, not only in Japan, but also all around the world. Now as Spring approaches, I do hope things are going to settle down.

Our school year has already passed the halfway point and we are in the second semester. The children in the kindergarten are getting used to their own routine at school and are all growing a lot, and getting ready to move up to the next grade level!

In this issue, I would like to take a look at our literacy program in K1 to K3.

At KIPS, the children in P2 are introduced to the sounds and rhythms of English using Jolly English 1, and in the K1 class here at KIST, the students are exploring a variety of sounds through different activities and beginning to learn the relationship between letters and sounds using Jolly English 2. In K2, students learn the 42 sounds that are used in English, the different ways to spell the same sound, and tricky words that do not fit the regular phonics rules. In K3, students review the 72 'tricky words,' alternative spellings, short vowels, long vowels, and many other aspects to master what they have learned so far, and practice how to use them in their daily lives.

Through this process, K1–K3 teaches children to vocalize and write their own thoughts based on the sounds they hear rather than being confined to the correct spelling of English.

abc

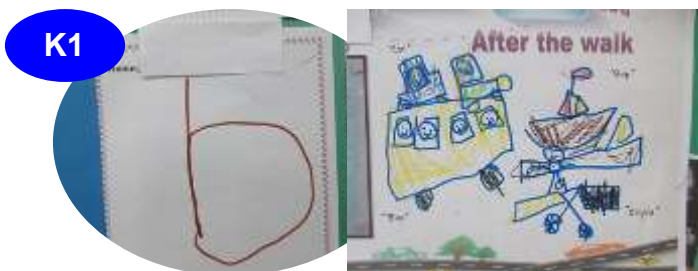
By starting with lower case letters, which are found in over 90% of English books, and by learning the most frequently used letters first, by the time they learn the third letter, the children can already start blending the sounds and reading on their own. It's really amazing that they can read words from such a young age. The children are so proud to know that they can read by themselves. While the children show these amazing skills, please keep a few things in mind:

- Praise your children as much as you can.
- Support them as they cannot do this all alone.
- Remember that being able to read a word does not mean that they understand the meaning of it.
- Continue to read lots of fun books to your children.

Please support your children to become book lovers! By reading with loved ones, children will be motivated to pursue independent reading. Being exposed to a variety of books will aid them to become fluent readers, better at deriving meaning from words as well as extending their vocabulary knowledge.

If you are interested in supporting your child at home, you can download the Jolly Phonics app from your mobile phone app store.

Eri Ozawa
Early Childhood Coordinator (K1–K3)/
K2A Teacher



Forming single letters 'b' and 'm' with transcriptions by teachers of what the children said.



"Unicorn baby, unicorn baby is sad."



"The boy sees the butterfly."



I think you can read these sentences without transcriptions.

Elementary ELS

Communicating about mathematical ideas

Explaining their reasoning is one of the most important things students can do to develop their understanding of mathematical concepts. That is why at KIST our math lessons are often full of students' talk. In fact, while a lot of this talk is an explaining kind of talk—where students say the reasons behind what they think—the other kind of talking students do in class is the “working things out” kind of talk, where they discuss a problem or an object to discover more about it and how it connects to a mathematical concept. No matter a student's level of English language, both these kinds of talk are possible with the right kind of support.

Likewise, whenever we help our children with their math at home, listening to them talk about it is a good strategy. Here are a couple of hints from Judit Moschkovich (a mathematics and bilingual education researcher from the University of California):

- Home languages are helpful in constructing understanding of mathematical concepts—so it is good to use home languages when discussing math.
- Everyday language is also a support and can be used to build up conceptual understanding and academic mathematical language step by step.

See these links for more information about the tips above and the kinds of activities we do at school to create and support communication about mathematical ideas:

- Moschkovich, J. (2013). *Principles for Mathematics Instruction for ELLs*. Stanford University. Retrieved from [1-2.Supporting ELLs 8-14-13 \(stanford.edu\)](https://www.kist.ed.jp/files/pdf/TheComet/The%20Comet_2016.12_E.pdf)
- https://www.kist.ed.jp/files/pdf/TheComet/The%20Comet_2016.12_E.pdf (p. 10)

Rachel Parkinson
Elementary ELS Coordinator/ELS
Instructor (G4)



Students in G4A mingle to discuss the connections between different fractions.



Krishiv and Ishika explain to their G4A classmates the reasoning behind the connections they made.



A group discussion about an object to work out how it relates to equivalence of fractions.



KIPS News

Although the end of the coronavirus pandemic is not yet in sight, KIPS has been holding events to provide children with enjoyable memories and wonderful experiences, while taking countermeasures against infection.

At the Winter Celebration Party held before the winter break, the children sang and danced together and were very happy to receive presents from Santa. In the New Year, we had a Japanese New Year Party. The children played traditional Japanese games (*fukuwarai*, *hagoita*, *koma*, *origami*, *otedama*) with their parents, and learned about the origins of these games, while experiencing how fun, yet difficult, they are.

In line with our theme for Term 4: "At Home" and our theme for Term 5: "My Day," we asked parents to be our teachers so that we could learn about their own cultures, occupations and special skills. Seeing and experiencing things for the first time at KIPS together with their parents is very stimulating not only for the children, but also for us, the staff, and we are very grateful for the cooperation of the parents.

I am happy to see how much the children have grown over the last six months in areas such as taking care of themselves, caring for their friends, and paying attention to their surroundings. All the staff at KIPS will continue to support the children as they progress on their learning journey.



Yoshimi Machida
P2 Teacher



Ever since the new coronavirus pandemic began to affect us here in Japan, KIPS has been working hard to strengthen measures to prevent infection. Such measures have included: taking the children's temperatures before they leave home and again when they arrive at KIPS in the morning, opening windows all year round, increasing the number of times we disinfect KIPS to at least three times a day, and many other activities in cooperation with the staff and families.

As you know, children eligible to join KIPS in P0 through P2 are still very young. Some people may think it is difficult for such young children to take preventive actions against infection, but all the students at KIPS cooperate by washing and disinfecting their hands, and cover their mouths with their elbows when coughing or sneezing. The older children even say "That's yucky!" to the P0s when they try to put toys in their mouths. Despite the concerns of adults, the children are showing their resilience by carrying out what they have learned on a daily basis.



With only a few months left in this school year, through the cooperation of the KIPS staff and the parent community, we will continue to do our best to support the children so that they can continue to come to school with peace of mind.

Minami Nose
Nurse



MYP News



MYP students joining the Wall of Honor: Recognized by their peers for demonstrating IB Learner Profile attributes

At the end of the first semester, students in Grades 6–8 took time to reflect on their experiences and the work of their classmates. The students below were all recognized by their fellow MYP students as showing how to embody the qualities we associate with the IB's Learner Profile. The range of evidence offered by the students' peers, detailed below, show the range and depth of the good work being completed by MYP students at KIST.



Robert White

MYP Coordinator



Irem (G6A)

Irem was nominated for her ability to be open-minded. Her peers noted that she is open when dealing with other cultures and other perspectives. She can share thoughtful ideas about her understanding with other people with care and confidence.



Shrish (G6A)

Shrish has been recognized for the attribute of being knowledgeable. His classmates recognize his ability to understand a range of topics in different classes in MYP. He can explain his thinking clearly and is willing to take risks and offer his views.



Sarah (G6B)

Sarah was nominated for her ability to take chances and her confidence to share her ideas with everyone. Also, she is very knowledgeable about the subjects she studies and shows tenacity when expressing her ideas.



Manato (G6B)

Manato was nominated for his ability to take chances and his confidence to share his ideas with everyone. He is very knowledgeable about the subjects he studies and shows tenacity when expressing his ideas.



Mihika (G7A)

Mihika is not only a focused student, but she is willing to share ideas and encourages others to do so as well. She is very approachable to talk to and contributes to better understandings of any topic.



Fuwa (G7A)

Fuwa values all opinions of others and contributes to our school community through his friendly manner and acceptance of everyone. He helps create a warmer atmosphere in any group.



Yuri (G7B)

Yuri was nominated for being a caring classmate. She was especially praised for looking out for others and assisting students in need, even when unasked. Such consideration makes the classroom a warmer place.



Brhas (G7B)

Brhas was nominated for the knowledge he shares with the class. He can often be seen explaining difficult concepts clearly and humbly to others. He also encourages a classroom of inquiry by asking pertinent questions and helping others share their ideas.



Hana (G8A)

Hana was nominated for doing the seemingly impossible in G8—being balanced. She is funny, yet sensitive; enthusiastic, yet stoic; an idealist, yet pragmatic. She has been recognized by her peers for demonstrating the balance between caring for others, herself, and her academics.



Divyansh (G8A)

Divyansh was nominated for being enthusiastic about communicating his learning, especially with mathematics. He was praised for being enthusiastic when learning new things and for also imparting his own knowledge about different subjects to other students.



Edward (G8B)

Edward was nominated for being open-minded and caring. He was described as always being supportive. Sometimes he helps his classmates with their homework, sometimes he gently guides new students and always tries to include others.



Devika (G8B)

Devika was nominated for being a communicator, for being caring and a risk-taker. She is always smiling and brightens up the people around her. One of her classmates says that Devika always talks to everybody and makes sure they are happy.

Athletics Update

Winter season 2021–22

KIST started the Winter season with a few games but they were then put on hold for the main part of the season due to COVID and government guidelines. We were able to resume play in the last week of February and able to get in a couple of games to finish off the winter season.



Soccer



The **JV boys' soccer team** had two games at St. Mary's in December beating St. Mary's 3–2 and losing to ASIJ 6–0. As the season was limited, the Kanto League fall soccer schools have allowed KIST to participate this Spring. We look forward to playing YIS, St. Maur and CAJ.

The **MS girls' soccer team** played at CAJ and BST—both A and B pool games. The A team played a strong defensive game with great goalkeeping to defeat CAJ 1–0, while the B team lost 4–0. BST proved too experienced and beat our A team 13–1 and B team 5–0. KIST were the only team to score against BST this season.



MS girls' soccer

Basketball



Our **MS boys' basketball team** had three B pool games losing to TIS (35–31) and BST (50–26), and beating CAJ at home 35–26. They are waiting for a possible ISTAA league game in early March before wrapping up the season.

Our **JV/HS boys' and girls' basketball teams** saw extremely limited action with many game cancellations. The girls beat BST 30–10 with an exceptionally good defensive effort. Unfortunately, the boys lost a nailbiter to BST 48–47, though at one point were up by 9 in the 2nd quarter. Foul trouble and fatigue set in and we were unable to recover. Both teams will play CAJ and possibly one or two ISTAA schools before finishing for the season.

Thank you to all the coaches for making the Winter season possible!!

Spring season sports

KIST has started up some Spring season sports already in preparation for the Kanto Spring league. ISTAA league futsal will start in April.

The below teams are participating in Kanto:

- MS girls' basketball (A and B pool)
- JV girls' soccer
- JV boys' soccer (to be included during Spring this year)
- MS boys' baseball

Results, team rosters, schedules and other information can be found on PSL under KIST Athletics by any member of the KIST community.

Dennis Ota

Athletics Coordinator



HS girls' basketball



HS boys' basketball

The Art of 'Being Kind to Yourself'

As Semester 2 progresses, our students will begin to feel numerous pressures across all areas of the curriculum. If we add to the mix the continuing specter of the coronavirus and the uncertainty it brings, it continues to be a challenging time for all the school community. With this in mind, it is important to recognize that when things are not going perfectly, we often look inward first, pinning all perceived failures, no matter how big or small, on ourselves.

As a tool of self-reflection, this can be emotionally draining. No one can only hear negativity all the time and feel good about themselves. Which is why, in this edition of *The Comet*, the care team wish to promote the Art of 'Being kind to yourself'. This article will focus on how we can all process feelings of inadequacy and failure in a more healthy and productive way.

Self-kindness

Try to be caring and understanding with yourself, rather than being harshly critical or judgmental.

If you start to feel your inner critic creeping in, focus on being gentle. It could be helpful to try to change how you view your situation—imagine you are offering advice to someone close to you instead. We would rarely be blunt and harsh to one another for fear of damaging that person's self-esteem. Therefore, hold yourself to the same standards and focus on looking at how you can change the context of your situation, make adjustments and move forward positively.

Shared common humanity

This means that acknowledging that, as humans, we are imperfect, fail and make mistakes.

This also means acknowledging that each and every one of us is different. Although we might be experiencing the same storm, we are navigating through it in different ways. Being part of a community means that we can draw on the experiences of others and reflect on how we would deal with situations happening for others, ourselves. At this point in time, empathy has never been a more important tool to promote universal kindness.

Mindfulness

Being mindful helps you learn how to pay attention to the present moment without being judgmental. Sometimes the kindest thing you can do is to allow negative emotions to process. Show your feelings acknowledgement and tune into what has made you feel this way.

Appreciation exercises

Try to connect with your inner champion and show

appreciation for yourself. Every day, you should find at least five minutes to connect with things that have gone well in the day. Focus on what you did well, what seemed to make others happy, and compliments that were received. Not sure if anything positive happened? Reframe something that you previously saw as a negative.

- Made a mistake in class? Learn from it—you won't make the same mistake again.
- Had an argument with a friend? Think about how good you will feel when you resolve it.
- Forgot your commuter pass? Brainstorm creative ways to make sure you don't forget it in the future.
- Try to end your day, every day, by reminding yourself that tomorrow is another day filled with opportunities to be a success.

Imagery exercises

One of the most popular stress management techniques is the bucket or wastepaper basket technique. Focus on all the things that have bothered you during the day, week or month. One by one, place them out of sight and out of mind in the basket, releasing the stress attached to them. Not satisfied with doing it mentally? Find some scrap paper and a recycling bin before doing it for real!

These are just a small number of ways we can practice the Art of 'Being kind to yourself'. Please remember that the care coordinators are always available to talk to students, and families, about techniques that can help navigate the pressures of all we are living through right now.

**Matthew Archer and
Hannah Cowie**
Student Care Coordinators
(Secondary)



Understanding Economics through Film

The Matrix movies

While *The Matrix* movies may be known for totally redefining science-fiction storytelling in the 21st century, there's also a lot of unexplored thematic material within them—most notably, a condemnation of capitalism.

The first film in the series, *The Matrix*, introduced the world to Neo, an amateur hacker who quickly discovers that his monotonous 1990s reality is actually a powerful simulation, created by a sentient race of machines who are using humanity's collective bioenergy to power themselves.

He also discovers that he's The One, a prophesied messianic figure who can manipulate the internal coding of *The Matrix*, turning him into a kind-of cyberpunk Superman.

The Matrix exists as a sci-fi meditation on late-stage capitalism, its faults, and ultimately the overturning of the system by people within it.

As part of their study of economic systems and economic agents in Economics, the G12 Economics HL/SL students went to the cinema in Kinshicho to watch the film *The Matrix Resurrections*. The film helped students to gain a contextual and deeper understanding of the complex (economic) systems that govern our lives. Their understanding of the film helped them to analyse many different aspects of human behaviour and decision-making within and between economic agents (consumers, producers, the government).

The students then used some of the contents of the film to make notes back in school on how the film covers the economic concepts of scarcity, efficiency,



sustainability, equity, intervention, choice, wellbeing, change and interdependence. They also used the film to review the circular flow income, explaining the circular flow matrix and how products, resources, and money flow in a market economy, keeping in mind that households and businesses both demand and supply.

Lastly, using real world examples, students completed an inquiry activity that focused on the discussion that capitalism enslaves more than it liberates economic agents. As a first for Economics students at KIST, despite the restrictions imposed on us by the coronavirus pandemic, the trip to the cinema was quite an unforgettable experience.

Edwin Gombya
DP Economics Teacher



G6 Mouthwatering Invitations to a Meal

Grade 6 English students have been learning about the power of persuasion through descriptive writing. Here, some of the students from one of our G6 English classes tempt us with persuasive and descriptive writing skills about their favorite home meals. Oh, and thank you moms and dads!



Imagine your favourite food. Then imagine that one hundred times better. That is what my Mum's cooking is like. You should come and try my Mum's fried pork on rice with shredded cabbage, coleslaw and yuzu banana cake. First of all, the pork is crispy and full of delicious soy sauce flavour. The rice is sticky and fluffy, and is lightly salted. The cabbage soaks up the soy sauce, and is crunchy. The coleslaw tastes of lemon, and is extremely refreshing. And last but not least, the cake is fluffy, and gives off a delicious aroma. Having this meal will make you feel like you are in a hot tub whilst having ginger ale! Relaxing! That is why you should come over and try my Mum's meal!

Carys (G6B)



Do you want a meal that leaves you wanting more and more, even if you are full? Do you want an amazing dinner everyone enjoys? Come over to our house! There is the white, warm rice mixed with the delicious umami flavor of the natto beans to make an amazing bowl of soft natto rice exploding with flavor. And, hot juicy gyoza dumplings burst with deliciousness, with the help of the soy sauce. And finally, appetizing, sweet salmon is enough to knock your socks off. Best of all, it is free! That along with a sprinkle of love from the cooks, my mom and my grandparents, make this dinner the best you will ever have. Come over to our house, for a meal that will send you off to flavor-town.

Tyler (G6A)



Imagine being able to get a feeling of excitement just by eating an amazing dish! Well, you can come over to my house to taste the succulent Hayashi Rice! You can taste and feel the creamy stew explode in your mouth and have a sense of excitement circulate through your body! You can also taste the juicy meat that is added into the stew. You can even adjust the spiciness to your liking. And don't worry, if you don't like it, we can always provide you with something else exciting. Come over!

Han (G6A)



Sandwiches are of millions of flavours. Taste of it depends on the fillings. One of my favourite breakfast at home is a multigrain bread sandwich. One of the main ingredient is the meat called salami that controls the rest of the flavours. Salami is spicy, colorful and filled with peppers. It has a slight taste of garlic and salt which helps to explore a new taste. Along with meat there are veggies like hardy, green textured lettuce and juicy ripe, red tomatoes that melt in your mouth. A perfectly toasted, crunchy multigrain bread forms the covering. A combination of mustard sauce and mayonnaise adds to the color, moisture and flavour. Overall it is an awesome breakfast. You will have the feel of a big meal.

Aaryan (G6B)



Chilli peppers with noodles. The ultimate combination for any person who loves spicy food. They blend together to create a perfect combination that is a tantalizing treat for anyone's tastebuds. While it may seem a nightmare for someone who hates spicy food, the different types of chilli peppers provide a solution to it. There are types of peppers that don't even have a spicy taste so you can be assured that your noodles may not be as spicy as the name suggests.

Xintong (G6A)



My mother's pasta is the best ever. It is hot, a little spicy and delicious. The pasta smells a little like tomato paste and meat. Your fork will easily be able to twist the pasta and it is very easy to eat because it is not hard. It is very flavorful. Don't worry! If it's too spicy for you, my mom can adjust the flavor or give you something else. It may not be your most favorite food, but it might become one of your favorite pastas.

Luna (G6A)



Debate Club



This year, the debate club drastically increased in size compared to previous years and grew from a handful of members to multiple junior varsity and varsity teams. Despite the graduation of knowledgeable club leaders, the club definitely became more vibrant with new members from all grade levels: especially from middle school.

Through this year, the new debaters improved astonishingly from learning the speaker roles and basic rules, recognizing their strengths, and collaborating closely with teammates to provide a strong and cohesive argument for various prompts.

We are proud of the new debaters who won multiple competitions through their development as well as the award winners including **Ashmita** (G9A), **Dhriti** (G8A), and **Alexandra** (G8B). The varsity team, led by award winners including **Saanvi** (G11B), **Arnav** (G10A) and **Lance** (G10A), also had a remarkable year while overcoming the age gap between them and their opponents.

We are glad that we were able to participate in in-person tournaments and hope to strengthen and improve our club. Most importantly, we thank Ms. Snow and Mr. D'Rozario for their constant support and encouragement.

Kiichiro (G10A)
Debate Team Captain



Individual and Societies Department Snapshot

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

Keith Erickson
Subject Area Coordinator—I&S



Grade 6

In G6 I&S, students explored ancient civilizations and how societies have developed at different times and locations. Recognizing the importance of effective note-taking both for processing and learning and for revising, the students experimented with different note-taking styles to create an "interactive notebook." These notes were fun to take, process and share!



Khant Woon, Vardaan, Dipin (G7B)

Grade 7

In G7 I&S students have been learning about natural environments through the key concept of systems. We have studied numerous case studies focusing on the mutual impacts between individuals and land including: blood diamonds in Sierra Leone, wolves in Yellowstone National Park, and avocados in Mexico. After the case study of blood diamonds, students participated in a debate arguing which actor in the system is most responsible for producing blood diamonds. The class saw heated debates between students arguing that it is the consumer's responsibility, while some argued that government of countries exporting diamonds should be held accountable.

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Grade 8

In G8, we have been learning about the 4 Ps of marketing (price, product, promotion and place) and using these concepts to create a pitch for a new product or service. Many of the students marketed their product or service towards the winter holidays. G8A entrepreneurs **Yuri, Alexandra, Naoki** and **Hal** introduced the "Snug Mug" which is a woolen bottle sweater that keeps your hot drinks at the right temperature throughout the winter.



IGCSE Business Management

To contextualise their understanding of the importance of location for a business, G9 IGCSE Business students were divided into groups of three and asked to design and make a one-minute TV advert for an I&S subject such as Geography, History, Economics, Business and Politics. For this task, the groups had to rename (rebrand) the subject, create a slogan/strapline and a storyline for their chosen subject. Most importantly, the advert had to be recorded in a location that was appropriate to the subject. As a group, G9A's **Taiyo, Pramiti** and **Prithika** produced a video for Geography that was assessed as meeting all the necessary criterion in terms of quality, appropriateness and creativity for the location, brand name (Planetia) and slogan (Planetia is your familia).



IGCSE Economics

In Semester 1, we covered the Market System which included topics such as supply, demand and elasticity, which was interesting as they can model complicated real-life phenomena, giving us a chance to link it to context. We then learnt about externalities and the effects on individuals and firms towards the economy and how the government manages these. One time in class we had to present short skits of different economies which was quite engaging (the Command Economy in particular!) We are looking forward to studying more about Business Economics and seeing the overlap between IGCSE Business and Economics.



Arham (G9B), Shuntaro (G9A), Zayan (G9A)

IGCSE Geography

Students in G9 have adapted and settled well into Geography IGCSE content. Here you will see the class creating stop motion videos to demonstrate how river formations vary. Students have been creative in infographic poster making. Students researched how our natural resources such as water are managed and treated. Students enjoyed learning about how water treatment techniques vary around the globe.



Pramiti (G9A)

IGCSE History

G10 IGCSE History students have finished their final unit of core content: the thaw of Cold War relations. In order to understand reasons for détente, students looked at a range of factors including the Vietnam War, Sino-Soviet relations and arms limitation treaties. Another key reason for détente was Ostpolitik pursued by West German Chancellor, Willy Brandt. To demonstrate their understanding of Brandt's policy towards East and West Europe, students created cartoons to visualize Ostpolitik. One of the cartoons made by **Selin** (G10) displays West Germany holding a party which all its European neighbors are invited to, except the Nazis. This accurately represents the friendly foreign policy pursued by West Germany with humor.



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Ye Won (G12A) and Rei (G12B)

DP Business Management

In Business Management Unit 5, Operation Management, students have been learning about factors that affect the location of business. To put this theory into practice, they made a video to rebrand all I&S subjects. For example, Economics was rebranded as "Econo-matrix," to show that it is the study of how everything in our world works. They decided to make a parody of the *Matrix* (movie) to demonstrate the similarity between the message in the film and the course itself. The students tried to select an appropriate location, storyline and slogan for the video to promote Economics to G10s who may be interested in taking the course at DP level. Students found the project exciting as it allowed them to develop their creativity and communication skills.



DP Economics

Behavioral Economics is a new topic on the most recent syllabus update. The "Nudge Theory" is one concept of Behavioral Economics that attempts to influence people's behavior by modifying their choices. One example would be putting healthy snacks at "eye-level" so they are noticed more by consumers. G11 Economics students created their own projects on improvements to the school community. **Saanvi** (G11B) and **Keanu** (G11B) designed a method to encourage students to recycle.

DP Geography

For their internal assessment, students in G12 designed and conducted their geographical fieldwork where they researched an issue or theory relating to the unit of Urban Environments. Students visited Otemachi and the imperial palace to see how green spaces improved the urban environment and reduced urban stresses relating to living in a megacity. Some students focused on air pollution and how green spaces reduced the problems associated with Urban Heat Island effect. Another group conducted fieldwork in Shimokitazawa, assessing the impacts of urban renewal and gentrification. Students used creative ways to figure out how much our urban landscapes change over time, using a range of digital media and primary fieldwork techniques. Students researched, planned and wrote fantastic reports which allowed them to apply theory to real life and enabled them to extend their geographical thinking and enquiry. You can see some of the fantastic resources they created for their assessment below.



DP History

On February 21, the DP History students visited the Yushukan Museum located inside Yasukuni Shrine. The museum displays the military history of Japan including the spirit of Bushido, Russo-Japanese War and the Second World War. These are topics students have covered in their learning in Paper 1 – Move to Global War and Paper 2 – Causes and Effects of 20th century wars. Students were fascinated by the Japanese narrative of events which were not included in their Eurocentric textbooks. Students will be creating a study tour poster to critically reflect on the location's significance in educating Japanese History and its links to the DP History curriculum.



G12A: Nanami, Mehak, Manaka; G12B: Shiro, Miku

MYP Service as Action



Take a look at what great Service as Action was accomplished at KIST during the first semester this year!

Grade 6

The **Poster Press Service Club**: An original G6 service created by some handy kids who saw a way to use what they learned in Design into a useful service for others. The service is available for teachers, other clubs, and office staff. The students really impressed me by actively recruiting work with visits to other services and teachers in person. Great work! Here are some examples you may have seen around the school:



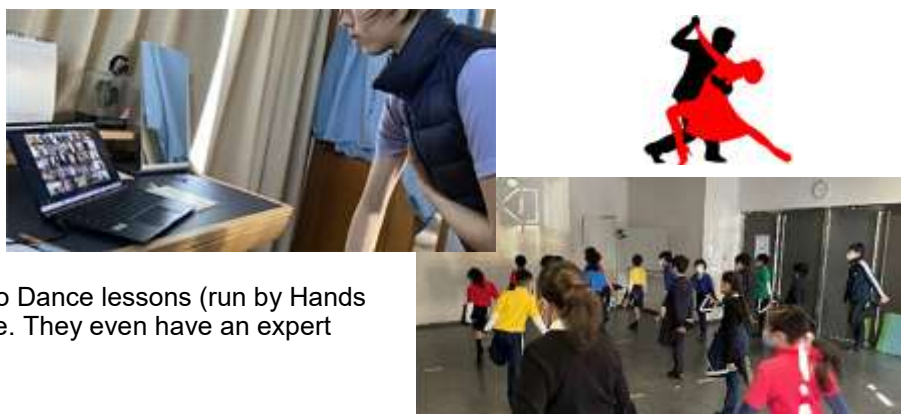
Grades 6 and 7

The **Art, Library and Music Elves**: Watch out Santa's Elves, you are no match for our Service Elves. The Art room, the Library and the Music rooms all benefited from help from MYP Service as Action students this year.



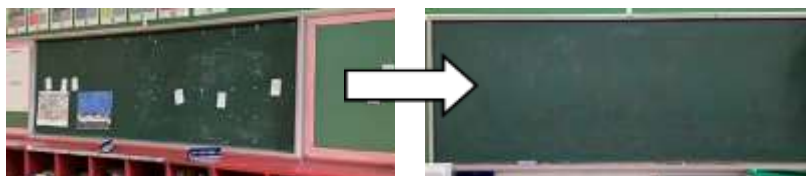
Grade 7

Lots of Service as Action from two new services for G7 this year with the **PHE Support Service** and the **Online Tango Dance**. Supervised by Mr. Buck, the PHE Support students not only tidy up in the gym but support the elementary kids in learning new movement skills. And the Online Tango Dance lessons (run by Hands on Tokyo) help the elderly keep flexible. They even have an expert from Brazil leading the sessions!



Grade 8

Great service this year from G8 includes our service with a sister city in Tohoku, **Connect to Hisaichi**, where participants help with English language translation and awareness projects, supporting its recovery from the Tohoku earthquake and tsunami disaster of 2011. And another creative new service from G8 is the **Blackboard Beautification** service, which benefits classroom teachers in the secondary school building. Wow! What a difference!



All in all, the first semester of Service as Action at KIST has proven again that our students step up and get the jobs done, with principle, thoughtfulness and creativity.

Thanks for a great semester!

Susan Hirakawa
Service Coordinator (G6–G8)



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Julian Buck** who joined us in August 2020 as a PE teacher in the Elementary School.



Sporty Mr. Buck sharing some of his dietary requirements...

1) Tell us something interesting about your hometown.

Although I was born in New York City, I spent a considerable amount of time in Hong Kong, the place I would consider my adopted hometown. Did you know that Hong Kong is more than 70% national park with tons of hiking, beautiful mountains and hidden islands? Hong Kong really is an amazing city that has everything, but it is also a place with an uncertain future. Gai Yau Hong Kong!

2) What is your favorite place in the world?

This is a really tough question, but my first instinct was Epcot Center in Disney World, Florida. Though I have been to cooler and frankly better places, Epcot really hits home for me. As a kid in New York, my family would vacation in Florida, and Epcot was always the highlight of our trips.

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

If I could meet someone, it would probably have to be Mel Brooks or the late Leslie Nielsen, both comedic pioneers with very different rises to fame and approaches to comedy genius. I love to laugh, and though there are plenty of more influential people I could meet, these two would be the best.

4) Do you have any special skills or talents?

I do not know if this counts as a special talent *per se*, but I can do a pretty great impersonation of Simba from *The Lion King* for the song "I Just Can't Wait to Be King"; so much so that a friend of mine started calling me Simbuck after hearing me sing it.

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

Although I am more known for coaching team sports, I am also a certified Aerial Yoga instructor through Anti-Gravity Fitness! Fly high everyone!

6) What is your most prized possession?

My most prized possession is my canvas tapestry that I have had since I was in college. It is currently hanging on my bedroom wall. It has travelled the world with me, and I have brought it with me on numerous camping trips, music/art festivals, and friends' outings. People continue to add to it, and the memories contained within continue to grow.

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

Since I am known around the school for being soft

spoken and quiet all the time, (just kidding, I am definitely heard before seen), I would probably have to go with **communicator**. I use my voice all the time, and being able to effectively communicate with others is one of my strongest attributes.

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

Although I really like the professional choices I have made, my dream as a kid was to own my own summer camp. As a kid growing up, summer camp was everything to me. As a teen into young adulthood, I spent summers working at summer camp and was lucky enough to make some of the best friends and greatest memories I could have possibly made there. Summer camp is awesome—you should go if you have the chance!

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

I am currently attempting to learn some Japanese through the CAS Service group that offers language lessons at KIST. I have never been very good at learning languages, but being here in Tokyo has really made me want to expand my communication skills. So far, the only Japanese I have mastered is my sushi shop Japanese!

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

Make good choices, and don't forget to have fun along the way! Life can be full of amazing experiences if you're willing to take some risk and put yourself out there.



"Does anyone know where my snowboard went? I had it with me a moment ago..."



Nurse's Notes

The benefits of bathing

Do you like taking a bath? The origins of bathing can be traced back to the Mesopotamian civilization around 4000 B.C. In Japan, it is said that bathing was introduced with the arrival of Buddhism from China around the 6th century. Bathing culture varies between countries and individual lifestyles, but in this issue of *The Comet*, I would like to focus on the Japanese tradition of bathing.

The main purpose of bathing

Bathing is good for personal hygiene, which helps prevent skin irritation, inflammation and sores caused by dead skin cell accumulation. Maintaining cleanliness reduces the number of pathogenic and non-pathogenic bacteria and reduces the risk of infection.

Physical benefits of bathing

- Helps dilate the blood vessels and increase blood circulation.
- Raises body temperature and metabolism.
- Boosts lymphatic flow, improves the immune system and reduces swelling in the feet.
- Improves blood circulation and facilitates the removal of fatty substances such as waste products and lactic acids.
- Makes breathing easier by opening the nasal passages.
- Activating body cells: supplies more nutrients and oxygen to cells, which helps you to recover from fatigue.
- Releases tension from muscles and reduces cramps, thereby helping to relieve shoulder and lower back pain.
- Allows observation of the skin and detection of skin trouble at an early stage.
- Promotes cleaner, healthier skin due to perspiration through the pores.
- For people with dry skin, the use of bath oil is effective in improving the skin's function as a protective barrier.
- A warm bedtime bath can help you cool down and sleep better: your core body temperature needs to drop by about 2 to 3 degrees to initiate good sleep and then maintain deep sleep.

Improve mental and emotional health

- A hot bathe can elevate your mood.
- Warm baths are linked to decreases in stress hormones.
- Immersion in warm water causes a rise in oxytocin and serotonin hormone levels, which regulate your mood.
- Baths have a relaxing effect.

What is a good temperature for bath water?

- The water temperature should be between 38 and 40°C if you would like to relax and improve your sleep quality. Soaking in warm water helps the parasympathetic nerves become dominant, relaxing your mind and body. Warm water is also suitable for taking a half-body bath before going to bed in summer.
- If you would like to refresh your mind and become more alert, water temperature between 40 and 43°C is suitable. The stimulation of water at this temperature activates the sympathetic nerves and readies your body for action.

Safety precautions for bathing

- After meals: rest for between 30 minutes and an hour before entering the bath. Bathing decreases the blood flow to the digestive organs, thereby causing one's metabolism to slow down.
- Avoid bathing when you feel unwell, taking a quick shower may prevent fatigue.
- Bathing immediately after exercise increases the burden on the heart, so taking a break of at least 30 minutes is required to maintain your heart rate.
- Warm water bath is best if you are hypertensive as water that is very hot increases blood pressure.

Yukiko Yamazaki
School Nurse



Reference:

Deborah Weatherspoon, Ph.D. (December 2020). *Seven benefits of soaking in a hot tub*. Healthline. Retrieved from <https://www.healthline.com/health/hot-tub-benefits>

University Guidance News

What's new in university admissions? (and how does this affect applications?)

Around this time each year, universities and other educational organizations make changes in preparation for the following application season that will begin in six months' time. Similar to last year, there have been a few major changes that people may have heard about, so I would like to focus on these.

SAT changes have come...again!

Last year, the College Board decided to remove the essay component to the SAT as well as discontinue SAT Subject Tests. This was the first step towards moving into a more streamlined future where standardized testing should be quicker, easier and more accessible. This year, they have decided to take the next step and have introduced an all-digital test for the future.

What's the big change?

The SAT will be entirely done on computers now. This change will take place over time. Please check the KIST SAT Timeline below to see when that will happen.

KIST SAT Timeline	Standard SAT	PSAT 9	PSAT 10
April 2022			
May 2022			
August 2022			
October 2022			
December 2022			
March 2023			
April 2023			
After Spring 2023			

Will previous scores not be counted? Should we wait to take the test?

The scores will be unchanged and still out of a maximum 1600 for the Standard SAT. Please follow the guidelines below for taking the test in order to have the least disruption and predict the best scores.

- **2023 graduates** – Prepare normally; the paper option is all you will have before application.
- **2024 graduates** – Ideally, prepare for the SAT during the summer of 2022 and take August, October and/or December before the transition happens. I recommend taking a maximum of three times anyway.

- **2025+ graduates** – There is no need to rush and take the SAT now; wait until the digital format.

Will the test be taken at KIST or at home?

The test will continue to be held at KIST. The SAT will still be on Saturday mornings and may finish a little earlier than usual due to the new format. Students will bring their own computers/tablets. It may be like the ISA testing many students took this year. The PSAT likewise will still be held during school hours.

What about other questions?

The College Board has [made a site for Frequently Asked Questions here](#).

Test optional university announcements

Universities (mostly in the United States) have been sending out a lot of announcements in the media about either continuing their "test-optional" or "test-flexible" policies for an additional few years, or even indefinitely in some cases. What do these messages refer to?

What is "test-optional" referring to?

This is referring to whether you need to submit an SAT or ACT exam to a school.

Do we still need to prepare for the SAT?

It means that it's optional for most (US) schools these days. For students applying for very competitive programs or wanting to show off as much as they can, submitting a strong SAT score would still provide a benefit. However, if the score is not as strong as you may like, you are still able to apply without it and they would review your other academic/personal strengths.

For schools in Japan, students normally have the option of applying with their SAT scores "or" with their predicted IB scores. So, this does not change much for our students locally.

Will this change after the SAT goes fully digital?

I do not anticipate a meaningful change going forward. The SAT was always the most useful when applying for the most competitive schools. For less demanding universities, it was never the largest concern anyway. So, I think going forward, schools will continue to allow students to apply with what they think provides the strongest version of themselves. Locally that would be very similar to the [AO entrance scheme](#).

The ACT is not often mentioned?

The ACT is valued similarly to the SAT; however, it tends to provide more favorable results to students studying in a US based school/curriculum and has a slightly higher emphasis on the English component compared to Mathematics. Plus, because our students will have already done both the PSAT 9 and PSAT 10 (Practice SATs), it tends to be easier to continue with the same format.



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Outside of the classroom activities

One of the most important things that can benefit a student regardless of the country they are applying to is that of pursuing activities outside of the classroom. The reason these are so highly valuable is because they require the students to engage in something they were not required to do from the start.

Taking initiative

The toughest part of any extra-curricular activity is the start. At KIST, we are striving (and during COVID sometimes struggling) to add recommendations for activities that students can join that are safe but also engaging. We understand that online class burnout has affected everyone and recommending online focused classes, activities and seminars is sometimes difficult. However, the **strongest** extra-curricular activities are always the ones that students participate in or create **using their own initiative**. When it comes to applying to universities in the future, the difference between "I participated in an activity as a part of my school" vs. "I found this activity outside of school while pursuing..." is large.

Create something for yourself

It sometimes becomes tough to find our own activities even outside of the school during times of lockdown and trying to keep ourselves safe. So, another option is to create something of your own. Over the past

couple years, a variety of groups have been created even within our community so that students can mention they founded a new initiative or idea. Some examples of newly founded or newly re-founded groups are **HEART**, **Language Exchange** and **Community Shokudo**.

Jump on the bandwagon!

If the above two ideas are not possible, be open when other ideas come up. For example, one of our students was invited to participate on a national diet visit and to meet some representatives from around Tokyo. Because of her efforts, a few other students were able to join in too. When e-mails are sent out regarding internship opportunities or other efforts from our office or even outside of the school, take a minute to read into it more carefully. A small opportunity may turn into a life-changing event if you make proper efforts.

Thomas Waterfall

University Counselor

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Office hours: Monday–Friday, 8:30 a.m. –5:30 p.m.

University Guidance Office (3F Secondary Building)



G10 and G11 students visit the National Diet