



The Comet

The Newsletter of K. International School Tokyo

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From the Head of School

Summer travel

It is already June, and it is hard to believe that we will soon be wrapping up another year at KIST! It has been an eventful year with plenty of learning, the beginning of our new building construction, and even some COVID-19 related challenges. With the support and cooperation of our staff and the wider school community, we were able to navigate these challenges with minimal disruption to learning, and we also had some fun along the way!

As travel restrictions have been eased here in Japan and in many countries around the world, there are more opportunities for travel than in the previous two years. As such, many of our community members will likely take advantage of this opportunity to travel overseas. I plan to visit my home country of Canada for a short trip as well!

When planning your travel, please keep in mind that entry restrictions and quarantine expectations can change suddenly. We recommend that you regularly monitor the entry guidelines for returning to Japan and plan any overseas travel accordingly. The following websites provide guidance on travel to Japan:

Web MOFA—Border measures to prevent the spread of novel coronavirus:
https://www.mofa.go.jp/ca/fna/page4e_001053.html

Web MOFA—Measures for resuming cross-border travel:
https://www.mofa.go.jp/ca/cp/page22e_000925.html

The summer vacation is a wonderful chance to spend time as a family and take part in activities we normally do not have the time to do. It is an opportunity to play games, explore the city, and get outdoors with our families. Whether you plan to travel or not this summer, I wish you all the best and look forward to welcoming you all back to KIST in August!

Warm regards,

Kevin Yoshihara Ed.D.

Head of School/Elementary School Principal



DATES TO REMEMBER



June 2022

- 15 Last day of school for students (Half day for students)
- 15 (K1-G11) Semester 2 reports issued
- 15 (K1-G3) After care not available
- 16-Jul 1 Office open
- 20-Jul 1 Summer program session 1

July 2022

- 2-31 School closed

August 2022

- 1-12 Summer program session 2
- 18 (K1/K2/K3) Parent welcome night
- 22 First day of school for all students
- 22 (K2-G3) After care begins this week
- 23 (G6-G10) Mathematics diagnostic testing
- 23-25 (G12) DP diagnostic exams
- 24 (G1-G5) Parent welcome night
- 26 (G6-G12) Parent welcome night (*Online)
- 27 SAT@KIST



New School Logos



As you may have noticed on the first page of this issue of *The Comet*, we have introduced a new KIST logo. If you look closely, you will find the following changes:

- The red and green colors used have been redefined.
- The shape of the leaves at the top of the logo has changed to appear more like those from an olive tree which are often used to represent the concepts of "peace" and "wisdom." This aligns more closely with KIST's mission.
- The overall shape of the new logo tapers into a point at the base to appear more like a family crest or coat of arms.

The logo for K. International Preschool (KIPS) has also changed to match the new KIST design.

Although the differences between the new and old logos are subtle, we believe that the new design looks sharper and has a more modern feel as we approach the 25th anniversary of our founding.

The new logos will start to appear on school documentation progressively over the coming months.

New School Building Construction Update!

In E-Communications No. 293, we shared details of the April 8 student assemblies that were held to say goodbye and thank you to our gymnasium before commencement of the demolition process. We are sad to see the gym go as it has served us so well for the last 16 years and left us with many fond memories.



After demolition has been completed around the middle of July, construction of the new school building will finally begin. The new six-story building—which will include two music rooms with two soundproof practice rooms, four science rooms, a gymnasium with a full-size basketball court, and a lunchroom for students—is expected to be completed around the end of October 2023 if all goes smoothly.

We will be including regular updates on the status of construction in future issues of *The Comet*, so please stay tuned!



Message from the Board President

Our G12s have finally finished their DP examinations, and on June 3, participated in their graduation ceremony. Congratulations to all graduates! We look forward to hearing news of your continued success in the future.

As we have shared previously in *The Comet*, it is the role of the school's governing body, the Board of Directors, to determine the school's vision, mission and related policies; develop strategies to achieve these; mandate implementation of Board directives through the Head of School and other members of the management team; and to review their effectiveness.

The core of the school's mission is to: "provide academically motivated children with a high-quality education in order to develop competent, academic and compassionate individuals who make meaningful contributions to our global community."

In aiming to achieve this mission, we have established the following educational objectives:

- To provide all students with an opportunity to develop advanced skills necessary for success in our ever-changing global society, including research skills; analytical, logical and critical thinking skills; writing and communication skills such as presentation and debate; as well as high-level knowledge and a volunteer spirit, to help prepare them for future studies and careers, through completion of the IB Diploma Programme (DP), which gives students the opportunity to develop these skills and knowledge at a high level. Achieving high scores in the final DP exams provides internationally recognized evidence that such skills have been acquired.
- To support students who wish to matriculate to the world's leading universities in order to continue to receive a high-quality education after graduating from KIST.

As announced previously, in order to achieve the school's educational goals, the Board of Directors made the decision to change from the MYP in G6 to G8 to our own original Lower Secondary Programme, commencing from the next school year. Preparations for this are well underway. The quality of the new programme will be maintained through continual review and verification of the curriculum content for each subject area to ensure that the programme contributes to student success in the subsequent IGCSE and DP.

In April, our G9s sat for the PSAT 8/9 tests in English and Mathematics. Results have been announced and I would like to share them with you here.

In G9 at KIST:

- For the total score, 31% of students placed in the top 1% in the world, 69% placed in the top 5% in the world, and 80% placed in the top 10% in the world.
- For the English score, 6% of students placed in the top 1% in the world, 26% placed in the top 5% in the world, and 51% of students placed in the top 10% in the world.
- And for the Mathematics score, 49% of students placed in the top 1% in the world, 77% placed in the top 5% in the world, and 91% of students placed in the top 10% in the world.

I believe that these excellent results provide evidence of the high quality of education that is being provided to students at KIST.

Finally, I would like to inform you that the Board of Directors has approved a change to the wording of one of the school's guiding beliefs. The revised version is as follows:

"The accessibility of educational opportunities at the school is dependent on the establishment and sustainment of a system that takes financial matters into consideration, and on the maintenance of economical and efficient financial management."

This change allows us to implement systems similar to those adopted by universities around the world in which financial matters can be taken into consideration so that a greater number of students are able to benefit from receiving a high-quality education.

Takako Komaki
Board President/Associate Head



Early Childhood News

Hello, KIST Families! I hope you are all doing well. This is the last issue of *The Comet* for the 2021–22 school year. When you are living with young children, don't you feel time really flies? As it is the end of the school year, I asked all the classroom teachers to reflect on their year.

K1A

The K1A students started the year

with some challenges, from the lack of English language, behavior, skills (fine-motor and gross-motor), and social skills. Slowly but surely, the students came out from their shells and began to flourish. Now, they are good at socializing, have excellent behavior, and outstanding academics, too! They can now blend the letter sounds and read short words. Some of them are reading above grade level. Overall, we had an AMAZING YEAR! Well done, K1A! —Ms Claire Yoneyama



K1B

Over this year, I have been very impressed with the children's language development! K1B students are able to express their thoughts so

eloquently and we have had some interesting, insightful and sometimes very, very funny conversations! Despite the COVID restrictions, the children have learned to adapt and overcome hurdles through other means, which I believe helped them use their thinking skills to develop their language skill to a high level. Keep problem solving and having fun everyone! —Ms Emma Argentum



K2A

I hope all our K2A friends enjoyed their school days as much as I did, despite all the COVID-related matters, including

distance learning. We shared lots of fun times together learning about diverse cultures to be open-minded, we were risk-takers during 'show and tell' sessions, and we used our thinking skills a lot, too. And most importantly, I tried my best to teach students not to hurt their friends' feelings. Let's try to be caring people to save our friends and our world! Go and fly away like our butterflies, K2As! —Ms Eri Ozawa



K2B

K2B has been great this year, even with distance learning and COVID cases popping up here and there, and the new construction

starting; we have had no trouble making countless wonderful memories. As a community of students, teachers and parents, I think we have all learned to adapt and do what we can to help each other to make the best of every situation. —Mr Axel Norwood



K3A

It was an absolute joy to work with this year's K3A students! Although we still have many restrictions due to the pandemic, we made many memories together. This year's group beat the record for the number of times our class reward jar

gets filled. Every time they do well as a class in the class or in a specialist lesson, we fill our reward jar and celebrate with different events such as pajama day, movie day, toy day, etc. My dear K3A students! You've grown so much over the year and I'm confident that you'll continue to be super in grade 1! —Ms Kay Shinada



K3B

As we approach the end of the year,

we are saddened to see our students go but pleased to have been able to see how they have grown over the

year. From the moments of awe and happiness to the times when their big feelings needed our help to express them, it was a memorable year. Luckily, the year has concluded without any prolonged closures. Yay! Let's hope for that as well in the year to come. Stay awesome and curious, K3B! All the best in your next year's adventures! —Mr Wilhelm Merchel



It sounds like we all had a wonderful year. I assume lots of you are going back to your home country this summer. Please stay safe and have an enjoyable summer holiday!

Eri Ozawa

Early Childhood Coordinator (K1–K3)/
K2A Teacher



Grit: Breakfast of Champions!

Malcolm Gladwell, in his book titled, "David and Goliath" after an incident between opposing forces during a battle in coastal Palestine during the 11th century, tells a tale of the weak winning over the powerful. The story highlights the astonishment over how uneven struggles sometimes end in an unlikely fashion. After a close look at some historical facts, Gladwell states the lesson: "the powerful and strong are not always what they seem."

This along with some more timely situations such as the present-day war between Russia and Ukraine, COVID-19 and its onslaught of myriad waves of spikes and valleys, and the ever-present force of nature known as our weather system and its unfathomable variability can lead one to feel like a David in a field of Goliaths.

School is no different for most of us. There is an expectation for students to perform well and sometimes it will take a Herculean effort to get one over the hump and into the winner's circle. My focus today is on just that, the students who beat the odds and pull out a winner in a battle for the soul of the learner.

When we think of the students that always perform well at school, we attribute it to "natural" ability, or DNA, and quite possibly wealth. We all want to be on that side of the equation and sit back and smell the roses. However, life seldom throws out "freebies" like it was candy during Halloween. There are some lessons that, literally, have to be learned. There are no short-cuts or magic potions, it boils down to good, old fashioned hard work.

In academic circles, there are some other names for this phenomenon of hard work. One that comes to mind is Grit. Grit can be defined as courage, resolve, and strength of character. In academic circles, it's the ability to use one's stamina, perseverance, and tenacity

to not give up when things get tough. It is a perspective that can be learned and developed in an individual by committing oneself to accomplishing a goal and not backing down. When subject matter stops making sense, you stop, take a breath, and plow on from new angles or perhaps from the same angle with more force. The learner must not give up to his or her own feelings of helplessness or inadequacies, but rather understand that some lessons come to fruition only with heroic levels of determination and persistence.

I wanted to share this with you today because at the end of every school year, I've seen many instances of just such power being displayed. It comes from all types of students with all types of abilities, but moreover it comes from the heart when this one important lesson has been learned. Each of us has a hero inside that we can release and use to our advantage. When you have self-doubt, just remember you can transform yourself by pressing on and never giving up. And our lesson being that "Challenges at school are never as big as they first seem."

Remember that part of pressing forward is asking the right kind of questions or looking for reinforcements from others. Grit allows you to find more than one path to your goal as long as you continue to try.

Reach down and gather your Grit!

Clay M. Bradley
Elementary School Vice Principal/
Student Care Coordinator



Sakura Medal Japanese Book Report Contest



Once again this year, KIST students participated in the 13th Annual Sakura Medal Book Report Contest, held by the Japanese teachers at international schools around Japan. This year, five KIST students submitted works in the "Lower Elementary" category, and five in the "Upper Elementary" category.

In the Upper Elementary division, **Shiki** (G5A) and **Tae Sung** (G5A) each won a prize for excellence, and **Taiga** (G4B) won a prize for effort. In the Lower Elementary division, **Amane** (G3B) and Mirei (G3B) each won a prize for effort. Congratulations to all students.

Lower Elementary	Upper Elementary
Anna (G3A)	Shiki (G5A)
Lia (G3A)	Prachi (G5B)
Amane (G3B)	Tae Sung (G5A)
Mirei (G3B)	Taiga (G4B)
Yulia (G2A)	Len (G4B)



PYP News



For this issue of *The Comet*, I will be introducing some new assessments that we have started using this year.

We have replaced the usual paper-based end-of-year tests with some online assessments sourced from the UK. Developed by GL Education, the Progress Tests in English (PTE) and Math (PTM) are updated regularly to reflect changes in the curriculum and are standardised against the performance of around 35,000 students in the UK to give an accurate indication of how students at KIST compare.



One of the most exciting features of the new Progress Test Series is the development of a new suite of reports for our teachers, offering clearer and more comprehensive data with helpful narrative. Our teachers can now benefit from a range of reports, including a group report as well as individual student reports. The comprehensive data that these reports provide arrive instantly so that our teachers do not have to waste time marking tests and uploading data onto spreadsheets; instead, they get the data they need instantly to begin planning interventions. This also means that you, as parents, will also receive the results quicker and hopefully in a more useful format.

You have had to get used to a variety of scoring systems over the years, some easier to understand than others. The GL Progress Tests use a simple "stanine" scoring system. This means that your child's final scores will be reported out of 9, and these will correlate with our SAME system as follows:

Stanine	Level
1–2	Starting
3–4	Approaching
5–6	Meeting
7–9	Exceeding

If there are slight changes (possibly if a class does a higher-level test), these will be clearly reported to you on the assessment report.

You will also receive scores of how well your child did against various domains and how this performance compared to the standardised UK scores. It may take a little while for us all to get used to doing our assessments on computers rather than on paper, but I hope that you will appreciate the benefits that these new assessments offer. If you have any questions at all about any of the assessments we use at KIST, please feel free to contact me.

Oliver Sullivan
PYP Coordinator



Elementary ELS



Helping your child process their day at school

Most of us, as parents, instinctively ask our children "How was your day?" when we all get home after school. That time and space for a child to talk with us about school is really important for many reasons: parent-child relationship, connecting home and school, reinforcing a child's learning of specific content, creating new understandings about a concept, getting support with social situations, and also developing the language needed to explain something.

In fact, literacy teacher and author Max Brand (see link below) points out that when a child talks about their day at school, they are developing literacy skills, especially for storytelling: recalling important main ideas, adding detail to them, and how to structure a story. (These language skills transfer between languages, so when your child talks about their day in your home language(s), their English language development is also supported.)

But the catch is getting our children to talk! Below are some ideas from parenting and education site contributors:



Max Brand—[Helping Parents Talk with Students](#) (Choice Literacy)

- Lists a few example questions that can help a child open up and then support them to add detail
- Advises waiting patiently for a response



[Talking about school](#) (Raising Children Network)

- Lists some low-pressure example questions to ask your child about specific parts of their day



Bekki Linder—[How to Talk to Your Kids About Their Day at School](#) (Scholastic)

- Advises giving children space to unwind and choose their own time to talk with you
- Also advises accepting the stories they give you, even if you really wanted to know about a different part of their day

I hope this will be helpful in encouraging some good discussions and stories from your child about their experiences at school!

Rachel Parkinson
Elementary ELS Coordinator/ELS
Instructor (G4)



KIPS News

From the P0/P1 classroom...

As the theme "At the beach" from unit 6 focuses on sea life, we have been learning about different types of sea animals and other topics related to the beach. The children acquired knowledge and vocabulary of different types of sea animals and beaches through different forms such as music, art and language. They also explored water animals through fun activities during their morning station play sessions with their older friends. They can call most of the sea animals by their names correctly and can also pose like them.

Since Golden Week, there has been good physical development in the younger children. They also started using sounds to communicate their feelings. The older children can understand the teachers' words more meaningfully and they can communicate their feeling to the teachers using a variety of vocabulary.

Filming our Spring Concert was a big challenge with the younger children who are still learning to walk and can't stay in one spot for long. It would not have been possible without the collective efforts of all the teachers and the children from motivating to cheering up the younger ones.

It's hard to believe that we are almost at the end of the school year. This year was one of the toughest, but we gave our best to keep ourselves and our surroundings safe from the ongoing pandemic.



Best wishes to all the children in moving up to the next grade.

Rinkal Sharma,
P0-P1 Teacher



From the P2 classroom...

The P2 children have been learning under the theme of "At the beach" with lessons in Language, Japanese, Art, Music and PE twice a day. While reading a picture book about sea creatures, I asked the children, "Do you know what this is?" and asked them the names of the creatures pictured. The children were able to tell us the names of rare creatures that we do not know, saying, "Papa and Mama taught me," or "We went to see them at the aquarium." We are very thankful for the support provided by families on a daily basis.

In addition to two lessons a day, the children are also busy having fun with other outdoor activities at the park, practicing for concerts, and practicing for the graduation ceremony. During the graduation ceremony practice, we say, "It's almost K1! Are you looking forward to it?" Some children said, "I am looking forward to it" and "I can't wait to go," while others said, "I want to stay at KIPS forever." During the outdoor activities at the park, playing with soap bubbles is very popular, and the children enjoy running around the park chasing the bubbles.

To prevent coronavirus infection, KIPS strives to keep the children socially distanced by using partitions for meals and wearing masks during other school activities. Although this is a bit of a challenging environment for children of this age to live in, we are amazed at their flexibility and adaptability as they adapt to their environment and grow day by day. The children are doing their best to wash and disinfect their hands every day. I hope that all children, parents and staff members will continue to take the same thorough precautions in hand sanitizing and taking care of their physical condition so that we are all able to share a happy memory together when we celebrate the graduation ceremony on June 17.

Sohta Ohashi
P2 Teacher



MYP News

KIST families connect during student-led conferences

Each year, KIST MYP students meet with their families to share their experiences and reflect on their strengths and areas of improvement. The student-led conferences offer the opportunity for students to take stock and see all that they've accomplished.

Planning for the SLC begins with students compiling portfolios of their work and reflections. This year's portfolio process was changed to encourage students to take a broader view of their time at KIST.

In addition to their academic success, students also used their portfolios to explore life skills, MYP essentials, and learning strategies, along with extracurricular experiences they found to be rewarding.

All of these reflections were framed by the IB's Approaches to Learning Skills. The ATLs are a good measure of progress for all students.

All in all, the MYP Portfolio and the Student-Led Conferences both offered great opportunities for students and parents to get a clear view of school life here at KIST.

Robert White
MYP Coordinator



IB Learner Profile Attributes

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

G11 Community Clean Up Activity



On Friday, April 22 last period during Advisory, the Grade 11s were grouped and assigned to different teachers to go and collect trash and litter around Kiyosumi-Shirakawa. We were given cotton gloves, tongs and many trash bags to pick up any trash we spotted along the street and even in the bushes. Each group was assigned a different street/ area to clean.

Before departing school, the trash picking activity became a sort of competition between the groups and we were determined to pick up the most trash in the grade. While the majority of my group rushed ahead and picked up the most obvious, largest pieces of trash, Eanya and I were left behind picking up the small bits of trash hidden away in the bushes. We even found a key card for the nearby Comfort Hotel in the bushes. The majority of litter that was found were cigarette butts and different food packages from convenience stores.

To ensure our community is kept clean at all times, I would encourage people to hold on to their trash until finding a trash can, and also encourage the use of a portable ashtray for smokers. Since littering is inevitable, I think we are doing the community a service by occasionally leaving the school during Advisory to pick up littered trash around Kiyosumi Shirakawa.



Shona (G11B)



JMMUN Conference

KIST delegates participate in MUN conference

On March 26 and 27, eight KIST MUN delegates participated in the Japan Metropolitan Model United Nations Conference (JMMUN) at Senzoku Gakuen in Kawasaki. Topics that delegates addressed included preventing sexual violence against women in refugee camps and promoting mental health in a post COVID world.

We were divided into two groups, Beginner 1—which was about mental health in the post-covid world, and Beginner 2—which was about protecting women from sexual violence in refugee camps, the latter of which I participated in.

In the two days, we learnt a lot of new things. **Kanade** (G7B) and I represented Uruguay, which is a country we had a lot of trouble researching about; however, it did not stop us from actively participating in the discussion to create a resolution, which unfortunately did not get passed. During the process, we were astonished by some of the delegate's passion for the topic; for example, the delegate of Norway (represented by a student from another school), repeatedly got up and took to the podium whenever she disagreed with a statement made by another country. In the end, her hard work was rewarded. She received the award for Honorable Delegate!

In the other committee, they were discussing mental health issues in a post-COVID world. They had a little

bit more luck with the resolution. They managed to pass one although not the one they made. Even though they weren't in the same room as us, they made friends quickly with people from our group, with **Youn Ho** (G7B) becoming "besties" with another guy from Kogakuin (工学院) in Hachioji!

After the two days, we walked to the train station with some new friends we made. We all agreed to join MUN again next year, after all, with some people living at boarding schools as far as Karuizawa, and others attending public Japanese schools, it would be near impossible to meet all together at some point without our schedules clashing.

Thinking back, I realized that while I was very passionate about the issues we were talking about, my favorite part was the two hours of free time we had at the very end after the closing ceremony when we were all singing off-tune to songs blasting from the large speakers and exchanging contact details with everyone.

Xintong (G6A)



KIST delegates at Senzoku Gakuen

Self-Care Tips for Summer

End of year reflections and how to stay healthy over the summer

The end of the year often comes around very quickly. It is a time of relief for some, a time to wind down and a time for excitement in anticipation of the summer holidays. It is a valuable time to reflect on the growth and change that has taken place over the school year. We should acknowledge the challenges and mistakes faced and celebrate the growth that has taken place.

For some families, this summer means reuniting after an extended period of separation due to the pandemic. For some, COVID-19 still restricts us from travelling in and out of some countries freely. We recognize that families may only have limited time together as parents continue to work into the summer months. Wherever we end up this summer, in order to get the best out of our break, it is important to give ourselves time to rest and recuperate after a busy and successful year.

Here are some ideas for self-care during a time when we may be away from our daily school routines.

- 1** *Avoid social withdrawal and social isolation by going outside and engaging with small groups of friends or family.*
- 2** *Try to stay active and engage in regular physical exercise for 30–45 minutes a day to increase your endorphins. Ensure you stay hydrated during the scorching summer months.*
- 3** *Try to maintain a healthy diet and regular eating schedule to help your sleep, mood and energy levels. Cook as a family or try out new recipes you did not have time for during the school year.*


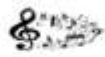





























- 4** *Maintain a healthy sleep schedule for the family. Try to get 8 hours of sleep per night; sleep hygiene is an essential component for our mental health.*
- 5** *Re-focus your energy and take time to unwind using the holiday time. Many of us use holiday time to get on with tasks neglected over the busy work weeks. Ensure you use time for yourself to really relax, to read a book, get creative with arts and crafts, listen to music, and engage in your hobbies.*

If our top 5 tips don't quite capture your imagination, we have given you a whole month's worth of suggestions to try! What works for one person may not work for another; the key is to give it a try!

Whatever you choose to do over the holiday, focus on giving yourself permission this summer to feel good. We are very much looking forward to seeing you back in August, well rested and ready for another exciting year at KIST.

Matthew Archer and Hannah Cowie
Student Care Coordinators (Secondary)



1. Go for a walk or run 	2. Listen to your favourite music 	3. List ten things you are grateful for 	4. De-clutter a space, work or home 	5. Get active for half hour 
6. Watch a program or film you enjoy 	7. Speak to someone you love 	8. Eat one of your favourite foods 	9. Practice a hobby 	10. Go outside 
11. No plans day! Let spontaneity take over 	12. Meditate for at least ten minutes 	13. Walk 5,000 steps 	14. Try or Practice Yoga 	15. Take a photo of something that brings you happiness 
16. Go to bed earlier than usual 	17. Take 30 minutes out of your day to read 	18. Cook a new recipe - sweet or savoury 	19. Spend time with family or friends 	20. Have an evening without social media 
21. Do some drawing/painting/colouring 	22. Play a game you enjoy 	23. Go for a walk somewhere you enjoy being 	24. Minimise caffeine intake, maximise water intake 	25. Treat yourself - face mask, lay-in, shopping 
26. Do some gardening, or tend to indoor plants 	27. Speak to a friend you haven't spoken to in a while 	28. Make an effort to do three kind gestures throughout your day 	29. Clean your car or home 	30. Find a new hobby 
31. Plan a trip/holiday/day-out 	Reference: The Insurance Institute of Ipswich, Suffolk and North Essex. July Wellbeing Calendar			



Being a Business Consultant

Workshop reflection

On Friday, May 13th, 2022, Ms. Ayako Masunaga from EggForward conducted a workshop for G9 IGCSE Business students about being a consultant. We were divided into groups of 5 and asked to utilize our logical thinking and communication skills to discuss the basics of consultancy. For the main activity, we were presented with the following scenario:

An owner of a building has asked you to provide him with a solution. The building is 5 stories high, and 2 stories underground, with only one old elevator. There are complaints from the tenants and visitors that the waiting time of the elevator is too long. What should the owner do to improve this situation?

After brainstorming ideas individually, we shared our solutions with our group members, then each group developed the best solution as a team. We were given a time limit of 25 minutes to decide on an idea, complete and illustrate a detailed plan, and rehearse our presentation to the class. Each group had 3 minutes to present their ideas to their classmates and the staff members from EggForward. Acting as the owner of the scenario, Ms. Masunaga asked questions to each group after their presentation, challenging us to provide logical answers and solutions in an efficient manner. She also gave us meaningful feedback regarding our ideas and presentation skills.

Through this workshop, we were able to recognize the basics of being a consultant and were able to see a professional approach to the scenario in the activity at the end of the workshop. Overall, we were introduced to a new career option in the future and learned the process of developing a plan for a client as a consultant. We were told 'to think about the ultimate goal, create an objective, then provide a breakdown of the information and situation to produce the most effective solutions.'



Feiru (G9B)



Get Ready for Schoology

We are excited to announce that from the next school year, our digital learning platform will be updated from PowerSchool Learning to PowerSchool Schoology Learning. The Schoology Learning platform is a popular system used by over 60,000 schools and 20 million users around the world. It is a powerful and modern platform, and we believe the change will benefit everyone in the community.

We look forward to sharing more details with you in the coming weeks and introducing the new app for phones and tablets, which we hope will make it easier to access course and other school information.

IT Support Team



ASIJ MUN Conference

Our experiences at the ASIJ MUN Conference 2022

Model United Nations (MUN) club students at KIST this year had the opportunity to participate in ASIJ MUN 2022, hosted by the American School in Japan on March 4th and 5th. Students were assigned a UN committee and a country delegation. Students practiced their formal communication skills simulating UN activities to combat relevant, real-world issues. ASIJ MUN gave students the opportunity to immerse themselves in global diplomacy and understand the way in which nations formally interact. Congratulations to these students for being recognized at the event for their exceptional performance!



KIST MUN team

Arnav (G10A) | Most Diplomatic Delegate—Economics and Social Council (ECOSOC)
Kiichiro (G10A) | Most Diplomatic Delegate—Human Rights Council (HRC)
Remi (G10B) | Honorable Mention—World Health Organization (WHO)



Devaj (G11A)

Thoughts from KIST delegates...

It had been a while since I had participated in a MUN conference. Especially ever since the COVID-19 outbreak, it has become difficult to take part in an in-person conference. Nevertheless, I had such an enriching experience. Being honest, the first day of the MUN conference, I chose to not speak as much as the other delegates. It was because I felt intimidated by the other delegates and their amazing speeches and charisma. However, I soon realized that it was going to be such a waste if I didn't make the most out of the conference and strived for my best.

The second day came, and I walked into the room with a new sort of determination. I was determined to give it my all. My confidence began to emerge, and I was able to speak up and communicate more proactively throughout the entirety of the second day. The last half of the second day, delegates were able to do a casual and fun debate, which lightened the mood. At this point, we had become friends fooling around instead of delegates who had to be diplomatic. We got to know each other on a more personal level, and at the end we were high-fiving and laughing non-stop as a committee.

I was the delegate of Russia in the World Health Organization (WHO) committee advocating for the minimization of falsified drug products, as well as the management of AI and robotics in healthcare. This was an unfamiliar topic for myself, yet through this conference, I was able to immerse myself in this new and intriguing topic. Without this conference, I wouldn't have had the opportunity to do so otherwise. But there was one much more valuable thing I gained from this opportunity: a memorable time of my life.



Remi (G10B)

ASIJMUN was my first MUN conference since Grade 8 and I was excited to participate since the day I signed up! What I like most about MUN in general is how relevant it is to us. Taking the initiative to recognize, study and find solutions to real-world issues that affect us is an opportunity I would not pass. At ASIJMUN 2022, I participated in the Economics and Social Council (ECOSOC). We discussed climate change and the issue of "brain drain" from LEDC's.

The first day of MUN was incredibly challenging for me as delegates from other schools took initiatives much faster than I could and I could not grasp a leading role for any resolutions. I was also out of tune with the procedures as this was my first conference in a long time. Nevertheless, I did not allow myself to get disheartened and tried to make the most out of my time there. I submitted amendments and clauses to other resolutions to work towards the common goal.

I adapted to the style of the MUN conference a lot better on the second day and was able to establish a bloc for a resolution and achieved the role of main submitter. I contributed much more to the conference on this day as I was more confident with what I was doing. Overall, ASIJMUN was fun and challenging and it also served as an opportunity to interact with students from around Kanto. I was able to learn about the different perspectives people have on issues and collaborating towards resolutions was an enriching experience. During break time I also got to know the students from other schools better and we became friends. Apart from the MUN conference itself, making friends from around Kanto will also be something I will remember!



Arnav (G10A)

Mathematics Department News

This year, an increasing number of secondary students at KIST were actively involved in mathematics events. These events provided great opportunities for students to develop creative quantitative thinking skills, which better prepare them to succeed in future math classes. They also enabled students to showcase their interests and abilities in a public forum, and to gain recognition for their achievements.

Below is a summary of our students' achievements in mathematics events this year:

HMMT and AMC 8

For the first time, students from KIST participated in the HMMT and the AMC 8 (American Mathematics Competition 8).

HMMT is one of the largest and most prestigious high school competitions in the world that draws close to 1000 students from around the globe, including top scorers at national and international Olympiads.

This year, 9 students from Grades 9 to 11 participated in the HMMT. They were **Jessie** (G11A), **Su Yeon** (G11B), **Haruto** (G10A), **Kaito** (G10A), **Shaunak** (G10B), **Xin Yi** (G10A), **Shota** (G9B), **Yi Ming** (G9B) and **Zayan** (G9A).

Organized by The Mathematical Association of America (MAA), the AMC 8 is the nation's leading mathematics competition for middle school students and is designed to cultivate the mathematical capabilities of the next generation of problem solvers. This year, 16 passionate students from Grade 7 to 8 participated in the AMC 8.

KPASS Math Field Day event

On Tuesday, March 8, 26 students from Grades 6 to 11 participated in the online KPASS Math Field Day. Math Field Day is a competition involving over 260 students from 13 schools from the Kanto Region in which students display their knowledge and enthusiasm for mathematics.

The students completed activities that tested their problem-solving skills, as well as general math understanding. The students completed individual, grade-level specific timed tests, as well as challenges in which they collaborated in teams with students from other schools.



2022 Math Field Day

The following students represented KIST on the podium in the individual contest:



- **1st in the G11 category**
Gi Jeong (G11A)
Tomoko (G11B)
- **3rd in the G11 category**
Amey (G11A)
Heet (G11B)
- **1st in the G8 category**
Jiani (G8A)
- **3rd in the G8 category**
Chih Jin (G8A)
Mamiko (G8A)
- **1st in the G7 category**
Tongxi (G7A)
- **1st in the G6 category**
Tyler (G6A)

In the Energizer Round, 3 Junior teams and 3 Senior teams including KIST students reached the top 3.

University of Waterloo math contests

On February 24, 24 students from Grades 9 to 11 participated in the annual University of Waterloo math contests. The Pascal, Cayley and Fermat contests were written by a total of 35,153 students worldwide.

I would like to give an honorable mention to those who scored among the top 25% of international participants. They will be receiving a Certificate of Distinction for their outstanding achievement!

Certificate of Distinction awardees:

Fermat contest (Grade 11)

Gi Jeong (G11A)	Akanksha (G11B)
Tomoko (G11B)	Archita (G11A)

Cayley contest (Grade 10)

Kaito (G10A)	Aina (G10A)
Haruto (G10A)	Lance (G10A)
Xin Yi (G10A)	Selin (G10A)
Shaunak (G10B)	Shreyas (G10A)
Arnav (G10A)	

Pascal contest (Grade 9)

Fumie (G9A)	Zayan (G9A)
Tomoyoshi (G9A)	Yi Ming (G9B)

A big congratulations to our distinguished KIST mathematicians! I look forward to having more students join in the math events in the next academic year.

Nanami Sakuma
Subject Area Coordinator—
Mathematics



Secondary ELS

As many of you would have found by the end of the school year, appropriate and ambitious vocabulary is key to taking our writing from OK to extraordinary. As such, as scholars working in English, it is essential that we continue to expand our lexicon. Of course, this is easier said than done, particularly when, as summer approaches, many KIST students will find themselves out of the English immersion environment. While grammar is a bedrock that mostly remains stable during the summer break, vocabulary is less so, fading in and out of recognition through the heat haze.

Obviously, during summer vacation the most important thing for students to do is to rest and refresh after a full school year. However, there are ways that students can enrich their vocabulary while recharging for 2022–23.

Read.

Yes, this is quite "Wow, I never thought of that, Captain Obvious!" but please continue. Yes, read books; books are wonderful and will give you excellent vocabulary in context and will take your mind on adventures beyond measure. We highly value reading books in the ELS department. This summer we recommend supplementing your reading with interviews. Whether it be with a favourite artist, actor or band, reading the spoken language from a consistent source can improve both reading AND listening skills.



How individuals speak is akin to a vocal fingerprint. The words we use, the cadence of our speech and default grammar structures are both unconscious choices and very consistent once you start paying attention to them. Much of the language we experience when reading books is edited, drafted and often the result of many contributor's feedback and input, therefore this consistency is lost. Conversely, when we read an individual's spoken language consistently, our brains can begin to work on autopilot, discarding the very familiar to focus only on the new and unfamiliar, which for our purposes this summer, is ambitious vocabulary.

Watch.

Summer is hot.
And there are bugs.
Stay inside.

Binge that (age appropriate) series (within healthy parameters).

Another excellent opportunity to improve spoken vocabulary in context is by watching a series. This allows one to become familiar with how speakers can construct sentences and use unfamiliar words. For added impact, be sure to turn on the closed captions to term deposit those rich new words into the brain bank.



Play.



Semantris: From the research labs at Google, Semantris is a word association game powered by AI technology. A great way to develop connections between concepts and vocabulary, Semantris melds spitfire game play with mental gymnastics.

Scrabble / Words With Friends: It is summer vacay and there is no reason to play on your own. Whether you kick it old school with the board and tiles or play online, Scrabble and other word play games encourage neural plasticity, linguistic experimentation and are just plain fun.

Crosswords: Further encouraging brain plasticity, crosswords are an oldie but continue to be a goodie. Crosswords make us think about words, not only their meaning and synonyms but also their construction, making them a great way to improve spelling—a skill that is increasingly at a premium in the world of autocorrect.

Jade Bonus
ELS Coordinator (Secondary)



https://www.instagram.com/natu_ralfoods/

CAS Projects at KIST in 2021–22

Green Team

The Green Team is a service group comprised of over 45 students that aims to increase green space and reduce waste within the school community. This year, we have been continuing to establish our rooftop garden located on the roof of the elementary building. In March this year, we hosted a Green Donation Drive in which we received over 150 donations. Using these donations, we expanded our garden to include various species of plants—including a curry leaf plant, cabbage plants, coriander as well as flowering plants—giving secondary students an opportunity to interact with the environment. We hope that from next year, we can also involve elementary students in our activities to propagate the importance of eco-friendliness.



Global Youth Enterprise Challenge

Global Youth Enterprise Challenge is a 12-hour business competition where we create an innovative solution to a given prompt and present a business plan and a video. This year, **Archita** (G11A), **Devaj** (G11A), **Gini** (G11A) and I (**Sara** [G11A]) participated in this competition. The prompt was to create a product that reduces energy waste, and after much contemplation, we decided on creating paper batteries that can be powered by natural electrolytes such as salt water. The competition was unlike anything we have done in school, as it tested our creative thinking skills, teamwork, and research skills under time pressure. From finance calculations to video editing, all of us were able to utilize our unique skillsets, which ultimately led to a product that we were very proud of. Though it is a competition, I think just participating is very meaningful as we had a productive and wonderful time. We encourage everyone to participate in the competition next year!



Sara (G11A)



Sara, Devaj, Archita, Gini (G11A)

In our GYEC project, our group was required to create a business plan which reduces the carbon dioxide levels in the atmosphere, while also making reliable profits. To propose our business plan, we had to make a business plan and a video. The business plan needed to clearly state the business mission, product description, marketing methods, and so on. We also needed to calculate financial predictions for the first few years. The video needed a digital 3D model and a brief description of how the product works and how it benefits the environment. Although making these was a tough task within a limited time, it was a good and memorable experience our group members will not forget. The competition gave us an opportunity to enjoy the process of innovation and allowed us insight into how entrepreneurs would discuss and come up with business ideas. It put us in the mindset of aspiring business owners who wanted to make a profit.



Shota (G9B)



Shota (G9B), Aryan (G9B), Zayan (G9A),
Tomoyoshi (G9A), Yi Ming (G9B)

Continued from previous page

Kodomo Shokudo

The Kodomo Shokudo group aims to provide free dinners to children in low-income households. We had two main events this year. Firstly, we held a Christmas Gift Drive in December, where we collected Christmas gifts for children coming to the Kodomo Shokudo. Thanks to the amazing efforts of the KIST community, we were able to collect over 500 gifts to be given to the Kodomo Shokudo in YMCA. Second, the Kodomo Shokudo team has been collaborating with the Koto Ward politician, Mr. Yoshida, to set up a new Community Shokudo in Koto. The team has been actively discussing ideas on how KIST can contribute to this initiative with Mr. Yoshida, and we are excited to start the Shokudo officially in July!



Food Donation Drive

By KIST Protect Our Planet (POP) and KIST Kodomo Shokudo

Who are we?

We are two service groups, POP and Kodomo Shokudo, that recently collaborated to have a weeklong food drive. POP, Protect Our Planet, is a service group that focuses to act upon the UN Sustainable Development Goals. The Kodomo Shokudo service group aims to help create a welcoming environment and provide affordable meals to low-income families.

Food Drive

From April 11th to April 15th, these two service groups conducted a food donation drive. Half of the donations collected were donated to Tokyo YMCA Shokudo and the other half were donated to Second Harvest. The Tokyo YMCA focuses on feeding children who rarely get to have supper with their families, or who are left alone while their parents are busy with younger siblings. Second Harvest accepts donations from retailers, manufacturers, farmers, and individuals to deliver to charities, orphanages, women's shelters, homeless persons, and others in need. Thanks to the KIST Community, in total we were able to collect approximately 10 boxes, that were split evenly to donate to both organizations (5 boxes each).

We deeply thank the KIST Community for all the support and donations. Through these generous donations we were able to provide food and support those in need.



NHK SDG Challengers

I (Saanvi [G11B]) was given the opportunity to appear on NHK World's SDG Challengers Program that features SDG entrepreneurs in discussion with a student panel. The episode I featured on was focused on SDG #6: Clean Water and Sanitation. In the episode, I was able to enter into a discussion with Mr. Ishiyama, the head engineer for LIXIL's Sato Toilet Project that aims to provide sanitary facilities for underdeveloped countries. This event allowed me to reflect upon the Sustainable Development Goals and the ways in which we can contribute to them in our daily lives. It was truly an honor to be involved!



G5 Debate Workshop

I (Saanvi [G11B]) have been involved with organizing and leading a Debate Workshop for G5s for the last two years. As someone with experience in debate, this workshop is an opportunity for me to share my experience and advice on debate and public speaking with the G5s to help them with their debate unit as well as the PYP Exhibition. This has been a wonderful opportunity for me to share my passion and it has been incredibly rewarding to work with the Grade 5s!



Compiled by **Saanvi** (G11B) and **Sara** (G11A)



Library News

Sakura Medal winners

Throughout the year, students have been encouraged to read and vote for their favorite Sakura Medal books. Well, the votes have been counted across the international schools in Japan, and the winners have been announced!



Casting their votes

The winners for Middle School were:

- **1st:** *Bloom* (Kenneth Oppel)
- **2nd:** *When Stars are Scattered* (Victoria Jamieson and Omar Mohamed)
- **3rd:** *Resistance* (Jennifer A. Nielson)

At KIST, the most popular books in Middle School were:

- **1st:** *The Things She's Seen* (Amber and Ezekiel Kwaymullina), *The In-Between* (Rebecca Ansari)
- **2nd:** *Bloom* (Kenneth Oppel)
- **3rd:** *Dark Blade* (Steve Feasey), *Ikenga* (Nnedi Okorofor), *Very, Very, Very Dreadful: The Influenza Pandemic of 1918* (Albert Marrin)

The winners for Picture Book were:

- **1st:** *Bad Dog* (Mike Boldt)
- **2nd:** *This Book is Gray* (Lindsay Ward)
- **3rd:** *Mio the Beautiful* (Kinota Braithwaite and Setsuko Miura)

The winners for Elementary Chapter Book were:

- **1st:** *City Spies* (James Ponti)
- **2nd:** *Glitch* (Laura Martin)
- **3rd:** *The Lion of Mars* (Jennifer L. Holm)

The winners for Elementary Graphic Novel were:

- **1st:** *Cat Kid Comic Club* (Dav Pilkey)
- **2nd:** *Allergic* (Megan Wagner Lloyd)
- **3rd:** *Wings of Fire (Dragonet Prophecy)* (Jennifer A. Nielson)

At KIST, the most popular books in Elementary School were:

- **1st:** *Eyes that Kiss in the Corners* (Joanna Ho)
- **2nd:** *Glitch* (Laura Martin)
- **3rd:** *Cat Kid Comic Club* (Dav Pilkey)



Ms. Goan loved...

Everything Sad is Untrue by Daniel Nayeri, *When Stars are Scattered* by Victoria Jamieson and Omar Mohamed, and *The In-Between* by Rebecca Ansari.



Ms. Priyanka loved...

Nobody Hugs a Cactus by Carter Goodrich, *Miraculous* by Jess Redman, and *Baloney and Friends* by Greg Pizzoli.

If you haven't read these books and are interested to read one of the winners, you can check them out in the LMC or Elementary Library any time!



New books

Thanks to the kind support of the CA library committee, the LMC and Elementary libraries were able to buy an extra 76,500 yen each worth of books! This is made possible in part to book donations, which are then sold to raise money for the KIST Libraries. Here are some of the new titles coming soon to the LMC thanks to the money raised by the CA library committee!



KIST Libraries Team

Athletics Update

Spring 2022 athletics news

MS Girls' Basketball



In our first time participating since 2019 (2020 and 2021 seasons were canceled due to COVID-19), our MS Girls' Comets were quite

inexperienced but very motivated. KIST participated in both the A (mostly G8) and B (mostly G7) pools and worked extremely hard to play competitive basketball. In most games, KIST outrebounded the opponents and played better defense, but were unable to score on a lot of good opportunities. The only game where the girls were thoroughly beaten was against ASIJ. Our B team were able to beat Nishimachi for a win, but unfortunately, the A team lost all their games. In the season ending A pool tournament held at CAJ on May 7, KIST lost their QF match to St. Maur 22–12 and a consolation game to Seisen 20–11. Both games were much closer until later in the game where too many missed opportunities hurt us. It was an unfortunate end for two of our players: team captain, **Ulala** (G8B) who had to leave before the second game (her last as an MS student) as the tournament was well behind schedule, and **Airi** (G7A), as she seriously injured her ankle in the Seisen game in the first quarter with KIST leading. We will miss Airi's presence 'inside' but wish her the best of luck in Canada.

Coach Ota

MS Boys' Baseball



It was also the first time since 2019 that the baseball team were able to participate, and the boys had a remarkably successful season under Coach Nogami. KIST beat YIS and St. Mary's in the season

and lost to St. Maur. In the tournament held at ASIJ on May 7, KIST were able to beat the ASIJ 2nd team 3–0, but lost to the eventual champion St. Maur 7–0 in the SF. The boys were so close in the third-place game against ASIJ's 1st team, losing a nailbiter, 6–5.

What a great season! We hope the players continue as we will be participating in JV Baseball for the first time next season.

Thank you to **Coach Nogami** for his time and effort!

JV Boys' Soccer

Due to COVID canceling most of the games in the winter season, KIST were able to participate in the Kanto Spring league against schools we do not

typically play. KIST played CAJ twice, YIS and St. Maur, all of which had Varsity players in their squads. The boys kept each game close with the best result being a 1–1 tie at St. Maur.

Many of the boys have continued to the ISTAA futsal season where we were able to welcome four G12s back. So far, the HS Boys' Futsal team has won a game and tied a game with two more fixtures and a tournament at BST coming up. The last futsal tournament we were able to participate in was in 2019, so hopefully our G12 boys can go out in style. Good luck **Daigo, Faisal, Kemo** and **Rei**!

A big thank you to **Coach Smith** who has been through the long journey with the boys from winter season football!

JV Girls' Soccer

This was the first semi-full season that the KIST JV Girls' team has ever participated in. It was a young team and most of the girls' experience came from the MS Girls team two years ago. The girls worked extremely hard with Coach Buck and played competitive soccer against all the schools they faced: BST, CAJ, YIS, Seisen and Sacred Heart (3–2 win at home). Again, the other schools (aside from BST) had Varsity players competing and KIST was made up mostly of G9–G10 players. Many of the girls are now competing in ISTAA futsal and will be playing their first game on May 30 against Columbia. We hope for good results in their upcoming futsal matches and at the June 11 ISTAA tournament!

A big thank you to **Coach Buck** who has been out on the field each week despite his own serious knee injury!

ISTAA MS Boys' and Girls' Futsal

The MS Girls will unfortunately only have one match this season against TIS as there were few schools participating. The MS Boys have had a few games already crushing both TIPS and TIS 11–0 and 11–1 respectively and losing away to Aoba 5–2. They face NEW to finish out the season.

Thank you to **Coach Archer** and **Coach Buck** for their efforts with their respective teams.

All results, team rosters and other information may be viewed by any member of the KIST community on the PSL KIST Athletics page. Please check the page before you go on your summer break as all games and most of the practice days have been decided. I strongly encourage students and families to do their best to plan around these. We really appreciate your support of your children in KIST Athletics!

Dennis Ota
Athletics Coordinator



Staff 10!

In this month's Staff 10!, we are pleased to present **Hannah Cowie** who joined us in August 2020 as a Geography teacher in the Secondary School. In addition to teaching duties, she is the Homeroom Advisory Assistant for G10B as well as the Student Care Coordinator for G10–G12.

1) Tell us something interesting about your hometown.

I spent the most time growing up in the city of Coventry in the UK. It is probably most famous for being bombed in WW2 and for Lady Godiva. Most recently, it has been awarded the city of culture in 2022. I am proud that Coventry has a terrible football team and is where ska music originated from. Please have a listen to "Ghost Town" by The Specials.

2) What is your favorite place in the world?

My fondest memories are from Tasmania, Australia—the home of the Tasmanian Devil. I spent a week in a campervan driving around the island during the Australian winter. It was the most beautiful and serene place I have been—the Bay of Fires in particular was a fantastic place to see the sunset.

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

I would love to meet David Attenborough. He is the legendary British broadcaster who has narrated some of the best nature documentaries. He is a true conservationist and has done so much for our environment and has the most wonderful voice.

4) Do you have any special skills or talents?

I can still ride a unicycle.

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

I am one quarter Scottish, one quarter English, half Taiwanese and born in Tokyo.

6) What is your most prized possession?

I was given my great grandmother's engagement ring whom I share my middle name with. I am always scared to lose or break it; this is why I know it is my most prized possession.

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

I will have to stay on brand as the care coordinator by choosing the profile attribute of **caring**. I also think that many of our KIST students reflect this learner profile attribute which makes me immensely proud. Our students are always giving their time and efforts to help others or raise money for good causes.

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

I wish that I stayed in Australia for an extra year during my working holiday. It was an incredible place to live for a year and I wish I had stayed another to explore the west coast and northern territories.

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

I am trying to be more active and read more books. This is an ongoing process that I am trying to improve to help my health and mind.

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

#Test negative, stay positive.



Ms. Cowie, exploring Australia and meeting new friends.

Nurse's Notes

Mosquito bites

Mosquitoes breed by laying eggs in stagnant water, so the chance of a mosquito outbreak occurring increases during the rainy season. Only female mosquitoes bite humans and animals to feed on their blood. On the other hand, harmless male mosquitoes feed only on plant juice.

How to prevent mosquito bites

Reduce mosquito breeding around your home

- Avoid letting water go stagnant: e.g. Once a week, clear out any debris from rain gutters; empty storage containers such as buckets, flowerpots, potted plant trays, or any plastic containers thoroughly.
- Take away pet food and water dishes that are not being used.
- Remove garden weeds: Mosquitoes love overgrown trees, brush, weeds and tall grass, so keeping lawns tidy helps keep mosquitoes out.
- Use screens on windows and doors and repair holes in screens to keep mosquitoes outdoors.

Control mosquitoes inside your home

Mosquitoes prefer resting in dark and humid places:

- Under the sink
- In the bathroom
- In a closet
- Under furniture
- In the laundry room

Preventing mosquito bites in children

- Dress your child in clothing that covers up their arms and legs.
- Cover baby strollers with mosquito netting.
- Use spray repellent but avoid applying it to your child's hands, eyes, mouth, cuts, or irritated skin directly. Spraying insect repellent onto your hands and then applying it to your child's face would be safe.

Symptoms and treatment of mosquito bites in children

As a biting mosquito fills itself with blood, it injects saliva into a child's skin. Saliva contains proteins that most children are allergic to, so their immune systems react to those results by characteristic itching and bumping. Mosquitoes select their human victims based on the scent of carbon dioxide and the chemicals in a person's perspiration.

Symptoms

Mosquito bite signs include:

- A puffy and reddish lump appears a few minutes after being bitten.
- A hard, itchy, reddish-brown lump, or multiple lumps may appear a day or so after the bite or bites.
- Some children have stronger reactions with small blisters or a large area of swelling.

Treatment

- Wash the affected area with soap and water.
- Apply an ice pack for 10 minutes to reduce swelling and itching. Change ice pack as needed.
- Use an over-the-counter anti-itch cream or antihistamine ointment to help relieve itching and follow the directions on the product label.
- **Discourage scratching.** Children's sharp fingernails can break the skin around a bite and let bacteria in. In addition to doing all you can to prevent itching, explain to your child that scratching or picking at a mosquito bite will make it worse. Also, trim your child's fingernails as short as possible.

Yukiko Yamazaki
School Nurse



Reference:

Colleen de Bellefonds. (April 2020). *Treating and preventing mosquito bites in children*. What to expect.

Retrieved from <https://www.whattoexpect.com/toddler/childhood-injuries/mosquito-bites-in-children.aspx>



KIST Community Association (CA) News



2021–22 highlights

- In accordance with KIST's COVID-19 safety measures, CA officers worked together to carry out safe and secure activities with a limited number of parent volunteers.
- CA meetings were held online predominantly in English this year.
- A book collection drive and a used book sale were held successfully.
- Used books and Tetra pack drop off boxes were designed and placed in the foyer of the elementary building on a trial basis.
- Koto Ward Adopt Program was supervised by CA volunteers to support MYP Service.
- Second-hand uniform sales were held twice during the year.
- Supported Mr. White, Ms. Hirakawa and Ms. Wakasa with an "Online CAS/Service explanatory session".
- Supported "(ISC) 2 Safe and Secure Online session" presented by Rintaro (G10A)'s father with Mr. Arnold from the KIST IT support team.
- Supported student Service group—"KIST HEART Club" and helped them raise a 16,163 yen donation to UNHCR.

CA funding for new PE equipment

...for both school areas—Elementary and Secondary



KIST students enjoying indoor hockey



Congratulations 2021–22 graduates!

The CA welcomes participation
by all parents/guardians!
2022–23

Sign-up
for the
CA!!



Selected new titles

...purchased by Ms. Shannon
through CA funding

- *World War I*: DK Foreign Language Book
- *I am Jazz*: Jessica Herthel
- *This School Year is the Best*: Kay Winters
- *Guinness Book of World Records*
- *Mistborn Trilogy*: Brandon Sanderson
- *Water: A Biography*
- *Short Stories in Japanese* (2 copies)
- *First Person Singular*: Haruki Murakami
- *Endgame*: Malorie Blackman
- *Last Night at Telegraph Club*: Malinda Lo
- *Tokyo Ever After*: Emiko Jean
- *Song of Achilles*: Madeline Miller

Collection boxes



Tetra Pak and
used book
collection boxes
designed by the
father of Minato
(G4A)

New CA Officers for 2022–23



Mari Babikova
President
Parent of Emma
(G2A)



Priyanka Nadkar
Vice President
Parent of Ashlesha
(G4), Aneesha
(G1B)



Reiko Ohashi
Treasurer
Parent of Sara
(G2B), Yuri (K1A)



Yuki Kanehashi
Secretary
Parent of Yuka
(G4A)

We express our sincere gratitude to all CA volunteers
for their dedicated support throughout 2021-22.

University Guidance News

Are competitions important?

Summer is coming and many students are considering summer programs, internships, camps, sports programs etc. in order to keep busy and build their list of experiences for the future. One area though that I rarely focus on in *The Comet* is on that of **competitions**.

Competitions are already held within the school, right?

While there are from time to time competitions arranged within the school such as the yearly [Euclid Mathematics Contest](#), or opportunities for Certificates of Merit such as the one pictured here from our student for their PSAT and SAT scores, there are many more held outside that students and families can consider.



Should everyone participate in competitions?

Not necessarily. Competitions are best for students who are really interested in testing their abilities in a certain area such as in mathematics or public speaking. It could also be good to help develop a skill that is not always used in school such as for an instrument or martial arts. It is often difficult for students interested in mathematics to find an internship/volunteer activity to help build up this skill; this is where competitions can help.

How does this relate to university?

For students aiming to apply for top-tier universities, there will often be a question asked about awards. Achieving awards for academics inside KIST is great, but **universities are most impressed with students who have challenged themselves outside of school**.

Is there an official list for competitions we should consider?

Unfortunately, no. But here is list of some popular competitions across the world. Please note, the competitions listed here are EXTREMELY competitive. However, it is good to get a sense of what other students are doing around the world to be the best. It would be a good idea to ask teachers and research about other smaller competitions first before taking on these challenges.

Competition list

STEM (Broad or Mixed)

- [S.T. Yau High School Science Award \(Asia\)](#)
- [Japan Students Science Awards](#)
- [Japan Science and Engineering Challenge \(JSEC\)](#)

Mathematics

- [American Math Competition \(AMC\)](#)
- [High School Mathematical Contest in Modeling \(HiMCM\)](#)
- [Princeton University Mathematics Competition \(PUMaC\)](#)
- [Harvard-MIT Mathematics Tournament \(HMMT\)](#)

Physics

- [AAPT Physics Bowl](#)
- [British Physics Olympiad \(BPhO\) & British Astronomy and Astrophysics Olympiad \(BAAO\)](#)
- [Physics Unlimited](#)

Biology

- [International Genetic Engineering Machine Competition \(iGEM\)](#)
- [International Brain Bee \(Japan Regional Entry\)](#)

Computers/Robotics/Language/Art

- [Japanese Olympiad in Informatics \(JOI\)](#)
- [Japanese Olympiad in Linguistics \(JOL\)](#)



Scientific research interview—Tokyo University Global Science Course (GSC)

Recently many of our students have been taking a strong initiative to do things outside of the classroom and build up their resume and experiences. I recently spoke to one of our G11 students about research that has been ongoing here at Tokyo University's GSC.

Mr. Thomas Waterfall (TW): Good afternoon, could you explain why you decided to try signing up to do research outside of KIST?

Student (Ss): Yes, it was recommended from teachers to try to do something to learn a little more outside of the classroom. So, I have been participating both at Tokyo University and Saitama University. Because I joined both, I could realize the effort that goes into setting up both and the value that could come from it.

TW: Today let's talk about Tokyo. How much time has been spent just on this one research project?

Ss: It has been ongoing all school year, with the workload tending to be highest during the break times such as summer break. It was also broken up into two stages with the first stage accepting 80 students, then after that first six-month term, 20 out of the 80 could move on with their proposals to stage two.

TW: What was your proposal and what is the difference between stage one and two?

Ss: I proposed research about the optimization of energy systems such as power plants and the electricity grid using multi-agent reinforcement learning (basically artificial intelligence). The second stage is less academic but more hands on and having direct work and interviews with the staff members and professors. You can join the laboratory as a high school researcher through this program.



Continued from previous page

TW: How do you feel this has helped you and could help other students that may consider doing something similar?

Ss: At first, it was difficult because some of the things they teach you are really high-level, and you have to grasp that in a pretty short amount of time. But, when you start doing research, you can develop a connection between some of the students and professors in the laboratory. I feel this could not only benefit me to level up my abilities as a student now, but also when conducting university applications and interviews in the future. You have already been doing laboratory work and research, so it's a strong starting off point.

KIST graduate corner

KIST virtual forums—Spring 2022

Our second round of KIST Graduate Forums finished up recently. The schedule for any of those that missed it can be seen in the following chart. Although the live sessions are finished, the following four sessions will be posted alongside the previous 12 on our [KISTv page](#) in PowerSchool Learning. Please check it out to learn a little bit about these schools from our KIST graduates.

Date and time (JST)	Name	KIST Class of...	Forum language	Undergraduate university	Other countries applied to
April 15 6 p.m.	Shirley	2021	English	Nanyang Technological University, Singapore	Japan/UK/Canada
April 25 8 a.m.	Krishna	2019	English	Hong Kong University of Science and Technology, HK	-
May 9 8 a.m.	Nimit	2020	English	University of Toronto, Canada	USA/UK/HK
May 23 8 a.m.	Michiko	2021	Japanese	Boston University, United States	Japan



Summer summary

Each year, students and families ask, "What is the best thing I could do this summer to support university applications?" I hope students can relax and recharge as well as focus on doing something that they enjoy that will also benefit their focus in the future. This may be embarking on a summer program abroad, signing up for a competition as listed above, undertaking an internship in a nursing home, or even finding a fun way to prepare for the SAT with friends. **The main goal is to make sure you can both recharge and find at least one to two "useful activities" before we are back in session at the end of August.**

I will see you again next term. Please e-mail me with any questions throughout the summer and I'll respond as quickly as I can!

Thomas Waterfall

University Counselor

thomas.waterfall@kist.ed.jp

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

University Guidance Office (3F Secondary Building)



SUMMER