

The EDUCATOR

The newsletter of Osaka International School of Kwansei Gakuin

This year saw international recognition and awards for G12 Rena Kawasaki, and several other remarkable OIS student and faculty global community projects.

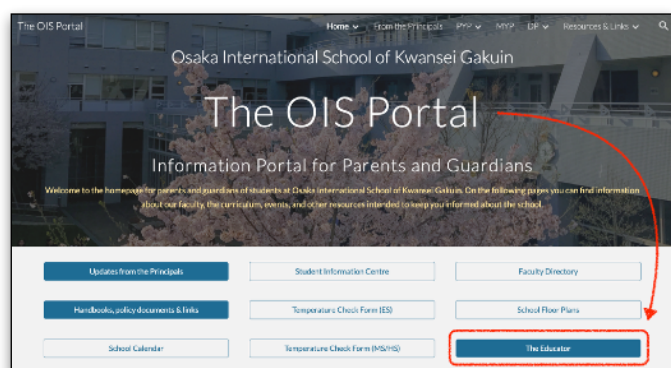


Fall 2022

Welcome to *The Educator*, the newsletter of Osaka International School of Kwansei Gakuin. The newsletter is published three times per year, at the end of the Fall, Winter, and Spring trimesters, and provides a look at a selection of the learning, activities, events, and accomplishments from the past trimester.

Please make sure to check out our other OIS publication, the student-led *Tango* newsletter, also available to [download](#) from our website.

To access the hyperlinks in the printed copy of *The Educator*, please access the PDF version from the OIS Parent Portal, or use the QR code on the cover.



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Table of Contents

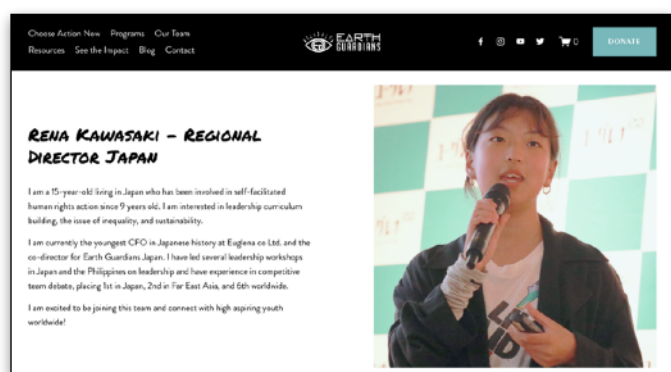
The table of contents is hyperlinked; please click on the article to go to the relevant page.

Global Awards	3
From the Head of School	5
Students Learning	
Insights into the PYP: Grade 1	6
Insights into the PYP: Grade 2	7
Insights into the PYP: Grade 4	9
Insights into the MYP: G10 English	11
Insights into the MYP: Japanese	12
Insights into the MYP: G10 Integrated Humanities	13
Insights into the MYP: G10 Mathematics	14
Insights into the MYP & DP: Visual Art	15
Insights into the DP: G12 Biology	16
Insights into the DP: G12 Physics	17
K-12: Approaches to Learning (Self-Management Skills)	19
K-12: Accessing Curriculum and Student Progress Information on ManageBac	22
Student Life	
Service as Action	24
Upcoming Music Performances	24
Service Learning and the School Mission	25
Combined OIS & SIS G9 Trip	27
Sabers Sports & Other Sports News	28
KG News	29
Calendar Reminders	30
Important Numbers and Links	31

Global Awards

The second half of the year brought deserved international recognition for several OIS students and faculty. Most recently, grade 12 senior Rena Kawasaki, was awarded the [2022 International Children's Peace Prize](#) for her pioneering work to increase child participation in politics, environmental protection, and society in her home country and across the world. The International Children's Peace Prize highlights the remarkable achievements of youngsters fighting courageously for children's rights across the world. Previous winners include Malala Yousafzai and Greta Thunberg.

In October Rena was also selected as a RISE Fund's global winner for 2022. The RISE Fund *offers a lifetime of benefits including scholarships, mentorship, access to career development opportunities, funding, and more to global winners as they work towards solving humanity's most pressing problems.* You can read more about this prestigious global award [here](#), and see Rena's appearance on [Good Morning America](#) [here](#).



A student at Osaka International School of Kwansei Gakuin for thirteen years, Rena epitomizes the IB's learner outcomes and our school mission as a student who is *informed, caring, creative, and contributing to the global community.* Our school has a strong tradition of service and community action, ably supported by OIS teachers and mentors such as Jennifer Henbest who nominated Rena, however all of these projects are driven by individuals who devote their time and energy to an idea in order to make a difference in other people's lives.

Rena hopes to use these awards and the support of the organisations behind them to improve children's rights around the world by creating programs for young leaders suited to each country's specific needs. Those young leaders will then have the skills and tools they need to advocate for children's rights in their country.

Rena's selfless work on issues ranging from environmental protection to minority rights in Japan and across the world is an inspiration to students everywhere, and we look forward to seeing what she will tackle and achieve next with the added support of the *Kids Rights Organization* and the *Rise for the World Organization* behind her.

Global Awards

GLOBAL CITIZEN COMMUNITY SERVICE GRANT

Child Doctor Project

By Tamami Ono, Grade 12, Class of 2023
Recipient of EARCOS Global Citizen Community Service Grant Award 2022
Osaka International School

Child Doctor Project was founded as part of the fundraising and awareness-raising initiatives to support Child Doctor Japan—an NPO dedicated to providing free, quality healthcare to children living in the slums of Nairobi, Kenya, through the distribution of medical vouchers sponsored by individual supporters in Japan. What makes Child Doctor particularly unique is its system of supporting the interaction between the supporter (called Doctor) and the Child in Kenya does not simply end with donations, but continues through the online letter-writing program that creates a deep emotional connection between the two. To facilitate their communication, Child Doctor asks for volunteer translators to translate the exchanged letters, from English to Japanese and vice versa. My involvement with Child Doctor began when I first became a volunteer translator in 2020, and later a Doctor of an eight-year-old girl named Angel.

In the hope of promoting the work of Child Doctor at school, I started the Child Doctor Project in October 2021, which began with the fundraising activity of creating handmade bracelets with my friends (woven with hundreds of beads in customizable designs) and selling them in front of the cafeteria every Friday lunchtime. Thanks to the warm support from our school community, we were able to raise a total of over 120,000 JPY through the bracelet sales, all of which were donated to Child Doctor Japan to 1) cover the dialysis cost of one child, 2) purchase fire extinguishers for the residents of the slums, 3) become a Doctor as a school for two children — Dwayne and Abraham, and the rest dedicated to enhancing the healthy lives of the local children supported by Child Doctor.

While the main objective of this project was to broaden the support for people living in the slums of Kenya, I also hoped to paint a broader picture of their life and provide more nuanced authentic narratives beyond the often misleadingly-simple media stories that portray negative, reductionist images of people in poverty. I figured one way to make such a difference was to enter their lifeworlds and see their lived experiences from their own perspectives. So last December, I was inspired to host a live event on ZOOM to connect my school community with the people in the Nairobi slum. It included an interview with a 14-year-old student named Grace, and a virtual visit to the community she lives in, through which we saw how people were going about their lives in real-time. Virtually walking through the streets

of the slums, we saw people living without running water and reliable electricity supplies to their houses, which demonstrated the hardships imposed by limited infrastructure and public services. Though, as much as it was informative of such challenges, it was a profoundly inspirational and moving event, for it presented people as active rather than passive actors in their daily lives. We were also able to make a genuine human connection with humor and friendship at the end of the interview with Grace leading, we all sang together a verse of "If You're Happy and You Know It". This interaction provided an insight into the reality of their narrative by making them the center of their own story, making visible their challenges, resilience, hope, and individual happiness through an unfiltered experience.

Anyone with bilingual/multilingual skills in Japanese and English is welcome to become an online volunteer to translate the letters for Child Doctor — or even a Doctor to support a child. It is my sincere hope that this project will establish a long-lasting bridge between our international community and those in Kenya, build a more balanced picture of their lives, and serve as a stepping stone to bring us all together in our common humanity. Please feel free to reach out to me at tamami043@gmail.com with any questions. Aaaa!

Feb 2022 Issue 87

Click on the page thumbnail to access a PDF of the report.

Another OIS senior who achieved global recognition this year is Tamami Ono, who is the recipient of a 2022 [EARCOS Global Citizen Community Service Grant](#) for her work with the Child Doctor project.

The East Asia Regional Council of Schools (EARCOS) is an organization of 200 member schools across East Asia, representing more than 168,000 students from pre-kinder to grade 12.

The award is in recognition of Tamami's exceptional work raising funds for and awareness of child healthcare needs in East Africa. In addition to raising substantial donations for the Child Doctor Project non-governmental organisation, Tamami also raises awareness of the challenges facing families, particularly children, in the slums of Kenya. One such initiative involved setting up a live-stream meeting between one of the children in Kenya, 14 year-old Grace, and all of the students in SOIS middle and high schools during a long homeroom period. Grace gave a guided tour of the neighbourhood and community in realtime, whilst Tamami simultaneously translated Grace's narration and the students' questions between Japanese and English, giving our students a direct link to someone of a similar age but very different circumstances half way around the world.



Our congratulations also go out to Ms. Jennifer Henbest, our elementary Art teacher, on receipt of the *Richard T. Krajczar Humanitarian Award for 2022*. This award, for her exceptional work on the EJAAD (Afghan Project), includes a \$10,000 donation over two years to the project, which most recently built a school of young women in Kabul. That only begins to describe the scope and achievement of the project, however. Find out more in [English](#) or [Japanese](#), or drop into the elementary art room when you on campus to chat to Ms. Henbest directly.



From the Head of School



KURT MECKLEM

Looking through these pages reminds me that school is so much more than just classes.

Don't get me wrong. The classes are important and during the pandemic, we naturally prioritized keeping the classes running so that students were able to keep up with their education in spite of all the challenges. OIS takes pride in the fact that we were able to continue education with minimal learning loss these last three years. The headlines you may have seen about "learning loss" in the pandemic are based on an analysis of standardized test results. The standardized test we use, the Measure of Academic Progress (MAP) shows that our students, on average, continue to outperform the comparison norm groups. The classes are a priority and great things are happening there, which you can see in the pages that follow this one.

However, you will also see that at OIS there is more happening than just classes and lately students and organizations on our campus have been getting a lot of recognition. We are justly proud of students like Rena Kawasaki winning the International Children's Peace

Prize, for Tamami Ono being recognized for her Child Doctor project, or for organizations like EJAAD being singled out for their efforts in support of human rights. We are proud but not particularly surprised. Our students have been involved in service activities and making a difference not because it leads to recognition but because it is the right thing to do. Our student learning outcomes (*see below*) are based on the IB learner profile and we strive to instill those qualities in our students. Those qualities are also embedded in our mission statement, *informed, caring, creative individuals contributing to a global community*.

While those qualities are embedded in our classes, emerging from the pandemic has allowed us to work on those other aspects of school. While at times, it seems the path to normalcy is a long one, we are opening up. We are competing against other schools in athletics, SOIS just participated in a dance showcase and workshop with students from international schools in Japan, Korea, the Philippines, and Hong Kong, and we are planning our first international trips. These include not just for sports but for math and leadership, too. These experiences that move beyond the classroom help shape who our students become and this opening up allows the culture of our two schools campus to flourish. We are looking forward to seeing our students continue to develop watching them contribute to the community.

OIS Learner Outcomes: The IB Learner Profile + Creativity



Inquirers



Knowledgeable



Thinkers



Communicators



Principled



Creative



Open-minded



Caring



Balanced



Risk-takers



Reflective

The International Baccalaureate (IB) learner profile guides our teaching and student learning at OIS. The profile includes ten personal qualities and responsibilities, beyond simple academic success, that we aim to instill in our students.

In addition to the IB profile OIS also emphasises the attribute of creativity, which is visible in the art, music,

and many other forms of student output across the school.

These outcomes prepare students for their future in a global community, and will develop lifelong learners who are ethical, competent, culturally aware and self-reliant. We expect our graduates to possess sufficient skills to enrich their lives and the lives of others.

PYP: Grade 1 Unit of Inquiry



Grade 1: WAKABA MORI

Unit of Inquiry
How We Express Ourselves

Central Idea

People communicate ideas in different ways

Lines of inquiry

- Ways people communicate
- Reasons people communicate
- How words and images help people understand messages

In Grade 1 class we have been inquiring into how people communicate ideas in many different ways, both verbally and non-verbally, in our everyday life. We learned that people use sign language, Braille, art, clothes, dances, songs, stories, letters, facial expressions, signs, symbols, sounds, our bodies, and many other ways to communicate and convey messages.

For our summative assessment, the G1 students showed many different ways to communicate their messages, such as making signs, posters, books, a dance, a T-shirt, art, and a song. We were very impressed by the students' original ideas, creativity, team work, and hard work. The G1 students are great communicators who are very good at coming up with creative ideas. We are very proud of each student! Congratulations!



PYP: Grade 2 Unit of Inquiry



Grade 2: PAULA DEZEM

Unit of Inquiry
How We Express Ourselves

What a wonderfully busy time we have been having in grade 2 this term. We finished our unit on How We Express Ourselves with its central idea of 'People communicate ideas in different ways.' In this unit we inquired into various kinds of communication and the students realized that communication is more than just talking and writing.



Playing verbal and nonverbal communication games



Visiting the Gurai Exhibition at Nakanoshima Art Museum



Looking for signs and symbols around the school...



...and the neighborhood

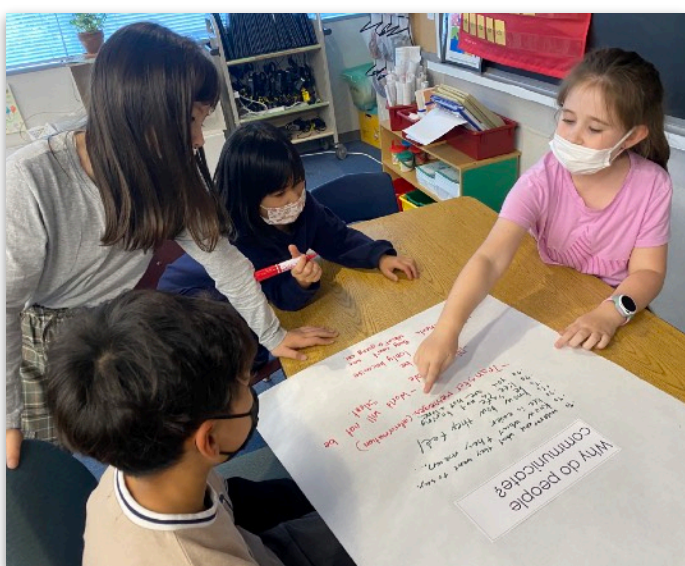
PYP: Grade 2 Unit of Inquiry (continued)

For their final project, the students identified a problem they wanted to address in a community they belong to, such as littering in the neighborhood, and chose a way to communicate it – a video, a poster, a sign, in writing or orally. They had to make sure their messages were accessible to the target audience. The students presented their piece or role-played the situation to their classmates who then gave them constructive feedback by identifying positive points, looking at the effectiveness of each method by determining if the messages were successfully conveyed, and giving suggestions for improvement. There were some great problem-solving and discussion taking place.

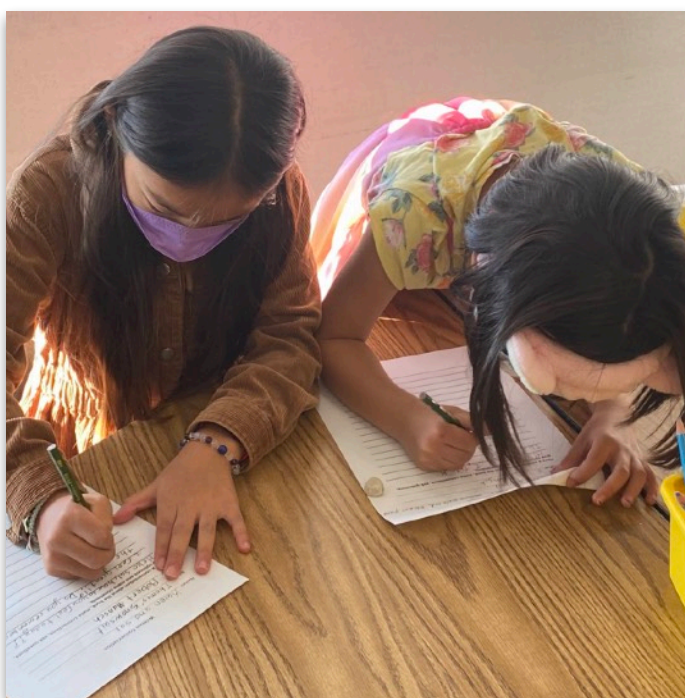
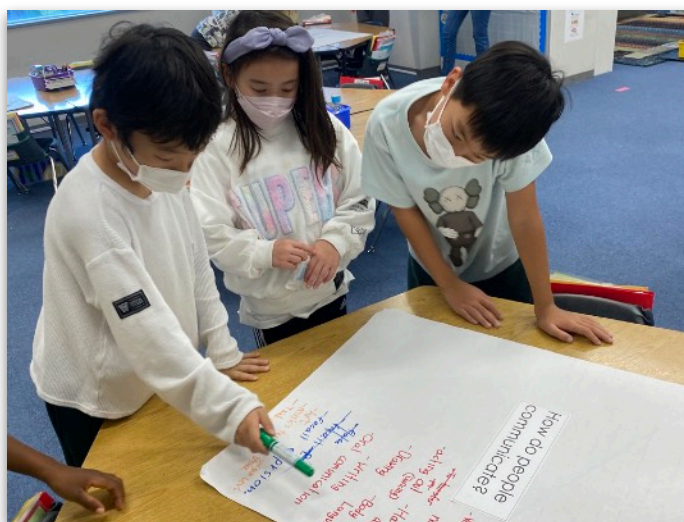


Presenting their final project

To review and reflect on what we have learned, we used the Carousel Brainstorm method. In this activity, the students rotate around the room in small groups where they have to collaborate and share ideas. They stopped at four stations to answer to the questions: Why do people communicate? How do people communicate? Why is communication important? How are words and images used in messages?



Carousel brainstorming reflections



In the end, students concluded that good communication is key to building relationships, solving problems and conflicts, addressing safety concerns, and therefore, supporting the development of a successful community.

PYP: Grade 4 Unit of Inquiry



Grade 4: ASHLEIGH
KENNEDY

Unit of Inquiry How We Express Ourselves

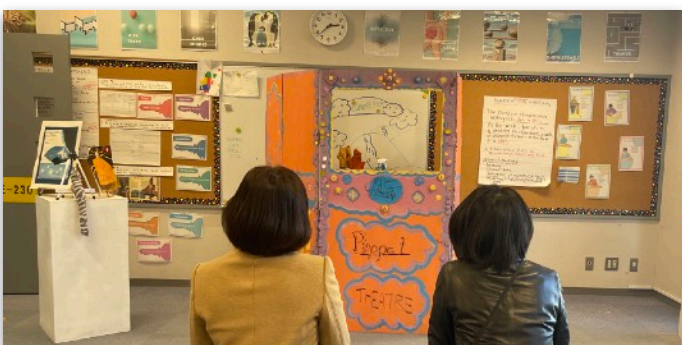
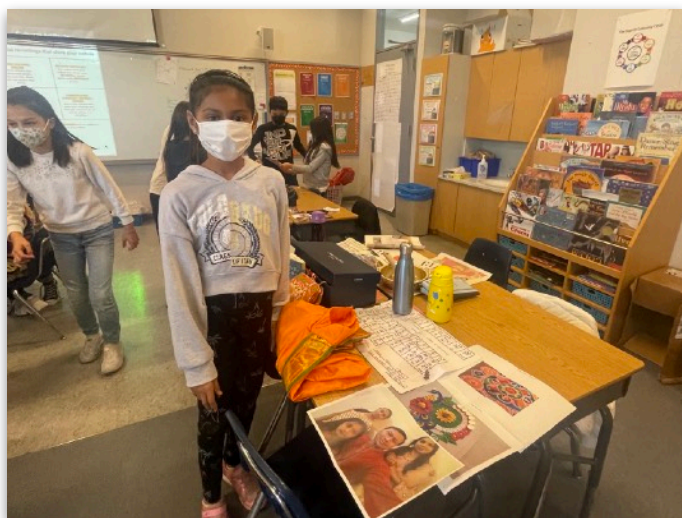
Central Idea

People express and appreciate different cultures through the arts.

Lines of inquiry

- The role of the arts in culture; unique forms of art are found globally
- Arts are a universal language by which we can communicate across cultures and convey beliefs (a message)
- Cultural beliefs influence and inform overlapping themes

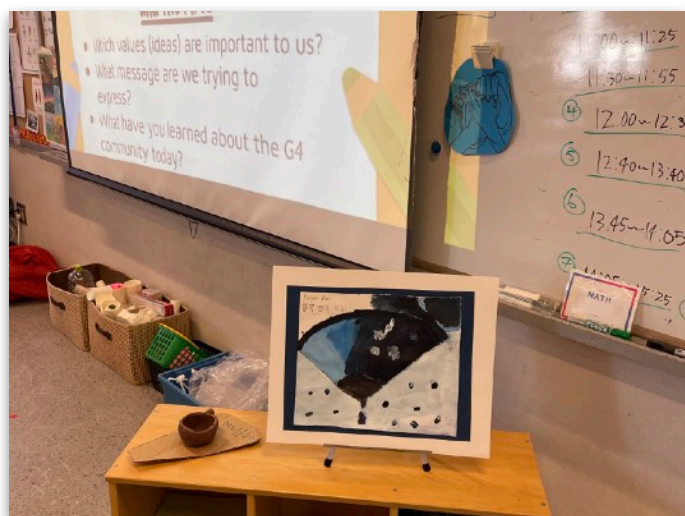
During the unit, students explored their home culture, as well as made connections between other cultures and different perspectives. We learned how cultures are expressed and appreciated through the arts by reading cultural folktales, music and song, dance, and art. We made a lot of connections to our unit and the lines of inquiry when we visited the National Museum of Ethnology at the end of our unit. It was a great way for students to consolidate their understanding in a specially curated house of cultural artifacts.



PYP: Grade 4 Unit of Inquiry (continued)



G4 as a community of people, represents about 13 different cultures and perspectives. We decided to host a cultural festival that would communicate who we are and what we want people in the OIS community to know about us. We brainstormed our values: community, learning, having fun, respect, friendship, and kindness. For those who attended, we hope that you were able to learn more about us and our message: While being respectful, we enjoy learning together and having fun!

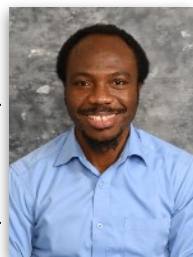


Congratulations to the G4 for a successful cultural festival, and for their hard work/effort over the past 6 weeks!

MYP: Grade 10 English (The Magic of Gist Books)



DAVID ALGIE

MICHAEL
DZORKPATA

Ever wondered about that one activity that could enhance class engagement, consolidate students' understanding, and develop critical and creative thinking skills at a go? No worries. Dave and I sought refuge in a rare kind of book.

The GIST book is a summary. But quite unlike traditional summaries, this one dwells more on words. I have used it as an effective closure activity for units on the novel, drama, and poetry. And this year, Dave and I gave it a shot using the Grade 10 novel, *The Catcher in the Rye*. The students swallowed it like no man's business!

It does not matter the level; even the seniors love GIST booking; they take it to a higher level and always celebrate their handicraft. With close reference to, and deliberations about Freytag's Pyramid on plot structure, students divide the GIST book into the exposition, rising action, climax, falling action, and resolution. And for each division, students find their own words to capture the essence of the section. Beyond that, at the base or anywhere on each page, the student adds a clause that they've selected from the text to represent, for example, the climax of the narrative. And these are deliberate and independent choices the students make, and the process of rereading, skimming, scanning, thinking, evaluating and selecting is what we celebrate about the GIST book.

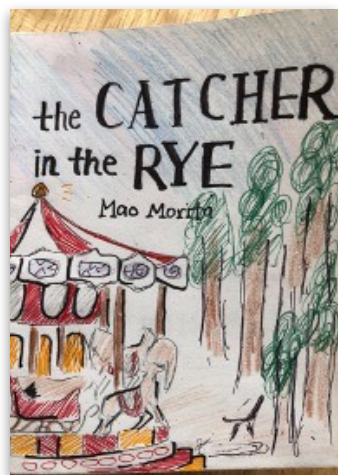
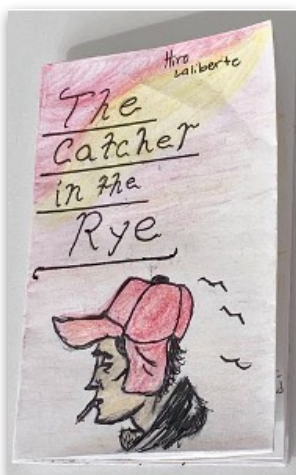
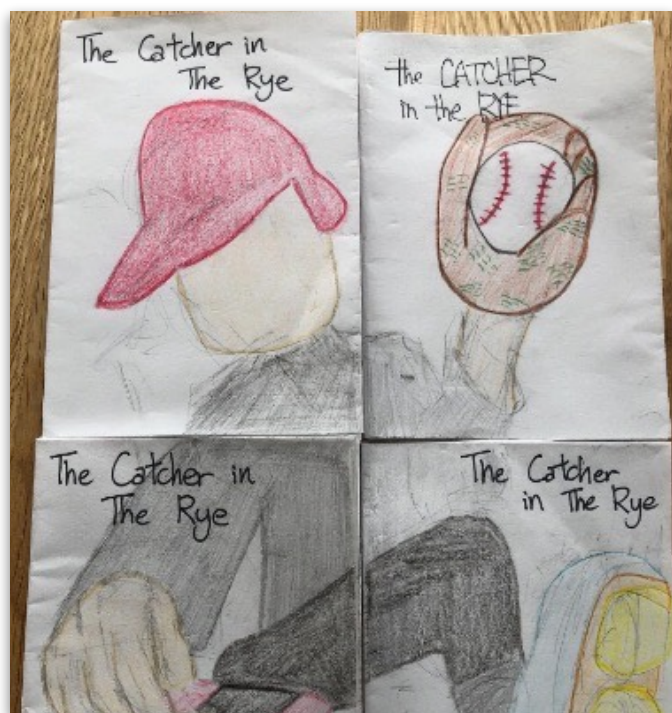
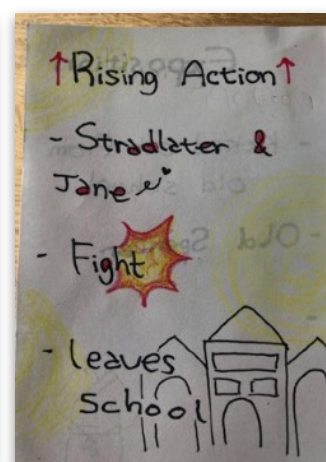
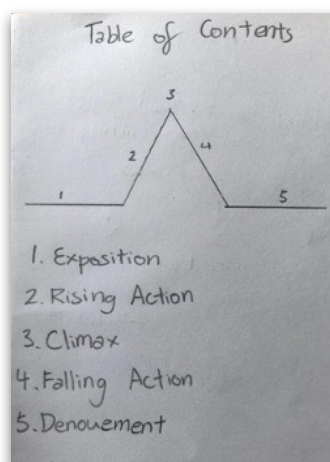
So representation is key, and beyond the words and the quotes, is the fun part. The student will now include

sketches - original drawings - either on the front page and/or within the pages to animate their understanding of the text. It's wonderful.

One group of Grade 10 students even used their artistic skills to collaborate in a way that, when placed together, their GIST book covers created an image of the protagonist Holden Caulfield and symbols that represented themes in the text.

All language teachers will definitely find the GIST book very resourceful. But we recommend it to all teachers as well: you want to get students to memorize some formulas; you want to check students' understanding of a unit; you want to give your students some productive downtime.

It's magic. Why? Because it summons many ATL skills into focus! And it affords you an immediate insight into those other capabilities of your students.



MYP/DP: Japanese Language



CHIEKO SINGH

Every year the Japanese Language Department (PYP through DP) enters Ito En's *Oi Ocha Shin Haiku Contest*, and this year we are pleased to announce that the following three OIS students were selected as honorable mentions

(佳作: Kasaku)

- OIS G7 Liana Dorn
- OIS G9 Kate Naomi Brown
- OIS G12 Tamami Ono

This popular contest, in which schools and institutions all over Japan enter, is famous not only for the prize certificates but also for the fact that the winning entries (only for a selected prize) are featured on the cover of the PET bottles of Ito En's tea products.

Congratulations everyone!



MYP Japanese language acquisition class:
Proficient level for grades 7-8

We studied about the effective writing in the newspaper article during the unit and for the summative task each student submitted their own opinion writing to a national Japanese newspaper, *The Asahi Shimbun* (朝日新聞 投稿欄"声").

Students learnt the process of making newspaper pages, including the way of writing an appealing paragraph. It must have been hard for every student to rewrite their opinions over and over, however, most of the students succeeded in summarizing the opinion essay very well, and to our happy surprise, two OIS students' work was selected for inclusion in the newspaper (for the Friday 11 November and Tuesday 15 November editions, in the section "Voice", just next to an editorial.) It was so wonderful to see the students' growth in their writing in Japanese by using their own agency.

Well done everyone!



MYP: Grade 10 Integrated Humanities

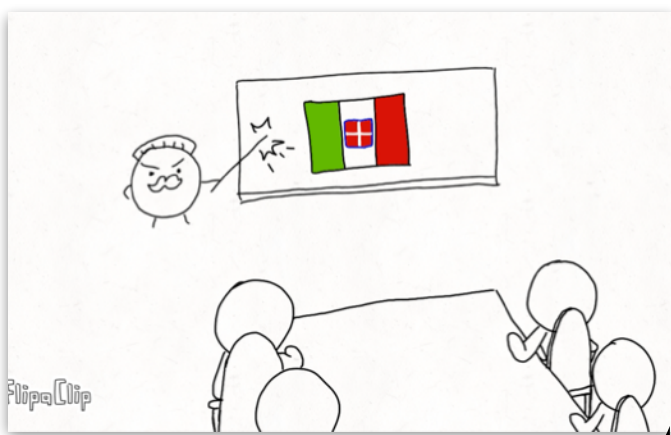


TARA CHENEY

Grade 10 Integrated Humanities students have been developing their research skills on the topic of WWI.

After completing our content overview of WWI, the students decided on a focus for their research question. They learned how to construct a precise research question and submitted for formative assessment a research outline. They then decided their method or how they wanted to present their research. They also developed interpersonal skills in negotiating a due date between their peers and educator.

It was great to see them maturely respond to this level of agency in their own learning. These screenshots offer an insight into some of the students final products:



Click on the screenshots to access the websites and videos.



Guest lecture from Professor Kukita of Kwansei Gakuin University

“ikigai” and how we can live with gentleness, humility and peace.

Last week the grade 10 Integrated Humanities class was really fortunate to have Professor Kukita from Kwansei Gakuin University visit. He spoke enthusiastically about the role of the United Nations and how even though it is not a perfect organisation it does aim to improve human lives. He also outlined how it is possible to have a career within the United Nations. He has worked all over the world for the past 30 years advancing the rights of children within UNICEF. He concluded by giving us some important insights into

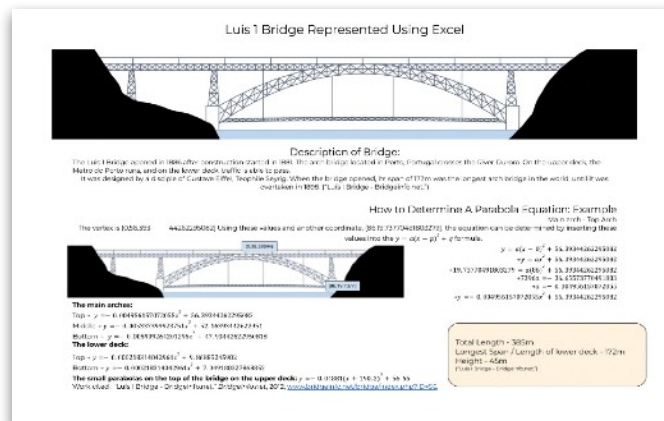
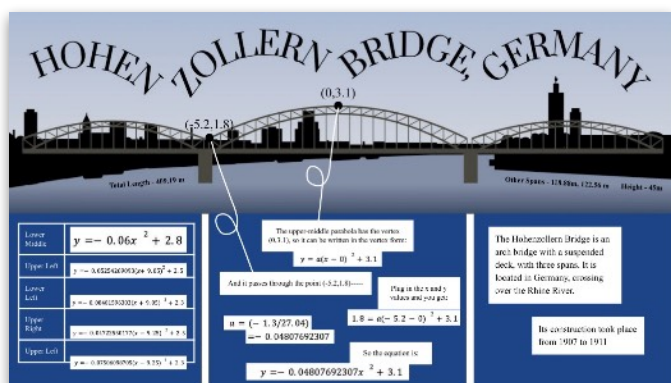
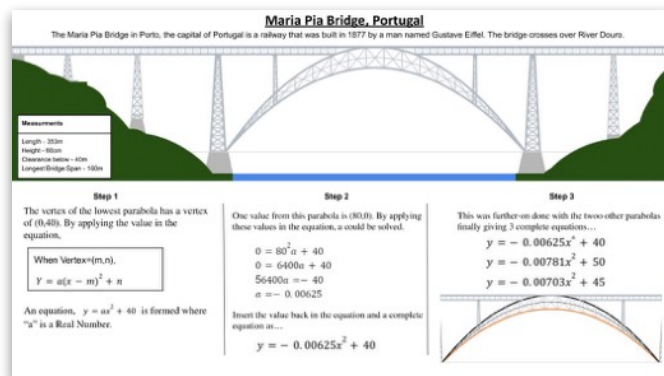
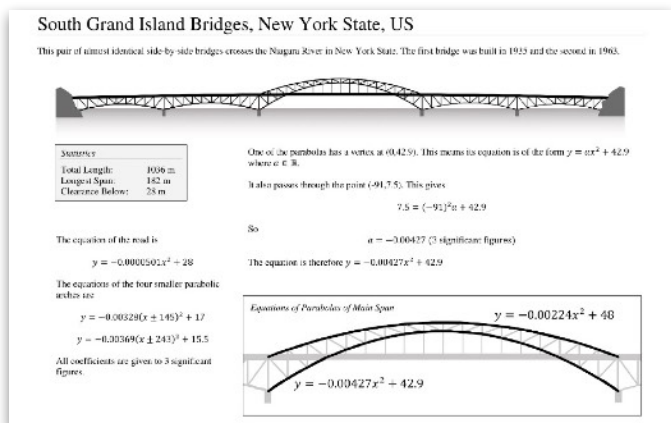


MYP: Grade 10 Mathematics



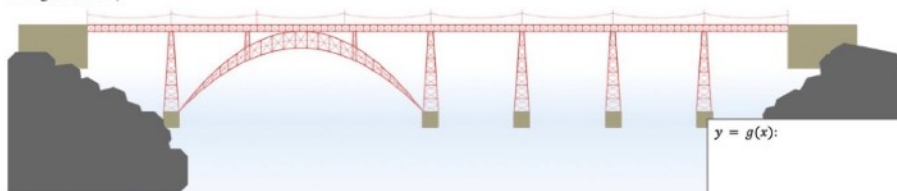
KEVIN BERTMAN

G 10 MYP Mathematics students studied functions and transformations, with a focus on quadratic functions and parabolas. At the end of the unit they investigated famous bridges and recreated highly detailed versions of them in a spreadsheet using only equations. All of the bridges contain multiple parabolas which the students had to determine the equations of. They then used function notation to determine the coordinates of the details between these parabolas.



Viaduc de Garabit - Auvergne-Rhône-Alpes, France

The Garabit Viaduct is an asymmetrical bridge, designed by the architect Gustave Eiffel, that was opened in 1885. ("Garabit Viaduct - Bridgeinfo.net")



Total Length: 565m
Longest Span: 165m
Height from River: 122m

The parabola $y = f(x)$ has the vertex (0, 69.4738) and x-intercept of (82.5, 0) when beginning the height from above the river. This means that the equation is in the form of

$y = ax^2 + 69.4738$ where $a \in \mathbb{R}$. This gives the following equation:

$$y = a(82.5 - 0)^2 + 69.4738$$

So:

$$a = -0.0102 \text{ (Three significant figures)}$$

Therefore, the equation is $y = -0.0102x^2 + 69.4738$

$y = g(x)$:

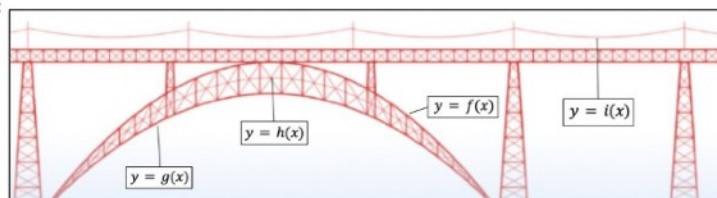
$$y = -0.00808x^2 + 55.0001$$

$y = h(x)$:

$$y = -0.00914x^2 + 62.2369$$

$y = i(x)$ where p is the value of horizontal translation from the specified parabola:

$$y = 0.00459(x - 118.3026)^2 + 81.0528$$



Click on the images to access larger copies of the pictures.

MYP & DP: Visual Art



ESPE GARCES

G 8 Students studied the relationship between culture and identity. They chose a person whose identity they would show in a portrait drawing. They interviewed the person they chose to get to know them better. They learned about composition and drawing techniques, and came up with ideas and tried different mediums before doing the final portrait project. What was interesting for me as a teacher was that most of the students chose their family members and they discovered things about them that I thought they would already know. One of the students said she realized how very creative her grandmother truly is.



Idea 2: (sketch)

Explanation: connection to the identity and culture of the person

The pose- He is relaxing on the couch (which isn't drawn in this sketch), and watching TV. When he isn't doing activities like trail running, kayaking, etc. he rests and watches the news, movies, baseball games, and more. In the final project, I can remove the couch from the photo, and pretend he is floating on nothing, which makes him seem more free.

The angle and use of foreshortening- My dad's foot appears the biggest to the camera. I thought this angle from the left would really express his relaxation and peacefulness in the photo.

The clothing and objects- He is wearing his favorite baseball team's t-shirt. He wears it a lot because he loves the team, and it shows his spirit and passion towards sports. He is also holding a TV remote, because he maybe is switching channels, eager to try and find something that he is interested in.



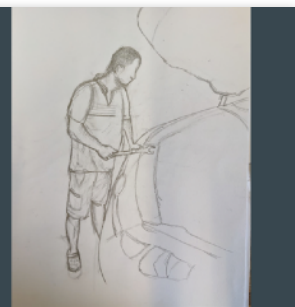
Idea 3: (sketch)

Explanation: connection to the identity and culture of the person

The pose- I chose this pose because my dad likes fixing cars, and I think it shows how he likes to solve things, and how he takes action to make improvements in his life.

The angle and use of foreshortening- In the original picture, I showed a lot of the front of the car, but for the final project, I will make my dad cover up most of the space, and only show a bit of the car. I will try to make his shoulder look bigger than the lower part of his body.

The clothing and objects- My dad is wearing the casual clothes that he always wears, because he doesn't give much thought into things that don't really matter to him. The wrench and car are there to show what he is doing, fixing the car. It sort of represents his bold, clever personality.



Vincent Van Gogh: formal analysis (1) - "The Night Cafe"

Artist background:
Van Gogh's work is influenced by his personal experiences and life.
His work is characterized by using vibrant and expressive colors and distinct brushwork that express the way he saw the world around him.

1 Formal analysis: description

"The Night Cafe" by Van Gogh is an oil painting that aims to depict a cafe as a place where one should be cautious of danger and where people can hit the bottom of humanity.

"The cafe is a place where one can run oneself, go mad or commit a crime." - Vincent van Gogh

Due to the use of vibrant and contrasting colors, the mood of the painting is very overwhelming and unsettling in contrast to what a cafe should be, which is a place to relax and socialize. It evokes a feeling of foreboding.

The lines in the painting create movement drawing towards the mysterious curtained doorway in the back.

Shapes and lines: Van Gogh uses a mix of softer lines and shapes in the foreground, and harder angular lines and shapes in the background. The latter the subject is in the painting, the more geometric they become as they camouflage with the angles and lines surrounding them. He also outlines certain subject matters with thick black outlines to emphasize them. Such as the billiard table and the curtains framing the doorway. This draws the viewer's attention to the subject matter.

Texture and brushstrokes: Van Gogh uses thick paint strokes to create the illusion of a wooden floor making the painting's texture more 3D, as if the painting is jumping out at the viewer. He also used brush strokes that follow a flow of movement leading to the focal point. The thick dab of paint looks like heated flower petals as well. He also uses thick impasto for the lights making the subject matter further jump out to the viewer and emphasizing the color.

Colors: The painting is characterized with warm colors of red and yellow as the yellow floors and hat yellow walls take up 2/3 of the painting horizontally. The use of the warm red walls catches the viewer's attention as they are drawn to the red wall at the back of the room focusing their attention to the focal point of the door. Van Gogh then uses a complementary cool teal color on the ceiling and in the subject's clothing and table legs to balance the overwhelming warm colors. The contrasting blues and teals also complement the bright yellow lights making them stand out more and create a pulsating effect.

The mosaic version of the painting shows the analogous colors used to transition between the main complementary greens and reds.

The G11 Visual Arts students started working on their Comparative Studies. This is the first of three parts in the art course in which students investigate three artworks, analyze their formal qualities, interpret the function and purpose, evaluate the cultural significance and develop ideas for their own artmaking in relation to their findings. The second part is exploring how they can visualize the ideas they have developed into visual art pieces. They record their processes and what they learn during the explorations in their art journal. This is what they put in the Process Portfolio.

Both the Comparative Studies and the Process Portfolio are preparatory stages that will culminate in the exhibition in the second year of the course. These help develop critical and creative thinking as well as their artistic skills and techniques. These also promote appreciation for culture, history and human efforts.

DP: Grade 12 Biology

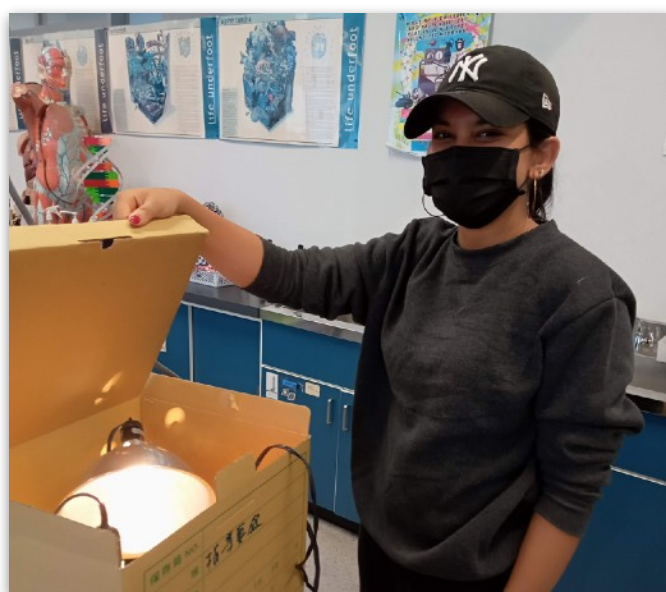
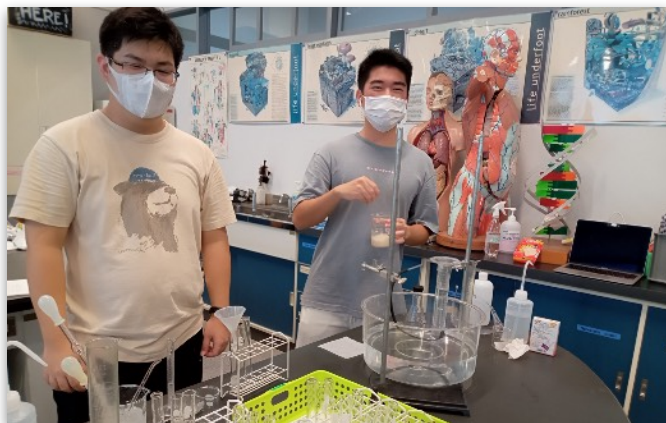


ANIL GHODAKE

G 12 IB Diploma Programme Biology students actively participated in Biology Lab Day on 9-10 September 2022.

Biology Lab Day provided students with meaningful, focused, supported time to individually develop an investigation of their selection that may be used as their internal assessment for IB DP Biology which constitutes 20% of their final IB Grade. All the G12 Biology students have successfully completed the IBDP requirement of Biology Internal Assessment, and this has provided them an opportunity to develop following experimental and investigative scientific skills:

- discussing the importance of developing empirical questions which can be investigated, collecting evidence, developing explanations, and using creative thinking
- making predictions using scientific knowledge and understanding
- testing predictions with reference to evidence
- taking appropriately accurate measurements
- using a range of equipment correctly
- presenting results as appropriate in tables and graphs
- identifying trends and patterns in results (correlations)
- comparing results with predictions
- discussing explanations for results demonstrating scientific knowledge and understanding, and communicating these clearly to others
- making predictions using scientific knowledge and understanding
- discussing and controlling risks
- interpreting data from secondary sources.
- use of current technology

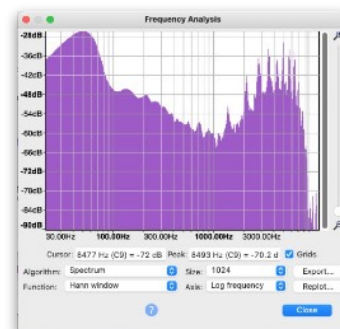
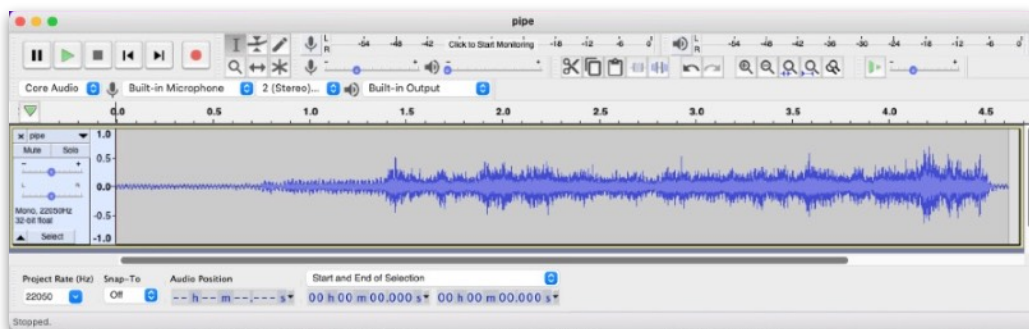


DP: Grade 12 Physics



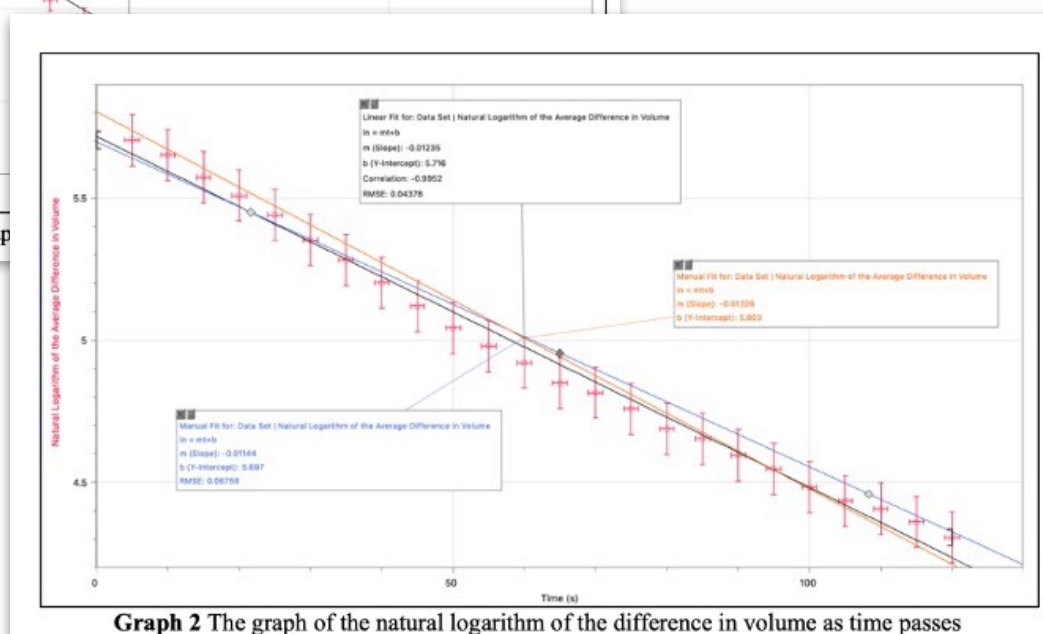
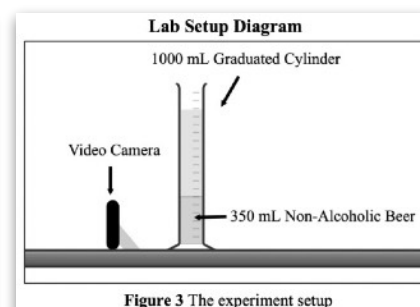
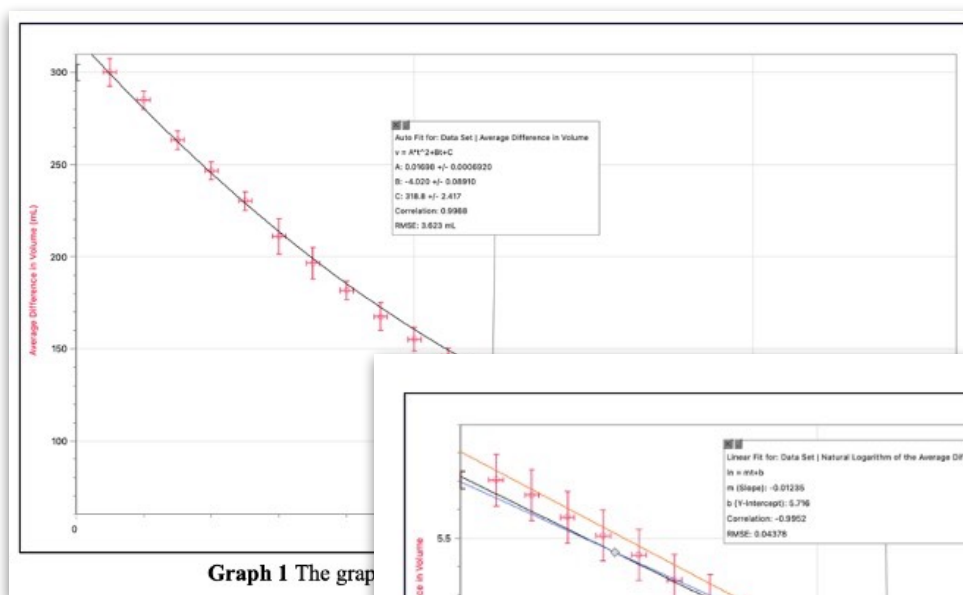
JEREMY MARTIN

G 12 IB Diploma Programme Physics students have been busy practicing their lab practical skills by performing three different experiments. The first two had the students calculate the speed of sound by using the wave phenomenon of resonance. The students calculated the speed of sound physically using an adjustable resonance tube, as well as digitally using a sound recording and the program Audacity.



More recently, the students learned about the spontaneous and random process of radioactive decay, by modeling the process using bear foam.

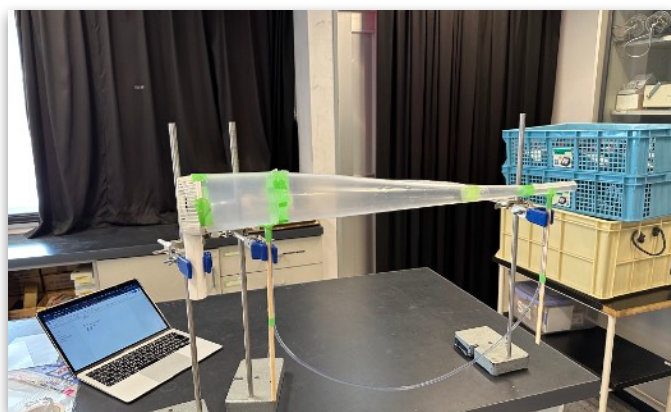
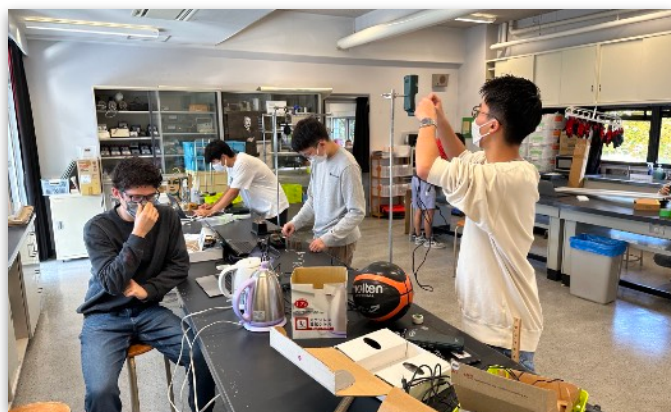
Both the decrease of parent nuclides in radioactive decay and the decrease in volume of bubbles can be modeled mathematically as an exponentially decreasing function.



Click on the images to access larger copies of the pictures.

DP: Grade 12 Physics (continued)

The lab practicals helped to prepare the G12 students well for their own, individual lab experiments which they conducted on Friday, November 11. The students are now busy organizing their data and writing up their analyses. Here are some photos of their experiments:



K-12: Approaches to Learning



STEPHEN FRATER

At Osaka International School of Kwansei Gakuin, we aim to equip students with the motivation and tools they need to become independent lifelong learners.

Just as importantly, we recognise that the skills they will acquire through completing the IB programmes at OIS are likely to be as important to their long-term academic and career success as the curriculum content they will learn on their specific courses.

Some of what follows applies across the schools, from K-12, however it is mostly relevant for middle and high school students in grades 6-12.

Multiple surveys of business leaders over the past decade by the Organisation for Economic Co-operation and Development (OECD) and other national and international bodies have consistently identified a core set of soft skills that are critical being hired and getting ahead in the modern world, specifically the modern workplace. At the same time, universities and firms have found that there is a major skills deficit in many high school and college graduates; they simply do not have these skills, or they are insufficiently developed.

The skills in demand include **oral and written communication skills, critical-thinking and problem-solving skills, professionalism and work ethic, and teamwork and collaboration skills**. According to Forbes magazine (2017),

'Although most organizations see themselves as unique, they are largely looking for the same set of competencies: EQ, good judgment, integrity, global mindset, resilience and learning agility...So, what do [employers] want? They want learning animals, with the capacity to see things from a global perspective, and an ability to solve problems that have still not been defined. In fact, finding problems is as important as solving them. They also value interpersonal and intrapersonal skills. And in addition to all this

employers are interested in people who are honest and dependable, as well as able to deal with stress and pressure. In brief, companies look for individuals who can get ahead, get along, and find meaning at work.'

It isn't hard to find evidence of a skills gap amongst students at every grade level. How many students exhibit one or more of these behaviours?

- miss deadlines
- ignore emails
- turn up unprepared for class
- struggle to prepare effectively for tests
- submit incomplete work
- have difficulty organizing their notes
- fail to cite correctly
- struggle to manage their workload
- are stressed by school?

In addition to the practical imperative, the IB's 2020 *Programme Standards and Practices* guide states that we should be aiming to develop lifelong learners who actively develop thinking, research, communication, social and self-management skills.

The term "skill" is used in a broad sense in the IB to encompass cognitive, metacognitive and affective skills.

- **Cognitive skills** include all the information-processing and higher-order thinking skills, often called "study skills" in a school environment.
- **Metacognitive skills** are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning.
- **Affective skills** are the skills of behaviour and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement.

In the IB, particularly the DP where these skills are most highly developed, these skills are grouped or presented in the following five clusters, and in each edition of *The Educator* we will focus on one of these clusters:



K-12: Approaches to Learning (continued)

Self-Management Skills

ΓΝΩΘΙ ΣΕΑΥΤΟΝ

"Know Thyself" - Socrates

Good **self-management** can alleviate stress, and increase academic performance. Improvement in this area comes from a combination of practical time-management strategies, and changes in mindset; students will be, and remain, more organized if they also improve their affective skills, such as their *motivation*, *resilience*, and *mindfulness*, so we'll start by looking at those.

Self-Management: Affective Skills

Strong **affective skills** can enable students to gain some control over their mood, their motivation, and their ability to deal effectively with setbacks and difficulties. There is also an important link between affective skills and student health and well-being. Three important affective skills needed to handle the challenges of the MYP and DP are:

Resilience (sometimes referred to as **'grit'** ^[1])

This quality and skill is crucial to success. The resilient learner is mindful, persevering, emotionally stable and self-motivated. Importantly, it includes learning from mistakes; students are often under a great deal of pressure to succeed, particularly when summative assessments can make students reluctant to risk failure. However, as one leading author has observed, *"Far from being a sign of intellectual inferiority, the capacity to err is crucial to human cognition"* ^[2]. It is important therefore that students do not feel that they have to get things right first time. If they see learning as a process of gradual improvement through reflection on mistakes, they will be more inclined to ask questions, take risks, be more adventurous in their thinking, and be more creative with their ideas.

Self-motivation ^[3]

No one can ever really motivate anyone else. Self-motivation is, in its simplest form, the force that drives people to do things. It's the drive students have to work toward their goals, to put effort into self-development, and to achieve personal fulfillment. It is also a key component of emotional intelligence, the measure of one's ability to recognize and manage one's own emotions (and other people's).

There are three questions students can use to determine whether they are self-motivated: *Can they do it? Will it work / Will it be good? Is it worth it?*

If students answered "no" to any of these questions, they need to understand why, and find a way to turn it into a "yes". Some ways to ensure they are, and remain, self-motivated include:

- Setting realistic, challenging, achievable goals
- Seeking advice and feedback regularly, to help them improve
- Being willing to go the extra steps for success
- Seeking out opportunities and being willing to seize them when they appear
- Spending time with positive, motivated, and supportive people
- Actively identifying and working on their weaknesses and strengths
- Working on time-management skills and resilience to setbacks

Related to this, research into intrinsic motivation has shown that classroom environments that actively encourage students to be more autonomous and self-directed in their learning, are also those that are most likely to increase their intrinsic motivation and help improve your efficacy as a learner. This is just one reason why the IB stresses the importance of inquiry-led learning and student agency.

Mindfulness

Though there are many definitions for mindfulness, the general idea is the same: it is a mental state that is focused on the moment, staying calm, and recognising how one feels, and the factors in one's internal and external environment that might be contributing to a student's state of mind. Mindfulness has been proven to reduce stress and anxiety, and in some cases, actually prevent it from happening in the first place. Not only does mindfulness help students see the bigger picture, it can reduce physical stressors that might make their mental state feel even worse. By focusing on the present, students are not dwelling on the mistakes of the past, nor are they overwhelmed by thoughts of the future, with improvements being reported in reading comprehension and working memory capacity, digital memory span and visual/spatial processing efficiency. Learning how to "stay in the moment" can help students to overcome distractions, increase attention and improve concentration, something that most students (and teachers) know is probably the single biggest issue to overcome in order to improve academic performance.

K-12: Approaches to Learning (continued)

Self-Management Skills

Tips for students: Organizational skills

- **Start by sorting:** It may seem obvious, but sorting alleviates disorganization so that important information and documents aren't misplaced. A logical method is to assign a notebook or folder for each subject. Use dividers or page tabs to group papers according to type, e.g., handouts, tests and quizzes, class notes, homework, forms, and graded assignments. High priority assignments or information can be filed in the front of the binder for fast approaching due dates.
- **Make a checklist:** In fact, make two checklists, one for long-term goals and plans for the year, and another for daily/weekly tasks that need to be completed. For the latter, it makes sense to start a new list every day with 'high-impact tasks' at the top. (Students might want to label each with an ABC ranking; A-must be completed today, B-would be nice to complete today, C-can be pushed to tomorrow if necessary). Also, make sure the list only includes tasks they can practically expect to complete in a day; this may involve breaking down larger tasks into more manageable pieces. For example, instead of 'work on essay', the list should include 'draft first paragraph' or 'finish diagram and explanation for section 2'. Add timings for each task, and be realistic rather than optimistic about how much time it will take. Students can include some simple tasks on their list (it's nice to be able to cross off multiple items during the day), but overall it's best to have a concise, achievable list rather than a long, comprehensive one that includes too many things they are unlikely to attempt in a day. Just as importantly, make realistic schedules that allow for some flexibility. Include time for rest, relaxation, sleep, eating, exercise, and socializing in the schedule.
- Find a suitable place and environment to work. If students can't concentrate try changing the location where they do their work (if the library is distracting, find an empty classroom, for example).
- Students should shut down their phone (don't just put it on standby) when they are trying to work, otherwise they will be distracted by notification sounds and messages popping up on the screen.

- Focus on one goal at a time, and make sure larger tasks are broken down into achievable sections.
- Set up "personal deadlines": pretend something is due in the next hour so that they can finish it quickly.

Tips for students: Affective skills (general)

- Get enough sleep; change sleep patterns—go to sleep earlier and wake up earlier.
- Take some time for personal interests and maintain a sense of balance and sense of well being. Have a 'stress outlet' such as a sport, and exercise activity, or a hobby that will give them a way to take a break, clear their mind, and relax.
- Allow for mini-rewards after they have completed a task, or take a short break after a task is accomplished.
- Increase self-awareness by identifying their strengths (this will come in useful when preparing college applications too).
- Don't let the "little things" derail them from the big goals.
- Ensure there is a trusted person they can talk to, to relieve stress—often imagined fears are worse and more stressful than the reality.
- Think positive—research has shown that positive thinking may improve physical well-being, produce lower feelings of depression and produce lower levels of distress.

Tips for students: Affective skills (recognizing and reducing anxiety and stress)

Stress, sometimes triggered by text anxiety or academic results pressure, produces a physiological reaction in our body. It can take several forms, and produce many different symptoms. For a detailed look at this specific sub-topic of affective skills, please view or download pages 5-8 from [this PDF](#).

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- 2 Shultz, K. (2010) *Being Wrong: Adventures in the Margin of Error*. New York. HarperCollins
- 3 Adapted from <https://positivepsychology.com/self-motivation/>

K-12: Accessing Curriculum and Student Progress Information



STEPHEN FRATER

OIS uses *ManageBac* as its primary lesson management systems (LMS), curriculum platform, and reporting tool. This platform is used throughout our elementary, middle, and high schools to host course plans and resources, record student progress, and produce trimester reports. The system is also used daily by middle and high school students and teachers to schedule coursework deadlines, collect student assignment submissions, and communicate teacher comments and assessment grades. We strongly encourage parents to access the system regular to stay informed of your child's deadlines, academic progress, upcoming units, and in some cases, behavioural notes.

Although OIS has used the system since 2013, the functionality and user interface of *ManageBac* is regularly updated, so it is helpful to sometimes review how parents can use the system to access academic and behavioural information about their child or children. Please explore your child's courses when you can, and do not hesitate to contact the teachers or Principals if you have any questions.

1. Changing the user interface language

Remember that the language of the interface for parent accounts on *ManageBac* can be changed into multiple languages. After logging into your account [here](#), click your profile name at the top right of the screen, select [Manage Your Profile](#), and then click [Edit Profile](#).

On the profile page you can change the menu and other interface text into a number of languages:

Whilst you are editing your profile, it's highly recommended that you also review your [Notification Preferences](#), which is the option just below [Manage Your Profile](#). There are 35 different check boxes you can turn on or off to determine if and how you wish to be notified of updates to your child's account.

2. Switching between student accounts

Once you have set your preferences, save the changes and return to the main screen. If you have more than one child, select the account you wish to view using the dropdown list at the top left of the screen. (This allows you to switch between your children's accounts).

K-12: Accessing Curriculum and Student Progress Information

3. View scores and comments

To view your child's academic progress at anytime during the trimester, select the [Dashboard](#) from the left-hand menu, and see the list of classes your child is enrolled in. Make sure you are looking at the **current trimester** (although you can also look back to previous trimesters as well). For each class you will be able to view your child's attendance, the units being studied over the year, and all assignments that have been set for the course. Click on the [Task](#) box, and you will see a list of completed and upcoming assignments for the class. For each completed task, you will see:

- the name of the assignment, the date and time it was due, and the type of task (e.g. formative versus summative, paper or quiz).
- if the assignment was submitted on time or not.
- if the assignment was awarded a score, you will see the IB grade awarded (e.g. 1-7) and the raws marks achieved (eg. 30/40).
- if the teacher has commented on the assignment, you can see the whole comment by clicking on the [Show More](#) link.

4. View unit information

Finally, in addition to viewing assignment outcomes, you can also find more information on the unit being studied by looking at the course unit descriptions, which outline the objectives of the unit being studied. Click on the course name (e.g. [IB MYP English](#)), then click on the [Units](#) box, to view a list of the units being studied on the course. Select a unit, and you will see:

- a broad description of the unit.
- a list of essential understandings, which are curriculum content and skills the students are aiming to acquire from the unit.
- inquiry questions that are specific to the activities and assignments that will be studied in class, and often assessed.

MYP: Service as Action



KELLY DEKLINSKI

As part of the Service as Action (SA) program at OIS, Students in the MYP (grades 6-10) engage in at least one service learning activity per year.

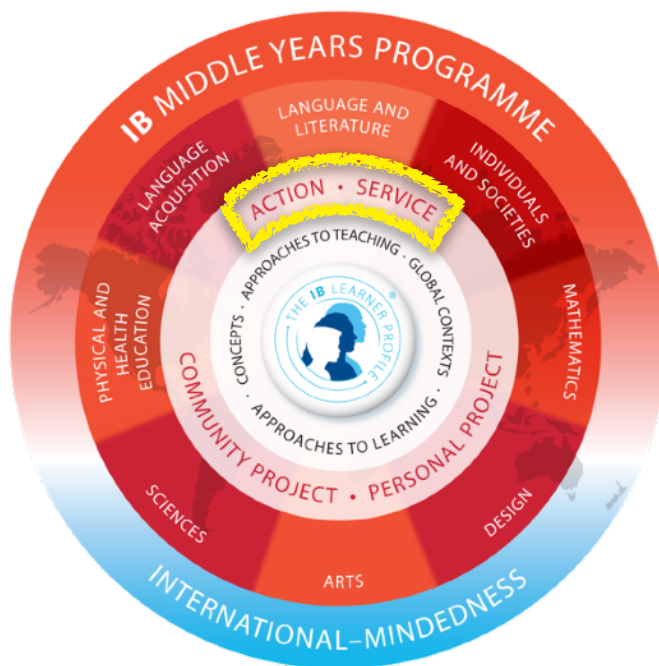
Why do students participate in service? It is a core element of the IB's Middle Years Programme, and through **Service as Action**, students:

- serve the common good
- gain an understanding of local and global issues
- provide for the community
- build links between people in the community
- learn to work collaboratively with others

In grade 6, students often find their first service learning opportunities within our school community. For example, OIS Grade 6 students recently provided assistance to the International Fair Committee in order to prepare for the event and foster a sense of community at SOIS.

As students enter the upper grades of the MYP, they are encouraged to seek opportunities that build connections with others (both on and off campus) and to initiate their own service learning activities to gain an understanding of local and global issues. Examples include participation in community clean-up, volunteering at a non-profit organization or collecting donations for those in need.

Do you have a potential service opportunity for students in the MYP? Please contact the MYP Coordinator and Service as Action coordinator, Kelly Deklinski, at kdeklinski@soismail.jp



OIS Grade 6 students assisting the International Fair Committee

Upcoming Music Performances



JAMES PHAM

The music department is happy to announce upcoming live performances. Guests are welcome to attend in person.



We're going back to Maple Hall!

- **IBDP Grade 12 Recital:** Wednesday, November 30th, 4pm, SOIS Theatre

- **HS Wind Ensemble, HS String Ensemble, HS Concert Choir:** Tuesday December 6th, 6:30pm, live @ Minoo Maple Hall
- **Elementary Winter Concert:** Friday, December 9th, time TBD, SOIS Theater

K-12: Service Learning and the OIS Mission



STEPHANIE ALCANTARA

Any casual perusal of the news will cover a multitude of local and global issues that need to be addressed.

Political engagement of the youngest voters (18-25 years old) continues to be lower than that of other age groups (“Public and Civic Participation”). Before 2021, approximately 3.7 million children in Afghanistan were out of school, of which 60% were girls (“Education: Providing Quality Education for All”). And since the Taliban’s recent return to power, girls have been banned from attending school beyond sixth grade (Hadid and Qazizai). As of mid-2022, there are 103 million forcibly displaced people worldwide (UNHCR). So how do we, as educators, prepare our students to tackle these complex challenges and those of a future that few of us can imagine?

At OIS, we believe that our mission of developing “informed, caring, creative individuals contributing to a global community” is central to that preparation and to leading a life of meaning through the creation of a more peaceful and equitable world. But a mission is aspirational; it is not a state of being but something to strive for. Cathryn Berger Kaye, author of *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*, sees service learning as a way for students to apply their academic learning in order to develop further skills, knowledge and experiences that will serve them throughout their lives. Several studies have shown that engaging in service learning can:

- enhance academic learning (Conway et al.)
- advance moral reasoning, social reasoning and decision making (Batchelder et. al.)
- increase interest in interacting with culturally different people (Astin et al.)
- influence sense of self, self-esteem and formation of identity (Conrad et al.)
- help students become more compassionate and connect learning to broader issues (Meyers)

In the PYP, the Sustainable Development Goals feature prominently in the programme of inquiry and certainly in the PYPX that students complete in Grade 5. The elements of transdisciplinary inquiry and student agency

in the PYP culminate in student action. “Action” is a word that appears again in “Service as action” in the MYP and “Creativity, Action and Service (CAS)” in the DP. It is important to note here that service is not simply an extension of learning but a mode of learning, and it is incumbent upon the adults in our community to provide students with these learning experiences—from the classroom and into the community. Every mode of learning has outcomes. In both the MYP and DP these learning outcomes are to:

- become more aware of your strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of your actions

This is what families and students sign up for when they join the OIS community—they sign up for our mission. Our hope is that students become informed about the complexities of their external and internal environments, that they become caring as a result of interacting with diverse groups of people, that they are creative in their pursuit to tackle the challenges that they face, and that they are contributing through their commitment to serve others. So as you talk to your child about how they are doing at school, we encourage you to address this key aspect of their development. We hope that the articles in this issue of *The Educator* emphasize the importance of service learning in the educational experience at OIS and how our students are applying their learning through meaningful engagement with the community.



PYPX presentation on reducing plastic waste using mealworms.

K-12: Service Learning and the OIS Mission (continued)

The Class of 2028 selling handmade crafts to raise funds for Ukrainian refugees at the School Festival. Their project arose out of two Math inquiry units on Life as a Refugee and Designing Refugee Housing in crowded refugee resettlement camps.



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SOIS: Combined OIS & SIS Grade 9 Trip



KELLY DEKLINSKI

October saw the inaugural combined OIS and SIS grade 9 trip to Mie-ken, the first of many combined camps being planned.

Under the leadership of SIS G9 Homeroom Teacher Mr. Mark Avery and the members of the student trip committee (including OIS students Bity, Maya, Rick, Annabelle and Rikuto), students set off for the first ever SOIS Grade 9 trip on October 28th and 29th. The students planned every detail of this overnight excursion to Mie prefecture, with educational and fun stops at Ise Jingu and Toba Aquarium on the first day and an exciting and challenging visit to the ropes courses at Bouken no Mori on the second day.

The 109 students also enjoyed their overnight stay at Toba Seaside Hotel, where they dined on traditional Japanese meals and had a wonderful time during the student-organized games and entertainment portion of the evening. The students worked wonderfully together throughout the entire trip.

Thank you to everyone for your support!



Congratulations to the combined OIS & SIS planning committee.



DP: Creativity Activity, Service (CAS)



CAS COORDINATOR: DAVID MYERS

An introduction to what you need to know about the CAS Programme.

CAS is a continuation of MYP Services as Action, with some expanded concepts. The DP version exists in order to continue the service philosophy, but also provide creative and athletic outlets for Grade 11 and 12 students. Primarily, this is because there are no compulsory art, music or PE classes in the DP.

Students pursue 7 different learning outcomes in an effort to find a balance between Creativity, Activity, and Service. Between these learning outcomes, and these three strands, students find a variety of extracurricular activities. In addition to these 7, there is a CAS Project students develop and execute. The CAS project is a significant undertaking, described by the IB as “a month of sustained effort.”

As a coordinator of this program, I believe in its principles. Not only are creative pursuits, a physically active lifestyle, helping others, and avoiding the trap of burying oneself in academics important, the learning outcomes themselves are valuable pursuits. I look at the CAS program as a foundation for an ongoing personal improvement strategy. A model on how we should reflect on who we are and how we should move forward in our lives.

Why do many of us make New Year’s resolutions? We realize that there is something that could be improved and we choose to take action. CAS is not just about service, but often, helping others is one of those areas of improvement.

The learning outcomes above are valuable prompts for anyone when reflecting on their life. What is a new skill you would like to learn? What are you good at and perhaps would like to improve? Initiative and planning would spur us on to make something happen, taking the lead in something. Don’t just let the world go on around you. And if course, making ethical choices is the core of this “personal betterment” philosophy in the CAS Programme.

I have my own CAS roster with students as my supervisors. I make the same plans, provide evidence, and write reflections along with them for their approval. I dare say it keeps me busy improving myself with every cohort I help through the DP.

IDENTIFY OWN STRENGTHS AND DEVELOP
AREAS FOR GROWTH



UNDERTAKE CHALLENGES, DEVELOPING NEW
SKILLS IN THE PROCESS



DEMONSTRATE HOW TO INITIATE AND PLAN
A CAS EXPERIENCE



SHOW COMMITMENT AND PERSEVERANCE
TO A DIFFICULT ACTIVITY



WORKING COLLABORATIVELY WITH VARIOUS
PEOPLE



ENGAGEMENT WITH ISSUES OF GLOBAL
SIGNIFICANCE



MAKING ETHICAL CHOICES AND TAKING
ETHICAL ACTION



Click on the image to visit the SOIUS Service Learning website.

SOIS Sabers & Other Sports News



MICHELE LEGER

SOIS hosted a Middle School Girls Soccer tournament in early November, with teams from Nagoya, Kobe, and Osaka.

The SOIS Sabers played with great spirit and sportsmanship as always, resulting in a highly commendable 3rd place finish for the A team. The B team, playing in a division that included Canadian Academy and Nagoya International School's A-teams, came in 6th place.

All-tournament players from SOIS, selected for their outstanding skill, commitment, and sportsmanship, were (from left to right): Yiling Chen (OIS G7), Sayaka Shimano (SIS G8), and Serina Yamane (SIS G8).



Our congratulations also go out to OIS G6 Juno Matsumoto, who competed in the international *Exposure Advanced Skateboarding Competition* in California in October, winning multiple awards and events against some top class skateboards from around the world!



Click on the image to see a clip of Juno's award-winning trick.

Rank	Name	Age	Global Ranking
1st	Juno Matsumoto	Age 11	Global Ranking: 929
2nd	Michelle Yoon	Age 11, (Greece)	Global Ranking: 304
3rd	Cona Suganami	Age 15, (Greece)	Global Ranking: 810

Kwansei Gakuin News

In September KG University welcomed approximately 180 exchange students from 28 countries, the first group of international exchange students to study at KGU in Japan in three years.

On the day of the orientation, KGU students and faculty members gave the exchange students a warm welcome, as a markedly international character returned to the Uegahara campus. Professor Yoshitaka Niizeki of the School of Humanities, who serves as the Dean of the Center for International Education and Cooperation, gave the welcome speech. "For a long time, studying abroad in Japan was suspended due to COVID-19, and I am glad that we can finally greet you on campus face-to-face. We would like to wish all of you a warm welcome to KGU, and we hope that you will have a fulfilling time here." One first-year student, who volunteered as a KG Buddy for the international students, said that "When I was in high school, events were cancelled across the board, and I felt very sad. That's why I feel grateful for

the opportunities I now have to connect with international people as a university student. I'm looking forward to my university life from now on."



KGU elected a new president of the university in October. Professor Yasutoshi Mori from KGU's School of Sociology will take over the post from the current president in April 2023, and will serve a four-year appointment.

A summary of Professor Mori's various positions and roles at Tokyo University and KGU can be seen [here](#) (in Japanese only).

A press conference was held on 21 November at KG's Nishinomiya Uegahara Campus to present two KGU 4th year students who have signed for Japan Professional Soccer League (J League) clubs.

Yuta Kimura (Faculty of Sociology) has signed for Kyoto Sanga, whilst Goki Yamada (Faculty of Commerce) has signed for Tokyo Verdy.

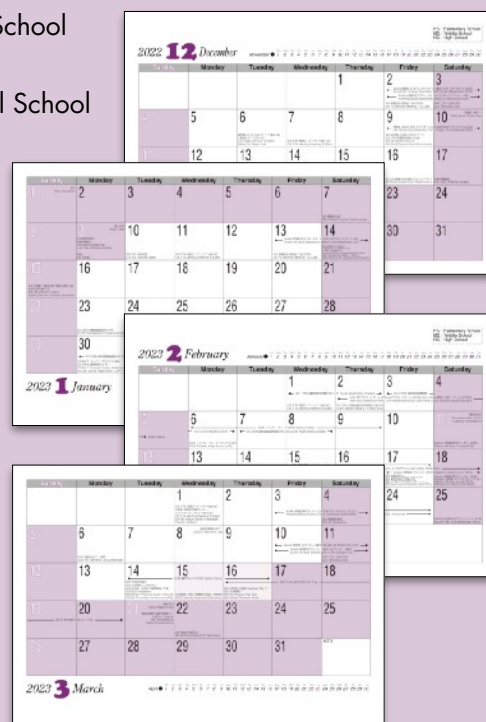
KG University have many strong sports teams, from the American football club that has won the Kansai American football league 58 times in the past 80 years, and the national championship 32 times, to the men's soccer team that a few years ago knocked Vissel Kobe out of the Emperor's Cup. More information about KGU's sports teams can be seen via the university's athletic department's website [here](#).



School Calendar

December

- 2-3.....WJAA HS Boys JV Basketball @Yokohama International School
- WJAA HS Girls JV Basketball @SOIS
- WJAA MS Boys Basketball @Marist Brothers International School
- WJAA MS Girls Soccer @Canadian Academy
- 3.....SAT Test @SOIS, 3F Conference Room
- 6.....Maple Hall Concert 6:30pm
- 7.....OIS PTA morning meeting 9:00am
- 9.....Elementary School Winter Concert @Theatre
- 16.....Last day of school before Winter Holiday



January

- 10.....Classes start
- 11.....OIS PTA morning meeting 9:00am
- 13-14.....WJAA HS Boys Basketball @MC Perry
- WJAA HS Girls Basketball @Canadian Academy
- 30.....MYP G10 Personal Project Exhibition
- 31.....Elementary School mid-year reports issued

February

- 1.....OIS PTA morning meeting 9:00am @3F Conference Room
- 2.....DP explanatory meeting for OIS G10 parents 5:00pm @3F Conference Room
- 2-5.....AISA HS Boys Basketball @Korea International School; AISA HS Girls Basketball @SOIS
- AISA HS Swimming @Korea International School, Jeju
- AISA Maths Competition @Seoul International School
- 6-9.....SOIS Rainbow Week
- 11.....SOIS MS Boys Futsal Tournament
- 13-17.....SOIS Book Week
- 16-18.....SOIS All School Production
- 17-18.....SOIS Badminton Tournament
- 18.....HS Boys Futsal Tournament @SOIS; HS Girls Futsal Tournament @Marist Brothers International School
- 20-24.....OIS G12 mock exams
- 22-24.....Model United Nations Conference, hosted by Marist Brothers International School
- 28.....MS/HS Winter Strings and Chorus Concert, 4:00pm

March

- 1.....OIS PTA morning meeting 9:00am
- MS/HS Winter Wind Ensemble and Band Concert, 4:00pm
- 3-4.....WJAA MS Boys Soccer @Canadian Academy
- WJAA MS Girls Basketball @Marist Brothers International School
- 6.....SOIS International Women's Day Celebration
- 10-11.....WJAA HS Boys Soccer @Canadian Academy
- WJAA HS Girls Soccer @Yokohama International School
- 11.....SAT Test @SOIS, 3F Conference Room
- 14-16.....Elementary School 3-way conferences
- SOIS Spring Camps
- 16.....Winter Trimester ends

Important Numbers

Kurt Mecklem	Head of School	072-727-5050	kmecklem@soismail.jp
Stephen Frater	K-12 Principal for Student Learning Point of contact for MS/HS	072-727-5092	sfrater@soismail.jp
Stephanie Alcantara	K-12 Principal for Student Life Point of contact for ES	072-727-5092	salcantara@soismail.jp
Steve Lewis	Business Manager	072-727-5090	slewis@soismail.jp
Mike McGill	Admissions Director	072-727-5070	mmcgill@soismail.jp
Andrew Brown	IB DP coordinator	072-727-5080	abrown@soismail.jp
Kelly Deklinski	IB MYP coordinator	072-727-5080	kdeklinski@soismail.jp
Trevor Jones	IB PYP coordinator	072-727-5080	tjones@soismail.jp
Margot Goto	College Counselor	072-727-5290	mgoto@soismail.jp
Toshifumi Mitsuhashi	Activities Director	072-727-2137	tmitsuhashi@soismail.jp
Natsuko Inoue	School Nurse	072-727-5050	ninoue@soismail.jp
—	Student Attendance	072-727-2305	studentinfo@soismail.jp



Important Links

Student-Parent Handbook

Includes lots of links to other forms and school websites



ManageBac

For curriculum informations (units), assignment grades and comments, and end-of-trimester report cards



OIS Parent Portal

Weekly updates and information about recent or upcoming events



Student Information Center

Attendance, lost property, etc.



Osaka International School of Kwansei Gakuin

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