

The EDUCATOR

The newsletter of **Osaka International School of Kwasei Gakuin**



Fall-Winter **2023-2024**



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From the Head of School



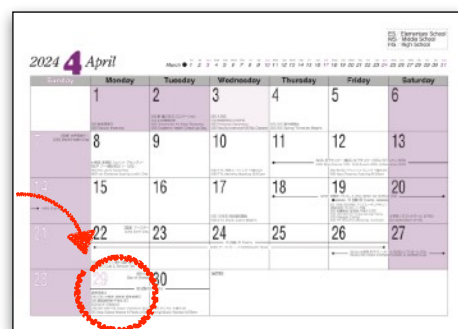
KURT MECKLEM

Figuring out what happens at school can sometimes be complicated. We all know what we did at school when we were young, but it isn't always clear what our kids are doing once we drop them off. In many ways, what we did as students and what the children are doing now are not that much different. As you will see in these pages, students still study math, science, English, and the arts.

Depending on where you went to school, what might be different is how, at OIS, we work towards having the students apply what they have learned in unique situations. Whether that is bringing their design skills to a business or using their art to demonstrate their research and raise awareness, the students take what they have learned and apply it to unique situations. These types of tasks move the students beyond just repeating information that they have read towards applying it. This ability to transfer information is a hallmark of understanding.

I hope you take a bit of time to look through these pages to find out more about what is happening at OIS. While we are always striving to improve, we take pride in the work we are doing and the accomplishments of our students. That comes through in these pages.

I also encourage you to find out more about OIS. If you are a current parent, we have workshops and other events where you can learn about the school. On April 29, the middle and high schools will have their annual class visitation day where parents from those grades can drop into classes and see what is happening. If you are reading this as a prospective parent, I encourage you to contact us (oisadmissions@soismail.jp) to schedule a visit and find out more about our program and what happens here after your children say goodbye in the morning.



Save the date: **April 29** is **SOIS MS/HS class visitation day** for current and prospective parents.

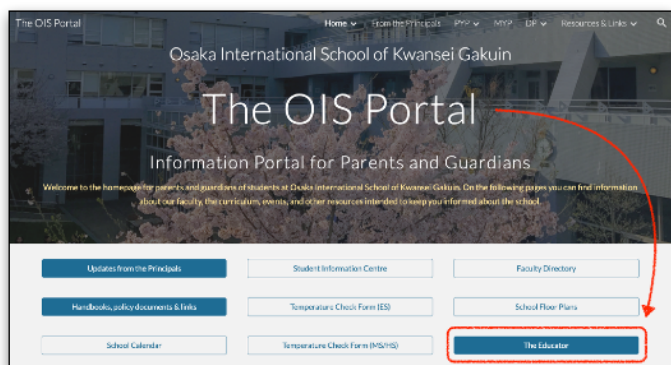
About The Educator

Welcome to *The Educator*, the newsletter of Osaka International School of Kwansai Gakuin. The newsletter is published twice per year, with one mid-year edition, and one end-of-year edition, and provides a look at a selection of the learning, activities, events, and accomplishments from the first and then the second half of each academic year.

Feedback and requests on the contents of the newsletter are always welcome; please send your comments to oisprincipals@soismail.jp

Please also 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.



If you do **not** wish to receive a printed copy of *The Educator* in the future, please complete this Google Form to **opt out**.



PYP Early Years: Kindergarten Unit of Inquiry



Kindergarten: DAWN INADA

Transdisciplinary Unit of Inquiry
Who We Are

Central Idea

People learn about themselves and the world by exploring relationships

Lines of Inquiry

- Similarities and differences between ourselves and others
- Caring for and respecting ourselves and others
- Learning cooperatively in a group

Under the transdisciplinary * theme of *Who We Are*, children in Kindergarten inquired into similarities and differences among us, caring for and respecting ourselves and others, and learning cooperatively in a group. It was a wonderful opportunity to learn more about each other and the things that make us unique, and to begin building our classroom community.

Through a variety of literature, we worked to establish an understanding of same and different. In addition, stories helped us discuss our different feelings and how to manage the uncomfortable ones. We learned useful strategies to cope with big feelings of anger and frustration.

Answering a daily question helped us see our similarities and differences, and provided practice in constructing a graph and comparing data.

As a culmination of the unit, each child had a “Me Museum” table containing their work from the unit along with other personal items. The children shared and compared personal information with each other to see how they are alike and different. They practiced both communication and self-management skills as they interacted with familiar and unfamiliar visitors to their tables.

The maturity and composure they exhibited was very impressive. Well done Kindergarten friends!

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* for more information on transdisciplinary units, see the OIS Portal:
From the Principals Issue #52 (1 December 2023)

PYP Early Years: Kindergarten Unit of Inquiry (continued)



Developing student agency
Children need to feel a sense of ownership over their learning, in order to become active and empowered learners. By promoting agency at a young age we can encourage our early learners to become more independent, confident in asserting themselves, and comfortable at expressing themselves and negotiating and compromising together in play.



PYP: Grade 1 Unit of Inquiry



Grade 1: WAKABA MORI

Unit of Inquiry
How The World Works

Central Idea

The Earth's landforms are constantly changing

Lines of Inquiry

- Geographical features of the earth
- How landforms are created
- How landforms are used by people

The students in the Gr.1 class honed their research skills as part of our inquiry-based learning journey this past trimester.

To reflect the lines of inquiry, we started with each student choosing a landform they were interested in, and then trying to find and read non-fiction books that had information about their research topics. The challenge that first graders often face is finding non-fiction books at their reading level, as first graders are still in the process of developing phonological awareness and reading skills. After learning from books, the students shifted to using their tablets to find more information for their research using online programs, such as *Pebble Go* and *Epic*. Leveraging these technologies and age-appropriate online resources, students had options such as listening to text when faced with reading challenges, enhancing their independent research.

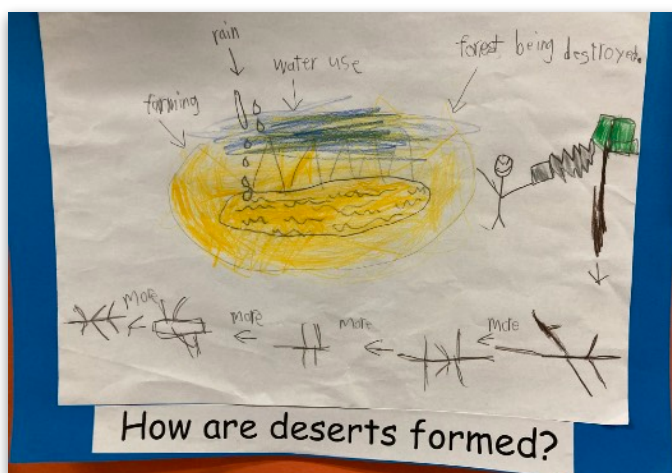
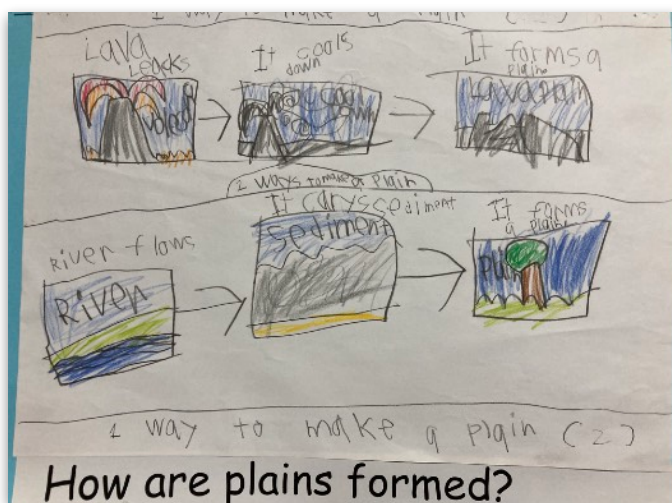
Gr. 1 is when students first begin to learn how to collect, organize, and interpret information, and the students were introduced to research skills such as finding resources, note taking, and paraphrasing to show their understanding using their own words, pictures and flowcharts. At the end of their research, students used the application *Book Creator* to publish their own ebook for the first time, learning to type, download and upload images, decorate, and edit in the process.



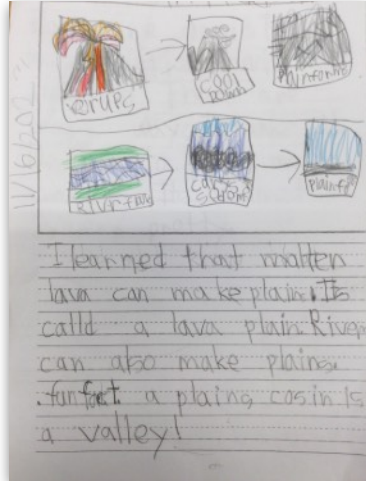
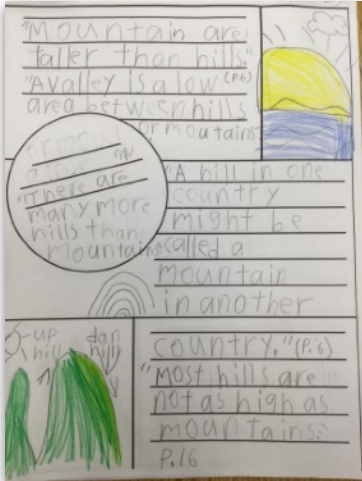
Learning about how landforms are formed and erosion in the sandbox

The first graders worked very hard in class, all the while remaining engaged and expressing their love for learning. They consistently demonstrated enthusiasm in discovering interesting and fascinating information about the Earth. Especially at a young age, it is important to focus on progress and not just success in order to build a positive mindset and a willingness to grow. The Gr.1 students were building reading stamina and resilience when they face challenges.

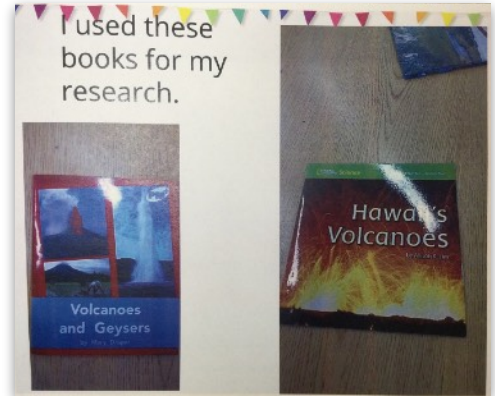
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PYP: Grade 1 Unit of Inquiry (continued)



The students learnt how to create bibliographies of the books they used in their research, and also made an ebook using their own text and images.



A model landform based on classroom learning and research



Papier-mâché Earth to show the Pangea image and the image of the current seven continents.

In addition to researching, the students learned how to understand abstract concepts through many hands-on activities in class, such as making a papier-mâché Earth, some with the Pangea from a long time ago, and some with the current seven continents. The students also tried to learn erosion by trying to show how landforms, such as mountains, caves, volcanoes, valleys, and canyons were formed, by demonstrating it in the sandbox using water. Each student also crafted a volcano using a pet bottle and paper clay, and we conducted the classic volcano experiment with vinegar and baking soda, eliciting lots of excitement and amusing comments from the children. The whole class was reminded of the beauty of our planet during our field trip to Minoh Falls. It gave us insightful experiences. Our journey exploring and learning about the Earth has been a truly enjoyable one.

Field trip to the Mino Falls to learn about landforms



PYP: Grade 2 Unit of Inquiry



Grade 2: PAULA DEZEM

Unit of Inquiry
How The World Works

Central Idea

The Earth's landforms are constantly changing

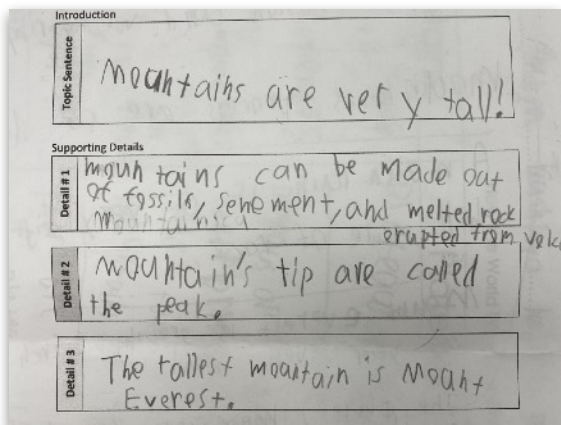
Lines of Inquiry

- Geographical features of the earth
- How landforms are created
- How landforms are used by people

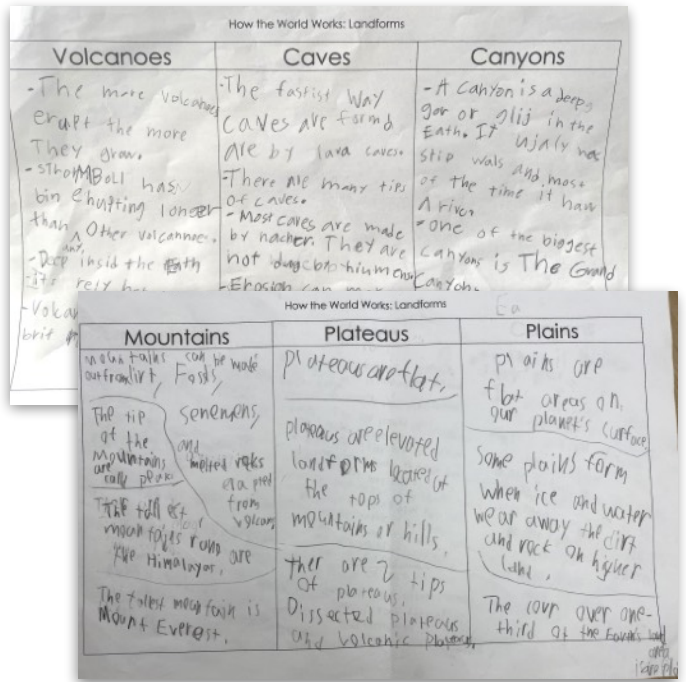
The Grade 2 class embarked on a journey to inquire into Earth Science. The focus of our study was the unit of inquiry titled "How the World Works: Landforms." The central idea, "The Earth's landforms are constantly changing," guided us for an exploration that connected literacy, mathematics and science, sparking the curiosity of the students.

We started the unit by exploring the concept of change. The students recognized that change is a natural part of our lives and the world around us, in our bodies, the weather, the clothes we wear, and even in our thoughts. This foundational understanding set the stage for us to look into how the land on Earth is always evolving.

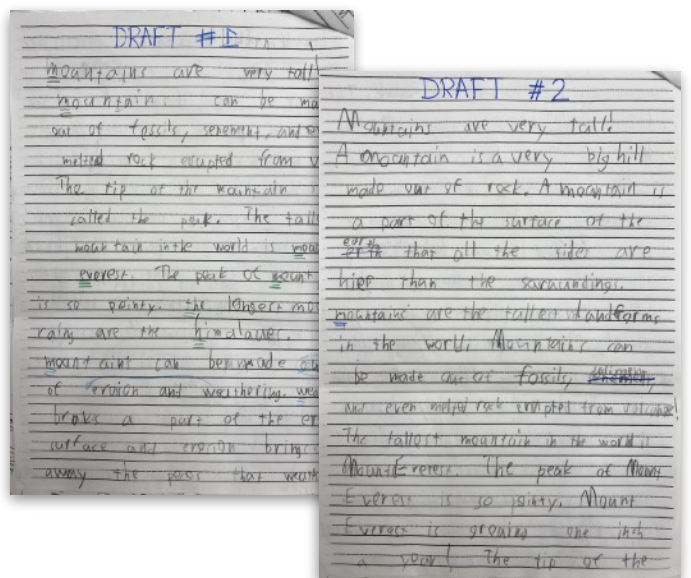
Literacy and inquiry learning worked together throughout the unit. The students explored informational writing, practicing their skills in reading, comprehending, and writing nonfiction texts. They read many books individually and in groups, and watched several videos about landforms. Concurrently, they expanded their vocabulary, gaining a better understanding of some of the processes that create landforms, whether occurring slowly over time or rapidly.



With increased background knowledge and vocabulary, the students were ready to tackle independent research on six different landforms – mountains, plateaus, plains, volcanoes, caves, and canyons. While doing this, they practiced retrieving information, taking notes and paraphrasing.



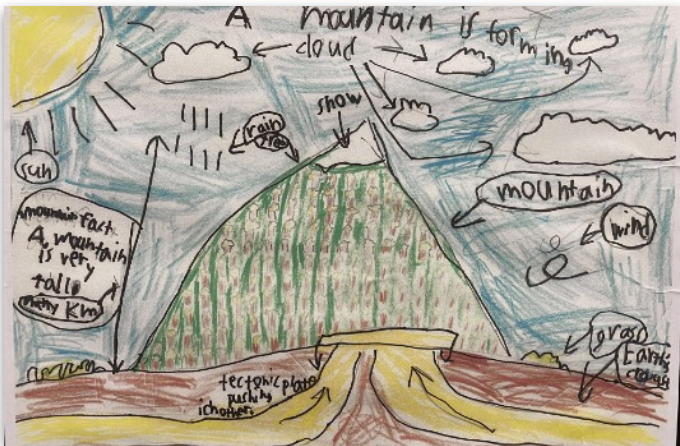
Afterwards, the children went through the steps of the writing process: planning, drafting, revising, editing, and ultimately, publishing. They wrote informational reports that not only showed their literacy skills but also highlighted their understanding of landforms and their transformative processes.



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PYP: Grade 2 Unit of Inquiry (continued)

Alongside their written reports, the students displayed their artistic skills by making illustrations that included labels and captions, showing visually how each landform is made. The pictures reflected their understanding and the pride they took in sharing their learning.



We also engaged in several hands-on demonstrations and experiments to understand the processes of weathering, erosion, and tectonic plate collisions.



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A hands-on experiment to understand the processes of weathering and erosion

A month-long experiment involving water and baking soda brought the process of stalactite and stalagmite formation to life. This hands-on geology activity was especially valuable as it taught students a crucial scientific lesson: the importance of experimenting with trial and error.



Since the initial attempt was unsuccessful, we modified a variable (using baking soda), and the experiment successfully worked. This activity kept the kids intrigued over the weeks as we watched the change taking place.



PYP: Grade 2 Unit of Inquiry (continued)

Furthermore, the second graders worked in pairs to create models of volcanoes using salt dough, reinforcing math and science concepts. This educational experience began with an opportunity for them to apply their math skills in a real-world context, reinforcing the importance of precision in scientific experiments, as they meticulously measured and mixed ingredients to create salt dough from scratch.

After molding the dough into volcano shapes, the students painted them to make them look like real volcanoes using their artistic skills.

The grand finale of this activity was a thrilling eruption simulation. By combining baking soda and vinegar, the students observed a classic chemical acid-base reaction that produced carbon dioxide gas. In our experiment, we added red food coloring and dishwashing detergent to help trap the bubbles produced by the reaction, creating a better lava flow. Amidst laughter and excitement, the children watched the bubbling and fizzing reaction.



We also had an enriching experience visiting Minoh Falls. As we walked around Minoh Park and looked at waterfalls, the children were encouraged to contemplate the impact of weathering and erosion on the terrain surrounding the falls. The trip provided a good opportunity for them to grasp the forces of nature at work.

Through the integration of literacy, mathematics, science, and inquiry, the second graders not only gained knowledge but also cultivated the PYP transdisciplinary skills. This inquiry fostered a love for learning and an understanding of the ever-changing features of our planet.

PYP: Grade 3 Unit of Inquiry



Grade 3: BRETT WRIGHT

Unit of Inquiry
Sharing The Planet

Central Idea

Biodiversity depends on relationships among living things

Lines of inquiry

- Function of biodiversity
- Relationships of organisms within systems
- Ways humans affect biodiversity

Earlier in the year we completed a unit on biodiversity, under the theme of 'Sharing the Planet', and as such we spent a lot of the unit thinking about how all living things are connected to each other. We started by thinking about what 'connection' really means. To illustrate this point, we did a simple activity called 'The Web of Life'. We had a ball of yarn and some cards representing different organisms (e.g. - ants, grass, birds, and so on.) As we passed the ball of yarn around the room, we explained the connections between each organism, eventually making a giant web. By simply cutting one of the connections in the web, we had affected the whole ecosystem. The students shrieked in fear as the teacher went to make a cut in the web! "Don't do it!", they pleaded. It was a very memorable experience demonstrating the delicate balance of life. We also had some students bring in some things connected to our unit from home. We learned about *aigamomai*, the Iriomote cat and even how humans selectively breed horses. In addition, our senior students from the Compost Club came in to talk to us about how we can minimize our impact on the environment through composting. The students enjoyed getting their hands dirty and took some small composting cartons to continue the activity at home. Furthermore, we walked around the school and considered how many organisms we might find. Some students really surprised themselves, taking note of over 30 different organisms near the field! We went to Senri Kita park and took field notes of the organisms we found. All in all, we discovered that even our own backyard contains far more diversity than the students had anticipated. Meanwhile, in the classroom, we brainstormed note-taking and research skills using a variety of materials. We connected with the concept of biodiversity in the art room as well, with

some lovely and colorful artworks. A big thanks to the Compost Club for coming in, and to the art team for their help making a beautiful display. While this unit was perhaps just planting seeds (biodiversity pun intended), I hope it helped grow some awareness in our students about their role as guardians for our unique planet.

Students looked at 'aigamomai' and discussed the problems farmers face in relation to biodiversity in Japan, they created a 'web of life' in the classroom, and observed organisms in our local environment.



PYP: Grade 4 Unit of Inquiry



Grade 4: JENNIFER CAMPBELL

Unit of Inquiry
How We Express Ourselves

Central Idea

The arts provoke thought and raise awareness

Lines of inquiry

- The role of the arts in society
- The reasons people express themselves
- Ways the arts provoke thinking

For our inquiry into *How We Express Ourselves*, Grade 4 explored the central idea of ‘The arts provoke thought and raise awareness.’ For our summative assessment task for this unit, the students chose a topic of interest related to sustainable development goals. They researched, wrote an information report, and created an art piece about their topic. The Grade 4 students then shared their learning with the parent and school community in an exhibition.

As we prepare the students for their final year of the PYP next year, a central part of our learning in Grade 4 is research skills. Major focuses of our learning this year have been media literacy, the beginnings of source citation, and taking notes. We have explored strategies such as Cornell note taking to help students deepen their understanding of the topic and to better use their own words when reading non-fiction information.

Students wrote a research report, including a bibliography, about their topic. They planned a piece of art that would help to provoke thought and raise awareness about their area of interest. We then worked with Ms. Henbest to create a piece of art. We also applied our writing genre study of poetry to write a poem about the topic.

The work that the students created was incredible! Topics included light pollution, overfishing, deforestation, plastic in the ocean, and various endangered animals. The artwork created ranged from textile pieces, sculpture, paintings, and edited videos. Students created an exhibition in the library to share their work with parents, fellow students (younger and older), and teachers. It’s inspiring to see our Elementary students begin to apply their research skills to express their learning in a wide variety of forms and begin to advocate for change. Great job, Grade 4!



PYP: Music



Music: CASEY CONFORZI

Music class is not just about playing instruments or singing songs; it's also about working together as a team and communicating effectively. When students come together in a music class, they have the opportunity to create a unique community that encourages teamwork and communication skills. These skills will stay with students long after the music class is over.

One way OIS fosters teamwork in the music class is through group activities. Students can be grouped together to work on a piece of music. By working together, students learn how to cooperate, compromise, and support one another, which are essential skills not only in music but also in life.

Communication is another crucial aspect of creating a community in OIS music class. Whether it's through verbal instructions, musical cues, or non-verbal signals, students learn to listen to each other and convey their ideas effectively. This helps them develop a deeper understanding of musical concepts and enhances their overall musical experience.

Furthermore, music class provides a platform for students to express themselves and share their unique perspectives. This creates an inclusive environment where diversity is celebrated, and everyone's contribution is valued.

In music class, students learn how to cooperate, compromise, and support one another, which are essential skills not only in music but also in life



Music class is more than just learning notes and rhythms; it's a place where students learn to work as a team and communicate effectively. These skills are not only valuable in the world of music but also in their everyday lives.



Creativity

PYP: Lower Elementary PE



PE: MICHELE LEGER

The Fastest Class Challenge is an exciting warm-up activity that takes place across all elementary grade levels. It spans over the course of one week and the goal of the activity is to complete as many laps as possible as a class. Prior to starting, we discuss the importance of pacing and goal setting, encouraging and motivating others, and persevering.

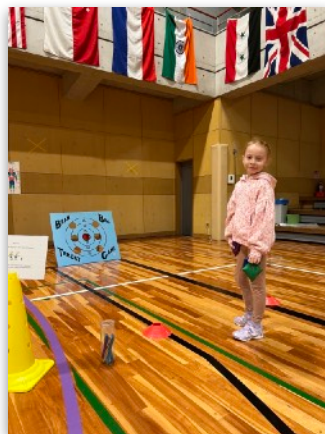


Congratulations to Grade 3 for being the fastest class in elementary!

Over the last few weeks, lower elementary students have been learning the fundamentals of throwing and catching. Throwing and catching assists with hand eye coordination and helps to develop fine motor skills. Not to mention, it forms the basis of many different sports.

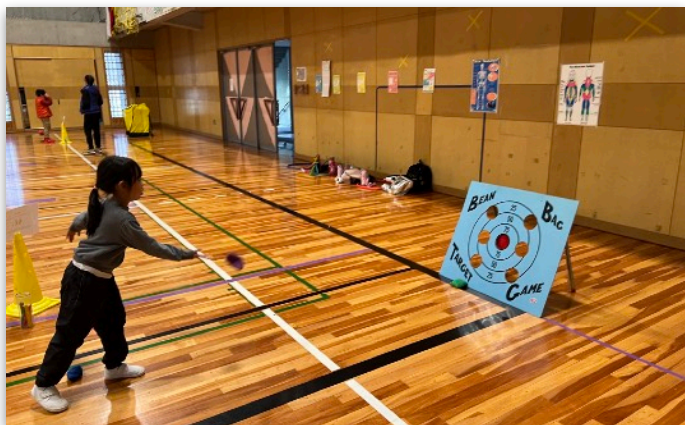
Throughout this unit, students learnt some common throws, such as overhand, underhand and forehand in frisbee using an assortment of balls/objects.

As a culminating activity, they participated in a Throwing Fair. Students were given the opportunity to move freely around the gym and participate in various throwing games with a chance of winning tokens for every successful throw. It was great fun. They threw it out of the park!

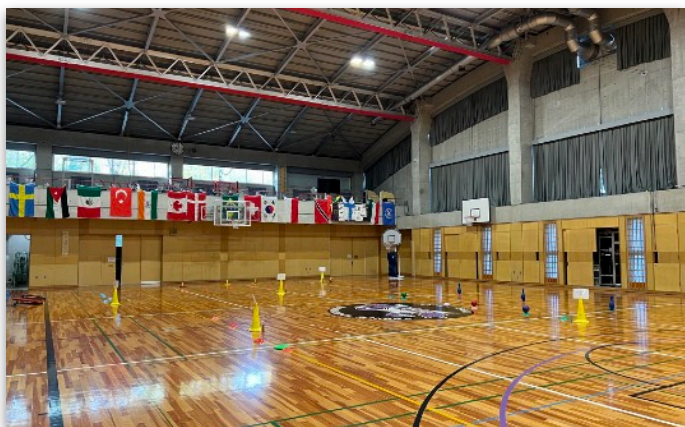


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PYP: Lower Elementary PE (continued)



Learning the fundamentals of throwing



Kindergarten and grades 1 & 2 showing their tokens for each successful throw in the Throwing Fair



PYP: Art



Art: JENNIFER HENBEST

It has been an exciting year so far in the PYP art room. Students have enjoyed their artistic inquiry and personal expression, as well as learning new skills and concepts linked to our units. It has been a great pleasure to learn and inspire curious, creative, and caring students in our community.

These children are the next and new leaders in the world of collaboration, knowledge building and leadership in the arts - connecting to the everyday and beyond. My mission is to help children unearth the myriad of links they can find to understand and to improve themselves

and the world. My job as a teacher is to support your children to look carefully and see what they can invent, make anew, and understand more fully from our wonderful program of arts in the PYP. It has been a great pleasure and unforgettable experience to serve our children and school in this way. I am looking forward to see what footsteps they take and footprints they make in their future.

Childhood magic and energy of exploration can be gone in a flash but the seed of creativity and collaboration that is planted is forever ready to sprout at any chance it gets. I wish this peaceful gift of growth can bloom year after year around the world. As a team, let's celebrate it and cultivate it as best we can. Its impact is surprising and often times - beyond our dreams.



Childhood magic and energy of exploration can be gone in a flash but the seed of creativity and collaboration that is planted is forever ready to sprout at any chance it gets.



PYP: Art (continued)



PYP: Art (continued)



PYP: Art (continued)



Supporting the PYP: English as an Additional Language (EAL)



EAL Specialist: CAROLINE MECKLEM

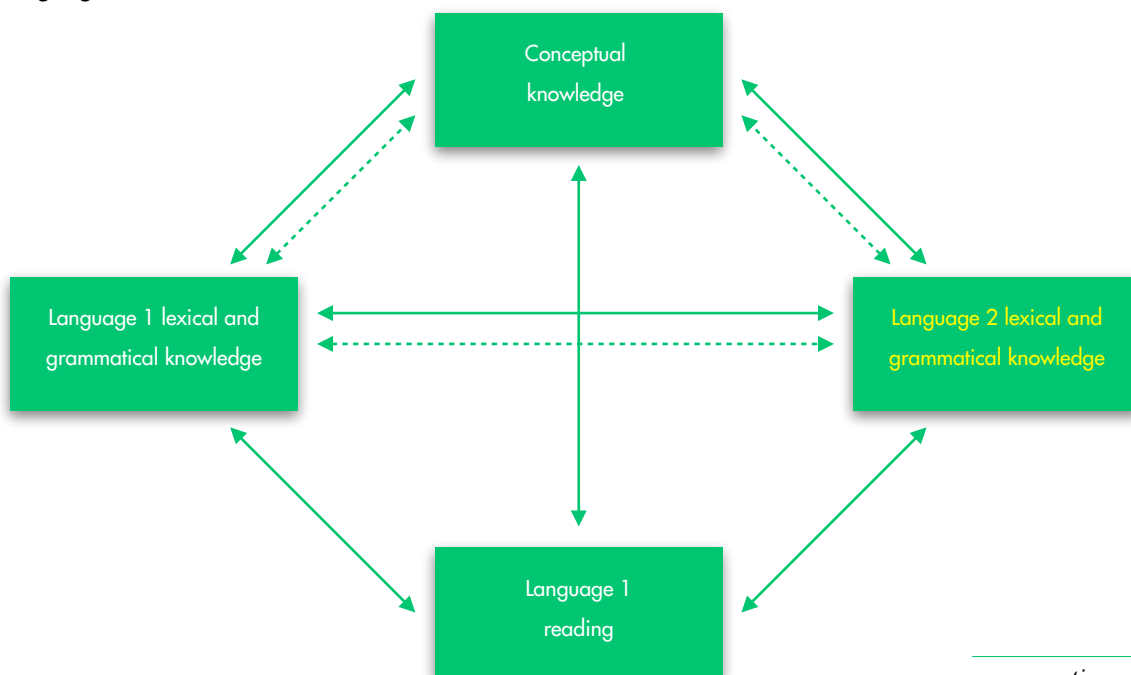
As parents we have so many decisions to make regarding what is best for our children, and we often find ourselves second guessing the choices we have made. A lack of detailed information coupled with the sheer number of variables involved frequently makes it difficult to know the best path forward, and the probable outcome of each option available to us. In this article, we aim to provide some specialist knowledge on the subject of language development, specifically when a student potentially has more than one first language. In this context, first language refers to dominant language, the one that a student is most comfortable and competent using. It is a common situation when a student has grown up using another language at home, or at a previous school, and then they join OIS where all classes, bar Japanese or Spanish language lessons, are in English.

As OIS parents, you have chosen to have your child learn academic English at an English medium school. Some of you, concerned about your child's English-language proficiency and growth, might feel that it makes sense to forgo your home languages and to use English consistently and exclusively to communicate with your child at home. Research shows, however, that maintaining and continuing to develop a child's first language will in fact aid their acquisition of English as an additional language.



Of course, every child is different, and we need to be aware of their individual needs. Nevertheless, some approaches to learning are universal, and when a child learns to read in their home language(s), we know that they are acquiring the concepts that underpin the skills related to reading; these include predicting, analysing, synthesising, inferencing, and retrieving relevant background knowledge (Yamashita, 2001). As a result, when children then learn how to read in another language, such as English, the concept of reading is already familiar, and the approach is the same, which helps to speed up the acquisition process. Similarly, when a child receives any form of verbal input in their home language(s), such as listening to a parent reading aloud, talking, or singing, it is contributing to the further development of all of their languages.

Two of the most important contributions you can therefore make towards helping your child develop as bilingual or multilingual, and bicultural or multicultural student, are to speak and read to them in your home language(s).



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Supporting the PYP: English as an Additional Language (EAL)



Here are some important tips for parents to help their children develop their home languages:

- Read books in your home language(s) daily.
- Just as importantly, talk about the books after reading them. This signals to your child that what you are reading is important, it helps them to recall specific vocabulary, develops their ability to comprehend context and broader meaning, and builds connections to the books. If you simply read a book, put it down, and move on to something else, your child will struggle to see the point of reading. The ensuing discussion helps your child process the book in their own mind, build empathy, and see a world outside of their own.
- Talk about the books using the multilingual discussion starters on the next page.
- Play games in your home language(s). Children can experiment with new vocabulary and explain their thinking.
- Encourage your child to write letters to extended family members in your home language(s). Send them “snail mail” through the post office.
- Ask your child to help you write down the shopping list, a recipe with preparation and cooking instructions, or the directions to get to a place you are visiting, in your home language(s).
- Have print materials around your home in your home language(s), including books, magazines, greeting cards, letters, etc.
- Ask your child to tell you about their school learning in your home language(s). Use the class blog to help your child talk about the pictures. For older learners, look through Managebac together.

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[The article refers to “Spanish” as your family’s native language. Please swap this with your home languages]

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Supporting the PYP: English as an Additional Language (EAL)

Multilingual discussion starters for EAL learners (download PDF copy [here](#))

English	Japanese	Turkish	Malay	Russian
Discussion starters about stories	お話についての話のきかけフレーズ	Hikayeler hakkında tartışma başlatıcılar	Perbincangan mengenai permulaan cerita	Начинается обсуждение историй
What connections can you make to this story?	このお話とどんな関連づけ(つながり)が出来る?	Bu hikayeyle ne gibi bağlantılar kurabilirsiniz?	Apakah kaitan yang boleh anda buat melalui cerita ini?	Какие связи вы можете установить с этой историей?
Which character would you like to be your friend and why?	どの登場人物とお友達になりたい?それは何故?	Hangi karakterin senin arkadaşın olmasını isterdin ve neden?	Manakah watak yang anda mahu ia menjadi rakan anda dan mengapa?	Какого персонажа вы хотели бы видеть своим другом и почему?
Why do you think that event happened in the story? (something that happened in the story)...?	何故 このお話の出来事が起きたと思う?	Sizce hikayedeki olay neden yaşandı? (hikayedeyen geçen herhangi bir olay)	Mengapakah anda fikir peristiwa itu berlaku dalam cerita ini? (sesuatu yang berlaku dalam cerita ini)?	Как вы думаете, почему это событие произошло в рассказе? (что-то, что произошло в рассказе)...?
Why do you think (name of character) behaved like that in the story?	何故 (登場人物の名前)はお話の中であんなことをしたのかな?	Sizce (karakterin adı) hikayedeyen böyle davrandı?	Mengapakah anda fikir (nama watak) berkelakuan seperti itu dalam cerita ini?	Как вы думаете, почему (имя персонажа) вел себя так в рассказе?
How did it make you feel when...?	...な時、どんな気持ちになった?	Hikayedekiolay olduğunda bu size nasıl hissettirdi?	Bagaimana perasaan anda apabila...?	Что вы почувствовали, когда...?
What would you change about the story and why?	あなたなら、このお話のどこを変える? どうして?	Hikayedeyen neyi değiştirdiniz ve neden?	Apakah yang akan anda ubah tentang cerita itu dan mengapa?	Что бы вы изменили в этой истории и почему?
What do you think the writer wanted us to learn from the story?	このお話の作者は、私達にこのお話から何を学んで欲しかったと思う?	Yazar, hikayedeyen ne öğrenmemizi istedi?	Apakah harapan penulis untuk kita pelajari daripada cerita ini?	Как вы думаете, что писатель хотел, чтобы мы узнали из этой истории?
What will you remember about this story tomorrow?	明日になって、このお話の何を覚えていると思う?	Yarın, bu hikaye hakkında ne hatırlayacaksınız?	Apakah yang akan anda ingat mengenai cerita ini esok?	Что вы будете помнить об этой истории завтра?
What would you tell a friend/grandparent about this story?	友達や祖父母にこのお話のどんなことを伝えたい?	Bir arkadaşımıza/büyüğünüze bu hikaye hakkında ne anlattırınız?	Apakah yang akan anda ceritakan kepada rakan/datuk nenek mengenai cerita ini?	Что бы вы рассказали другу/бабушке/дедушке об этой истории?

English	Spanish	Hebrew	Chinese	Korean
Discussion starters about stories	Iniciadores de discusión sobre historias	שיחה בנוגע לספור	怎么开始讨论这个故事的几个重点	이야기에 대한 토론 시작하기
What connections can you make to this story?	¿Qué conexiones puedes hacer con esta historia?	על אילו קישורים הינך יכול לחשוב בהקשר לספור?	这个故事你会怎么接下去呢?	이 이야기와 어떤 연관이 있어? (사실, 생각 등의 관련성)
Which character would you like to be your friend and why?	¿Qué personaje te gustaría que fuera tu amigo y por qué?	עם איזו דמות/דמויות מהסיפור היית רוצה להתחבר ומדוע?	你希望和这个故事里的那一个主人公成为朋友呢?	너는 어떤 캐릭터와 친구가 되고 싶어, 왜 친구가 되고 싶어?
Why do you think that event happened in the story? (something that happened in the story)...?	¿Por qué crees que ocurrió ese hecho en la historia? (algo que ocurrió en la historia)...?	איך לדעתך הסיפור הסתיים?	你觉得为什么那件事会发生在这个故事里呢?	이야기에서 그 사건이 왜 일어났다고 생각해? (이야기에서 일어난 일)...?
Why do you think (name of character) behaved like that in the story?	¿Por qué crees que (nombre del personaje) se comportó así en la historia?	מדוע לדעתך מושא הסיפור התנהג באופן מסוים בסיפור?	为什么 (故事里的人物) 在故事里会作出这样的事呢?	이야기에서 (캐릭터 이름)이 왜 그렇게 행동했다고 생각해?
How did it make you feel when...?	¿Cómo te sentiste cuando...?	איך הרגשת כאשר...?	的时候你会有什么感觉?	... 때 어떤 기분이 들었어?
What would you change about the story and why?	¿Qué cambiarías de la historia y por qué?	מה היית משנה בסיפור ומדוע?	你会怎么改变这个故事呢? 为什么?	너라면, 이 이야기에서 어떤 걸 변경할 것 같아? 왜 그렇게 하고 싶어?
What do you think the writer wanted us to learn from the story?	¿Qué crees que el escritor quería que aprendiéramos de la historia?	מה לדעתך מוסר ההשכל מהסיפור? איזה מסר המחבר רוצה להעביר?	你觉得作者希望我们在这个故事当中学习到什么?	작가는 이 이야기를 통해서 우리가 무엇을 배울 것 같다고 생각해?
What will you remember about this story tomorrow?	¿Qué recordarás mañana de esta historia?	מה תזכור מהסיפור מחר?	到了明天你还记得这个故事里的什么呢?	내일이 되면, 이 이야기에서 어떤 것을 기억할 것 같아?
What would you tell a friend/grandparent about this story?	¿Qué le contarías a un amigo/abuelo sobre esta historia?	מה תספר לחבר/סבך על הסיפור הזה?	你会怎么样把这个故事告诉你的朋友或是你的祖父母呢?	친구에게/ 할아버지, 할머니께 이 이야기에 대해 뭐 말하고/ 말슴드리고 싶어?

MYP: Grade 6 Science



ANIL GHODAKE

A fishbowl discussion

Unit 1: It's all in your head

We are excited to share with you the enriching journey our Grade 6 Science students have undertaken in their recent exploration of brain development. The focal point of our inquiry, as encapsulated in our Statement of Inquiry, has been understanding how the changes in our brains during adolescence empower us to take responsibility for and creatively express our own health and happiness.

Throughout this engaging unit, our students delved into key concepts such as change, creativity, and their interconnections with consequences and functions. The objective was clear: gaining insights into the development of their brains during adolescence while fostering a holistic understanding of the components contributing to a well-balanced and joyful life.

The students navigated through various facets of brain science, encompassing the intricacies of its parts and functions, mechanisms of brain communication, the concept of neuroplasticity, the importance of sleep, and the latest advancements in brain-enhancing technology. The multifaceted exploration allowed them to connect scientific knowledge with personal well-being, emphasizing the application of science in daily life.

For the summative assessment, our Grade 6 Science students actively engaged in a combination of focused reading and Fishbowl discussions, aligning with Criterion D [Reflecting on the impacts of science]. This process not only evaluated their understanding of the scientific content but also provided a platform for them to reflect on the broader implications of science in various dimensions of our lives.

The Fishbowl discussions were structured around guiding questions that prompted students to reflect on the moral, ethical, social, economic, political, cultural, and environmental factors associated with the application of science. In three dynamic groups, students grappled with questions such as "Should we allow brain enhancement?", "How do we choose the right tools for visualizing the brain?", and "Should we experiment on animals to understand human brains better?" These discussions fostered intellectual and analytical thinking skills, encouraging students to analyze, evaluate, and communicate their perspectives effectively.

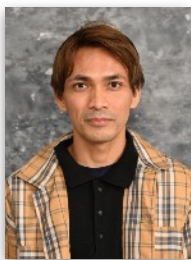
As a result, students not only expanded their procedural knowledge by summarizing the ways in which science is applied to address specific problems but also developed an understanding of the implications of using science. They consistently applied scientific language to communicate their understanding clearly and precisely, honing their communication skills.

This exploration of adolescent brain development has not only deepened our students' scientific knowledge but has also equipped them with critical thinking skills and an awareness of the ethical considerations associated with scientific advancements. As they continue to grow academically and personally, we are confident that these experiences will serve as a solid foundation for their future pursuits.

Fishbowl discussions are structured around guiding questions that prompted students to reflect on the moral, ethical, social, economic, political, cultural, and environmental factors associated with the application of science.



MYP: Grade 6 Art



EUGENE OLIVA

Expressive Painting through Color Experimentation

The grade 6 students learned to create expressive paintings using colored pencils and oil pastels, with a focus on color experimentation. In class, they explored various shading and texture techniques, studied composition elements, and delved into color theory to convey the playfulness of colors and the poetic effect of light in their paintings. The term project involved creating a landscape painting using oil pastels or colored pencils, with a focus on aesthetics, composition, and expression to make their artwork visually appealing and reflective of human experiences.

Colour Theory Exercise



Artist: Miu Imoto

Color Scheme: Monochromatic
Medium: Color Pencil

Happy and joyful emotions influenced my color choices. Selecting a monochromatic color scheme in my artwork, I believed that bright, warm colors would be perfect for what I wanted to create. Imagining a landscape depicted during a sunset, I chose orange, pink, violet, and yellow as the right colors to express the feeling of a sun setting.

The Project



Medium: Oil Pastel

I applied the composition 'Rules of Third' to create my landscape. I chose this composition as, upon observing photographs, including some of my own, I noticed that most adhered to the 'Rules of Third' or closely resembled it. I believe I effectively incorporated the elements and principles of art into this drawing. Drawing inspiration from my research on impressionism, I employed techniques like using small strokes. Personally, I find that my artwork looks better from a distance. The color scheme in my drawing is derived from emotion because I felt it best suited my mood and theme. I opted for natural yet aesthetically pleasing colors.

Colour Theory Exercise



Artist: Tomoe Yasuno

Color Scheme: Complementary Colors
Medium: Color Pencil

I created a landscape drawing using only a pair of complementary colors (blue and orange). I chose this combination to evoke a sense of calmness and warmth. I believe that elements like the sky, the lake, and everything drawn in orange give a warm and welcoming feel, while blue elements, such as the mountains and trees, convey a sense of peace.

The Project



Medium: Oil Pastel

The color scheme I chose was monochromatic purple, and as you can clearly see in my work, everything is in shades of purple. The third and final element of art that I used was balance. The type of composition that I used was the rule of thirds. Here is a list of colors and the emotions they evoke that I learned during the process: violet/purple: night time, peaceful, calm. Black: dark, quiet, cool. White: bright, calm.

continued on next page

MYP: Grade 6 Art (continued)

Colour Theory Exercise



Artist: Nayeon Jin

Color Scheme: Neutral
Medium: Color Pencil

I was thinking about the feelings of 'loneliness' and 'sadness.' I wanted to make the art like an old black-and-white picture. In the background, where the sun sets, there's the ocean, and the front shows a desert. Water is very important in a desert. I wanted to show that these landscapes were getting worse by using black-and-white colors. But the ocean gives hope for a better future, where we might see beautiful landscapes.

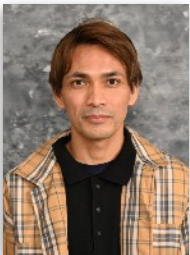
The Project



Medium: Oil Pastel

I used the radiating technique for composition, and the color scheme depended on the emotions. I aimed to convey a magical and mysterious feeling, creating an imaginary and novel landscape. I believe I effectively communicated my emotions to the audience. To evoke emotions, it's essential to ensure that the audience can feel the emotion. Therefore, I put effort into adding details to enhance the overall appearance. For instance, I designed the clouds to resemble cotton candy and selected colors that appeared mystical and magical.

MYP: Grade 7 Design



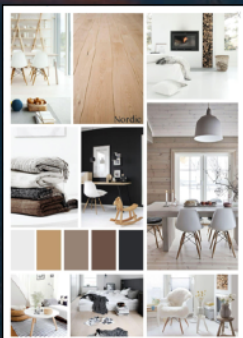
EUGENE OLIVA

Dream Bedroom: Introduction to Interior Design

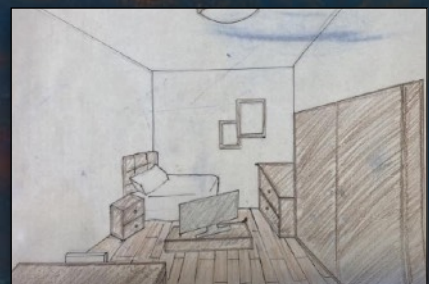
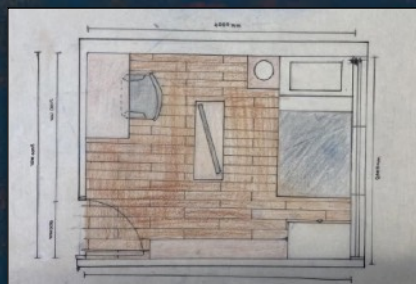
key principles. They also explored incorporating different furniture layouts, color palettes, and material selections to seamlessly align with the intended functional purpose of the space. The course project entailed designing a comfortable, cohesive, functional bedroom that reflected students' styles based on their chosen design style. The project involved presenting a floor plan layout and furniture arrangement. This was accompanied by a mood board showcasing the proposed materials and inspirational photos, a design rationale board, and a colored perspective drawing of the bedroom.

The grade 7 design class learned about interior design, focusing on residential bedrooms, which covered fundamental design elements and principles. Students acquired skills in utilizing design elements, planning spatial arrangements, and applying

Designer:
Lisa Kawakami



I added a Scandinavian touch to my room design for the client, keeping it simple. The room has minimal furniture, light colors, and natural wood tones. I also included a painting on the wall for some texture. While I couldn't address all of my client's requests, I included elements based on their preferences from the interview, creating a calm and peaceful



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MYP: Grade 7 Design (continued)

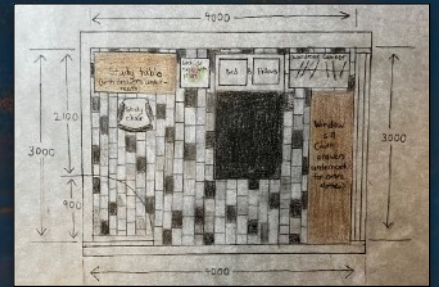
Designer:
Aanya Muthuvelan



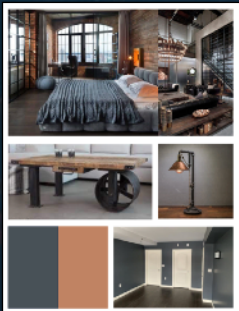
I designed this bedroom with a modern and classic touch, focusing on the colors of black, white, brown, and beige. These simple colors fulfill my client's wish, as she believes that simplicity looks the most luxurious in the end. The walls and ceiling are white, allowing my client to focus on the beauty of the furniture. The floor is a mix of all four colors, setting the main atmosphere of the room. She can enjoy this blend as she gets up from bed or moves between furniture. It won't distract her while studying, as her desk faces the wall—another reason I chose white for the wall.

I designed the window sill with the hope that she will relax comfortably, leaning on soft, fluffy pillows to read a book, with the sun providing ample light. The bed is a combination of black and white, allowing her to cover herself with silky black sheers for peaceful sleep even with the light on. The wardrobe cabinet features an original design with triangular shapes in black and white. The desk, made of smooth wood, has many drawers attached to the wall for storing all my client's books and notebooks.

I incorporated a chandelier and a set of three lamps to brighten the room even in darkness, fulfilling my client's wish for the room to give off a good vibe. The room overall is spacious and perfect for someone who loves to read books, like my client.



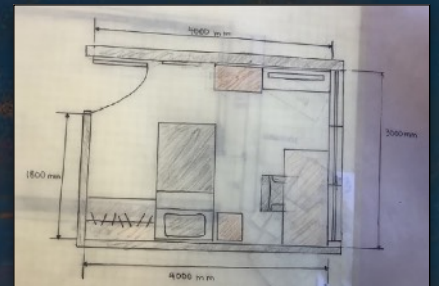
Designer:
Lori Castiglione



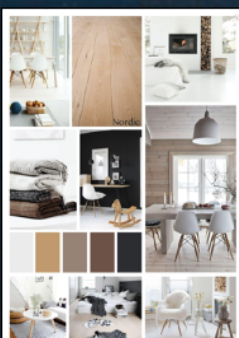
I designed the bedroom with an industrial style, focusing on the mood, comfort, and functionality of the space. The room features yellowish lighting and large windows, creating a bright atmosphere during the day and a cozy ambiance at night. The overall aesthetic incorporates dark colorations, including deep grays and blacks. Long curtains are added to block out daylight if desired. This dark setting enhances the experience of watching anime on the TV, and the glow of anime figurines is emphasized in this bedroom.

The goal is to create a versatile space for studying, sleeping, entertainment, and relaxation. The room is equipped with a TV positioned across from the bed, a spacious desk with an office chair for productivity, and a mirror for various purposes. Large storage is provided through cabinets and drawers. To add a lively touch, a plant is included. Ergonomics is a key consideration in this design, with furniture strategically placed to ensure easy movement around the room and optimal functionality. For instance, the TV is positioned to provide clear visibility without causing eye strain.

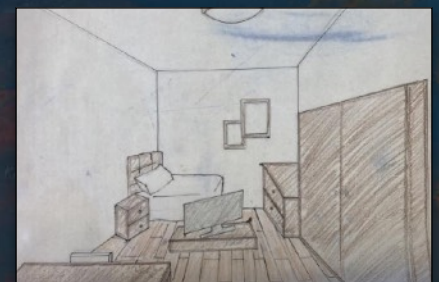
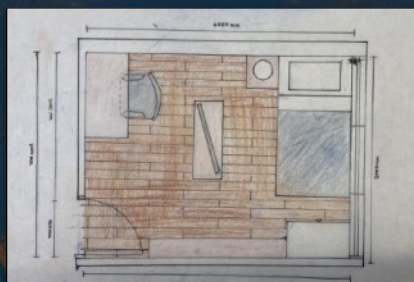
I took into account my client's wishes, incorporating them into the bedroom in a way that maintains the industrial style while adding a unique touch. Additionally, I considered ergonomic and anthropometric data to enhance the overall design.



Designer:
Yoonho Lee



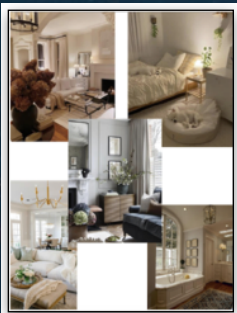
I designed this bedroom with an industrial yet modern atmosphere, focusing on simplicity and a homey feel. The room features minimal furniture with clashing but fitting colors and copper tones. The luxurious bed provides the perfect place for afternoon rest, complete with a reliable, comfortable pillow and silky bed sheers. The study section is equipped for productive work, featuring a comfy sofa chair. The idea is to create a warm, inviting space that allows for relaxation and productivity, catering to both the interior style and my client's needs. I carefully considered my client's wishes and integrated ergonomic and anthropometric data into the space planning to ensure a comfortable and practical design.



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MYP: Grade 7 Design

Designer:
Uma Baird

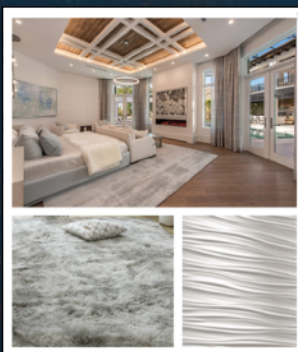


I designed the bedroom with a traditional touch, incorporating elements of both my style and my client's (Aanya) preferences. I focused on giving the room a warm and comfortable ambiance, with a view of a garden outside the window to add a fresh look, as per my client's request. I used Aanya's favorite color, purple, along with some brown, black, and white. I provided a space between the bedside table and the desk to ensure Aanya feels she has plenty of room to move around, and I positioned the chair for maximum comfort. The bed was designed to be both comfortable and clean, providing Aanya with a perfect place to sleep. I also made sure to keep her preference for white walls and a purple ceiling with fairy lights. The bedside table and desk were designed to be simple yet functional, allowing her to study and organize her belongings as she pleases.

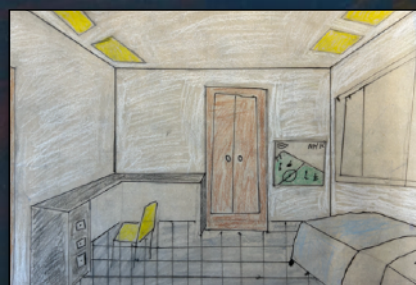
The idea for the bedroom is to create a warm, cozy home suitable for all seasons and weathers. The color palette includes both cool and warm tones, ensuring versatility. I maintained a traditional style for the floor and the window, adding simple touches that align with the overall aesthetic. I incorporated all the elements my client requested, such as the purple aesthetics, the garden outside the window, and, of course, the fairy lights.



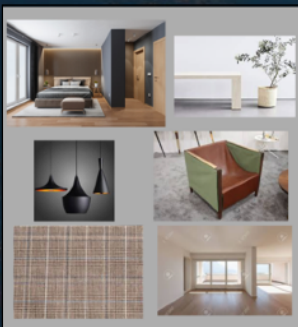
Designer:
Taiga Kamizumi



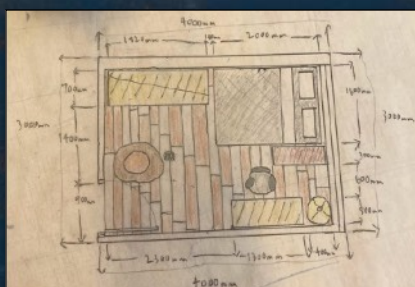
I designed Koki's bedroom as a rectangle to keep the room simple and compact. The decision to incorporate a large window was to maximize natural light, especially since the room is used for studying. Placing the TV directly in front of the bed allows for comfortable viewing, and considering Koki's interest in gaming, he can also play games from the bed. The 'L'-shaped desk was chosen for ease of study, providing sufficient space. The spacious closet accommodates storage for clothes and other items. I included a yellow chair to align with Koki's love for Pikachu and the color yellow. Additionally, the carpeted floor was chosen as Koki likes textures similar to that of a carpet, as per his request.



Designer:
Eita William Lee



I designed this bedroom with a color scheme of darker tones, also focusing on furniture arrangement. I arranged the furniture as my client asked, creating a spacious ergonomic area for her dog. The room features minimalist-style furniture, with the queen-sized bed in one corner, a lamp and desk in another, and the closet in the bottom corner for a more compact layout. I used wood planks for the flooring, white cement for the walls, and white-painted cement for the ceiling. I considered my client's requests while planning the space to ensure the best outcome in my work.



MYP: Grade 7 Science



RANIA MOHAMED

Unit of Inquiry:
Who are we?

Statement of Inquiry

Because scientists understand the relationship between genes and inherited characteristics, we can use genetic patterns as evidence for identification and decision-making.

During the first trimester, Grade 7 aspiring young scientists embark on a fascinating journey into the world of chemistry, delving into fundamental concepts such as matter including elements, mixtures and compounds. The fundamental chemistry unit offers the foundations for students to grasp the basic components of the physical world, encouraging inquiry and critical thinking. As the unit progresses, students investigate the properties of matter as well as the concept of physical and chemical changes. Grade 7 students explore the subatomic realm of atoms, including protons, neutrons, and electrons, to understand the role of elements in the universe's diverse substances. Through engaging activities and experiments, they develop critical thinking skills, ask questions, and engage in scientific inquiry, enhancing their understanding of macroscopic and microscopic phenomena and their role in the universe.

This innovative unit not only introduces students to the foundational principles of chemistry but also prompts them to consider the broader impact of elements on the world. This foundational knowledge not only fosters a love for science but also equips students with essential skills that extend beyond the classroom, nurturing a lifelong curiosity about the natural world.

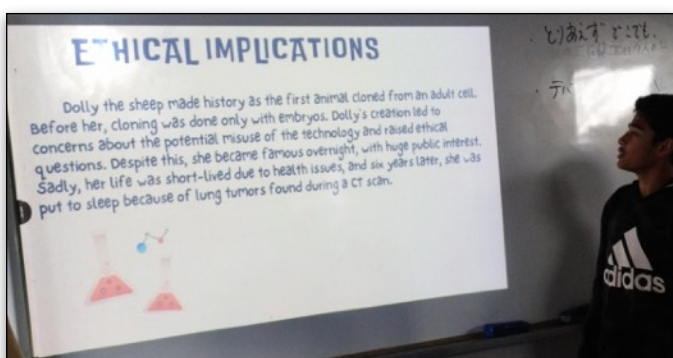
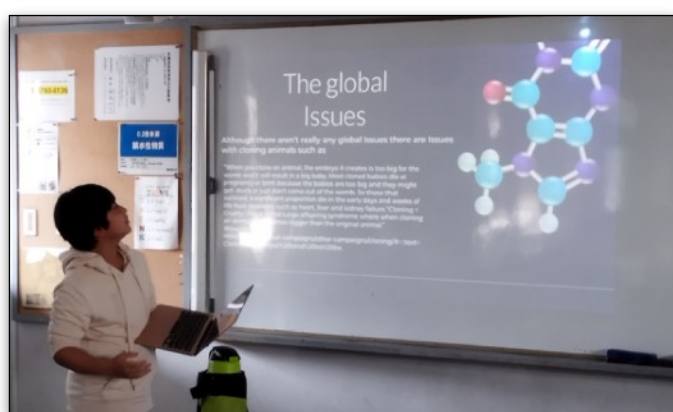
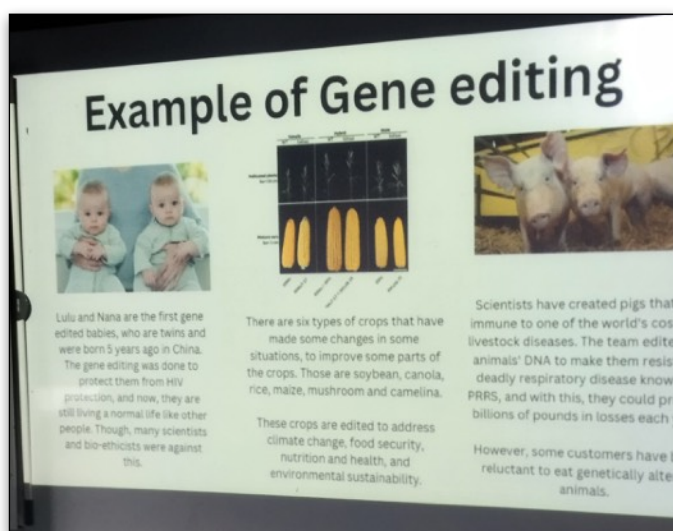
Explanation of my question

My question is, "How Cadmium causes health problems and how scientists are trying to solve this problem by experimenting and how they are trying to invent another thing that can replace the role of Cadmium".

Research question: How does the temperature of water (at room temperature, 20 °C, 25 °C and 30°C) affect the rate of dissolving for 2 grams of sugar?

After researching elements in the fundamental chemistry unit, students researched some of the practical applications and ethical implications of gene editing.

Grade 7 began the biology unit on genetics after we completed the chemistry unit. Students explore the complex field of genetics, delving into the secrets of DNA, inheritance, and the variety of living things. A crucial part of their research is sharing their genetics-related discoveries and ideas. In an intriguing blend of scientific inquiry and social consciousness, seventh-grade students have commenced a significant mission, more than exploring genetics and its significant consequences for worldwide concerns. These young researchers are not only solving the puzzles surrounding genetics through presentations that span the fields of biology and social responsibility, but they are also proving that they comprehend the ways in which these ideas relate to significant global challenges.



MYP: Grade 7/8 Japanese



KAZUYA SAKANAKA

Haiku is a short form of Japanese poetry that describes the beauty of the nature or excitement of seasonal events in three lines of 5,7,5 syllables respectively. Each year, a well-known Japanese bottled tea company, ITO EN, holds a nation-wide Haiku contest called the Oi Ocha Shinhaiku contest (The contest is named after their famous tea bottle brand, Oi Ocha) Students from Grade 3 to Grade 12 from OIS have been regular participants of the competition for many years and this year two of our students were recognized for their excellent poetic expression. Juno Matsuoka (G7) won a special honorable mention award and Shion Kotegawa (class of '23) received an honorable mention award. Juno's work was printed in the labels of the actual products. Well done Juno and Shion!!

We have already started our campaign for haiku submissions for next year's competition (the application period will close next February) and anticipate that our students will continue to enthusiastically exhibit their skills in this distinct Japanese poetic form.

From OIS Class of 2023: Shion Kotegawa

I am delighted and honored that my haiku has been selected in the 35th ITO EN Oi Ocha Shinhaiku Contest. Originally attending an international school in Singapore since grade 3, I led my life devoid of any connections with haiku. In 2021, I encountered this competition and submitted haikus for the first time, but they were not chosen. Even in 2022, my submissions did not get chosen. From that day forward, I committed to making one haiku a day and studied haiku by reading books by renowned haiku poets. Then the act of making haiku gradually evolved into a source of enjoyment. Making haiku is the process of capturing ordinary moments of daily life, and make them feel alive by using a seasonal word. Achieving this process in 17 syllables is difficult, but at the same time, highlights its beauty. Realizing this, I founded a haiku club to have a place to learn and enjoy Japanese poetry. I interpret the selection for this contest not as a result of hard work but as an outcome of the joy derived from continuously writing haikus. Following my graduation from OIS, I published a book of collection of my haikus. Undeniably, haiku became an integral part of my life. Lastly, I appreciate Ms Yukawa, who provided me an opportunity to participate in this competition.

About the Special Honorable Mention Award haiku

In the New Year, the box of osechi packed with different types of food reminded me of a crowded train in Japan. Osechi and crowded trains relate to Japanese tea. Japanese tea has a very strong harmony of tea leaves and water blending that makes the tea have a strong taste and smell. Just like tea, osechi and crowded trains have harmony. Osechi has a harmony of the different flavored ingredients combined in a box. The crowded train has a harmony of different human personalities filling a train.

All the food in osechi has different flavors and colors just like humans. Each ingredient has a special message in itself. This haiku has a message which is the importance of diversity.



MYP: Grade 8 Science



ANIL GHODAKE

Students explore epidemiology with Dr. Achyut KC

Unit: Species at war

Key concepts: Global interaction, relationships with a particular emphasis on evidence and consequences.

We are delighted to share the exciting journey that our Grade 8 Science students have embarked upon during the fall trimester. Focused on the captivating realm of Biology, students delved into the microscopic world of pathogens, pandemic, the human immune system and importance of vaccination. The guiding Statement of Inquiry for this trimester was: "Relationships exist between species that may be beneficial or harmful. Understanding these relationships is essential for balance in ecosystems and protecting the well-being of humanity."

On September 22nd, 2023, our Grade 8 students embarked on an enriching learning experience as they had the privilege of attending a workshop conducted by Dr. Achyut KC, a distinguished medical epidemiologist and "disease detective." Dr. KC, currently affiliated with the School of Medicine at Osaka Metropolitan University, generously shared his expertise on investigating infectious diseases.

Dr. KC's impressive background includes serving in leadership positions at the US Centers for Disease Control and Prevention (CDC) in the United States before relocating to Osaka. He is actively involved in teaching medical students, supervising postgraduate doctors, and conducting malaria research. Notably, he is contributing to the establishment of an infectious disease detection and response plan for the Osaka Expo 2025.

Interactive outbreak investigation:

During the workshop, Dr. KC engaged our Grade 8 Science students in a hands-on exploration of how public health experts investigate outbreaks. Using a fictional emerging respiratory disease (NERD) outbreak scenario at a summer camp, students had the opportunity to develop hypotheses, analyze data, and create tailored communication materials for different audiences. This real-world application of scientific principles left our students inspired and motivated to see the tangible impact of science in action.

Learning through application:

The workshop not only exposed our students to the intricate steps of an outbreak investigation but also emphasized the importance of effective communication in the field of public health. By utilizing data and creating communication materials, our students gained valuable insights into the multifaceted nature of scientific inquiry.

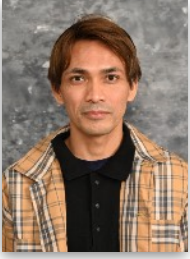
Important insights from Dr. KC:

Dr. KC concluded the workshop by emphasizing the significance of adhering to scientific protocols in every step of the investigative process. His insights resonated with the students, highlighting the responsibility each individual has in following established procedures to ensure the accuracy and reliability of scientific findings.

During the workshop, Dr. KC engaged our Grade 8 Science students in a hands-on exploration of how public health experts investigate outbreaks.



MYP: Grade 8 Design



EUGENE OLIVA

Eco-friendly Pop-up Architecture



Please note: this classwork is from the Spring 2023 trimester, when the current Grade 9 class was in grade 8. The article was not included in the 2023S edition of The Educator, hence its inclusion here.

The topic mirrors the themes of [Osaka Expo 2025](#).

I'd like to create a pavilion that enhances social stimulation and engagement through sensory interaction. Picture a pavilion featuring various wall textures for people to interact with, providing a stimulating experience.

Given that plastic waste is a significant concern in Minoh, I plan to use plastic bricks to construct colorful, solid shapes. Additionally, I'll recycle various material scraps, like rugs and wires.

To adhere to sustainable design principles, I'll employ recycling and upcycling methodologies, repurposing plastic waste, including labels, bottles, and containers. The main wall of the pavilion will be built using Lego-like plastic bricks, assembled to showcase sensory activities. These bricks, resembling large Lego pieces, will be created by combining different plastic waste solids.

Sensory Pavilion

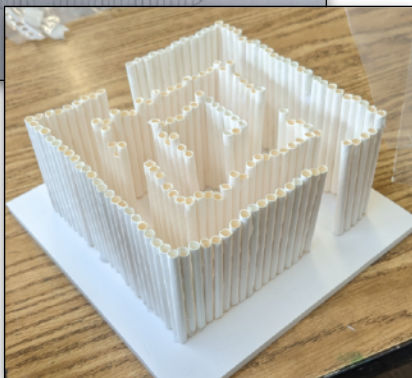
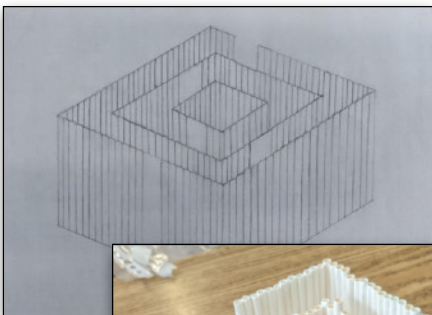
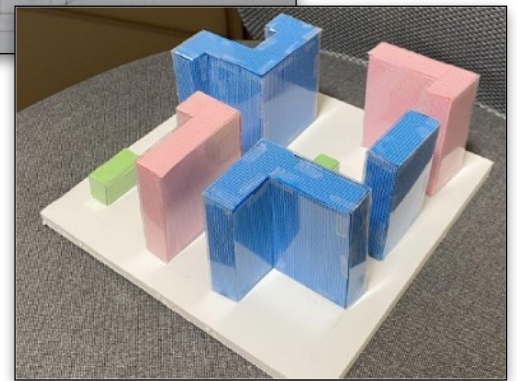
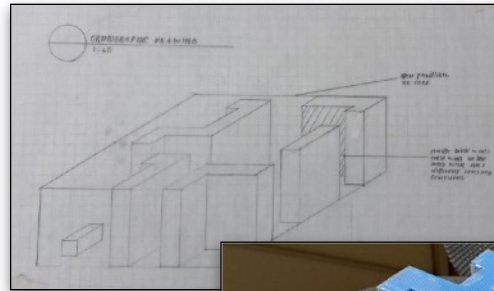
Designer: Soo Hyun Kim

An environmentally friendly aspect of the design is that the plastic bricks can be reused to construct new pavilions after dismantling. Furthermore, any waste scraps can undergo recycling and find new purposes in other product productions.

In the 8th grade last spring term, the students learned about eco-friendly architecture. The class discussed the principles of the circular economy, which involved reusing existing materials. They also learned the methodology for creating environmentally-friendly pop-up installations from scratch.

The students were tasked with designing a temporary pavilion that aimed to promote and enhance public engagement and social participation in the community. The proposed pavilion design must be installed in Minoh Park for three months as a temporary event.

The design brief was to create a structure that could be quickly and easily assembled and disassembled. To achieve this, the students had to consider the entire life cycle of the building materials and how the pavilion would be repurposed after dismantling. The goal was to create a pavilion that had a net-zero impact and served as a prototype for a new, truly sustainable way of thinking about design and construction.



Labyrinth Pavilion

Designer: Ivy Meline

The purpose of my pavilion is to provide a comfortable and relaxing space for people of all ages, including adults and kids, to walk, play, or simply sit around. It serves as a community gathering spot where people can connect with nature.

To create an open, maze-like structure, I will use bamboo for the walls and frames. Bamboo not only adds aesthetic appeal but is also highly sustainable, growing quickly and regenerating itself. The bamboo can be versatile, serving as obstacles on the ground or used as seats.

In my design, I plan to incorporate upcycling and reusing practices. After dismantling the pavilion, I intend to reuse the bamboo to make various items such as benches, chairs, and even parts of a house. Additionally, I can use bamboo that people no longer need, repurposing it for the pavilion.

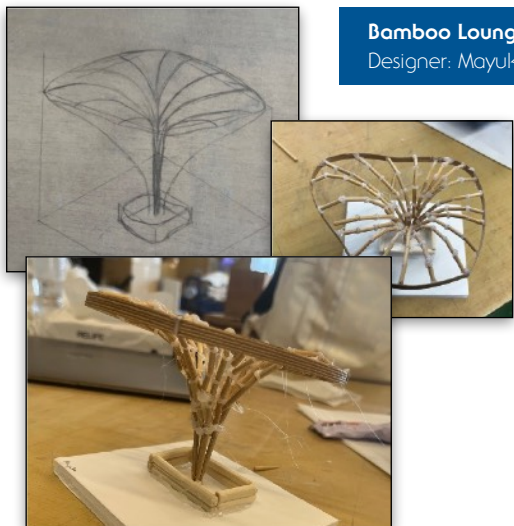
To construct the pavilion, I will tie the bamboo together, ensuring that it can be easily taken apart. The tied bamboo can then be repurposed into benches, chairs, and different parts of a structure.

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MYP: Grade 8 Design (continued)

Bamboo Lounge Pavilion

Designer: Mayuka Nawara



My pavilion would serve as an outdoor lounge, providing a comfortable space for people to relax and engage in conversations with each other.

For materials, I prefer using recycled bamboo, as it not only supports the growth of other plants but also enriches the environment. Additionally, I would incorporate recycled wooden bars, similar to those used in gymnastics. Drawing from my background in gymnastics, I know these bars offer strong stability, making the pavilion safe and reliable.

To add a unique touch to the design, I would use various types of doors, cutting them up to create a decorative base. Recycling is a fundamental element of my design philosophy, aiming to repurpose materials and give them a new life within the pavilion.

The pavilion's structure would be crafted using wooden bars, akin to those found in a gym. This choice ensures both sturdiness and ease of assembly and disassembly. By securely tying the bars together, the process becomes hassle-free.

Inspired by designer Gruba, I plan to transform parts of the structure into chairs. Utilizing the wooden bars, I aim to create entire chairs, ensuring that the material is repurposed rather than discarded.

Café Pavilion

Designer: Celina Taylor

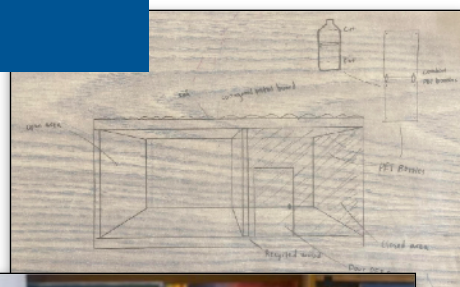
I am designing a café pavilion accessible to kids, teenagers, and adults, fostering public engagement and social participation within the community. To ensure sustainability, the coffee beans will be sourced from Japan. The earnings generated will be distributed within the community, promoting interaction and engagement among its members.

For the construction of the coffee pavilion, I am leaning towards using PET bottles. My aim is to utilize recyclable materials, and PET bottles, being transparent and having a unique design, align with my vision for a see-through pavilion.

I am integrating recycling methodologies into my design. Recycling not only reduces waste sent to landfills and incinerators but also prevents pollution, conserves natural resources, saves energy, and creates jobs, contributing to economic benefits.

Considering the LEGO method for building the pavilion, I find it efficient and timeless. The LEGO method allows for easy assembly and dismantling, requiring a straightforward process of taking it apart and putting it back together.

After the pavilion is dismantled, I plan to repurpose the PET bottle materials to create chairs and tables for public spaces. While these may not be the most comfortable materials, they stand out as environmentally friendly options. These furniture pieces will be available for anyone and suitable for all age groups.



Study Café Pavilion

Designer: Motoka Rin



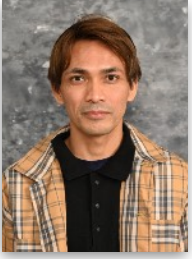
I envision creating a study café with all structures crafted from sustainable resources, aiming for a 90% utilization of recycled and reused materials. While the primary focus is on fostering an environment conducive to studying, I also want the appearance to be visually appealing, inspiring fun in the learning process. Drawing inspiration from the WRECK tables and chairs, I plan to incorporate a confetti-like design in the furniture, creating a vibrant and engaging atmosphere that promotes both sustainability and student focus.

In alignment with the WRECK design, I will use various waste materials, such as plastic bottles or any items found in waste, to achieve the confetti appearance. While this may not drastically reduce landfill waste, it contributes to environmental sustainability and aligns with the United Nations' 17 Sustainable Development Goals (SDGs).

The confetti texture will be created by mixing waste products, cut into pieces, with ceramics. For the popcorn texture inside the concrete, I will recycle plastic bottles and caps. The caps will form the popcorn structure, and the body of the bottles will strengthen the concrete. A previous lab experiment showed that adding plastic to concrete improves its durability, even if only slightly. This aligns with the objective of making our world a better place, as outlined in the UN's 17 SDGs.

Recognizing that assembling and disassembling concrete furniture can be challenging, I propose using clear glass boards as flat surfaces for tables, supported by various thick cylindrical concrete legs. This design not only allows for easy customization of leg designs but also highlights them when paired with clear glass. After dismantling the pavilion, the concrete can be melted and recycled, enhancing its durability and contributing to a vibrant, neon-like appearance with recycled plastic bottles. Since concrete is proven to be recyclable, the repurposed concrete can find use in other projects and future pavilions.

MYP: Grade 8 Design



EUGENE OLIVA

Fall 2023 trimester: Japanese Culture (festival furniture design)

The student explored the brief history of chairs, delving into various chair types, dimensions derived from anthropometric data to establish human-scale standards, and structural principles crucial for successful designs. They learned the fundamental principles of chair design, participating in in-depth case

studies focused on chairs to aid concept development and ideation. Furthermore, the student acquired foundational skills in drafting and drawing through a series of orthographic and isometric exercises, essential for effectively presenting furniture design plans.

As part of the term project, the student crafted a chair inspired by a Japanese festival. This involved capturing the unique physical or conceptual features of the festival while prioritizing considerations such as ergonomics, anthropometric data, functionality, and materials. The completion of the term project involved creating a scale model that translated the envisioned design from detailed drawing plans and showcased the intended materials.



Festival: Sakura Festival

Designer: Kohei Kawaguchi

The Sakura-inspired chair embodies the mood of the Sakura festival. The materials are primarily bamboo and wood, complemented by a light pink color. Bamboo and wood contribute to a warm and inviting feel for anyone seated in the chair. Simultaneously, the light pink color symbolizes the sakura tree, which holds great significance in Japan for an optimistic and happy mood. This tradition is called 'Hanami,' where people gather near sakura trees at the end of March and the beginning of April. The tradition began with farmers gathering to wish for a good harvest, as sakura was believed to house a god. This chair is designed for anyone to own and provides a calm mood to the occupant, utilizing only wood in its construction.

Festival: Sakura Festival

Designer: Alexander Thomson

The Sakura Festival-inspired chair captures the beauty of cherry blossoms, symbolizing their fleeting bloom in spring within a single chair. The chair is made of wood with legs that can bend and extend, representing the cycle of blooming and falling blossoms. Vines of cherry blossoms adorn the chair, indicating its vitality. As mentioned earlier, this chair aims to depict the process of cherry blossoms blooming, falling, and eventually withering. It represents the living and healthy phase, emphasizing the importance of well-being. Anthropometrically, this chair meets all the necessary factors for a basic chair, but it can also serve as a lounge chair, making it versatile for placement in various settings.



Festival: Sapporo Snow Festival and Oro Matsuri Festival

Designer: Kaylee Angkawidjaja

The main idea behind my design is inspired by the Sapporo Snow Festival and the Oro Matsuri Festival. I chose these two festivals because I believed the contrast between a snow festival and a fire festival would be beautiful, creating a unique irony. While fire is red, a bold and sharp color, the shapes are soft and velvety. On the other hand, while ice is blue, a cooler and softer color, the shapes of ice are more jagged and sharp.

The Sapporo Festival originated when a group of high school students built and carved an ice statue. Since then, it has become a tradition for artists in Japan to carve ice sculptures once a year. The Oro Matsuri Festival celebrates the goddess of the sun, Amaterasu Omikami. To symbolize this, I used ice snowflakes with thin string to represent the snow and plastic fire, wavy and smooth. I also considered the color harmony between blue and orange, which are complementary colors and represent the sunset. I believe the sunset holds importance in Japanese culture, considering Japan is an island.

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MYP: Grade 8 Design (continued)



Festival: Tanabata Festival

Designer: Caralina Nishio

The Tanabata-inspired chair is a design influenced by the wishes made by the many people who attend the event. It is mainly crafted from bamboo, with dark oak wood used for the legs, and Zashiki material for the chair's interior. The overall shape of the chair draws inspiration from the paper cutouts hung on bamboo trees to make wishes, specifically their rectangular shape.

Woven into the left side of the chair is a representation of a wish made by the customer during the purchase. The design is inspired by the origins of the Tanabata festival, a folktale telling the story of how the Emperor separates his daughter (Onihime) from her lover. As a result, they can only meet once a year, on the day of the Tanabata festival, which falls on July 7th. This chair symbolizes the hardships the couple endured to reunite, embodying their wishes to meet each other again.

Festival: Hirosaki Cherry Blossom Festival

Designer: Manaka Iwaki

The Hirosaki Cherry Blossom-inspired chair captures the beauty of the festival within a single piece of furniture. Crafted primarily with eco-friendly materials, including wood that symbolizes the Hirosaki nature, the chair features an outstanding pink color associated with the pretty cherry blossoms. The Japanese Asanoha pattern is integrated into the backrest of the chairs, representing the distinctive shape of the blossom.



Festival: Tenjin Matsuri

Designer: Liana Dorn

This chair is inspired by the fireworks, incorporating the charm of Japanese festivals into a single piece of furniture that fuses tradition and innovation. The chair features a cushioned seat and is primarily made from sheep wool. It represents the thoughts behind the beautiful and colorful fireworks, with the design based on the image of the Tenjin Matsuri scene, including people and lanterns for ventilation, giving the chair a bright look. The shape of the firework is expressed in the upholstery. Comfortable to sit on, this chair creates an atmosphere where you can imagine the Tenjin Matsuri scene when you sit in it.

Festival: Sapporo Snow Festival

Designer: Ukyo Kobayashi

Snow inspired me because at the Sapporo Snow Festival, people make many things with snow. So, I picked the Sapporo Snow Festival as my inspiration. The chair is white to represent the snow. I thought about how people's bodies are when they sit and made the backrest and armrest one rounded thing to make it more comfortable. I initially wanted to make a regular chair with armrests, but I decided to be more creative and made it very circular, considering how people's bodies work when sitting. This makes things more comfy to sit on.



MYP: Grade 9 Design



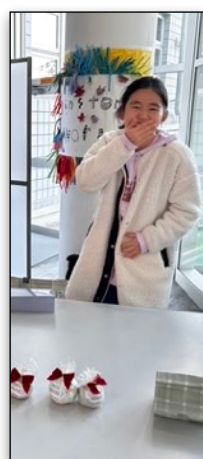
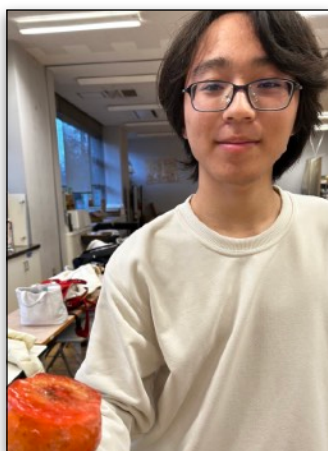
ESPIE GARCES

Unit:
The Winter Bazaar Fundraising Project

Key concepts: The understanding of relationships and systems of communities and how they affect lives directly and indirectly should be a priority towards becoming better contributing citizens of the world.

The Design 9 class held a Winter Bazaar to sell the products that they made for their fund-raiser project. It was held at the genkan for three days, Dec 11-13. They have been going through the design cycle to research on what the school community may want to buy in a bazaar and looking for ideas from online and around them. They developed the product ideas from research and finally made the products to sell after gathering feedback from different individuals.

The students put a lot of effort into meeting the demands of selling their products. They were learning a lot of new skills and enhancing existing ones. The school community had been very supportive of what they had to offer. The food products like cookies, brownies, fries, corn soup and the Vietnamese pho were very popular. When they were able to produce enough, the fries and candied apple sold out very quickly. For diversity, there were also Christmas card making workshops, bracelets and crocheted onigiri-design pouches.



Unit formative assessment: Egg Drop Container Design

Students are given a situation which is to design a container that will allow them to drop the 6 eggs from the third floor without breaking. They go through the cycle to solve the problem. They work in groups.



MYP: Grade 9 English ("A Dream Deferred")



DAVID
ALGIE



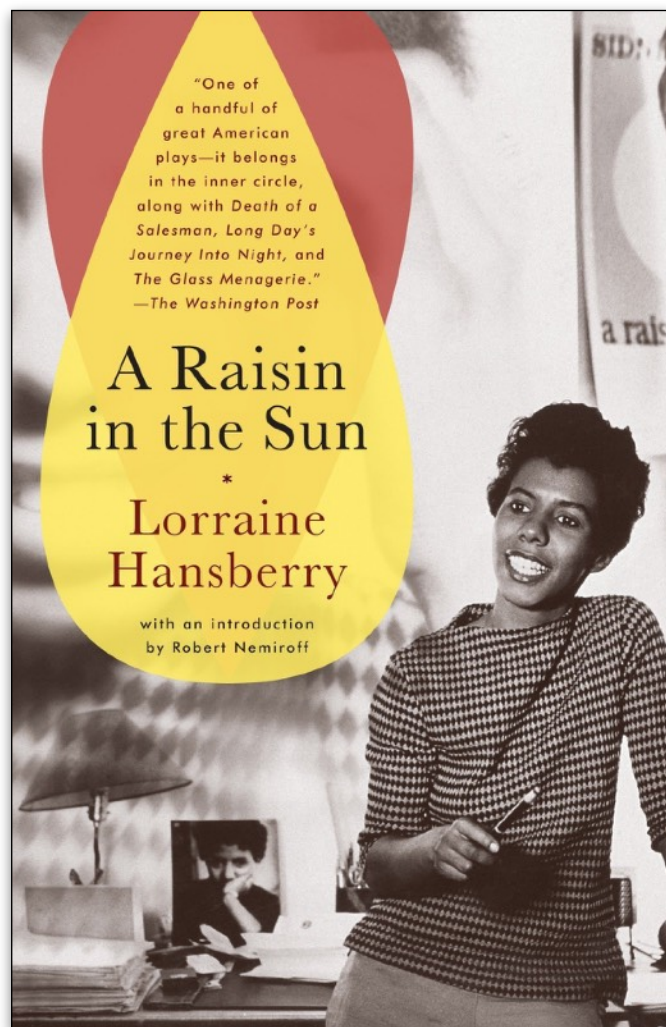
MICHAEL
DZORKPATA

In her play *A Raisin in the Sun*, Lorraine Hansberry took up a question posed by the poet Langston Hughes in his poem "Harlem". Hughes had asked, "What happens to a dream deferred?" In other words, if people's dreams of freedom, of opportunity, of equality are "put on hold", what are the consequences? This is what Hansberry set out to explore in her play.

The Youngers, an African-American family living in poverty in Chicago during the 1950s, see their aspirations knocked back by racism, personal weaknesses and cruel twists of fate. With their dreams in danger of never being realized, members of the family are tempted to turn on each other, to give up hope, and to accept humiliating mistreatment. However, a strong sense of pride in who they are leads them to stand together against those who would get in the way of their hopes for a better life.

Throughout the fall trimester, the Grade 9 English language and literature students were enthusiastic in reading and responding to the play. They discussed concepts such as identity, human nature and human dignity, and how these are represented through characters in the text. They practiced paragraphing skills as they wrote about the family members' strengths and weaknesses. They learned about the ways in which playwrights like Hansberry use a range of literary techniques such as foil characters, stage directions and dialogue to explore ideas and convey character development.

The play finishes on a note that is at once triumphant and uncertain. The Younger family assert their own value and sense of purpose in pursuit of their dream. They will move into their dream house in Clybourne Park, defying racist members of the community there who tried to



bribe them not to move. The family's defiance and strength are inspirational.

However, what will happen to the Youngers after they move into Clybourne Park? The play leaves this up in the air. When they finished reading, several students suggested they would have liked to have known what happened next. In the final assessment of the trimester, the students were able to decide this outcome for themselves. They were given the opportunity to create an extra scene, applying the different literary techniques they had learned in the unit.

Helene, Soo Hyun and Ivy all wrote compelling scenes that served as worthy continuations of Hansberry's play. Enjoy their creative efforts.



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MYP: Grade 9 English ("A Dream Deferred")

A Raisin in the Sun Act IV by OIS G9 Helene Bigot

(It is the following morning, and the YOUNGERS are in their new home in Clybourne Park. Their home is small but surely larger than their old apartment, cozy and comfortable for a family their size. Large furniture has been placed throughout the room, however they are yet to unpack. The window brings light into their compact living room. RUTH is unpacking in the kitchen, and WALTER and TRAVIS are at her aid, organising dishes into the cupboards. MAMA is looking through old photos whilst unpacking, sitting on a rocking chair in the living room. BENEATHA is calling ASAGAI on the phone by the door)

BENEATHA: *(Giggling on the phone, while gesturing)* Oh you such a joker Asagai! We'll be on the plane this time next week... What should I pack? *(Progressively getting quicker)* How hot will it be? Will it be raining? Oh I hate rainy weather... Take me to all your favourite places. Can you tell that I'm excited? Because I am-

MAMA: *(High-pitched, cutting Beneatha off as if the words have slipped out of her)* Girl you better calm down before you scare him away!

BENEATHA: *(Awkwardly stares at Mama and goes back to her conversation over the phone)* Okay Asagai, I better go *(Turns to look at Mama intimidatingly)* before my Mama laughs at me the second time... *(Turns her gaze from MAMA and grins. Dreamily)* Right, see you. Arrivederci. *(Telephone is put down)*

WALTER: *(He leans on to the kitchen counter to see Beneatha while holding a plate. Teasingly)* Look who's all smiley and giggly about her trip to Africa.

BENEATHA: *(Brought back to reality)* You're the one to talk! You've been all *(mocking WALTER)* 'Travis my boy' since we've arrived here.

WALTER: *(Chuckling)* Sorry, I'm just teasing you. I'm real glad you've decided to go.

RUTH: *(Empathetically)* Me too. It's always been your dream you know—make the most out of it.

BENEATHA: *(Taking a second to soak in their words)* Thanks. For now I better start unpacking—can't pack if I can't find my clothes!
(Goes to the corner, starts rummaging boxes)

RUTH: All right, that box is dealt with. *(WALTER helps her up, RUTH claps her hands and stretches her back)*

TRAVIS: *(Exhausted)* Oh finally! *(Jumps and leaves the kitchen as he skips to MAMA)* *(WALTER and RUTH look at TRAVIS fondly. TRAVIS, with genuine curiosity, leans into MAMA and the photo album)* What you looking at Grandmama?

MAMA: *(Smiles proudly, as she starts to stroke TRAVIS's hair)* This your granddaddy. Old-Walter.

(She looks at WALTER, then brings her gaze back to TRAVIS) I can see him in you.
(Travis furrows his eyebrows in confusion)

TRAVIS: HE'S IN ME?! *(Touches his face and body in panic)*

MAMA: *(Laughs quietly)* Haha—no, just means you take a lot after him. *(TRAVIS understanding, poses with his hands on his hip confidently, straightening his posture)*

RUTH: *(With a large smile)* You ain't a good man like him if you don't help your Mama! *(Jokingly, as she imitates catching his arm in the air)* Get back here!

TRAVIS: *(Immediately breaks out of his pose and looks down)* Gaaaalee Mama—I thought you said we was done!

RUTH: With the first box I meant. Get back and help us Travis, you better. *(RUTH and WALTER laugh in unison)*

(Suddenly, there is a loud knocking sound and a shouting of "HEY" coming from outside the door. The mood changes in an instant, from a joyous to serious air. MAMA, RUTH and BENEATHA's eyes meet whilst WALTER goes closer to check who the visitor may be.)

BENEATHA: *(Giggling on the phone, while gesturing)* Oh you such a joker Asagai! We'll be on the plane this time next week... What should I pack? *(Progressively getting quicker)* How hot will it be? Will it be raining? Oh I hate rainy weather... Take me to all your favourite places. Can you tell that I'm excited? Because I am-

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MYP: Grade 9 English ("A Dream Deferred")

MAN: *(From the visitor's voice, it seems that it is of a man around 40 years of age. He is shouting aggressively in a violent manner. The knocks continue sporadically yet they increase in power and volume each time.)* Hey! You lot the Younger's ain't ya!

WALTER: *(Courageously, WALTER opens the door partially. Standing outside is a middle aged white man, his dull mien making him look older and tired. He is wearing a worn out beige shirt with grey pants.)* Hello-how do you do? Walter Younger. *(WALTER brings forward his hands for a handshake, but his hand is dismissed)*

BRIAN: Brian Moore. *(He forcefully opens the door more to look further into the entire living room. BENEATHA stares at BRIAN in disgust)* I heard Karl couldn't get you all to change your minds. *(Quietly, under his breath)* Fool. *(Rudely, wanting the conversation to end quickly)* My folks actually moved into this neighbourhood about... near two years ago. My kids are back there. *(He turns behind to point at his two children, playing outside in their yard.)* The folks around here are... different, compared to your family. We're skeptical whether your child would be a problem around our children. *(Glances at TRAVIS, belittling him)* You know our greatest wish is for our child's safety—but we be concerned that he might be a bad influence on our little ones. *(Laughs, as if he is not taking the topic seriously)*

(WALTER and MAMA are taken back by BRIAN's words. TRAVIS, not understanding BRIAN's exact words but understanding the situation is on the verge of tears. BENEATHA and RUTH are infuriated)

RUTH: *(Stands up in disbelief about what BRIAN just managed to say)* EXCUSE YOU! *(With incredulity and anger)* I cannot believe that an adult could even speak to a child in such a manner! We are not leaving. We have made that clear multiple times, starting with Mr. Lindner, and no amount of nagging ain't gonna change that!

MAMA: *(Supporting Ruth)* AIN'T IT THE TRUTH! No stranger is gonna barge in my house and insult my family. You hear me?

BRIAN: Hey, hey, don't get yourselves in a huffy! *(Laughing, diminishing their words)* You uneducated coloured folks always getting offended by the slightest things. *(Shaking his head)* *(WALTER clenches his hand)* I'm just telling you, it ain't gonna be easy round here if you sta...

WALTER: *(Cuts BRIAN off)* GET OUT OF OUR HOUSE! *(BRIAN is unfazed and shows superiority over the Youngers)*

BENEATHA: *(With fluency and confidence)* Travis is a good boy. *(Chuckles)* Sure, he can be a little rascal at times—but there ain't no doubt he is more caring, loving, sweet, empathetic, and benevolent than you will ever be. *(She steps towards Brian and does not break eye contact)* You and Lindner are two different types of racists. *(With sarcasm)* I actually prefer your type, you know, confronting you is simple and easy and I can be direct as much as you are with your words. We are proud, and have overcome so much hardship just to be here, in our new home today. And nobody has any power in diminishing and dishonouring us. Now, sir, I ask you politely to leave our property, at this instant. *(She has not stopped staring into BRIAN, to assert dominance over him)*

BRIAN: *(With frustration, but fumbling words)* You gonna regret this girl. *(BRIAN leaves the Younger Household, slamming the door in irritation.)*

MAMA: THANK THE LORD! Benny—where you get all that from! *(Asks Beneatha proudly)*

BENEATHA: From you Mama. *(Grins)* He a horrible person, isn't he? This makes me wonder whether I should postpone my trip to stay with you lot.

RUTH: No honey, don't. It's alright, we can handle ourselves. *(A pause, as if she regrets what she said)* You just enjoy your trip! Better get this place looking ready before Asagai shows up soon to visit!

BENEATHA: Yeah... *(BENEATHA contemplates what the best decision to make would be. Go to Africa to pursue her passion, or stay and help the family through their transition in a racist neighbourhood.)*

(BENEATHA walks up to the phone again, with determination.)

(Decisively) Asagai, Hello, On second thought...

Curtain

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MYP: Grade 9 English ("A Dream Deferred")

A Raisin in the Sun Act IV SCENE ONE by OIS G9 Soo Hyun Kim

The morning after moving day, Sunday.

At curtain, there is a vibrant luminescence that has not yet been seen. The sun shines on MAMA's face as she reaches her arms out of the window to grab her plant. We can see that walls of the new YOUNGER house no longer entrap the upholstery to create a maze; though there are unpacked crates lying around. The kitchen is of fine condition. The old, worn-out, beloved chairs that MAMA insisted on bringing, stand out on the fresh carpet.

In the kitchen, MAMA starts to fill a cup with tap water. We feel a breeze of freshness in the quiet atmosphere, where the only sound projected is by the running water and the TV in the living room. TRAVIS is sitting on the floor. RUTH watches over her son from the couch.

At that moment, WALTER and BENEATHA come rushing up from the basement with vigorous steps. BENEATHA's hair is wrapped in a towel, rather randomly, as if she had thrown it on her head without thought.

WALTER: *(Appealing to MAMA from the staircase)* NOW I HAVE TO RACE THIS WOMAN TO GET TO THE BATHROOM?

BENEATHA: YOU HAD TEN—*(Spreading both hands in front of his face to emphasize the number ten)*—WHOLE MINUTES TO GET IN THE WASH.

RUTH: Now calm down now y'all, you ain't even have work today guys!

WALTER: *(Rolling his eyes playfully then making his way to the living room)* Fine. MAMA, good morning. Good morning son. Now bye.

(WALTER hurries out of the living room while managing to unbutton some buttons on his pajama shirt. The atmosphere has settled down again.)

TRAVIS: *(Stands up from the ground and crosses to RUTH)* Mama, can I please go to the park down the street?

RUTH: *(Holding his hands)* Honey, I'm not sure—

TRAVIS: *(With sheer disappointment, shaking his mother's hand)* Aw, gaalee, Mama! May I please—

BENEATHA: *(To RUTH)* I'll take him.

(RUTH looks up to her with uncertainty, but BENEATHA nonchalantly shrugs)

RUTH: *(Hesitating at first, then releasing her grip on TRAVIS' hands)* Okay, Bennie will take you there.

TRAVIS: Whoopeee! *(Crossing to the doorway to put on his coat)* Let's go Bennie.

BENEATHA: *(Hurriedly scrubbing her hair with the towel before throwing it on the couch)*

Boy, you done got me rushing! Wait up!

(She follows TRAVIS to the door and allows him to go through first. Before exiting with him, she hooks her ear onto the doorframe so that her face is only visible to the family, and not TRAVIS. She nods and gives a reassuring look to MAMA and RUTH, then finally exits.)

RUTH: If a damn person targets my boy...

(The doorbell rings. RUTH approaches the door and peers out the peephole, fearful of who might be standing behind the door.)

MAMA: *(From the kitchen)* Is it a white neighbor?

RUTH: The guy tanned.

MAMA: *(Confused)* Well, we'll let them in. Open the door.

RUTH: *(Opening the door slowly, with a polite countenance)* Hello?

(A boy, around 14 years old, stood outside. He has black, curly hair, and a short mustache. He is of Latin origin, as evident by his tan skin tone.)

MYP: Grade 9 English ("A Dream Deferred")

BOY: *(Shifting his shoulders awkwardly, then displaying an expression to mask his anxiousness and standing upright upon seeing RUTH)* Hello, madam. My name is Jose Ramirez. You must be the new neighbor—and so, so I thought I should greet you guys, and welcome you guys. *(Holds out his hand and shakes RUTH's hand gently)*

RUTH: *(Pleased by the boy's well manners)* Call me Ruth. I sure am glad you said hi.

JOSE: *(Scratching his head with one hand)* That's alright.

RUTH: All right, then. Thank you for the welcome, Jose. I do hope—

JOSE: Uh— actually—*(Hesitantly)*—do you have a son? *(Deeply ashamed of his intrusive question as he starts to talk faster with widened eyes)* Well I, saw him sitting in the yard yesterday, with his dad, and well, he, you guys are African American, and I'm Latino, from Mexico—*(Sees that RUTH is staring at the ground, either listening attentively or ignoring him, he is not sure)*—I wanted to meet him and be his friend.

RUTH: *(Looking up with relief)* I know Travis would be more than happy to make his first friend here! It's just that right now he's out—

(WALTER enters the scene from the basement. He had just taken a shower, and was whistling on the way to the living room. RUTH stops talking as both her and JOSE turn in unison to shift their attention to WALTER)

WALTER: *(Notices JOSE at the door, and freezes in the middle of walking)* Ooh! Who have we got here this morning? *(At the door now, and inspecting JOSE)* Hello, son.

JOSE: Hello, I am Jose, the neighbor.

WALTER: *(Smiling)* Yeah? You ain't African though are you?

RUTH: He's Latino. And he actually came to talk to Travis and become his friend.

WALTER: *(Puts a hand on JOSE's shoulder)* I like you, you friendly man.

(They all chuckle. The moment is suddenly interrupted by the shouting of "Monkey! Monkeys!" by a group of teenagers, around the same age as JOSE. The group runs off, as JOSE lowers his head down to face the ground.)

RUTH: Them unkind kids.

WALTER: *(Appalled)* How often that happen?

JOSE: *(Still looking down)* Oh, often, sir. *(His voice starts to thicken)* My parents are Mexican immigrants, and they came to America before they had me. They were picked on, and called slurs by white people for being who they were in where they wanted to stay. When I was growing up here in Clybourne Park, kids my age, the same kids who just passed by, always told me that they would never include me as a friend—I was always a monkey to them. *(He finally looks up with a sullen sulk)* But I guess, the truth is, there will always be racism no matter the generation, or place. I learned that the long way, because I started to believe them when they told me I was a... a nobody. It didn't have to be that way though, it has never been so. God, I'm so sorry for giving you guys a bad impression about this place already. *(He buries his face into his hands for a moment)* But I promise both of you, and Travis, there are good people here. I have my friends in the neighborhood. They are all very thoughtful people. And of course, Travis will have me from now on. *(Showing a kind smile)*

WALTER: *(Puts both hands on JOSE's shoulders)* Unity is a graceful little thing, my son!

(TRAVIS' voice is heard off-stage as he and BENEATHA make their way to the YOUNGER house)

RUTH: That must be Travis! *(Gesturing with her hands to come inside)* Now come on in now, Jose. You and Travis can really get talkin!

(The three of them make their way into the living room, and waits for TRAVIS and BENEATHA to follow. There starts an indistinct chatter among the family and JOSE, as the lights dim down.)

Curtain

MYP: Grade 9 English ("A Dream Deferred")

A Raisin in the Sun Act IV by OIS G9 Ivy Meline

SCENE ONE

An hour later.

The Youngers arrive at Clybourne Park. As the moving truck drives down the road, the family looks out the window, taking in the sight of their new home. It seems as though every house on the street was just a duplicate of the one next to it, a slight change in shape and color. Each one holding another white family.

The truck suddenly turns and slowly pulls into the driveway of one particular house, gathering everyone's attention.

MAMA: Well, this is it!

RUTH: *(Trying hard to contain her excitement)* Oh it looks beautiful Lena! Just what we need.

BENEATHA: *(Exchanging glances with Walter)* Yes, I agree.

MAMA: Lord help us all, we're all smiling. Ain't never seen that before.

WALTER: Travis, go help the moving men carry the boxes. Come on y'all, we got work to do!

MAMA: *(Making her way towards the front door)* I hope y'all are hungry, 'cause I'm going to make us one big dinner! *(She picks up the key from under the doormat, and unlocks the door. Everyone hurries and rushes in)*

RUTH: *(Dramatically, with hand gestures)* Oh Lena, it's even more gorgeous inside! *(She quickly paces back and forth across the living room)* It's so big! *(She proceeds to explore the other rooms)*

MAMA: *(Laughing)* It sure is something! Where's the box with my skillet? Y'all keep unpackin', I got a feast to prepare! *(She goes and unloads the boxes with kitchenware, taking pots and pans and setting them around the kitchen)*

BENEATHA: *(Carrying the last few boxes into the living room with Walter and Travis, as the moving men set down the large pieces of furniture)* Ruth, come here, I want to talk to you about the— *(A knock on the open door. Everyone turns to see who it is. There, outside the door, is a white man and a white woman, carrying what seems to be a housewarming gift)*

WOMAN: Uh—hello, sorry to barge in on you like this. I'm assuming you've just arrived. I'm Linda, and this is Oliver. We live right across the street. Lindner—he told us we'd be expecting you today. We thought we'd just stop by and introduce ourselves.

MAMA: *(Leaving the kitchen now, moving towards the couple)* Oh hello, nice to meet you. I'm Lena Younger. *(Noticing the rest of the family gathering around her)* This is my daughter Beneatha, my son Walter, his wife Ruth, and their son Travis.

RUTH: Nice to meet you.

LINDA: *(Handing the gift to Mama)* We brought you something. A houseplant. Just a little something to get you started.

MAMA: *(Staring at the plant a bit too long, until she finally meets eyes with Linda again)* Oh! Why thank you, you didn't have to get us anything. *(She places the plant on a nearby stool)*

OLIVER: *(Opening his mouth to speak for the first time)* Yes we did. Here at Clybourne Park, we like to welcome everyone into our community. We're neighbors after all, and that's what neighbors should do. *(Silence)*

WALTER: *(Offended)* Yes, I agree. *(Sarcastically)* You are a very welcoming neighborhood. I mean, sending a man o'er to our place offering money so we don't move here? Very welcoming! *(Getting more and more worked up)* 'Course you don't want us here! We're Negroes—should be kept away from ya'll civilized white folks

RUTH: WALTER LEE—

BENEATHA: *(Joining Walter)* Yeah, what's the matter with you? You think you some good people actin' all nice? Don't even try pretending you really care about us. You can't come over here and be the good guys, when all you want is for us to leave!

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MYP: Grade 9 English ("A Dream Deferred")

LINDA: *(Absolutely confused)* What are you talking about? We never— *(Cut off by Beneatha)*

BENEATHA: Ladies and gentlemen, we continue! *(Amused)* Go on, tell us we're wrong! Say you just came over here for an innocent hello. Let me just tell you one thing—we ain't going anywhere! We have the right to live wherever we want!

WALTER: Say goodbye to your hopes and dreams of having no Negroes livin' right next to you!

MAMA: *(Aggressively grabbing Beneatha and Walter's arms)* HEY! STOP IT RIGHT NOW! *(Facing Linda)* I'm so sorry, I don't know what's gotten into them.

WALTER: *(Ignoring Mama)* WE AIN'T GOIN' ANYWHERE! *(As Walter continues yelling, Linda and Oliver turn and walk away, shutting the door behind them. The moving men follow shortly after. The family is silent)*

RUTH: My God, what were you two thinkin'?

MAMA: *(Sighs, covering her face with her hands)* Lord, what is wrong with my children?

BENEATHA: Did you see the way they talked to us? Mama, you taught us to stand up for ourselves.

MAMA: *(Shaking her head)* They talked to us perfectly fine! I did not teach you to yell at strangers for no reason!

WALTER: But they—

MAMA: HUSH! I DON'T WANT TO HEAR IT! You've ruined our first relationship with a neighbor, Walter Lee. I want to see you and Beneatha go o'er to 'em right now and apologize. *(They don't move)* NOW!

BENEATHA: Yes ma'am. *(She and Walter exit, leaving Mama, Ruth, and Travis all alone)*

MAMA: *(Walking towards a chair)* Oh, Ruth, I thought everything would be good once we came here.

RUTH: It will be, don't worry. Those two will always be like that. You can't change 'em. But things will be different now. I can feel it, Lena.

MAMA: *(Deeply exhaling)* I guess you're right.

TRAVIS: Mama, I'm hungry.

MAMA: Oh yes, dinner, I'm on it!

RUTH: All right, you get that ready. Travis, come on. Let's go set up your bed in your new room.

TRAVIS: Yippee! My own room! *(Mama smiles)*

MAMA: *(As she walks into the kitchen, she sees her plant on the counter. The plant she had brought from the apartment. She pauses for a moment, staring at the dying plant, then picks it up and moves it to the backyard, out of sight. She then goes to the stool where she had put the houseplant gifted from Linda and Oliver earlier. This one was healthy. She picks it up, brings it to the kitchen, and places it exactly where the previous, dying plant had stood before.)*

Curtain



1961 film of 'A Raisin in the Sun' with Sidney Poitier



2014 Broadway play of 'A Raisin in the Sun' with Denzil Washington

MYP: Grade 9 Science



RANIA MOHAMED

Unit of Inquiry:
Atomic structures and bonding

Statement of Inquiry

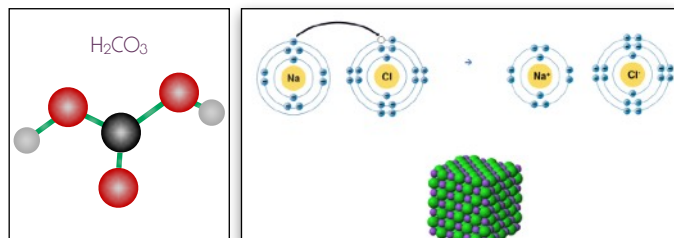
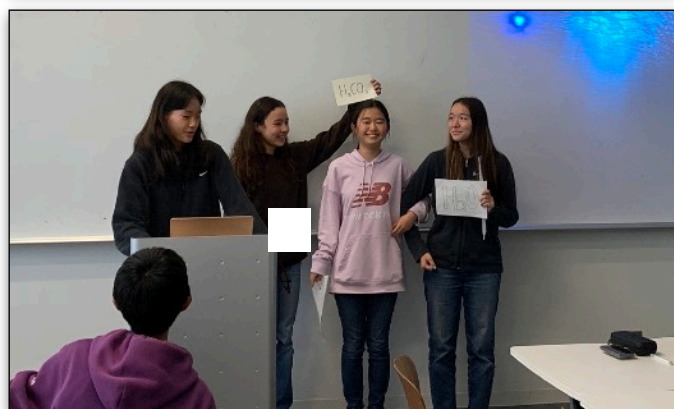
Changes in chemical bonding leads to patterns of physical properties.

In the International Baccalaureate (IB) Middle Years Programme (MYP) Grade 9, chemistry students embark on an engaging exploration of chemical reactions and their global significance in the unit Atomic Structure and Bonding. The unit offers students a dynamic and interconnected learning experience. By exploring the fundamental principles of chemical reactions and their global implications, students not only build a strong foundation in chemistry but also develop a sense of responsibility for their role in addressing real-world challenges through scientific understanding. This unit sets the stage for future studies in chemistry and encourages students to become informed and engaged global citizens.

The unit begins with a comprehensive examination of fundamental concepts in chemistry, laying the groundwork for understanding chemical reactions. Students explore topics such as atoms, molecules, chemical bonding, and the periodic table, providing a solid foundation for the more advanced study of reactions.

Throughout the unit, Grade 9 students actively participate in laboratory experiments to observe and analyze chemical reactions firsthand. This practical approach not only reinforces theoretical concepts but also cultivates essential scientific skills such as observation, measurement, and data interpretation. What sets this unit apart is its focus on the global significance of chemical reactions. Students explore how chemical processes impact the environment, society, and global issues. Discussions may include topics such as climate change, pollution, and sustainable practices. In addition to conducting experiments, students are encouraged to engage in independent research and inquiry. They explore current events, case studies, and scientific articles to deepen their understanding of how chemical reactions contribute to both local and global issues, promoting critical thinking and information literacy.

After studying the fundamentals of chemical bonding, students researched the real-world implications of chemical bonding on greenhouse gas emissions and plastic pollution.



Name:
Design an experiment to measure the boiling point of H_2O

Lab Title: How does changing the amount of table salt (NaCl) placed in the same amounts of water (H_2O) affect the boiling point?



MYP: Grade 10 Science



ANIL GHODAKE

Unit: Life is Beautiful

We are delighted to share the exciting journey that our Grade 10 Science students have embarked upon during the fall trimester. Focused on the captivating realm of Biology, students delved into the intricate systems and functions that shape the living world. The guiding Statement of Inquiry for this trimester was: "Photosynthesis and respiration form a system of energy transformation that humans can manipulate to their advantage. A healthy body can be maintained when there is knowledge about choices and consequences."

Key concepts: Global interaction, relationships with a particular emphasis on evidence and consequences.

Throughout the trimester, students navigated key concepts such as systems, with a particular emphasis on function and interaction. The unit encompassed an array of topics, including photosynthesis, nutrition, the Human digestive system, the Human respiratory system, and the Human circulatory system. Engaging presentations not only educated students about plant structure and functionality but also shed light on real-world concerns like global warming and climate change related to plant productivity.

Summative Assessment and Scientific Exploration:

For the summative assessment, students were challenged with experiments involving an Osmosis lab investigation. This hands-on activity provided a platform for students to apply the scientific process, covering objectives B (inquiring and designing) and C (processing and evaluating) in MYP sciences. Through this, students not only developed intellectual and analytical thinking skills but also honed practical skills by designing, analyzing, evaluating, and performing scientific investigations.

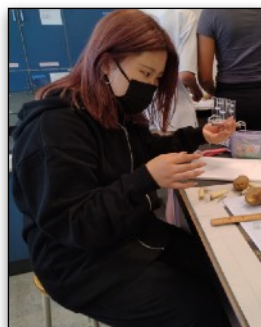
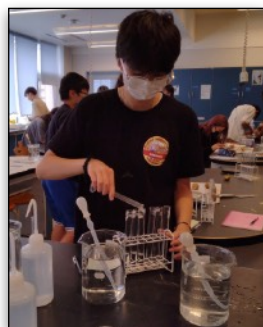
Procedural Knowledge Gained:

In addition to hands-on experimentation, students cultivated procedural knowledge that is essential for scientific inquiry. This includes:

- Selecting ideas and producing plans for testing based on previous knowledge.
- Deciding which measurements and observations are necessary.
- Assessing hazards in the laboratory and choosing the appropriate apparatus.
- Making sufficient observations and measurements to minimize error.
- Using a range of materials and equipment while controlling risks.
- Choosing the best way to present results.
- Describing patterns observed in results.
- Interpreting results using scientific knowledge and understanding.
- Drawing conclusions based on findings.
- Evaluating the methods used and refining approaches for future investigations.
- Explaining results using scientific knowledge and understanding

Celebrating Growth:

We commend our students for their active participation and dedication to scientific exploration. The fall trimester has not only deepened their understanding of biological concepts but has also equipped them with the skills necessary for future scientific endeavors.



HS: High School Diploma Pathways at OIS



ANDREW BROWN

In February of grade 10, students will be asked to determine their high school course options for grade 11 and 12. This can be a stressful time for students as they ponder questions about their future study and career paths. OIS students have two options in high school: the full IB Diploma Programme (IBDP) or the OIS Diploma.

IBDP

Students who opt for the full IBDP select 6 subjects and complete the core areas of Creativity, Activity, Service (CAS), the Extended Essay (EE), and Theory of Knowledge (TOK). Students are also required to select 3 of their IBDP subjects at higher level courses and 3 at standard level. Higher level courses include more course content and assessments; students should select these subjects carefully based on their areas of interest and strength. Due to the global recognition of the IBDP by universities, students are encouraged to take the full IBDP; however, the rigor of the programme means that it can be very demanding and as such is not suited to everyone.

OIS Diploma

Students who choose the OIS Diploma must take 5 subjects at standard level along with the core. This can provide a more accessible route for students to attain a high school diploma and can still provide a route to further education. Students considering the OIS Diploma should consult with their teachers and the school's university counselor to ensure that it is the right option for them.

Factors influencing subject choices

When determining which subjects to take in high school, students can make unsuitable choices by basing their decisions on their emotions, those around them, and unclear future aspirations. This can cause students to change their course choices early in grade 11 when they realize that they have chosen unsuitable subjects, resulting in unnecessary stress.

To avoid this problem, students should base their subject selection predominantly on their interests and areas of strengths, particularly when selecting higher level subjects. While it is important for students to consider possible university courses and career pathways, they must be realistic and reflect on whether or not their aspirations align with their performance at school. For

example, a student aspiring to take a medical course should excel in sciences and mathematics, whereas a student wishing to pursue journalism should be succeeding in English and humanities. Selecting subjects solely on university and careers plans can be detrimental to students especially if it causes them to lean towards their weaknesses rather than their strengths. When considering career options student should exercise caution and realize that the changing nature of the job markets means that many of the jobs that exist today may not exist tomorrow, and many of tomorrow's jobs may not exist today. For this reason, students should focus on developing skills in subjects that they are passionate about as these are likely to be the areas that they navigate towards in their future careers.

How parents/guardians can help

Students can sometimes struggle to recognize their strengths and interests and may also have misconceived ideas about particular jobs or careers. Parents/guardians can therefore play a pivotal role in supporting students as they transition into high school by asking them questions and encouraging them to keep an open mind. As your child thinks about their high school options, please be encouraged to ask them about their performance at school and why they are/are not considering selecting certain subjects. If your child has a specific career aspiration, ask them about what this might entail and why they feel they are suited to such a role. If your child feels lost or unsure about their future, ask them about their interests or people who inspire them and remind them that many of today's jobs did not exist 20 or 30 years ago, and most importantly reassure them about their future!

Find out more

Finalizing high school course options can be a confusing time for parents and students alike, please be encouraged to contact me (abrown@soismail.jp) if you have any questions; the below websites also provide further information about course choices at OIS.



OIS HS
curriculum
webpage



IB Diploma
curriculum
webpage

OIS HS pathways
(SOISmail
account needed)

DP: Grade 11 English ('Born a Crime')



DAVID
ALGIE



MICHAEL
DZORKPATA

Trevor Noah's memoir *Born a Crime* tells of his life growing up as a biracial child in South Africa during apartheid. As the son of a black South African mother and a white Swiss father, Trevor's existence was against the law. His story makes for a gripping read. The *New York Times* describes the memoir as, "Raw, compelling and by turns alarming, sad and funny." According to *People* magazine it is, "A memoir with heft... this story soars".

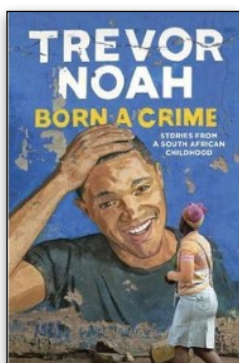
The Grade 11 English language and literature class was allocated *Born a Crime* to read as one of their main literary texts for this school year. Mr. Algie and Mr. Dzorkpata challenged the students to consider what the memoir suggests about issues related to identity, conflict and power.

Students took responsibility for their own learning by becoming experts on individual chapters in the book. In pairs or small groups, they read their designated chapters thoroughly, then created posters on which they had to:

- summarize their chapter.
- provide key contextual information.
- identify global issues explored in the chapter.
- discuss how various stylistic features were used in the chapter.
- present concluding thoughts showing insight into the chapter's meaning.

The teachers enjoyed seeing students working collaboratively on this task. Many students had artistic skills they could use to enhance the impact of their posters. Others took the lead in identifying global issues and stylistic features.

Once the posters were finished, students used them to present their findings to their classmates in spoken form. This was an excellent way for them to share their knowledge with their peers, and at the same time practice speaking skills that will be important to them in the Individual Oral assessment in November 2024.



continued on next page

AFFAIRS OF THE HEART THE DANCE

GLOBAL ISSUE

1. Poverty
2. Miscommunication

SETTINGS

- Community hall
- ↳ It shows how Trevor was isolated from things
- Car
- ↳ It is where he finds out that his date can't speak english

STYLISTIC EFFECTS

- Italics - "Oh, Tom, I see what you've done here. Nicely played"
- Intertextual reference - The Matrix
- Metaphor - "It was like the makeover scenes in my American movies, where they take the dorky guy or girl, fix the hair and change the clothes, and the ugly duckling becomes the swan!"

CONCLUSION

This chapter portrays how split South Africa was and how the language barrier enforces a metaphorical wall between the people. Also, due to the apartheid, the chapter shows how people were doing things in order to get money. Like, Tom making Trevor rap in order to get money or how Trevor has a small business of selling CDs.

VALENTINES DAY

By Jessica & Yochui

Summary

- Trevor finds out what Valentine's Day is as an activity in the first year of primary school at H.A. Jack.
- He is persuaded by his classmates to ask Maylene, the other mixed-raced person in the class, out for Valentine's Day.
- Trevor and Maylene kiss just outside of McDonalds after he asks her out to be his Valentine.
- Trevor prepares flowers, a teddy bear, and a poem for the upcoming Valentine's Day for Maylene.
- It turns out that Maylene picked Lorenzo over Trevor which breaks his heart.

Global Issues

- 1) Racial Stereotyping
- 2) Challenge in adapting to a new environment

CONCLUDING THOUGHTS

The chapter helped us understand as readers that Trevor went through various types of hardships. This includes physical hardships such as being the victim of violence when his mother beat him with a belt, as well as emotional hardships such as experience racism throughout his whole childhood. This chapter made it even clearer about who Trevor Noah is as a person, since despite growing up in such conditions he beats his episodes with a humourous and enthusiastic tone, which further highlights his optimism from previous chapters.

Setting

H.A. Jack only has two mixed coloured students in Trevor's grade.

STYLE AND EFFECTS

- ♥ **SIMILE**: "I felt like someone had taken a gun and shot holes in every part of me."
- ♥ **SUPERLATIVE**: "I was the happiest boy on earth."
- ♥ **MODAL OF OBLIGATION/TYPOGRAPHY**: "Trevor, you have to ask her. You're the only two."

DP: Grade 11 English ('Born a Crime' by Trevor Noah)

Style & Effects

Satire on p.77: "I chose to have you because I wanted something that would love me unconditionally in return... and then I gave birth to the most selfish piece of shit on earth and all it ever did was cry and eat and shit and sing, 'Me, me, me me me.'"

Trevor's mother uses **humour** to ridicule Trevor's spoiled and whiny behaviour as a child, which is an example of satire. The use of satire emphasises the irony of how his mother got the opposite of what she desired. This ties into the global issue of, "predicament of being a single mother," as it shows how Trevor's mother had to face the hardships of raising an obnoxious child.

Context

South African culture in the late-18th century

- Single Motherhood**
 - Like Trevor's family, many black families of South Africa were run by a single mother. This meant that the children could not be fully taken care of. An example of this is when Trevor is playing with fireworks and accidentally burns himself.
- Physical Punishments**
 - Before the 21st century, physical abuse was a very normalized form of punishment. This is reflected in the chapter when Trevor is punished for his misbehaviour through physical pain.

Additionally, as the text mentions, physical punishments were common because they were seen as a sign of parents showing affection towards their children.

There was no adult supervision as Patricia could not be watching her son at all times given that she had to take role of two parents. Such family culture could still be seen today where more than 40% of mothers in South Africa are single mothers.

Global Issues

- 1. The predicament of being a single mother
- 2. Mother-son power dynamic & compulsion
- 3. The authoritative nature of religious belief system

Summary

Trevor is a spirited and mischievous child who frequently gets into trouble at home and school.

He has a reluctantly respectful relationship with his mother Patricia where they communicate through formal letters to argue with each other.

When Trevor is around six years old, Patricia starts dating Abel, a man who lives in a white family's garage.

During a visit to the white family's property Trevor accidentally causes a fire while showing the white's son how to use a magnifying glass to burn wood onto wood.

As a result Abel, who lost his home with fire, moves in with Patricia & Trevor.

CONCLUSION

One new insight we have about the chapter is how although Trevor's childhood was clearly challenging due to the fact that he didn't live with his father, he seems to have enjoyed his childhood in retrospect. We draw this conclusion because the way he describes it isn't resentful, but sweet and unbitter. One thing we found interesting about the chapter was how Trevor managed to be so naughty. Trevor even talks about this on page 90. It really is a difficult feat to be so naughty as a child. This chapter improved our understanding of Trevor's behaviour as a child, along with his relationship with his mother, which appears to be strict, but also caring and compassionate.

CONCLUSION

Mitsuho
Tuito
Melody
Ahmed

A closer look:

South African culture in the late-18th century

- Single Motherhood**
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Context

SUMMARY

- ♥ Trevor makes a deal with his friend, Tom, who offers to help Trevor find a date for the Matrix dance.
- ♥ Tom introduces Trevor to Babiki, who Trevor thinks is the most beautiful girl he's ever met and he can't believe his luck.
- ♥ Trevor goes shopping with his friend Sizwe, for the Matrix dance and gets a glow up by getting combs and a new set of clothes.
- ♥ After getting ready for the Matrix, Trevor went to ask Abel to borrow the car like they'd previously agreed on, however Trevor refuses and is forced to take the bad car.
- ♥ After picking up Babiki late, they arrived late to the Matrix dance and Babiki refuses to get out of the car, Trevor finds out that she doesn't speak English, which ruins his Matrix dance.

DP: Grade 11 Economics



ANDREW BROWN

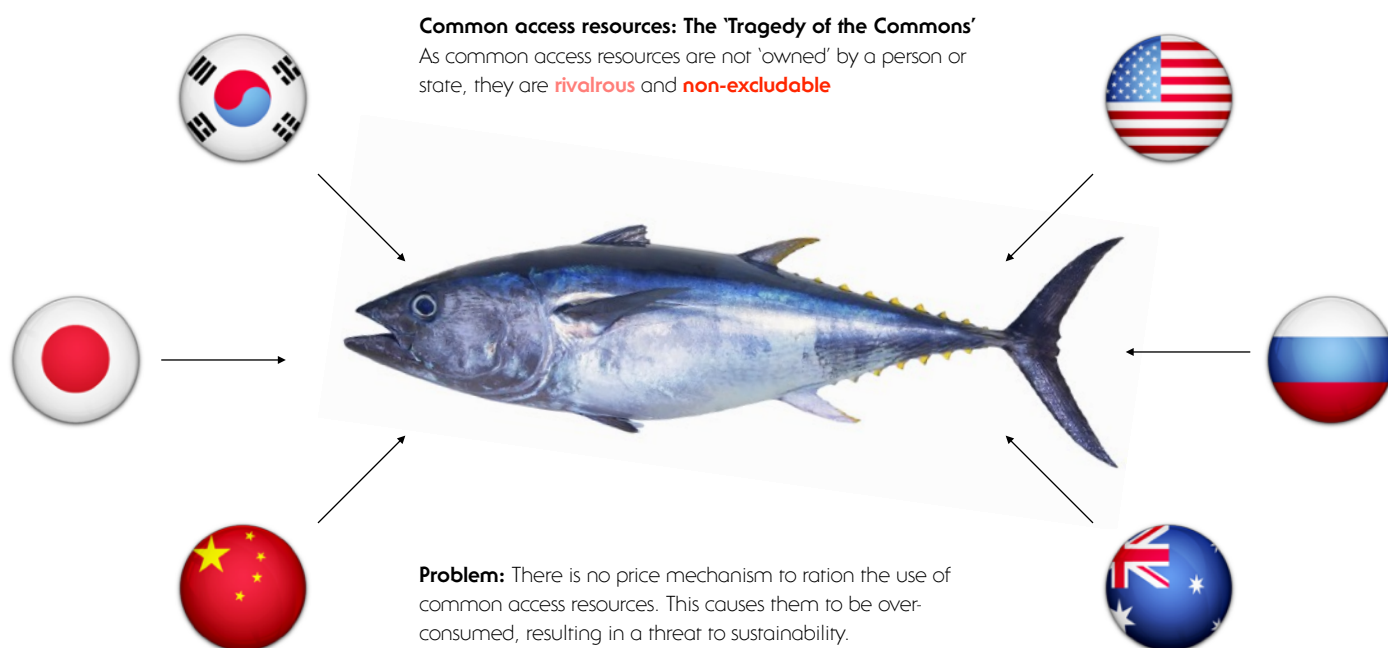
Topic: The Tragedy of Tuna

Sustainability is a word we commonly see in the news today and is also one of the key concepts in the DP economics. Grade 11 students recently explored the economic problem of tragedy of the commons whereby uncontrolled access to a resource creates an incentive for individuals to overexploit it, resulting in a lack of sustainability.

The students looked at the consumption of bluefin tuna in Japan which accounts for approximately 80% of the world's consumption and were asked create and compare possible solutions to the problem. To do this, students

initially worked in groups to research policies previously employed to tackle other tragedy of the commons such as damage to the Ozone layer, climate change, whaling, and overfishing in Europe. This allowed students to appreciate the difficulty of getting countries to agree to and follow international agreements.

The students developed a range of suggestions including banning the consumption of bluefin tuna, subsidising research and development of laboratory grown tuna, subsidizing more sustainable types of fish, and placing taxes on bluefin tuna to discourage consumption. In the end, the students realized the need for individual consumers to take some responsibility for their consumption choices and therefore felt that the most viable solution may be the use of awareness campaigns and education to encourage consumers in Japan and elsewhere to make more sustainable choices. Next time you see a grade 11 student, please be sure to ask them if their favourite sushi is still maguro!



International cooperation and agreements: To solve the market failures of threats to sustainability and common access resources, international agreements to reduce over-use are needed. Examples include:

- The International Whaling Commission
- The Montreal Protocol
- The Kyoto Protocol
- EU fishing quotas

In class, students worked in groups to research these agreements in order to answer these questions:

- (a) What is/was the aim of the agreement, and what common access resource does it refer to?
- (b) Was/Is the agreement successful or succeeding? Explain why, or why not.

DP: Grade 11 Biology



ANIL GHODAKE

Topic: Internal Assessment

During the Fall trimester, Grade 11 IB DP Biology students actively engaged in a scientific investigation, also known as the Internal Assessment, centered around scientific inquiry and data analysis. This period offered students a valuable and supported opportunity to independently develop an investigation of their choice.

The internal assessment is a crucial aspect of the course, mandatory for both SL and HL students. It allows students to showcase the application of their skills and knowledge while pursuing their personal interests, free from the time constraints and other limitations associated with written examinations.

This scientific investigation was an open-ended task where students gathered and analyzed data to address their self-formulated research question. It involved the collection and analysis of both quantitative data supported by qualitative observations. Students employed a wide range of techniques for data gathering and analysis.

Procedural knowledge gained:

- Scientific inquiry and data analysis skills.
- Well-designed investigations showcasing their critical thinking and problem-solving skills by controlling relevant variables.
- Competency in collecting accurate and pertinent data using various methods, ensuring data integrity.
- Proficiency in analyzing data effectively using appropriate statistical tools and techniques, such as graphs, charts, calculations, and statistical tests to accurately interpret data, identifying patterns, trends, or significant relationships.
- Critical thinking by evaluating and interpreting results, considering potential limitations or sources of error, and proposing explanations or hypotheses based on collected data.
- Communication skills, expressing scientific information clearly and logically using appropriate language, ideas, and terminology.
- Time management and perseverance skills by meeting deadlines and overcoming challenges.

In summary, this scientific investigation provided students with an opportunity to demonstrate their dedication, scientific skills, and the application of knowledge to real-world scenarios. We appreciate the creativity, resilience, and dedication demonstrated by our students in the pursuit of scientific inquiry.



Scientific inquiry is integral to DP Biology. Students have opportunities to ask questions, design experiments, collect and analyse data, and evaluate and communicate their findings.



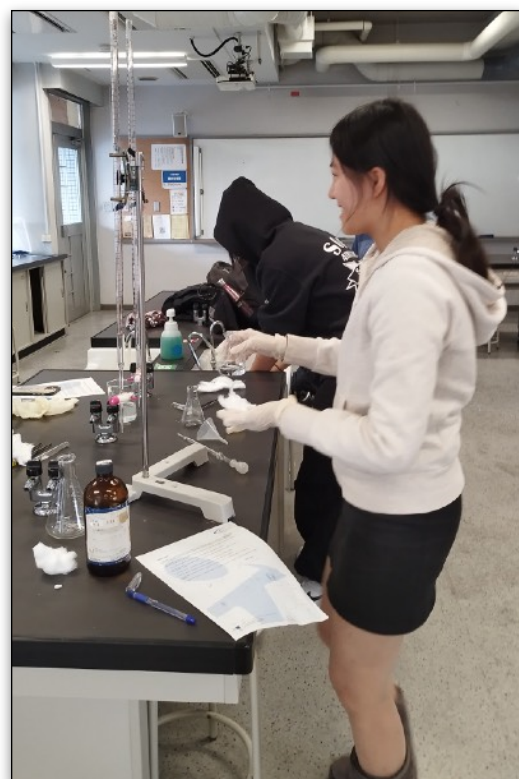
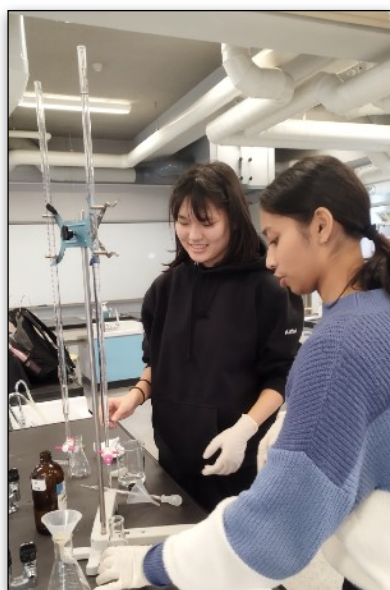
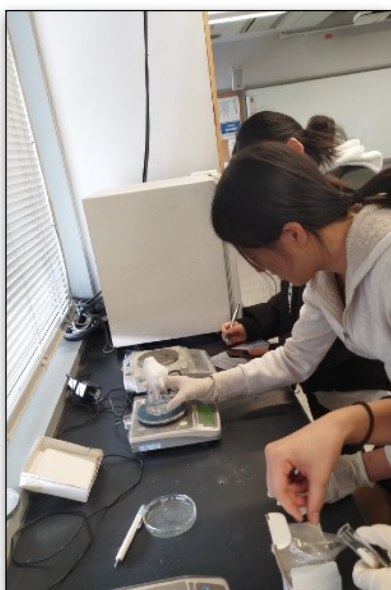
DP: Grade 11 Chemistry



RANIA MOHAMED

Topic: Laboratory work

In Grade 11, IB DP year one students undertaking the Chemistry program engage in a series of practical experiments to enhance their understanding of theoretical concepts. These practical sessions are crucial in fostering hands-on skills, critical thinking, and a deeper appreciation for the subject. Students explore various topics, including stoichiometry, atomic structure, chemical bonding, and reaction kinetics, through a variety of safe and carefully designed experiments. This approach allows students to bridge the gap between theory and application, reinforcing their comprehension of complex scientific principles and gaining a holistic understanding of the subject. Students actively participate in experiments that mirror real-world scenarios, from conducting titrations to investigating reaction rates. This hands-on learning approach enhances their problem-solving skills, experimental techniques, and the ability to analyze and interpret data. The practical experiences deepen their understanding of chemistry and cultivate a lifelong appreciation for the scientific method.



Students exploring topics such as stoichiometry, atomic structure, chemical bonding, and reaction kinetics, through a variety of safe and carefully designed experiments.

DP: Grade 11 & 12 Mathematics



KEVIN BERTMAN

Topic: Mathematics in the Diploma Programme

In the Diploma Programme two different mathematical options are offered: Analysis and Approaches (AA), and Applications and Interpretations (AI). Both of these options are offered at standard level (SL) and higher level (HL) giving a total of four courses from which each student must choose.

What is the difference between AA and AI?

The difference in content is hinted at in the names of the courses. AI focuses more on applying mathematics to real-world examples. AA still includes these types of questions, but more than half of the questions in an AA exam will be abstract, with no real-world context given.

Calculators are allowed in all AI exams. In AA there is one exam where a calculator is not allowed. This does not necessarily make the AI course easier than the AA course. It affects the type of questions that can be asked. Consider the following examples:

Example 1

A person leaves home from point H and walks for 5 km at a bearing of 205° to point A. From point A the person then walks at a bearing of 310° to point B. Calculate the bearing the person must walk to return home.

Example 2

Consider $\triangle ABC$ where $A = 30^\circ$, $a = \frac{8\sqrt{3}}{3}$ and $b = 8$ cm. Calculate the smallest possible area of $\triangle ABC$.

Example 1 is a problem that applies trigonometry to bearings. It cannot be solved without the use of a calculator. The solution is shown below.

Example 2 is a non-calculator question involving the ambiguous case of the sine rule. The solution is shown below.

We have $\angle BAH = 360 - 310 + (205 - 180) = 75^\circ$.

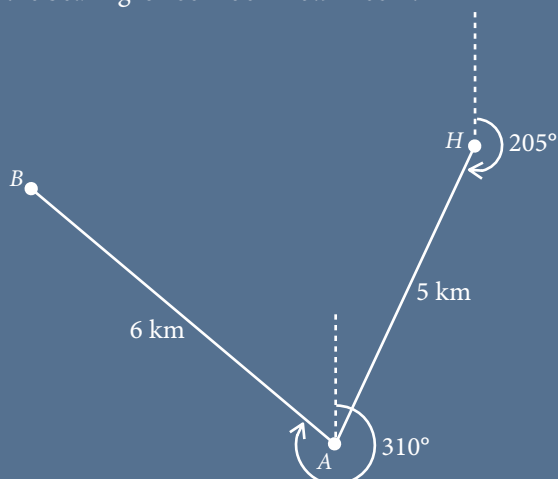
Use the cosine rule to find length BH .

$$BH = \sqrt{6^2 + 5^2 - 2 \cdot 6 \cdot 5 \cdot \cos 75^\circ} = 6.7432 \text{ km}$$

Use the sine rule to find the size of $\angle ABH$.

$$\angle ABH = \sin^{-1} \left(\frac{5 \sin 75^\circ}{6.7432} \right) = 45.7^\circ$$

So the bearing is $180 - 50 - 45.7 = 084^\circ$.



Use the sine rule to determine the possible sizes of angle B .

$$\text{This gives } \frac{\sin B}{8} = \frac{3 \sin 30^\circ}{8\sqrt{3}}$$

$$\text{So } \sin B = \frac{3}{2\sqrt{3}} = \frac{\sqrt{3}}{2}$$

Therefore $B = 60^\circ$ or 120°

Find the smallest size of angle C .

$$C = 180 - 30 - 120 = 30^\circ$$

The smallest area of $\triangle ABC$ is therefore

$$\frac{8 \cdot 8\sqrt{3}}{2 \cdot 3} \cdot \sin 30^\circ = \frac{8 \cdot 8\sqrt{3}}{2 \cdot 2 \cdot 3} = \frac{16\sqrt{3}}{3} \text{ cm}^2$$

DP: Grade 11 & 12 Mathematics (continued)

Example 1 is a typical AI SL problem (but it could also appear in an AA SL exam). Example 2 is a typical AA SL problem. It looks like a simple solution. But in order to solve it without the use of a calculator it requires understanding of exact values of trigonometric ratios and the unit circle. Just looking at the solution this is not immediately obvious unless you are familiar with the content.

Another difference is in the content of the course. There is some overlap with some topics appearing in both AI and AA. However, the AI course has a large focus on probability and statistics; while the AA course has a large focus on algebraic methods, and calculus. The table on the right shows the number of hours assigned to each unit and course.

Unit	AI		AA	
	SL	HL	SL	HL
Numbers & Algebra	16	29	19	39
Functions	31	42	21	32
Geometry & Trigonometry	18	46	25	51
Statistics & Probability	36	52	27	33
Calculus	19	41	28	55
Toolkit	30	30	30	30

What is the difference between standard level and higher level?

SL classes meet three times per week and cover 150 hours of content. HL classes meet four times per week and cover 240 hours of content. The SL course is a subset of the HL course. Approximately 40% of each HL exam will be SL content.

The final exams for both SL courses consist of two 90 minute exams. These each make up 40% of the overall grade with the other 20% coming from the internal assessment, which is an individual exploration submitted in the form of a report between 12 and 20 pages long.

The final exams for both HL courses consist of two 120 minute exams, and a third exam of 60 minutes. The 120 minute exams each make up 30% of the overall grade and the third exam makes up 20%. The remaining 20% comes from the internal assessment, described above.

Which course should I take?

Students should look at their performance in grades 9 and 10 of MYP mathematics. Criterion A gives a good indicator of the Diploma Programme course and the level which may be appropriate. To be successful in one of the higher level courses, students should be achieving at least a level 6 in criterion A formative and summative assessment tasks. To be successful in AASL students should be consistently achieving levels above 4.

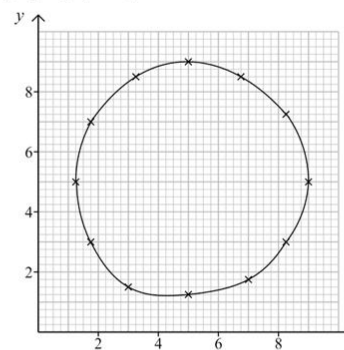
Throughout MYP mathematics in grade 10, students are informed of where the current topics fits in with Diploma Programme mathematics. Some topics studied in grade 10 will be studied again in all four courses in the Diploma Programme. Other topics will be studied again in only certain courses. At the end of the trigonometry unit in grade 10 students have two assessments: one is in the style of AI and the other in the style of AA.

Students who are interested in one of the higher level courses should also look at their performance in criterion B formative and summative investigative tasks in grade 9 and 10 MYP mathematics – especially those

completed under test conditions. Paper 3 in both AAHL and AIHL contains two large investigative problems to be completed under test conditions in one hour.

In this problem you will investigate how to judge a freehand circle drawing competition.

Two students try to draw a perfect freehand circle. The first student's attempt is below. Twelve approximately equally spaced points have been marked on the shape.



The table below shows the coordinates of the points starting with the point furthest to the right and moving in an anti-clockwise direction.

x	9	8.25	a	5	3.25	1.75	b	1.75	c	5	7	8.25
y	5	d	8.5	9	e	7	5	3	1.5	f	1.75	3

Part of a grade 9 MYP Criterion B Investigation

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DP: Grade 11 & 12 Visual Art

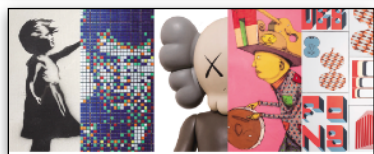


ESPIE GARCES

The diploma visual arts program is divided into three parts which are: the comparative studies (CS), process portfolio (PP) and exhibition. All three parts follow a logical transition from research and analysis of art works to have an in-depth understanding art making, from which they move on to exploring different media and techniques to culminate in an exhibition of the art pieces that they have completed throughout the process.

This term the Grade 11 students are working on their comparative studies and process portfolio in preparation for the requirements they will submit to IB. While in year 2, the Grade 12 students have been working hard on completing their art pieces for their exhibition portfolio, having completed their final CS and PP requirements.

Both classes went to view the exhibition in Kyoto to study the artworks, get ideas for their own art making and further develop their ideas for the exhibition curation.



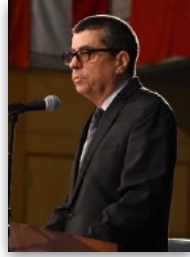
MU CA展 **ICONS OF URBAN ART** From Banksy to KAWS
FRANCIS BASTIEN / MURRAY CLOSE / SHANE KANE / JEFF KOPPEL / STEPHEN MANSFIELD / RICHARD MARRILLTON / SHEPHERD FERRIS / GIACON / WELLS OITA / KYOTO / TOKYO



DP: Grade 11 Theory of Knowledge (The Scientific Method)



DAVID
ALGIE



KURT
MECKLEM

OIS teachers take care to give students opportunities to reflect on and articulate the methodologies and approaches in their subject areas, and to appreciate what makes each discipline special. In TOK class, students can reinforce this understanding.

In TOK, Grade 11 students have recently been reviewing what makes science, “science”. Some of the questions they have been grappling with are:

- What are the necessary elements that need to be present for an investigation to be “scientific”?
- Is there a single, scientific method?
- How do the steps of the scientific method lead to the acquiring of knowledge?
- How and why have improvements been made to the scientific method?

- *Theory of knowledge guide*, pp. 31-32

The scientific method is a disciplined, systematic way of asking and answering questions about the physical world. Though it can be useful to think of the scientific method as a simple series of steps, there is no single model of the scientific method that can be applied in all situations. Rather, different scientific investigations require different scientific methods. Certain qualities, however, must apply to all applications of the scientific method.

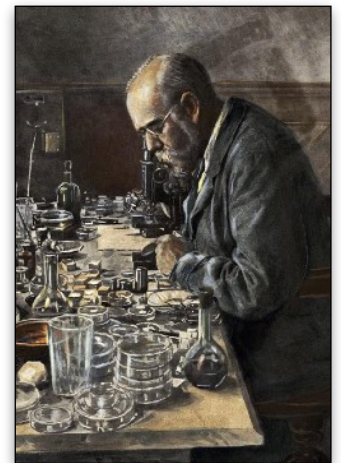
- The Scientific Method in Vaccine History

Would it be possible to be a mathematician if you had never thought about what math is? If you were unsure of how history works, could you ever be an effective historian? Wouldn't it be useful for economics students to keep in mind the various methodologies and approaches that make economics a distinct discipline?

Group 1 read about Edward Jenner's investigation into smallpox, and what it showed about the importance of observation.



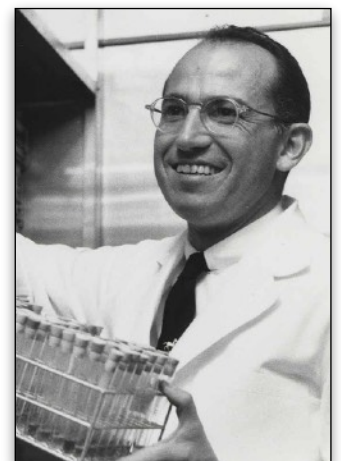
Group 2 researched Robert Koch's work in bacteriology and its dependence on reproducibility.



Group 3 used the example of Pearl Kendrick's testing of a whooping cough vaccine to highlight how the use of control groups has become an important element in scientific investigation.



Group 4 learned about and acted out Jonas Salk's "carefully designed, double-blind randomized experiment" ("The Scientific Method in Vaccine History") to show why such an approach is so crucial in science.



DP: Grade 11 Theory of Knowledge (The Scientific Method)

The performances were a lot of fun. There was plenty of laughter and drama. Aimi landed some excellent jokes in her performance as Edward Jenner. Lisa and Melody acted up a storm as villainous bacteria causing anthrax, cholera and tuberculosis. Hiro even stunned us all by performing a backflip when his character recovered as a result of Dr. Jenner's breakthrough.

It was all fine entertainment. More importantly, it was an excellent opportunity for students to review key elements of the scientific method. Hopefully they will be able to draw upon this understanding later in the course in their TOK exhibition and essay assessments.



① Eureka! Dr. Jenner sees a potential connection between cowpox infection and smallpox immunity. ② Dr. Jenner outlines how he will observe if there is a connection between cowpox and smallpox. ③ Dr. Jenner's subject doesn't feel so good after being infected with cowpox. ④ Bacteria lurk, but Dr. Robert Koch is on the case with a randomized, double-blind experiment. ⑤ Dr. Pearl Kendrick observes a control group of unvaccinated children.

Works Cited

1. *Diploma Programme Theory of knowledge guide*. International Baccalaureate Organization (UK) Ltd. February 2020.
2. "The Scientific Method in Vaccine History" *College of Physicians of Philadelphia*. <https://historyofvaccines.org/vaccines-101/how-are-vaccines-made/scientific-method-vaccine-history> Accessed Dec 10, 2023.

DP: Grade 12 Biology



ANIL GHODAKE

Topic: Lab day

We are happy to share the success and enthusiasm that surrounded the recent Biology Lab Day, where our Grade 12 IBDP Biology students showcased their scientific aptitude on the 20-21 October, 2023. This event marked a significant milestone in their academic journey, providing a platform for the development of investigative skills crucial for their Internal Assessment, which constitutes 20% of their final IB Grade.

During this dedicated lab time, our students embarked on the journey of crafting their Biology Internal Assessment (IA). The IA is a unique opportunity for each student to explore a topic of their choice, fostering independent research and a deeper understanding of the scientific method. We are pleased to announce that all Grade 12 Biology students have successfully completed this essential requirement, and their dedication has truly shone through.

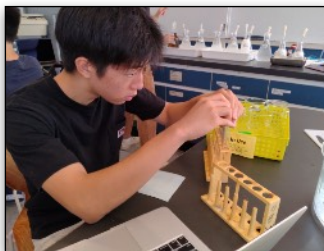
Developing essential scientific skills

The Biology Lab Day was not just about completing a task; it was an immersive experience aimed at honing a variety of experimental and investigative skills. These skills, essential for success in the field of biology and beyond, include:

- Discussing the importance of developing empirical questions that can be investigated.
- Collecting evidence and using creative thinking to develop explanations.
- Making predictions based on scientific knowledge and understanding.
- Testing predictions with reference to evidence gained.
- Taking accurate measurements using a range of equipment.
- Presenting results appropriately in tables and graphs.
- Identifying trends and patterns in results (correlations).
- Comparing results with predictions.
- Discussing and controlling risks to themselves and others.
- Interpreting data from secondary sources.
- Utilizing current technology for enhanced scientific exploration.

Individual feedback and progress

As part of the process, students submitted their first draft of the Biology IA, and I have provided individualized feedback. This process not only ensures the refinement of their skills but also fosters a constructive learning environment, encouraging students to reflect on their work and make improvements. We are laying the foundation for a future generation of critical thinkers and innovators.



DP: Grade 12 Chemistry



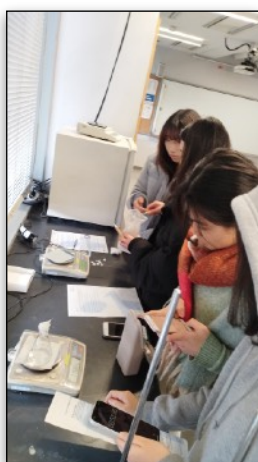
RANIA MOHAMED

Topic: Laboratory work

In the final year of the IB Diploma Programme, Grade 12 students undertaking the Chemistry course embark on a challenging yet rewarding journey known as the Internal Investigation. This comprehensive research project allows students to demonstrate their scientific inquiry skills, independent research abilities, and a deep understanding of advanced chemistry concepts. After students selected a topic of personal interest within the scope of the IB Chemistry curriculum that mirrors real-world scenarios, such as investigating Antacids, Perfumery, and Vitamin C content which encourages students to explore real-world applications of chemistry and develop a focused research question that aligns with their academic and career interests. Building on the skills acquired in Grade 11, students in Grade 12 take charge of designing and implementing their experiments. This hands-on approach encourages them to apply advanced laboratory techniques, ensuring the collection of reliable and meaningful data. Students engage in rigorous data

analysis, employing statistical methods and graphical representation to draw meaningful conclusions. This stage is crucial for demonstrating analytical skills and the ability to extrapolate broader implications from their experimental results.

Then students evaluate the significance of their findings, considering the limitations and potential sources of error. They relate their results to the existing literature and showcase a comprehensive understanding of the chemical principles underpinning their research. The Internal Investigation concludes with a well-articulated summary of the research findings and their implications. Students may also propose recommendations for further research or applications in the field, demonstrating While students take ownership of their Internal Investigation, teachers play a supportive role by providing guidance, feedback, and assessment criteria. This collaborative approach ensures that students are well-equipped to meet the rigorous standards set by the IB DP2 Chemistry Internal Assessment. In summary, the Grade 12 IB DP2 Chemistry Internal Investigation is a culmination of students' scientific journey, showcasing their ability to apply theoretical knowledge to real-world scenarios. This rigorous and multifaceted research project not only prepares students for higher education but also instills a passion for scientific inquiry and discovery that extends beyond the classroom.



G12 students exploring real-world applications of chemistry

Effect of pH of Buffer Solution on the Hydrolysis of Aspirin

1. Introduction:

During our IB Chemistry course, Medicinal Chemistry was a topic that I was truly intrigued by. As someone interested in pursuing a career in medical and pharmaceutical research, this field of study has always been a source of fascination for me. Among the drugs that we studied, aspirin stood out to me due to its wide range of applications.

Aspirin, also known as acetylsalicylic acid, is a very versatile compound that is utilized as a mild analgesic for pain relief to even maintain cardiovascular health (University of Bristol). It alleviates pain by acetylating the amino acid, serine, on the active site of cyclooxygenase enzymes and irreversibly inhibiting them, unlike other NSAIDs (Arif and Aggarwal). These enzymes are responsible for the production of prostaglandins in the body; hence reducing its production (IAF: University of Bristol). Prostaglandin is a group of lipids that regulate the sensitivity of pain (IAF). It binds to receptors on the site of the injury that stimulate nerves to send signals to the brain, causing the sensation of pain (IAF: University of Bristol). It also causes dilation of blood vessels in damaged tissues creating an inflammatory response while also increasing body temperature. Thus, inhibiting prostaglandins reduces pain, alleviates inflammation, and lowers raised temperature without decreasing regular body temperature (Arif and Aggarwal: IAF).

Research Question: How does the temperature of a vitamin C solution (20°C, 30°C, 40°C, 50°C, 60°C) when left for 5 minutes affect the concentration of vitamin C as determined through Iodometry?

1. Introduction

Vitamin C ($C_6H_8O_6$), also known as ascorbic acid, is a water-soluble nutrient naturally found in fruits and vegetables. It is essential to life as a deficiency of this vitamin can cause scurvy, affecting fat, muscle, and other tissues, sometimes leading to death (Harvard School of Public Health). It is a vital nutrient for tissue repair, and also is a reducing and antioxidant agent (PubChem). Antioxidants are beneficial for the body as they can provide protection for the body against free radicals from digestion or exposure to tobacco and radiation. These free radicals can cause diseases such as cancer and heart diseases (Mayo Clinic). As the human body cannot produce some vitamins including vitamin C, some take supplements in addition to their diet to take enough essential nutrients.

Since I regularly consume vitamin supplements, I became curious about how their storage temperature impacts its content. Through this investigation, I aim to determine the temperature that best preserves the content of vitamin C, which may provide insights into the ideal storage conditions for these supplements.

Research Question:

How do different types of water (tap water, drinking water of two brands, pool water, surface freshwater) vary in their hardness ($Mg^{2+}_{(aq)}$ and $Ca^{2+}_{(aq)}$ concentration in 10^3 mol dm^{-3}), as determined by complexometric EDTA (Ethylenediaminetetraacetic acid) titration?

1. Introduction

Water is an essential resource to all living things—whether it be tap water for daily human life or natural water for aquatic organisms. Therefore, the quality of water is highly significant when it comes to matters of health and well-being. One important index of water quality, water hardness, is defined as the "measured content of divalent metal cations," primarily the total calcium (Ca^{2+}) and magnesium ion (Mg^{2+}) concentration in a water sample (Diggs and Parker). These ions are water soluble and high concentrations of these ions can saturate the solution, hence precipitating out of the solution (Woodsford).

Investigating the effect of varying masses of sodium bicarbonate on the concentration and rate of carbon dioxide production when reacted with different types of vinegars (acetic acid and apple cider vinegar)

Research question

How does the amount of sodium bicarbonate (0.06g, 0.07g, 0.08g, 0.09g, 0.10g) affect the concentration of carbon dioxide (ppm) at 10 minutes and the rate of reaction at 3 minutes, when reacted with 5 cm^3 of 1.05% acetic acid [white vinegar] and 1.25% acetic acid [apple cider vinegar] at room temperature?

Correlation between Enthalpy Change of Neutralisation Reaction of Different Active Components in Antacids and Its Efficiency

Research Question

What is the relationship between the efficiency (pH) of antacids (MgO , $Mg(OH)_2$, $NaHCO_3$) measured by a pH meter (± 0.001), and the enthalpy change ($\Delta H \text{ kJ mol}^{-1}$) of its neutralisation reaction between HCl ($0.155 \text{ mol dm}^{-3}$) measured using calorimetry for the same period (600s)?

K-12: Approaches to Learning



STEPHEN FRATER

Each edition of *The Educator* has a section focusing on a different set of skills that represent an effective and sustainable approaches to learning (ATL) skill set.

In the IB, particularly the DP where these skills need to be most highly developed, ATLs are grouped or presented in the five clusters listed on the right..

Since the 2022F edition we have covered an introduction to *self-management skills*, a detailed look at several *communication skills*, and a close look at critical thinking from the *thinking skills* set. In this edition we will delve a little deeper into the self-motivation aspect of self-management, specifically dealing with the challenge of **procrastination**.

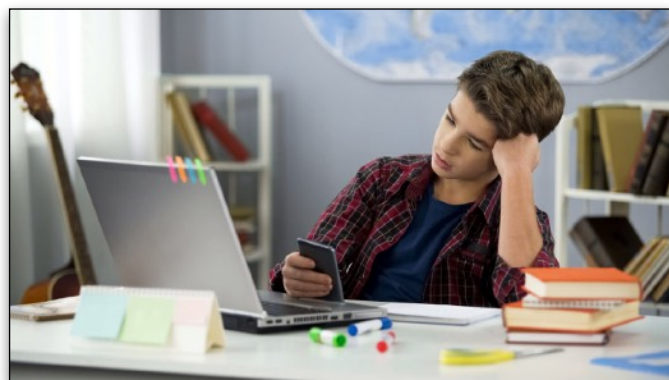
Self-Management Skills

Self-Motivation: Procrastination

The Cambridge Dictionary definition of **procrastination** is 'the act of delaying something that must be done, often because it is unpleasant or boring.' The fact is that everyone procrastinates occasionally, but some people are genuine procrastinators who regularly or consistently avoid difficult tasks and may deliberately look for distractions. Sometimes it is a matter of avoiding difficult decisions as long as possible, sometimes it is a matter of prioritising instant gratification over greater long-term benefits. Interestingly, procrastinators tend to be aware of their actions and the possible consequences, however the effort of changing their habits is greater than the effort required to complete the task in front of them; it is similar to instant gratification, in that the effort required to overcome the habit is immediate, whilst the possible benefits of doing so and the negative consequences of not doing so are delayed and are further in the future.

A study published by the American Psychological Association found that it is a more common issues than we think; 20 percent of U.S. men and women are chronic procrastinators. It is not a condition per se, but a symptom of underlying difficulties in time-management, self-esteem, and self-control, and if not addressed it can eventually set people on a downward spiral of negative emotions that further deter future effort.

Thinking skills	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Transfer
Communication skills	<ul style="list-style-type: none"> • Communication
Social skills	<ul style="list-style-type: none"> • Collaboration
Self-management skills	<ul style="list-style-type: none"> • Organisation • Affective • Reflection
Research skills	<ul style="list-style-type: none"> • Information literacy • Media literacy



We see the impact of procrastination frequently at school, particularly when students undertake substantial independent research such as the PYP Exhibition project, the MYP Personal Project, and the DP Extended Essay. As with the general population, most of our students procrastinate sometimes, and for one or two it can have a significant impact on the quality of their project as the final product becomes rushed. Our goal is to ensure that everyone is aware of this issue, that they learn to recognise the underlying causes, and that this does not turn into chronic procrastination as they become older.

For an engaging and informative introduction to the topic, try watching [this TED Talk](#) from 2016; you may have seen it, since it is the 3rd most watched TED Talk of all time. It offers insights into the way our minds tend to work, which in turn, offers great clues on how to change our external environment and internal thought processes in order to exercise greater self-management and bring about different outcomes in the future.

continued on next page

K-12: Approaches to Learning (continued)

Classic procrastination – the “I’ll do it later” approach, is not the only kind of procrastination; another type is priority dilution where people find themselves busy with something that feels productive, but it isn’t the main thing they should be doing. They might feel they are getting stuff done, but they are not actually focusing on the right things at the right time.

Ultimately, most of the challenges students face in self-management (including self-motivation and procrastination) can be addressed through a better understanding of and improvement in their approaches to learning (ATLs), the skills that all IB students acquire over the course of their studies at OIS. The purpose of this article is to promote greater self-awareness of the issue, and the tools available to everyone to tackle it.

HOW TO STOP PROCRASTINATING

It’s a common scenario; a deadline is looming, however, students are checking email, social media, watching a few videos, looking into a few forums, or skimming through a few websites. Students know they should be working, but they are ‘taking a break’ or they just don’t feel like doing anything right now.

Chronic procrastinators can spend years of their life trapped in this cycle. Delaying, evading, and facing work (often in a panic) only when it’s unavoidable, then repeating this loop all over again. Here are some practical ways to break the cycle.

1. Break the work up into smaller steps

Part of the reason why we procrastinate is that subconsciously, we find the work overwhelming. Work should be broken down into smaller steps, and then focused on one small step at a time. If students still procrastinate on the task after breaking it down, then break it down even further. Soon, the task will be so simple that it is easy to start and quick to complete the first part.

For example, writing a new 4,000-word research paper can appear daunting. However, breaking it down into main phases, and then further sub-phases, can make the process appear more achievable, and easier to start:

- 1) Choose topic area.
 - a) Identify three broad research questions (RQs) you would like to find answers to.
 - b) Meet your supervisor to discuss your ideas and narrow down the RQs.
 - c) Do some initial research to determine if there are adequate resources to enable you to answer the RQs.

- d) Finalise your topic.
 - e) Create a timeline for your research and writing using SMART goals.
- 2) Research.
 - a) Create a set of questions you need answers to, to focus your research.
 - b) Decide on a format for your research notes, including a citation style to follow.
 - c) Meet your supervisor to discuss your research plans, for any questions, suggestions, or concerns.
 - d) Start your research.
 - 3) Finalise your RQ.
 - a) As you read up on your topic and learn more about the issues, amend your RQ if necessary to reflect your deeper understanding.
 - b) Confirm any revisions to your RQ with your supervisor.
 - 4) Create the outline
 - a) As with this plan, create an outline for writing your research paper that has 2-3 levels of detail, e.g.
 - i) *Body paragraph 1*
 - (1) *Sub-point 1*
 - (a) *Issue A*
 - (b) *Issue B*
 - (2) *Sub-point 2*
 - (a) *Issue C*
 - (b) *Issue D*
 - b) Remember to apply SMART goals and indicate an achievable time allocation and word count for writing each section.
 - 5) Draft the content...
 - 6) Revise...
 - 7) Proof, etc...

Now it seems much more manageable. Students can then focus on each sub-phase in turn and get it done without being overwhelmed thinking about all of the other phases at the same time.

ACTION ITEM #1

Make a list of what you’re going to do. Everything becomes more manageable when you have clear steps to follow. Once you check items off your list, you can easily review your work and move on to the next.

The first item on your list should be something you can glance at and immediately do.

continued on next page

K-12: Approaches to Learning (continued)

Lists are very useful if students can't stop procrastinating because they help us deal with at least two of the three factors that cause procrastination risk-aversion and rewards.

2. Create a timeline with interim deadlines

Having just one deadline, the final one, for a piece of work is an invitation to procrastinate. That's because it creates the impression that there is plenty of time, and so work is postponed until suddenly it's too late to get everything done.

Once a project or tasks has been broken down into smaller steps (see tip #1), then an overall timeline needs to be created with specific deadlines for each particular task. This way, students know they must finish each task by a certain date, and will also quickly realise if they are falling behind schedule even when the final deadline is still some way in the future. Timelines must be robust, however, and followed with the clear understanding that missing one of the deadlines will jeopardise everything else that follows, including the quality of the final product, and meeting the final deadline.

ACTION ITEM #2

Schedule time blocks and allocate a specific task for them. If one deadline is missed, the quality of the final product will be affected, and subsequent deadlines may be affected. It is essential to get back on track as quickly as possible.

3. Change the environment

Different environments have different impacts on our productivity. Students should take a careful look at their work desk and their room. Are they conducive to being able to focus on studying, or do they make students want to relax, and even sleep? If it's the latter, they should look into making some changes to the workspace.

(One thing to note here is that as we become older, our study environment may also need to change; a workspace that was effective several years ago may not be inspiring or suitable now.)

For instance, if a student cannot work in the library because of the constant movement or interruption by acquaintances who want to talk, then it's time to find a quiet place to study away from others.

Often a more important step towards improved focus is to remove every possible distraction from the work environment—both physical and digital. For example, phones should be on 'Do Not Disturb' (known as 'manner mode' in Japan), and then placed across the room, or in a drawer or a bag. The need to physically get

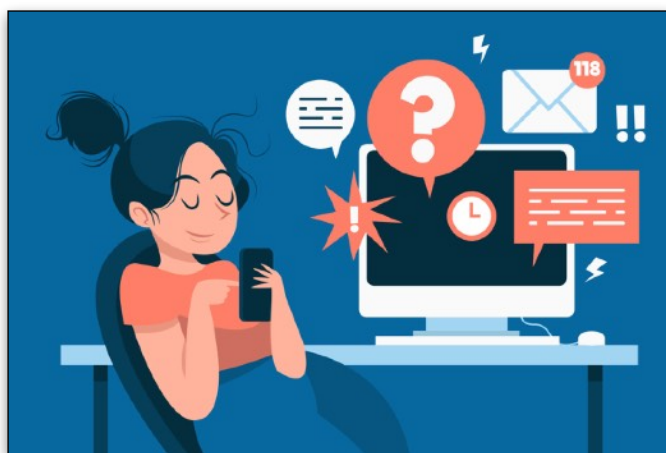
up or open a drawer or a bag to check the phone acts as a discouragement from accessing the device as frequently and ensures that notifications are not a distraction. If a laptop or tablet is needed to study, then ideally all notifications and alerts will be disabled too. In today's hyper-connected world, often the only way to be able to focus is to disconnect first.

ACTION ITEM #3

By changing or finding a better environment, you focus more on what's in front of you.

4. Eliminate procrastination pit-stops

If a student is procrastinating too much, perhaps that's because there are simply too many distractions within easy reach.



In today's hyper-connected world, often the only way to be able to focus is to disconnect first. For example, phones should be on 'Do Not Disturb' (known as 'manner mode' in Japan), and then placed across the room, or in a drawer or a bag. The need to physically get up or open a drawer or a bag to check the phone acts as a discouragement from accessing the device as frequently and ensures that notifications are not a distraction. If a laptop or tablet is needed to study, then at a bare minimum, students should quit all social media applications on their laptops or tablets when they want to focus. Similarly, automatic notification options in email clients and social media apps need to be disabled, as these are intentionally designed to get a user's attention.

A second step would be to move certain browser bookmarks into a separate folder that is less accessible – for example, 2-3 levels down inside other bookmark folders. These would include bookmarks for any sites that are frequently accessed, and which lead to a lot of time lost.

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K-12: Approaches to Learning (continued)

An extreme step would be to delete or deactivate all social media accounts altogether, although addressing procrastination is really more about being aware of and managing our behaviour than using total abstinence; after all, checking media accounts once in a while could be used as an incentive and reward for completing certain steps. For some students, however, this might ultimately be the logical and necessary approach.

ACTION ITEM #4

Try to **eliminate distractions** as much as you can, and start by making improvements in your area.

Designate a time to check messages and notifications. Constantly checking your inbox and responding to messages hinders productivity greatly.

5. Reduce the number of decisions needed

Every decision we make uses energy, and as energy levels fall throughout the day, procrastination becomes more attractive and likely. We make hundreds of decisions every day, such as Should I:

- wear this or wear that?
- reply now or later?
- study by myself during lunch for my test, or catch up with friends and study with them?
- hand in this assignment as it is, or review and revise it again?

Answering these questions require us to make decisions, which makes us tired. Tiredness affects our ability to exercise self-control, and leads to procrastination on important but energy-intensive tasks such as focused study.

The best decision we can make to avoid procrastination is to think about important upcoming tasks in advance. Taking a few minutes the evening before to identify and prioritise tasks for the next day can help to ensure that they are tackled, done in order of importance, and not postponed or overlooked until there isn't enough time left in the day.

An important postscript to this tip is to ensure that any important tasks which are not completed on time on a particular day are carried over and prioritised the next day instead. For example, task #3 today can become task #1 tomorrow if it is still incomplete.

It is possible to plan at the start of the day, of course, but there is a danger of morning planning turning into procrastination as the more important and difficult tasks of the day are delayed.

Students can also reduce the number of decisions they need to make during a given day, and the energy used up

in making those decisions, by creating good habits in certain areas of life that eliminate the need for a daily decision entirely (e.g., always checking and replying to messages at a fixed time).

ACTION ITEM #5

Use a physical planner or your mobile device and **plan your day** the night before. Prioritise the most important things that need to get done tomorrow and schedule time accordingly.

Build habits instead of deciding anew each day. Make it a habit to reply to messages at specific times of the day rather than constantly deciding if you should check and reply now or not.

These are just a few simple examples, but doing this will free up the energy needed to stay focused and reduce the temptation to procrastinate.

6. Re-clarify goals

Chronic (long-term, persistent) procrastination might reflect a misalignment between what we want and what we are currently doing. Sometimes it is worth taking time to look beyond our near-term tasks in order to review our long-term goals to refresh our sense of purpose and motivation. After all, it is natural for our interests and objectives to change over time as we get older.

Pausing work to think about the future is a worthwhile investment of our time, and not procrastination, if it is done in a focused and constructive way. Again, avoid the feeling of being overwhelmed by the scale of the task by breaking it down into smaller questions, and perhaps answering them over a period of days or weeks rather than all at once.

ACTION ITEM #6

Review your long-term goals periodically. Identify what you ultimately want to achieve, and think about how your near-term tasks and goals will help you achieve your long-term objectives. This will renew your sense of purpose and motivation to stay focused on your work.

K-12: Approaches to Learning (continued)

7. Stop overcomplicating things

Sometimes a task is postponed because we are waiting for the perfect time or conditions to do it. Whether it's waiting for a distracting noise to stop, or waiting until inspiration suddenly comes so that the whole piece of work can be completed quickly and in one go, the reality is that there's never a perfect time. Anyone who keeps waiting for the right time to come along is likely to accomplish nothing. Perfectionism is one of the biggest reasons for procrastination.

ACTION ITEM #7

Follow the 80/20 rule, recognising that 80% of the outcome results from the 20% of your input. For example, in an exam, students are likely to write down 80% of the answer and achieve 80% of the points they will score (e.g., 6/8 points), in the first 20% of the time they allocate to the question. The remaining time spent on a question is used up trying to recall the remaining content and gain the last few points available. It is more efficient to redirect that effort onto the next question, or prioritise the next task, that will bring greater reward in the same amount of time.

8. Earn a reward

Receiving a reward for effort and achievement is a strong source of motivation in the short-term, and a common-sense way to encourage productivity in the long-run.

Having said that, the impact and effectiveness of extrinsic rewards as a motivation and antidote to procrastination is far less effective than intrinsic rewards and motivation. Relying on doing something enjoyable at the end of a difficult task serves to reinforce the idea that the task itself is unpleasant and something to be avoided if possible. Instead, gradually developing an appreciation that having the ability, resilience, and skills needed to do something hard, and to enjoy a sense of achievement while it is being done, is a far stronger and sustainable intrinsic motivation to aim for.

ACTION ITEM #8

Treat yourself when you complete a task or reach an important milestone in your progress. The size of the reward can reflect the size or difficulty of the task.

However, it is important to avoid cutting corners or rewarding yourself before time, as it will undermine the whole concept of rewarding achievement. Similarly, developing an intrinsic sense of reward for doing a difficult task, and doing it well, is a much more effective long-term solution to procrastination.

9. Take a break

Accept that everyone needs a break sometimes. Research has shown that our brains need regular periods of rest and reflection in order to function optimally, and therefore allowing ourselves some rest can lead to increased productivity, more creative problem-solving, and better results overall.

A break as short as 5 minutes once per hour or 10-15 minutes every few hours is enough to keep our minds sharp and prevent fatigue. Note, however, that this refers to a period of unstructured time that does not require too much concentration or effort, such as walking, exercising, browsing through a magazine, taking a nap, or simply reflecting/daydreaming. Ideally, it involves doing something very different, and therefore helps to clear the mind. It emphatically does not include leisure activities like checking mail, phone calls, playing video games, or scrolling through social media, which all require focused attention and can be counterproductive when it comes to providing our bodies and minds with much-needed rest.

ACTION ITEM #9

Schedule downtime regularly throughout your day, or set a timer/alarm at the start of a task to give yourself a short break, doing something entirely different, every 60-90 minutes. This will prevent fatigue, and enable you to remain productive and focused for longer.

10. Let others help

Studying with people who are inspiring, encouraging, and supportive, rather than those who tend to distract others, can transform a student's productivity and performance.

Study buddies are also an effective strategy, and sharing goals and progress with another student provides additional accountability and motivation to meet deadlines and achieve desired outcomes.

ACTION ITEM #10

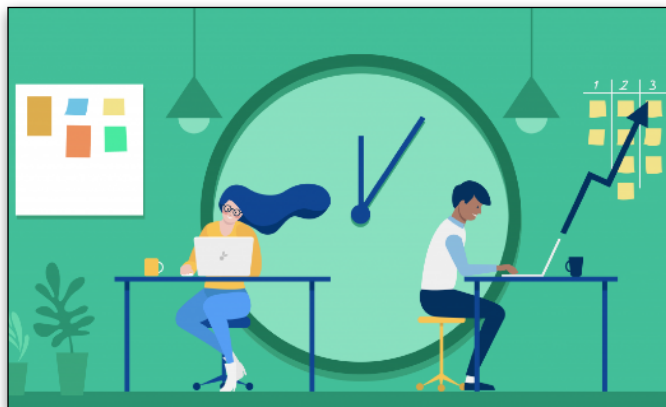
Make a list of friends and acquaintances who motivate you and try to study with them more frequently. Surrounding yourself with the right people – those who are likely to raise your performance rather than pull it down – is extremely beneficial.

Share goals and deadlines with a study buddy. Be honest with them about your progress and problems, though, so that they know how to best support you.

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K-12: Approaches to Learning (continued)

In summary, there are quite a few possible causes of procrastination, and even more constructive steps that a student can take to overcome the problem. In reality, a student will need to employ a combination of these tips, and will need to create some new positive habits, to ensure that procrastination does not get in the way of achieving their goals and dreams.



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QR code links to articles and videos



Tim Urban
TedTalk on
Procrastination



F. Jabr
Why your brain needs
more downtime



A. Sederlund et al.
Multidimensional Models of Perfectionism
and Procrastination



This article, which focuses on procrastination, is supplemental to the OIS handout on **ATL: Self-Management Skills**. The handout includes further sections on **organisational skills** and **affective skills**. Please access and/or download your copy of the handout [here](#).

Student Life: Service Learning



JENNIFER HENBEST

Many of our middle and high school students have made great strides in service clubs. They have enjoyed being mentors to our PYP students through service and their personal initiatives. It is a wonderful opportunity to learn to help others through their upstanding action and at the same time inspire younger students. Here is a small sample of what some service learning looks like and the experiences that transformed our campus through composting and gardening, helping children in medical need in Kenya with Child Doctor, supported teachers and children's nutrition in Afghanistan within Ejaad, contributed to animal needs with ARK, and met internationally with Earth Guardians. Student founded NPO DAT has supported two earthquake disaster regions, mostly recently children in Herat Afghanistan and Malatya Turkey.

continued on next page



Kids painting gourds

Kids making Afghan Head dresses

Two of the Volunteers giving instructions at the beginning of class

One of the kid's finished Head dress

EJAAD CLUB TEACHES ART TO LOCAL KIDS

Every first weekend (Sunday) of every month, we host an art class at Saito Nishi and all the money that the parents pay, goes to Afghanistan

A picture of some volunteers at one of the classes

One of the handouts that were used for a class

In this class, kids poured plaster into balloons and then molded them in to shapes

In this class, Kids created these towers by creating shapes with clay and inserting them through the stick

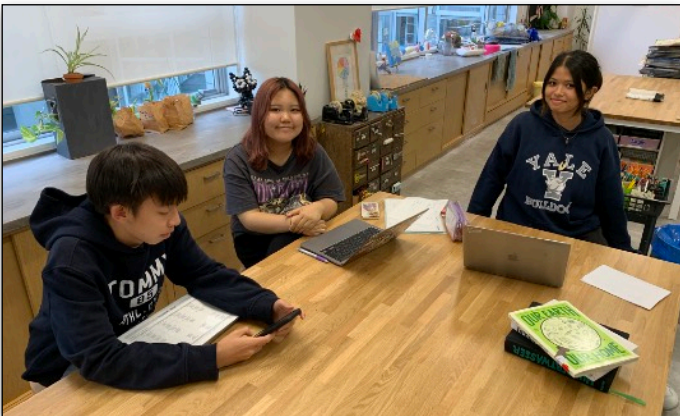
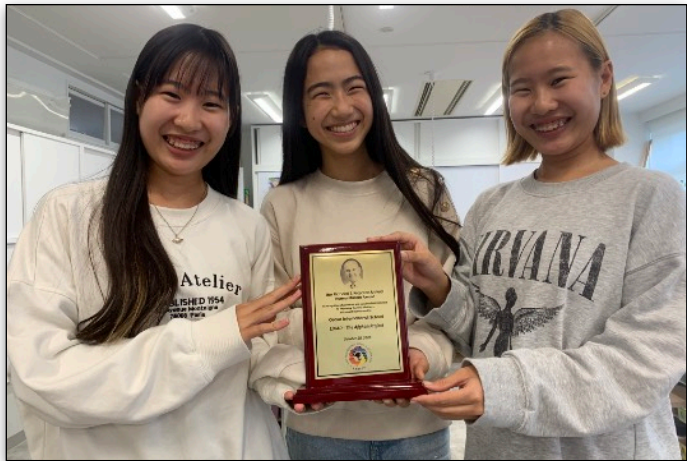
Kids sewing a design in to their fabrics

Kiho Doura from SIS Grade 9, received money from SIS to help pay for materials that are used in these classes



Student Life: Service Learning (continued)

Our students have not only been innovative in their service clubs through crafts, food making, and art but they also raised awareness, conducted interviews and pursued individual initiatives for Ukrainy, Nippon Foundation, and other local organizations. High school students have inspired action with film making through Emily and Melody's OIS Productions. as well as coming into PYP classes to teach and make service a place that multiage groups can grapple in meaningful ways to make a difference through their own agency and ideas. Grade 8 made a short presentation about middle eastern history to grade 5 students in December. There are a myriad of impressive things our students of all ages do. This is how young people can contribute through arts and crafts, cooking, marketing, teaching and awareness building. It is something to celebrate and continue for a life time.

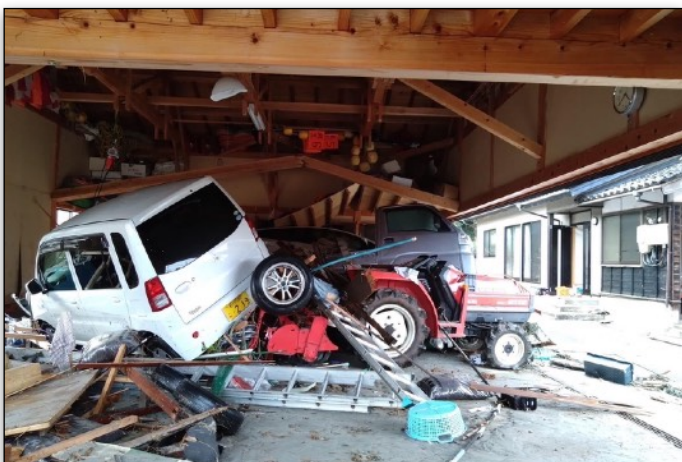


Student Life: Service Learning (continued)

Disaster Assistance Team (D.A.T.)

In the wake of the devastating Noto Peninsula Earthquake of 2024, the Disaster Assistance Team (DAT) extends its deepest condolences to the lives lost and heartfelt sympathies to all affected by this tragedy.

On January 1, 2024, the very first day of the year, an earthquake with a maximum seismic intensity of 7 occurred with its epicenter in the Noto region of Ishikawa Prefecture, resulting in a major tsunami warning by the Meteorological Agency of Japan. This caused extensive damage in wide areas of the region, being responsible for numerous casualties. We, the Disaster Assistance Team (DAT), started gathering information immediately after the event and worked hard to find out local support needs, along with damage on site.



Recognizing the urgent need to enhance sanitary conditions in evacuation centers, we've requested the cooperation of local hairdressers and staff to provide hygiene kits for 400 people. The hygiene kits contain goods such as toothbrushes, hand sanitizers, sterilization sheets, razors, and shaving cream for men, and hair elastics and cotton for women. In packing the items, we have received help from multiple members of the school community, ranging from OIS Grade 3 to SIS Grade 12.

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Student Life: Service Learning (continued)



In past disasters, there have been many cases of sexual violence targeting women and other victims, and similar cases were reported in the recent earthquake in Ishikawa Prefecture. To prevent such a situation, DAT, in cooperation with the non-profit organization "CONCENT," plans to deliver a total of 90 tank tops with cups for women in the affected areas. We have received reports that, although general underwear has been delivered to the affected areas, many evacuees are in a

situation where they cannot access them, due to nearby stores being sold out. In addition, winters in Ishikawa are extremely cold, and there are concerns about hypothermia and other disaster-related deaths, etc. DAT plans to provide emergency assistance by sending 400 pairs of thick socks.



Reports from local partners indicate a need for long-term support; DAT will be committed to continuing medium to long-term reconstruction support, collaborating with NPOs, NGOs, and government agencies to ensure that our help reaches those in need.

Our activities can be greatly expanded through your donations. We will continue to do our best to solve problems on-site, providing necessary support in the affected areas, and contributing to a speedy recovery from the damage. We look forward to your continued warm support for our organization.

For companies and organizations

Are you interested in working with DAT to make a positive impact on social issues?

We are dedicated to helping communities return to normalcy swiftly. Various forms of support, including volunteering, donating goods, and corporate partnerships, are welcome. Explore ways to support us at <https://www.dateam.org/en/comapnysupport/>

For general inquiries: info@dateam.org

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Kwansei Gakuin News

On 20 December, a victory parade was held at the Nishinomiya Uegahara Campus to commemorate the KGU American Football Club's sixth consecutive Koshien Bowl victory.

On 17 December, the team defeated Hosei University 61-21 in the final of the All-Japan University American Football Championship (commonly known as the Koshien Bowl) held at Koshien Stadium.

This year's victory marks KGU's 34th championship overall, and KGU are the first Japanese university American Football team in history to achieve six consecutive victories.



STACY (Towards Safe Storage and Transportation of Cryogenic Hydrogen), a joint project between Japanese, German and French researchers, aims to contribute to the development of safety technology for storing and transporting cryogenic hydrogen in the hopes of making hydrogen energy into a viable mainstream energy source in the future. Professor Hirohisa Tanaka of the School of Engineering, one of the lead researchers on the STACY project, worked with his students and his French and German counterparts in an effort to bring young researchers and young engineers together at the YGS to share information about energy-related topics.

On December 16, Kwansei Gakuin University hosted the 1st STACY Young Generation Symposium (YGS) as a follow-up to the 1st STACY International Symposium, which was held the previous day in Kobe.

The YGS, which was held at the Kobe Sanda Campus and attended by roughly 30 people, featured presentations by graduate students from KGU and Osaka University, as well as guest speakers from Forschungszentrum Jülich GmbH (FZJ) in Germany, the National Center for Scientific Research (CNRS) in France, and the Nagaoka University of Technology (NUT).



On 27 November, a press conference was held at the Nishinomiya Uegahara Campus to announce that five KGU soccer players have been signed by Japan professional soccer league clubs for the 2024 season. This is the highest number of KG graduates to be signed by J-league clubs in a single season. The players, from left to right, are:

- Sora Mochizuki (Faculty of Commerce) - FC Osaka
- Yuto Nagao (Faculty of Sociology) - Mito Hollyhock
- Kimito Nono (Faculty of Law) - Kashima Antlers
- Rin Mito (Faculty of Sociology) - Gamba Osaka
- Ken Masui (Faculty of Economics) - Nagoya Grampus

School Calendar

April

- 3.....SIS MS/HS Entrance Ceremony
- 4.....Spring Trimester begins
- 8.....OIS G12 Visual Arts Exhibition opens (until April 12)
- 10.....OIS PTA morning meeting 9:00am @3F Conference Room
- 11-14.....AISA HS Boys Soccer @Yokohama International School
AISA HS Girls Soccer @Korea International School
AISA HS Badminton @Korea International School
- 17.....OIS G12 Study Leave begins
- 18-20.....APAC HS Girls Softball @Canadian Academy
- 19.....IB Diploma Programme exams begin @3F Conference Room (until May 17)
OIS G6 & SIS G7 Icebreaking Camp @KG Sengari Camp
- 20.....OIS ES Basketball @Osaka YMCA International School
- 22.....SOIS Club & Service Fair
- 22-26.....SOIS Earth Week
- 26-27.....WJAA MS Boys Volleyball @SOIS
WJAA MS Girls Softball @Canadian Academy
- 29.....National Holiday (Day of Showa); *School in session*
SOIS MS/HS Class Visitation Day
- 30.....SOIS Spring Music Recital 4:00pm @Theatre

May

- 2-6.....National Holidays (Golden Week); *No school*
- 4.....SAT Test @SOIS
- 8.....OIS PTA morning meeting 9:00am @3F Conference Room
- 10-11.....WJAA HS Boys Baseball @Nagoya International School
WJAA HS Girls Softball @Marist Brothers International School
- 17.....OIS G10 Field Study @KG Uegahara Campus
- 18.....SIS Open day for new applicants
- 25.....SOIS Festival
OIS ES Spring Concert
- 28.....SOIS MS/HS Athletic Awards 4:00pm
- 31.....OIS ES Student-Led Conferences; *No ES classes*

June

- 1.....OIS HS Graduation
SAT Test @SOIS
- 3.....OIS & SIS MS Student Council Election
- 4.....SOIS HS Spring Concert 6:30pm @Maple Hall
- 4-8.....OIS G11 Exams @3F Conference Room
- 5.....OIS PTA morning meeting 9:00am
- 7.....OIS ES Swim Carnival
- 11.....SOIS MS Spring Bands Concert 4:00pm @Theatre
- 12.....SOIS MS Spring Strings and Chorus Concert 4:00pm @Theatre
- 13.....OIS G5 PYP Exhibition
- 14.....OIS G11 Theory of Knowledge Exhibition
OIS College Workshop for G11 parents 11:00am
- 17.....OIS MYP Explanation Meeting for G5 parents
- 19.....OIS College Workshop for G11 parents 5:00pm
- 20.....OIS PTA Farewell Party
- 27.....OIS ES Half-Day of School & End of Spring Trimester
- 28.....OIS & SIS MS/HS Half-Day of School & End of Spring Trimester



Important Numbers

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—	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.



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