The EDUCATOR

The newsletter of Osaka International School of Kwansei Gakuin



Fall-Winter 2025-2026

Table of Contents

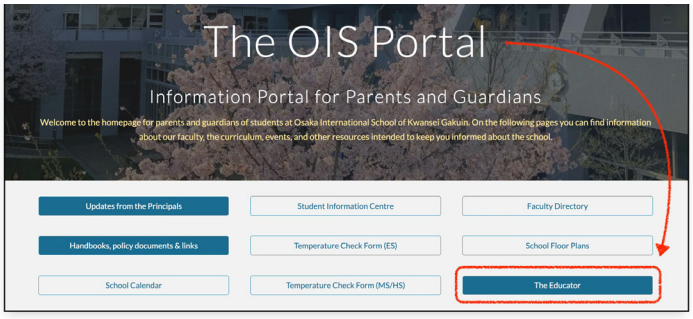
The table of contents is hyperlinked; please click on the article to go to the relevant page.

From the Head of School 3
From the Principal for Student Life 4
SOIS Campus Updates 5
Student Learning
PYP Early Years Programme Kindergarten 8
PYP Grade 1: Unit of Inquiry - Who We Are 10
PYP Grade 2: Unit of Inquiry - How We Express Ourselves 12
PYP Grade 4: Mathematics in the PYP Curriculum 14
MYP Visual Arts: Grade 6 16
MYP Design: Grade 7 20
Grade 8 26
MYP Visual Arts: Grade 7 32
MYP Individuals & Societies: Grade 8 33
MYP Science: A Curriculum Overview 36
Grade 7 39
Grade 9 40
DP English Language & Literature: Grade 11 41
DP Biology: Grade 11 & 12 43
DP Physics: Grade 11 & 12 46
DP Mathematics (Applications & Interpretation): Grade 11 49
SOIS Merchandise 50
KG News: SDG Youth Ideas Competition 2026 51
Grade 6 Camp 52
K-12 Approaches ot Learning: Affective Skills 54
Calendar Reminders 62
Important Numbers and Links 63

About The Educator

The Educator, the newsletter of Osaka International School of Kwansei Gakuin, 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

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. Please also make sure to check out our other OIS publication, the student-led Tango newsletter, also available to download from our website.



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From the Head of School



KURT MECKLEM

It seems that new schools with "international" in their title are opening up almost monthly in Japan. No doubt, many are high quality schools. It does make one wonder, though, what does it actually mean to be an international school? I write about this in my welcome message on our school's website.

As I write there, at OIS, we believe that to be "international" involves much more than just bringing foreign teachers and a curriculum together in a building. It requires a conscious approach to teaching and creating an environment that helps students develop "intercultural competence". It means giving students the opportunity to grapple with their own identity while developing a deep understanding of the culture they live in and the one they are from. Students should not just learn math and science but also consider how they can make a difference in the global community.

Distinguishing this when looking for a school can be difficult. One place to start is with a school's memberships and accreditations. International accreditation with recognized organizations such as WASC or CIS, requires meeting rigorous standards and demonstrating improvement over time. Similarly, to be a member of organizations such as JCIS, CIS, and EARCOS requires accreditation and meeting other standards. I write more about one of these groups, JCIS, below.

Another thing to look for is what the students are actually learning and creating when they are on campus for so much of their day. That is what this magazine, *The Educator*, is meant to do. It provides a snapshot of what happens here, rather than a comprehensive record of everything that has occurred. If you are already a part of OIS, it will give you insight into what happens after your student arrives here in the morning. If you aren't yet a member, it is our hope that by reading through these pages, you will develop a sense of what it means to be a part of our community.

In the introduction, I mentioned that when evaluating international schools, parents should look at qualities like international accreditation from recognized bodies such as WASC and CIS. Another element to look for is the international bodies they hold membership in. One example is the Japan Council of International Schools (JCIS), of which OIS is a proud longstanding member.

JCIS is a professional association of 30 English-medium schools dedicated to maintaining high standards of international education across Japan. Founded to support a thriving network of quality institutions, JCIS ensures that member schools share a commitment to student welfare, ethical practice, and an internationally-minded curriculum. By facilitating collaboration among school leaders and providing professional development opportunities, JCIS helps its members navigate the unique landscape of education in Japan while fostering a diverse community of global learners. Being part of this council signifies a school's adherence to rigorous criteria for stability and professionalism, ensuring that families receive an educational experience that is international in both style and substance.

Working with JCIS has provided numerous professional development opportunities for our teachers. It also helps OIS and other members adhere to global expectations for international schools and how to apply that in the unique Japanese context. This has proved instrumental in developing important policies around child protection and belonging. JCIS membership is also a mark of quality and integrity. To be a member, schools are required to align with the council's high standards for student safeguarding and academic excellence. Thus it is a mark of providing a stable and nurturing environment for the internationally minded community in Japan. You can find out more about the organization at *jcis.jp*.

JCIS General Meeting, April 2026 at Nagoya International School



From the Principal for Student Life



SAMANTHA WOOD

Building a supportive school environment goes beyond academic achievement. It is about nurturing the whole child. At Osaka International School (OIS), looking after the social and emotional well-being of every student is a foundational priority that directly impacts their ability to learn, grow, and succeed and I have had the privilege of joining the school at the helm of these endeavors. By integrating the framework of the International Baccalaureate (IB) with the principles of social emotional programs that focus on restoration, we are working together to create an environment where students don't just achieve academically, they flourish in life skills as well.

A core belief at OIS is that Social and Emotional Learning (SEL) supports are essential for all students, not just those experiencing difficulties. These strategies serve as a protective buffer, equipping students with coping mechanisms for life's inevitable stresses. SEL is not a distraction from academics but an enabling factor. When students learn self-management and responsible decision-making, they are better equipped to focus and persist through challenging tasks. Using a common language for social skills fosters a sense of safety, predictability, and belonging. When these strong universal supports meet the needs of the vast majority of the student body, educators can then dedicate more intensive resources to the smaller percentage of students who require more targeted intervention. This year our educators continue professional development in these important areas, and we continue to grow.

Our IB Learner Profile highlights the attribute of being balanced. This involves understanding the importance of intellectual, physical, and emotional harmony to achieve personal well-being for themselves and others. A significant part of this balance is maintaining a healthy perspective on making mistakes. In line with the IB's focus on reflection, it is vital that we teach our students that falling short of a goal is an opportunity for learning rather than a reason for shame. We view mistakes as opportunities for growth and we support this through teaching our students compassion. Compassion includes self-care and mindfulness. Self care means self compassion. This is why we teach our students to treat themselves with the same warmth offered to a friend. We encourage mindful practices to prevent burnout and build the long-term resilience necessary for the rigors of an IB education.

Well-being is also strengthened through the application of our SEL programs, which emphasize that children do better when they feel better. Central to our approach is the idea that all human beings have a fundamental need for belonging and significance. At OIS, we strive to ensure every student feels they have a place in the community and that their contributions matter. We focus on solutions rather than punishment. We instill valuable social and life skills. This includes encouraging students to understand the why behind their emotions and behaviors. This fosters a sense of mutual respect between students and educators. When students feel a deep sense of connection, they are more likely to engage authentically with their learning and their peers. Our students are also supported by the strong bridge between school and home. Parents' support lowers physiological stress and builds emotional intelligence. As we work together our community ensures that every student feels seen, heard, and included. This collective commitment to social and emotional well-being, guided by IB values and restorative practices, creates a kinder, more resilient environment where all of our students can thrive. It has been a pleasure to work with all of the members of our community in this collective commitment during my first year at OIS.







SOIS Campus Updates & Reminders

Faculty & Staff News

There have been some important changes to the management team supervising operations on the SOIS campus. From April 2026, three senior managers from the Kwansei Gakuin Foundation moved to the campus to assume roles in the business office and in the technology section of our schools.



YOSHIKAZU IMAI
Business Office Manager

Yoshikazu Imai, who is our new head of the business office, joins us from the *Organization for Worldwide Collaboration*'s administrative department at the Uegahara campus (国際連携機構 *kokusai renkei kikou*). The *Organization for Worldwide Collaboration* is the governing body responsible for overseeing all international strategies at Kwansei Gakuin University. It serves as the umbrella organization for the *Center for International Education and Cooperation* (CIEC) and the *Integrated Center for UN and Foreign Affairs Studies*. We are excited to welcome him and the experience he brings from his previous position.



HIDEKUNI ODA
SIS Business Manager

Hidekuni Oda, joins us as a senior administrator in the office. He will be taking over the business manager role of SIS from Mr Lewis who will be leaving the campus at the end of September. He brings with him many years of experience working for the KG foundation. He has extensive experience at the heart of Kwansei Gakuin University's academic operations. His most recent role was with the *Organization for Academic Affairs' Center for the Study of Higher Education*, a department that is focused on improving teaching quality and educational research.



TOSHIYUKI SHIMADA
SOIS ICT Supervisor

Toshiyuki Shimada is joining us in a new role overseeing the ICT infrastructure on the campus. He brings considerable experience with him of managing complex systems during his time working for the foundation. With the campus seeing considerable changes in technology infrastructure and staffing, his knowledge base will be indispensable as we continue to evolve our systems for current and future generations of students. He joins us from KG's Uegahara campus *Health Care Center*.

Smartphone Policy Update

From the beginning of the Spring trimester we revised our policy on the use of smartphones on campus. This coincided with the start of the new SIS academic year in April, with many new students joining the school.

Ultimately, this is part of our commitment to protecting the academic, social and emotional, and mental well-being of the students under our care, and with that priority in mind we simplified and tightened up some of the policy's main points to ensure there was a clearer understanding of the expectations, more consistent compliance across the schools, and therefore a more meaningful impact on the culture and learning environment on campus.

From April, all students in grades 6 to 9 must keep their phones powered off and locked in their lockers during the school day (i.e. between 08:30-15:30). Students in grades 10 to 12 should have their phones powered off and in their bags and cannot have their phones out except during flex time from 12:20-12:50. Phones are not allowed in the library at all. A summary of the main points and some background on the decision can be found in *this document* (readers will need a school SOISmail account to access the file).

So far we have been pleased with the response of our students. Smartphones are now a relatively rare sight on campus in classrooms and in the corridors between lessons, and there is instead a lot more face-to-face conversation going on, which is good to see and hear.

We will continue to monitor the situation. We are also conscious that, like so much technology, it is probably only a matter of time before smartphones are superceded by smart watches, smart glasses, or another wearable device that potentially creates the same type of disruption to our environment. For the moment, though, the revised policy has had a positive and noticeable effect, and we appreciate your understanding and cooperation on this important topic.

SOIS Campus Updates & Reminders (continued)

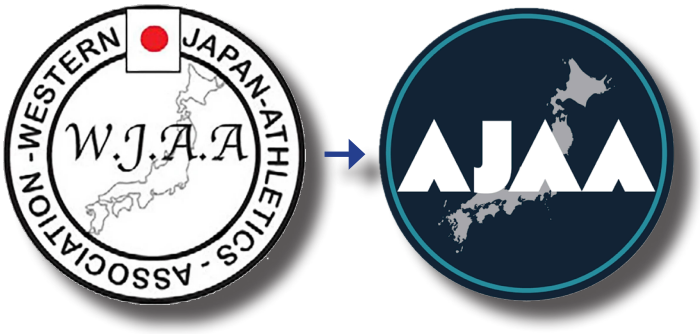
New Athletics Association - AJAA

SOIS Sabers sports teams currently compete against schools in two athletics associations; the ***Western Japan Athletics Association*** (WJAA) and the ***Association of International Schools in Asia*** (AISA). The first is essentially a domestic association that organises and governs games and tournaments for middle and high school teams based in Japan, whilst the latter is an association for high school tournaments involving varsity teams from SOIS, Yokohama International School, Korea International School (Seoul), Korea International School (Jeju), Seoul International School, and Kaohsiung American High School (Taiwan).

Over time, WJAA tournaments have come to include teams from Hokkaido, Kanto, and elsewhere in Japan, so the decision has been made by member schools to disband the association in July 2026, and to replace it with the new ***All Japan Athletics Association*** (AJAA), of which SOIS will be a founding member.

So what does this mean for Sabers athletes? Middle school tournaments and some high school varsity tournaments will not look very different apart from the different name on the trophies. In some varsity sports, however, with many teams competing, schools will be split up into divisions, with teams ranked according to the previous season's results. Teams will also be promoted and relegated between the divisions at the end of the season.

More information about the new association will be available later in the summer.



Reminder - Lost Property Tags

Every trimester our two schools get hundreds of items submitted to the office as lost property - umbrellas, water bottles, bento boxes, phones, computers, jackets, shoes, balls, headphones, house keys, etc. We record every item that we take into our lost property store, photograph, and then share them with the community in an effort to return them. Unfortunately, despite these efforts, a majority of items never make it back to their owners and about 70% of stored items are disposed of following regulations provided to us by Osaka prefectural police.

Two years ago we introduced the SOIS tags as a means of tackling the problem. Labelling and looking after personal possessions is a good example of how each of us can make a small contribution through our actions that, when multiplied by many people, can make an significant impact on a problem.

It is important that students (and parents) continue to ensure that personal property is labelled with these code stickers, or simply marked using a permanent-ink marker pen, to help us reduce the amount of property that is lost, unclaimed, and therefore wasted, at OIS.

A more detailed explanation of how the system works can be seen *here*, and links to the lost property photo albums and a form to order more SOIS tags QR stickers can be accessed using the QR codes in the poster on the right.



SOIS Campus Updates & Reminders (continued)

Reminder - Emergency Procedures

There are a number of emergency scenarios that the school prepares for. Whilst most of our disaster drills are conducted on campus during a school day and do not directly involve parents, it is important that parents familiarise themselves with our procedures and where to find more information, preferably before an emergency really occurs.

Types of emergency we prepare for:

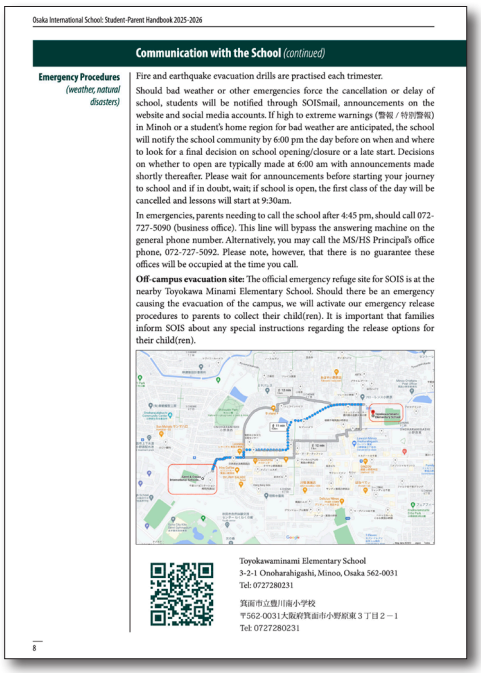
- Earthquakes
- Fire
- Lockdown (intruder on campus)

In addition, we have procedures for:

- Extreme weather (typhoons, heat)
- Outbreak of infectious diseases (e.g. influenza)

To ensure that students know what to do and where to go in cases of earthquakes and the need to evacuate the building due to structural damage or fire, we practice one of each type of emergency drill each trimester. This usually ends with students on the field where we take attendance and provide some reminders and feedback to the students.

However, there are two extensions to these drills that we do not practice to their full extent. First, in a situation where the campus needs to be evacuated but public transport is not running, SOIS has a designated evacuation point where faculty and staff would take students. This is Toyokawaminami Elementary School in Onohara, approximately 12 minutes walk from the SOIS campus. A map and the address of the school can be accessed on *this handout* taken from the *OIS Student-Parent Handbook*.



Osaka International School: Student-Parent Handbook 2025-2026

Communication with the School *(continued)*

Emergency Procedures *(weather, natural disasters)*

Fire and earthquake evacuation drills are practised each trimester.

Should bad weather or other emergencies force the cancellation or delay of school, students will be notified through SOISmail, announcements on the website and social media accounts. If high to extreme warnings (警報 / 特別警報) in Minoh or a student's home region for bad weather are anticipated, the school will notify the school community by 6:00 pm the day before on when and where to look for a final decision on school opening/closure or a late start. Decisions on whether to open are typically made at 6:00 am with announcements made shortly thereafter. Please wait for announcements before starting your journey to school and if in doubt, wait; if school is open, the first class of the day will be cancelled and lessons will start at 9:30am.

In emergencies, parents needing to call the school after 4:45 pm, should call 072-727-5090 (business office). This line will bypass the answering machine on the general phone number. Alternatively, you may call the MS/HS Principal's office phone, 072-727-5092. Please note, however, that there is no guarantee these offices will be occupied at the time you call.

Off-campus evacuation site: The official emergency refuge site for SOIS is at the nearby Toyokawa Minami Elementary School. Should there be an emergency causing the evacuation of the campus, we will activate our emergency release procedures to parents to collect their child(ren). It is important that families inform SOIS about any special instructions regarding the release options for their child(ren).

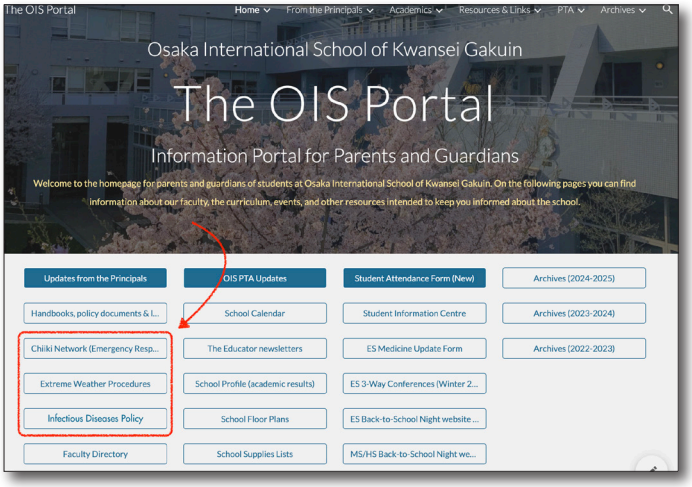
Toyokawaminami Elementary School
3-2-1 Onoharahigashi, Minoo, Osaka 562-0031
Tel: 0727280231

箕面市立豊川南小学校
〒562-0031 大阪府箕面市小野原東３丁目２－１
Tel: 0727280231

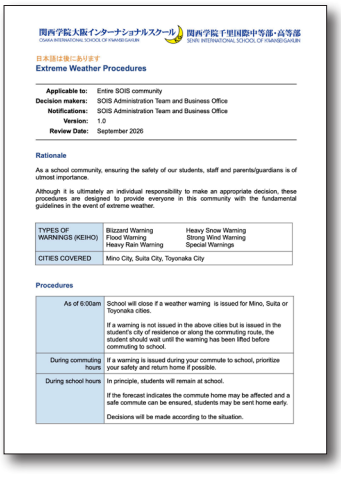
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Should public transportation be running at a time when the campus needs evacuating, then we would arrange for students to return home after contacting all parents*. The SIS Parent Association and SOIS administration team have developed a 'Chiiki Network' system whereby SOIS middle school and high school students are grouped by region and home stations, so that we can organise teams of students who would be able to travel together in an emergency situation. There are approximately 22 groups in total. Each classroom has a printed list of students identified by destination, so everyone knows or can look up again which group to join in these situations, and we practiced getting into groups during one of our emergency drills in the Fall trimester.

More information about our emergency weather and infectious disease procedures can be found through the buttons permanently located at the top of the OIS Parent Portal website, *here*. We encourage parents to download and save these documents so that you have easy access to the information should a real emergency every arise that affects communications and online networks.



Click on the document images to access the original file PDFs. Please note that you will need a SOISmail account to access them.



関西学院大阪インターナショナルスクール　関西学院千里国際中等部・高等部

Extreme Weather Procedures

Applicable to:	Entire SOIS community
Decision makers:	SOIS Administration Team and Business Office
Notifications:	SOIS Administration Team and Business Office
Version:	1.0
Review Date:	September 2026

Rationale

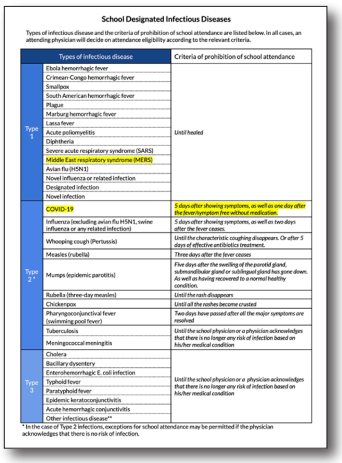
As a school community, ensuring the safety of our students, staff and parents/guardians is of utmost importance.

Although it is ultimately an individual responsibility to make an appropriate decision, these procedures are designed to provide everyone in this community with the fundamental guidelines in the event of extreme weather.

TYPES OF WARNINGS (KEIHO)	Blizzard Warning Flood Warning Heavy Rain Warning	Heavy Snow Warning Strong Wind Warning Special Warnings
CITIES COVERED	Mino City, Suita City, Toyonaka City	

Procedures

As of 6:00am	School will close if a weather warning is issued for Mino, Suita or Toyonaka cities. If a warning is not issued in the above cities but is issued in the student's city of residence or along the commuting route, the student should wait until the warning has been lifted before commuting to school.
During commuting hours	If a warning is issued during your commute to school, prioritize your safety and return home if possible.
During school hours	In principle, students will remain at school. If the forecast indicates the commute home may be affected and a safe commute can be ensured, students may be sent home early. Decisions will be made according to the situation.



School Designated Infectious Diseases

Types of infectious disease and the criteria of prohibition of school attendance are listed below. In all cases, an attending physician will decide on attendance eligibility according to the relevant criteria.

	Types of infectious disease	Criteria of prohibition of school attendance
Type 1	Ebola hemorrhagic fever	Until healed
	Crimean-Congo hemorrhagic fever	
	Smallpox	
	South American hemorrhagic fever	
	Plague	
	Marburg hemorrhagic fever	
	Lassa fever	
	Acute poliomyelitis	
	Diphtheria	
	Severe acute respiratory syndrome (SARS)	
	Middle East respiratory syndrome (MERS)	
	Avian flu (H5N1)	
	Novel influenza or related infection	
	Designated infection	
	Novel infection	
Type 2*	COVID-19	*5 days after showing symptoms, as well as one day after the fever/symptom free without medication.*
	Influenza (excluding avian flu H5N1, swine influenza or any related infection)	*5 days after showing symptoms, as well as two days after the fever ceases.*
	Whooping cough (Pertussis)	*Until the characteristic coughing disappears. Or after 5 days of effective antibiotics treatment.*
	Measles (rubella)	*Three days after the fever ceases*
	Mumps (epidemic parotitis)	*Five days after the swelling of the parotid gland, submandibular gland or sublingual gland has gone down. As well as having recovered to a normal healthy condition.*
	Rubella (three-day measles)	*Until the rash disappears*
	Chickenpox	*Until all the rashes become crusted*
	Pharyngoconjunctival fever (swimming pool fever)	*Two days have passed after all the major symptoms are resolved*
	Tuberculosis	Until the school physician or a physician acknowledges that there is no longer any risk of infection based on his/her medical condition
	Meningococcal meningitis	
Type 3	Cholera	Until the school physician or a physician acknowledges that there is no longer any risk of infection based on his/her medical condition
	Bacillary dysentery	
	Enterohemorrhagic E. coli infection	
	Typhoid fever	
	Paratyphoid fever	
	Epidemic keratoconjunctivitis	
	Acute hemorrhagic conjunctivitis	
	Other infectious disease**	

* In the case of Type 2 infections, exceptions for school attendance may be permitted if the physician acknowledges that there is no risk of infection.

** Elementary students are not yet included in this network system. Also, in this situation, there will be instances where we are unable to contact a student's family, in which case he/she will remain supervised on campus until we have spoken to the student's family.*

PYP Early Years: Kindergarten Unit of Inquiry



DAWN INADA





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 makes us unique, and to begin building our classroom community.

In the wonderful world of children's literature we met different characters and enjoyed reading about personal preferences and feelings. Guest speakers enriched the inquiry by sharing literature about their home countries. Through mindfulness we learned useful strategies to recognize and work with difficult emotions.

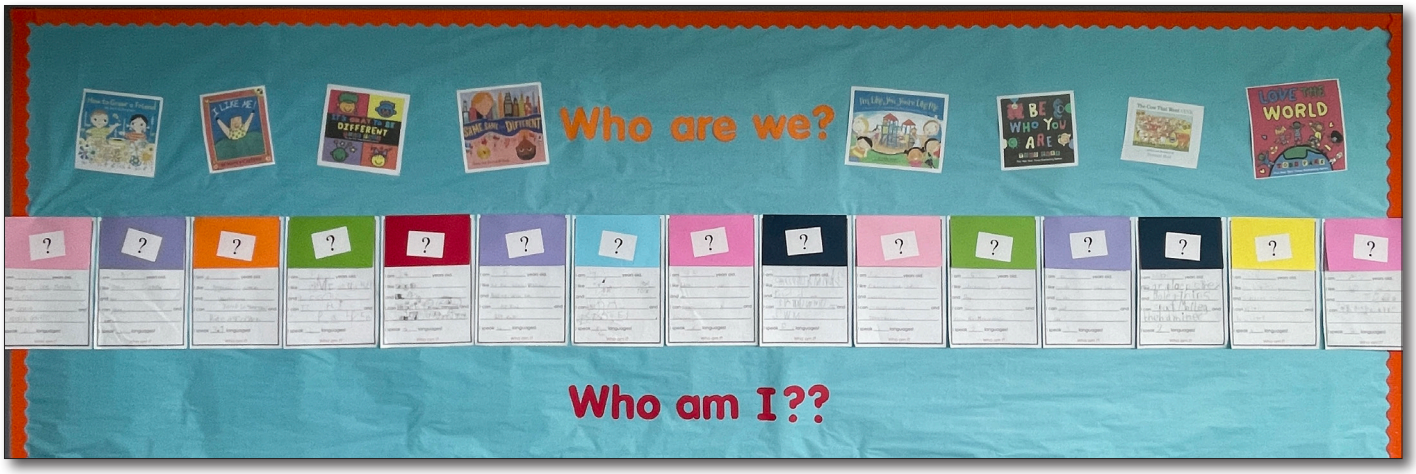
As a culmination of the unit, each child had a "Me Museum" table containing their work from the unit along with other personal items. The children shared and compared personal information with each other to see how they are alike and different. They practiced both communication and self-management skills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











PYP Early Years: Kindergarten Unit of Inquiry (continued)

















PYP: Grade 1 Unit of Inquiry



WAKABA MORI

Unit of Inquiry
Who We Are (WWA)

Central Idea
The choices people make affect their health and well-being.

Lines of Inquiry

- What it means to have a balanced lifestyle
- How the choices we make affect our health
- Making informed choices



The students in the G1 class honed their thinking skills as part of our inquiry-based learning journey this past trimester. Students explored what it means to have a balanced lifestyle, how our daily choices affect our health and well-being, and how we can make informed decisions.

Throughout the unit, the G1 students explored and demonstrated positive behaviors that contribute to overall wellness, supporting their bodies, minds, emotions, and social lives. We thoroughly enjoyed inquiring into what makes a balanced lifestyle.

Well-being is a holistic state of being happy, healthy, and prosperous. It encompasses physical, mental, and social health rather than simply the absence of disease. It also involves feeling satisfied, managing stress, and having a sense of purpose.

Well-being is a crucial goal of many human endeavors, both on individual and societal levels. However, the actions we need to take to develop and maintain our well-being can sometimes feel abstract.

For their summative assessment, the G1 students created life-sized posters representing themselves as healthy and balanced individuals. In their posters, they identified habits that support their well-being and demonstrated how the different aspects of health are connected.They reflected on this idea and shared the actions they believe support well-being. The students' original ideas are listed below.

Social Well-Being:

- Helping my friends when they need help. I even help bad friends.
- Helping my family.
- Making positive comments about others.
- Having good time friends by playing and talking, sometimes by sharing funny jokes.
- Saying "thank you" to others.
- Just sitting with a friend when my friend is sad. Being able to say stop to others.
- Include other people and sometimes enjoys being alone.
- Having good attitudes to your family





PYP: Grade 1 Unit of Inquiry (continued)









Emotional Well-Being:

- Feeling good about myself and confident.
- Having good time with family and friends.
- Feeling good about eating healthy food.
- When you feel bad sometimes drinking water helps.
- Knowing what makes me happy, such as going to the park.
- Touching soft things or kicking balls when you are scared.
- Dance and sing.
- Relax by drawing pictures, taking shower, yoga, swimming, going to hot spring, or fishing.
- Being excited by going to places

Physical Well-Being:

- Doing sports and doing excise.
- Eating healthy and balanced food.
- Brushing my teeth.
- Being active by doing something you like to do like soccer and bicycle.
- Sleep. When you are angry or sad you can sleep, and the next day you feel better.
- Do not spend too much time for online games.

Mental Well-Being:

- Reading books.
- When things are hard, just try my best and try again.
- Being curious.
- Making good choices that help others and me.
- Thinking "why?"
- Listening to nice music.
- Think positively.
- Don't be sad about mistakes.
- Knowing your bad habit and think about not to do it.
- Making time to do something you like.
- Think about happy things

Young students often understand just as much as grown-ups about the choices that support happiness and health. They defined well-being as follows:

> *Well-being is having a balanced life, knowing what you enjoy, and making time to do what you like to do that is good for you and others.*

Some of the most common action words the students shared were ***help, eat, play, exercise, choose, sleep, dance, sing,*** and ***try your best***. These are simple yet powerful reminders of the everyday actions that support a healthy and happy life.

Through their thoughtful reflections, the G1 students reminded us that well-being can often be found in the small, meaningful actions we practice every day, which can make a big difference in our happiness, health, and sense of purpose.

PYP: Grade 2 Unit of Inquiry



PAULA DEZEM

Unit of Inquiry
How We Express Ourselves (HWEO)

Central Idea
Imagination helps us think, create, and innovate.

Lines of Inquiry

- How imagination is connected to innovation.
- How different perspectives lead to different solutions.
- The connection between imagination and different forms of expression.

Would you buy a 3-in-1 table, chair, and bed? Or a glue stick with a cap that cleverly fits on the back?

These are just some of the creative ideas G2 students developed during our *How We Express Ourselves* unit on Imagination, guided by the central idea: Imagination helps us think, create, and innovate.

Over six weeks, students explored how imagination leads to new ideas and solutions. They discovered that innovation often begins with noticing a problem and thinking creatively about how to improve it. Through reading, discussions, and hands-on experiences, including a field trip to the Kyoto Railway Museum, students saw how real-world inventions are designed to meet people's needs.



In the classroom, they explored the persuasive genre and developed advertising skills, learning how to communicate their ideas effectively through logos, slogans, digital advertisement posters, scripted video commercials, and even jingles. They also learned the importance of making clear and relevant choices when presenting information.



Above and left: Students brainstorming creative ideas and innovative solutions.

Below and top right: Students creating theor products and marketing resources.





PYP: Grade 2 Unit of Inquiry (continued)









The unit culminated in the *G2 Showroom of Innovation*, where students worked to persuade visitors that their products were useful and original through presentations, posters, and videos. As they confidently shared their ideas, students demonstrated not only creativity and problem-solving skills, but also growth in communication and collaboration.





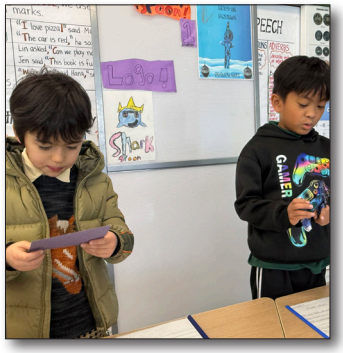
Students presented their products and ideas at the G2 Showroom of Innovations, practicing their communication skills and showcasing their creativity and collaboration.

The Showroom gave students a chance to proudly share their ideas and innovations with the school community.











Thank you to Ms. Nana for collaborating in art class and supporting students in creating the prototypes of their innovative products.

PYP: Grade 4 Mathematics in the PYP Curriculum



JENNIFER CAMPBELL

Integrating mathematics investigation in the PYP curriculum

When teaching mathematics, it is important that we prepare our students for an uncertain future that will undoubtedly favour those who are able to apply problem-solving skills to real-life contexts. A traditional approach prioritises memorisation of an isolated set of procedures. However, the reality is that technology will likely assist students in completing necessary calculations in their adult careers. While numeracy skills are important, the most effective mathematics instruction includes developing students' abilities to apply mathematical thinking to understand the world around them. This approach helps our students deepen their conceptual understanding because learners are not just practising calculations — they are understanding the world by using mathematics as a language for investigating and solving real-life situations.

How did students in G4 apply mathematical understanding to real-life situations so far? Our first unit was an inquiry into the central idea, 'Technology affects our well-being positively and negatively'. Students reflected on the technology use they observed around our school community by collecting two types of data: survey data, and observational data. They collected survey data by visiting other elementary classes and asking questions related to their topic of interest related to technology and our well-being. Students then graphed their data and looked for patterns, and wrote an analysis to include in the presentation they gave to the school community. We also discussed the concept of 'observational data'. We considered issues surrounding technology in our school community, and students formulated questions to collect data about the topic, such as 'How many high school students are using technology at lunch?' and 'How many people are playing digital games in the library?' This data was also represented in a graph to help students better understand the meaning behind the data that was collected.

We also explored the idea of using observational data to better understand issues around technology in our community. We began with a reflection on some of the issues with technology in our school community, such as the use of digital devices by older students in the library or during lunch time. Students formulated investigative questions such as "How many high school students are using technology at lunchtime?" or "How many people are playing digital games in the library?" The G4 students then worked independently to collect numerical data through direct observation. This data was represented visually using a graph. This served as a first step to help students understand the process of using quantitative data patterns to better understand real life problems.

For our second unit, the G4 students explored the central idea "Biodiversity depends on relationships among living things". As part of this inquiry, we examined the concept of a 'keystone species' – a species whose presence greatly affects the biodiversity of its ecosystem. We learned that this idea was first put forward by the ecologist Robert Paine in the 1960s, through the careful collection and analysis of data. He did experiments in the tide pools along the Pacific Northwest of the United States, removing a certain species of starfish (Pisaster ochraceus). We considered Paine's data as it was represented in a graph, comparing one variable (the presence or absence of the starfish) to another variable (the number of species, or biodiversity, in the ecosystem). Through analysing this data set, students could understand how ecologists (and many other types of scientists!) use mathematical tools such as data collection, graphing, and analysis to uncover important relationships in the natural world and draw evidence-based conclusions about how ecosystems function. Students even ventured out themselves to collect photographic evidence about insects and arthropods in our local park. Using AI tools to identify the species they photographed, students organised their findings into data sets, allowing them to analyse biodiversity within our local environment.



PYP: Grade 4 Mathematics in the PYP Curriculum (continued)

We ended the calendar year with some measurement, fractions, and spatial reasoning! One of the G4 class's favourite projects every year is to decorate for the Winter Concert, and we were sure to apply some of our mathematical understandings to this beloved project. As students designed and created decorations for the theatre space, they applied their understanding of measurement in a meaningful, real-world context. Students measured different areas of the theatre using standard units, converted between units of measurement (such as centimetres and metres), and represented lengths using fractions of a metre or decimals. They used these measurements to plan and scale their designs appropriately, ensuring our decorations would fit the space. Through this process, students strengthened their understanding of measurement, proportional reasoning, and the practical application of fractions in solving authentic problems.

By integrating mathematics across subjects, students develop flexible thinking and the confidence to apply their skills in new contexts. They learn that mathematics is not only about getting the right answer or memorising a standard mathematical algorithm… it's also about reasoning, communication, and problem-solving. These skills will help our learners navitage the complex challenges that await them in today's every changing world.

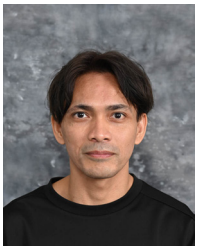
We look forward to sharing our mathematical investigations in the second half of the school year in the next issue of *The Educator!*







MYP Visual Arts - Grade 6



EUGENE OLIVA

Fall Trimester: Expressive Painting through Color Experimentation

G6 students worked on an expressive painting unit in the Fall Term, focusing on color experimentation using oil pastels. Through the study of art movements such as Impressionism, Expressionism, and Fauvism, they explored how artists use color, light, and composition to create mood, meaning, and visual impact. These examples helped students see painting not only as a technical skill, but also as a way to communicate ideas and emotions.

Throughout the unit, students practiced shading, blending, creating texture, and applying color theory in their own work. They also explored how color choices can influence emotion and strengthen the overall effect of an artwork. For their final project, students created an expressive landscape painting in their chosen art style, using oil pastels to show aesthetics, composition, and personal expression.



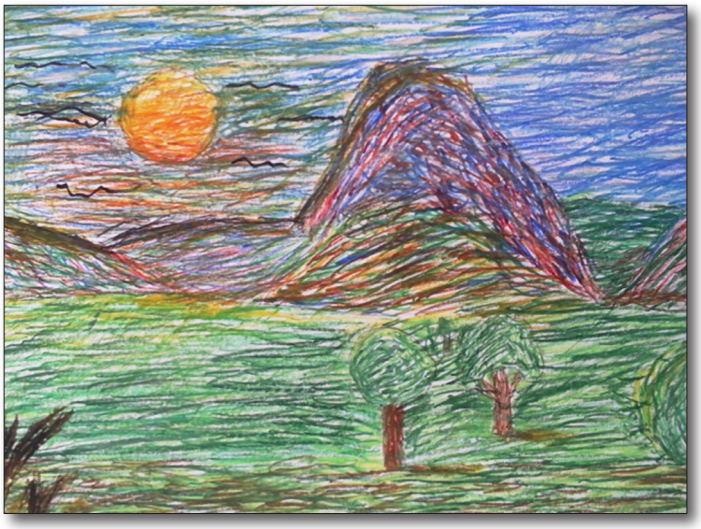
Artist: **Hui Qing Lin** | Impressionism

My idea for this artwork was to create an arctic landscape with dunes of ice and snow. I used the Impressionist art style, which could be seen in my use of contrasting colors. I wanted the artwork to show a calm yet cold landscape. The elements of art that I used the most were light and color. Some of the techniques I used included light-pressure blending, hard-pressure blending, and using oil to mix certain parts. The emotion I wanted to convey was a cold, sharp, and alert feeling, while still keeping some sense of calm. To express this, I used white against blue to create a strong cold contrast. At the same time, I blended parts of the ocean to make a gradient, which still looked contrasting but also made the artwork feel calmer and more soothing.



Artist: **Tzu Wun Law** | Impressionism

I wanted to draw a picture I had taken of the Mediterranean Sea while I was on vacation with my family. My idea was to commemorate and memorialize that special moment through my art. I liked the Impressionist art style, so I tried to recreate it in my drawing by using short brushstrokes and making the scene look realistic. I showed this through my choice of colours. I used gray and blue, and I also mixed different colours into the gray rocks to make them look more accurate based on my reference photo. I used a lot of blending in my artwork and focused mainly on texture as an element of art. By using many different colours for the water and the rocks, I made them look more textured. Through this artwork, I wanted the audience to see tranquility and peace in a fleeting moment. My artwork showed the beauty of the ocean, and I wanted the audience to feel a sense of nostalgia.



Artist: **Yuchan Suh** | Impressionism

I chose Impressionism as my art style for this artwork. I used different techniques in my drawing, like visible brushstrokes, smooth lines, soft shapes, and light-pressure blending. I also used many colours, including orange in the sky, to make it look like the sun was setting. In the background, I added the sun and a blue area to show the sea behind the mountain. In the front, I drew the landscape and colourful grass.

Colour was important in my artwork because it helped me show feelings and mood. I learned that colours can show different emotions, such as calmness, sadness, love, and excitement. I also used the elements and principles of design in my painting, such as balance, contrast, space, clear shapes, and good colour choices.

MYP Visual Arts - Grade 6 (continued)



Artist: **Emma Tanaka Lee** | Impressionism

My idea for this drawing was to show a forest landscape with tall trees. I used the Impressionist art style and small strokes to create the texture of the trees. I also used different techniques such as oil, light-pressure blending, and heavy-pressure blending. Heavy-pressure blending helped me make the sky and background, while light-pressure blending worked well for the trees. I added many layers to the sky and trees to create more depth.

I was inspired by how many Impressionist artists use soft colors, so I also used light and cool colors to create a relaxing mood. I mostly used blue, purple, and green to make the artwork look calm and realistic. I used lines in the sky and shapes for the trees to build the scene. Through this artwork, I wanted to show a cool and mysterious feeling because the forest looked very big and the trees were tall. Even though it felt calm, it also felt a little scary.



Artist: **Heding Zhang** | Post-Impressionism, with elements of Expressionism and Surrealism

My artwork was inspired by 'The Starry Night', which is a Post-Impressionist painting by Vincent van Gogh. For my own version, I used Expressionism and Surrealism because I wanted to show more emotion and imagination. I changed some details to include things that I like, because I think the things you care about can show who you are. I used mostly cool colors in the background and warm colors in the main parts so the audience would focus on them. I also used color, form, and texture in my artwork. For my techniques, I used stippling and scumbling to mix colors. I wanted my audience to think that everything is possible and to feel creative.

More Grade 6 artists' work below



MYP Visual Arts - Grade 6 (continued)

When waste becomes art.

Grade 6 students learned how to turn discarded materials into creative artworks. They explored how art can be made in a more thoughtful and environmentally friendly way and took part in different art activities focused on recycling, reusing, and upcycling materials. Throughout the unit, they practiced techniques such as cardboard sculpture, collage, assemblage, and construction with found objects. They discovered how old materials can be transformed into something meaningful and visually interesting. They also looked at art styles and examples that use recycled materials to help develop their own ideas. For their final project, students created either an assemblage or a sculpture using only discarded materials. Each piece was inspired by a slogan about caring for the planet and was designed to share a clear environmental message while also showing the student's own style and creativity.



Artist: **Zhiying Bian**

Piece: **Window to Freedom**

The idea behind my collage is to make one thing stand out, like Picasso's art. My concept is that when someone feels freedom or when their stress is gone, it feels like an open window to freedom. Through this collage, I aimed to evoke a sense of freedom and happiness. I used paper and magazine materials to create my artwork.



Artist: **Fuga Hayashi**

Piece: **Butterfly of Hope**

The big idea of my collage is that one touch of a butterfly brings colors to you. This means that when a kind person finds you, it will always bring hope. I made this collage because the artwork Cat of Carouge by Polina Demidova inspired me and made me feel strong and helpful. Through this artwork, I wanted to show feelings of love and kindness. The message I want to share is to always have hope, because it always encourages you. I used Japanese newspaper for the wings, snack wrapper paper, a black paper bag for the body and antenna, and book pictures for the flower in creating my artwork.



Artist: **Hui Qing Lin**

Piece: **Untitled**

Inspired by 'The Hat Makes the Man' by Max Ernst, I used a lot of different colors in my collage. I didn't really follow a color scheme, which made the artwork look not united and not blend well together. I also used some textures in this artwork, for example, the two pieces of paper in the corners. I also used line and shape, as you can see in the lines of the hats and the ring around the gray area. In this artwork, I used both female- and male-looking hats. I put the female hats at the bottom of the structure. This symbolizes how women were often seen as less important than men and were often paid less than men in the same jobs. I also added skulls to my artwork to symbolize how people can develop suicidal thoughts in a collapsed and corrupted world. The broken smiley face represents how happiness is disappearing in a collapsed society. The torn-apart bird above the skulls is an interpretation of lost hope and freedom. The two crumpled pieces of paper represent the countless jobs that one person has to do in modern society. I used magazines, one book about drawing, markers, and paint.

MYP Visual Arts - Grade 6 (continued)

Artist: **Faiz Sethi**

Piece: **A Sun in Collage**



I was inspired by the artwork 'The Sun' by Edvard Munch, so I kind of used the layered lines that make the sun look like it is shining. It was really difficult to do this as a collage, and I would like to try making it again with more time so I can put more effort into it. I didn't really aim to evoke a specific emotion, but I wanted people to know that even things like newspaper and used magazine paper can be turned into valuable art, and that people can have fun without having any negative impact on the environment. The materials I used were some newspaper that I found in my house that was about to be thrown away, and some paper from a used magazine that the teachers gave us. Next time, I would like to improve by using more unique and different kinds of materials in my collage.



Artist: **Taku Shimada**

Piece: **Cypress**

Inspired by 'Cut with the Kitchen Knife' by Hannah Höch, the idea behind my art is to show both nature and what humans have done to the Earth. The cardboard in the back shows how much pollution and trash humans have made, while the colored parts show what we still have in nature. The compositional elements in my artwork are line, shape, form, color, value, texture, and space. I followed an analogous color scheme. My collage shows how nature can be a solution to human problems by showing balance, harmony, and hope. I also wanted to show how much pollution humans have made and how many natural things are still left in the world. I used materials such as cardboard, sample yarn, lunch box dividers, and newspaper.

Artist: **Alvin Kurebayashi**

Piece: **Untitled**



My chosen topic is about environmental damage in the sea. I created a low-poly sea turtle that is eating a plastic bag instead of a jellyfish by mistake. This symbolizes the damage we have done to the planet, both on land and at sea. For this composition, I used cardboard, along with several techniques and some pens, to represent my idea clearly.

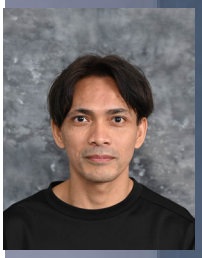


Artist: **Hui Qing Lin**

Piece: **Untitled**

My artwork was a mask inspired by upcycled art, and the theme of our project was endangered animals. I made a bearded vulture because I wanted to show an animal that is becoming endangered. I chose a mask because I felt that a mask could show emotions better than a sculpture since it can be worn. My artwork was also inspired by artivism, which is a mix of art and advocacy for animals. Through this piece, I wanted to show some of the reasons why bearded vultures are going extinct, such as being poisoned and shot illegally. These actions are making their population smaller, even though bearded vultures are important because they help clean up dead remains in the ecosystem. Our group chose the slogan, "Don't destroy Earth for your greedy needs. Stop this madness for your greedy needs." I used cardboard and other recycled materials to make a half mask because I felt that this shape suited a bird better. I used browns and yellows because bearded vultures have those colors. I also added a lot of texture to make the mask look more realistic by cutting cardboard into feather shapes and rolling the tips up. I used cardboard techniques such as scoring and stacking.

MYP: Design - Grade 7



EUGENE OLIVA

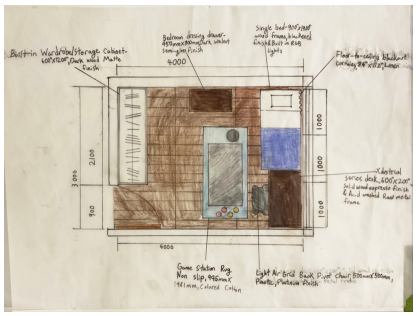
Fall Trimester: Interior Design - Bedroom Space Planning

Interior design is the practice of designing interior spaces that are functional, safe, comfortable, and attractive, using ergonomic and anthropometric data to respond to the needs and movement of the user.

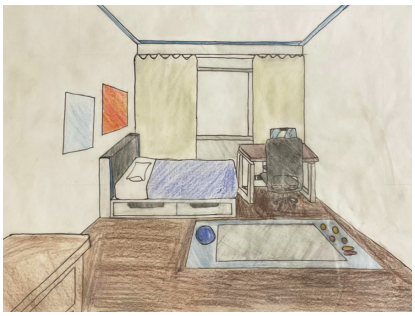
G7 students were introduced to interior design through the challenge of planning and designing a bedroom. Focusing on residential spaces, they learned how the elements and principles of design can be used to create interiors that are comfortable, functional, and visually balanced.

Throughout the unit, students practiced drawing floor plans using metric scale rulers and learned about ergonomic considerations and standard furniture dimensions. These skills helped them understand space planning and design bedrooms that were both practical and comfortable. Students also studied bedroom case studies, identified design problems, and developed solutions by considering layout, color palette, materials, furniture, and design style.

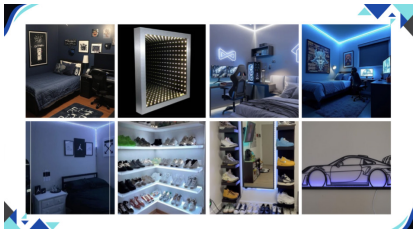
For their final project, each student designed a bedroom for a classmate based on their classmate's needs, preferences, and chosen style. Their presentation included a floor plan with furniture layout, a mood board of materials and inspiration, a design rationale board, and a colored perspective drawing. The project encouraged students to balance creativity and function in planning a bedroom space.



Furniture layout plan



Perspective drawing



Mood board



Swatch board

Interior Designer: **Emma Rose Algie**

Client: **Sota Ono**

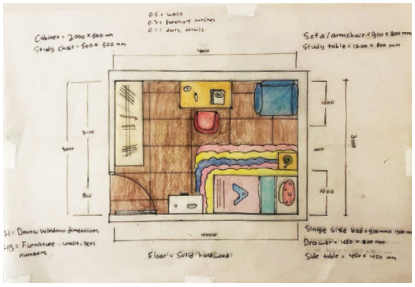
Design style: **Modern**

My bedroom design was based on the client's needs, comfort, and daily activities. One important requirement was to include a secondary light source near the bed to maximize safety and convenience, especially at night. I also included shelving because it is a must to declutter the room and store the client's belongings, such as books.

Another important goal was to make the spacing of the room larger to allow free movement and more space for hobbies. The client also desired LED light strips to provide ambiance, so I included them in the design. In addition, a direct request from the client was to include a gaming setup, so this became an important part of the room.

I chose this design because the arrangement of the furniture allows the room to have space without feeling too empty. My client suggested that I include a bedside table, and that can easily be achieved. This design meets my specification by allowing free movement in the middle, which can be used for various activities. It is better than my other ideas because the other idea, although spacious, felt barren and devoid of life. This format allows maximum functionality while still feeling comfortable and lived-in.

MYP: Design - Grade 7 (continued)



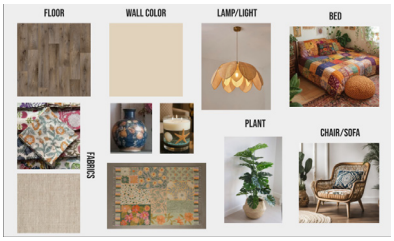
Furniture layout plan



Perspective drawing



Mood board



Swatch board

Interior Designer: **Luna Ardella**

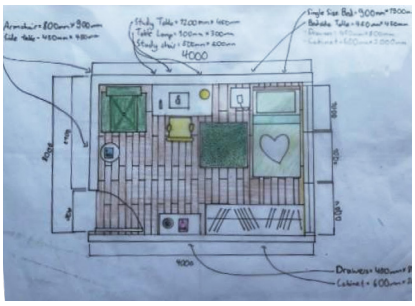
Client: **Annabelle Gassen**

Design style: **Traditional / Bohemian**

My bedroom design was based on the needs and preferences of my client, Annabelle. She likes Traditional and Bohemian interior design styles, so I combined these styles in the room to create a space that feels personal and unique. I also considered her interest in colorful interiors, with a slight decora-inspired touch, while still keeping the design balanced and comfortable.

To match her lifestyle, I included a separate table for her crafting activities so she can have a dedicated space to work. I also added a shelf for her decorations and display items, as well as mini cabinets to keep her things organized and easy to reach. These furniture choices helped make the room both functional and visually interesting.

For the color scheme, I used pastel and warm colors because these are the colors Annabelle likes. These colors helped create the two moods she wanted in her bedroom: a calm and relaxing feeling, and a lively and colorful atmosphere. Overall, my goal was to design a bedroom that is organized, creative, and reflects my client's personality and preferences.



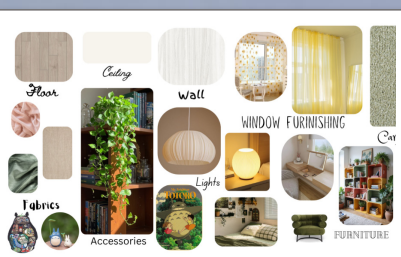
Furniture layout plan



Perspective drawing



Mood board



Swatch board

Interior Designer: **Annabelle Gassen**

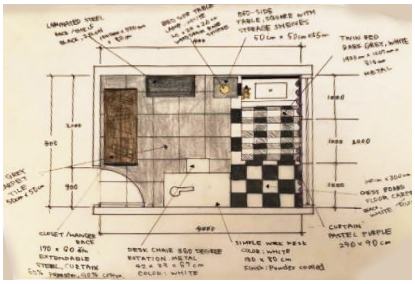
Client: **Luna Ardella**

Design style: **Mid-century modern**

My bedroom design was based on my client's needs, interests, and preferred style. She wanted a Mid-Century Modern bedroom that feels cozy for studying, relaxing, and practicing piano. I included a useful and attractive desk that does not cover the window, more storage for figurines and plants, anime posters, and a chilling area with bean bags and bookshelves. I also used sage green and pastel yellow to create a calm and cozy mood, and I added a new ceiling light, string lights, and small lamps to make the room feel more lively and comfortable.

The design layout uses the space more wisely and provides more room between the furniture, which makes the bedroom feel more comfortable and practical. My client also preferred this option because she thought the layout was more sensible. Overall, this design meets my specifications by creating a bedroom that is functional, cozy, and personal.

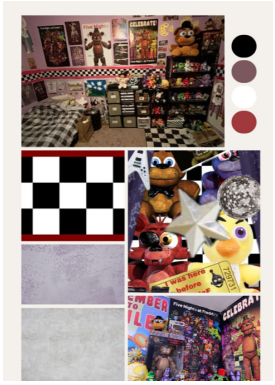
MYP: Design - Grade 7 (continued)



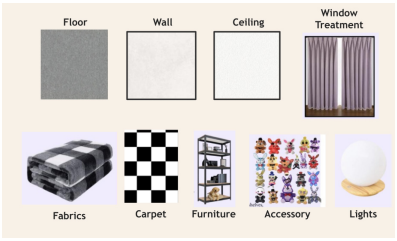
Furniture layout plan



Perspective drawing



Mood board



Swatch board

Interior Designer: **Meika Iwaki**

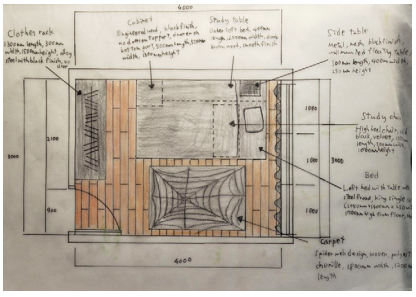
Client: **Jiho Jeon**

Design style: Five Nights at Freddy's

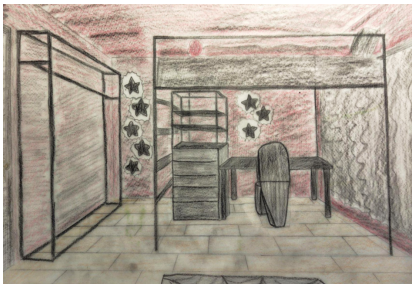
My bedroom design was based on my client's interests, needs, and comfort. She wanted her room to be FNAF-themed, so I used yellow, light yellow, black, and white in the design to match the mood and style she likes. I also chose abstract-looking furniture so the room would not look boring or too simple, while still being easy for her to use.

The room also includes enough storage for her clothes, DIY supplies, and other belongings. I added curtains because she wanted more privacy, especially when changing, and also to block too much sunlight when needed. I also considered the spacing between the bed and desk so the layout would feel comfortable and easy to move around in.

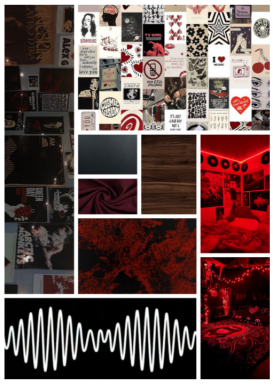
The window is not blocked by furniture, so sunlight can still enter the room. The bedside table is placed beside the bed, making it easy to reach without blocking movement. The study table and chair are also more open and accessible, which helps the room feel less cramped. In addition, the closet is placed along the top wall with open space in front of it, making it easier to use. This layout is also better because it includes a star lamp, which improves the lighting near the bed or study area. Overall, this design is better than my other idea because it is more functional, comfortable, and matches my client's style.



Furniture layout plan



Perspective drawing



Mood board



Swatch board

Interior Designer: **Hana Mila Iba**

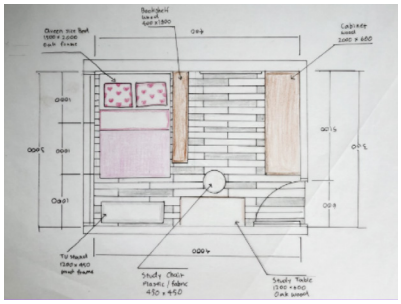
Client: **Lin Myers**

Design style: **1990's grunge**

My client, Lin, needs a new bedroom design because her current room has too many colors, which makes it hard for her to relax. Based on my analysis, a grunge-style bedroom can make a room feel cozy and relaxing. I decided to use dark red and black because Lin likes dark red, and these colors also match the grunge and 1990s style that she likes.

I also included furniture and features based on her needs and interests. I placed a sink near her desk because she wants to wash her hands easily when they get dirty. I also added a convex mirror in the corner. Since she enjoys playing the drums, I included a drum set in the room. She also has many charms and figures, so I added a closet with glass doors to help display and organize her collection. This design meets my specification by including a cabinet next to the study table for her figures, a large bed, and free space where she can relax comfortably. It is better than my other idea because it only covers a small part of the window, so natural light can still enter the room and be used for studying. The posters can be placed on the wall beside the carpet, so she can enjoy looking at them while relaxing but will not get distracted when studying. The lights near the posters and study table will also help make the room feel dark and relaxing while still practical for everyday use.

MYP: Design - Grade 7 (continued)



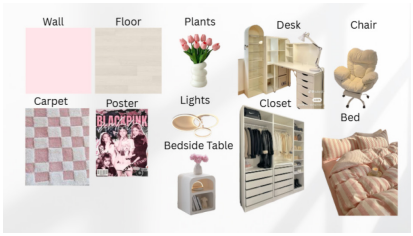
Furniture layout plan



Perspective drawing



Mood board



Swatch board

Interior Designer: **Yui Minami**

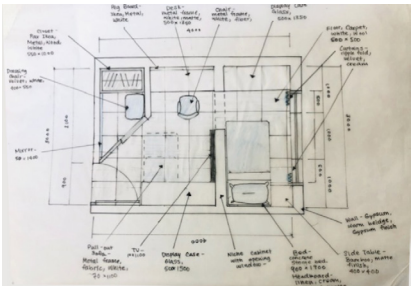
Client: **Haru Fujiwara**

Design style: **Modern minimalist**

My client, Haru, needed a new bedroom design because her current room is too loud due to the nearby train station, and her bed is too large and takes up too much space. This makes it difficult for her to focus, study, and add more furniture. To solve this, I included soundproof walls and changed the bed to a single-sized bed to create more open space.

My design was based on my client's needs, comfort, and interests. The room includes posters of her favorite K-pop groups, a mirror, and a desk for getting ready and studying. I also used pink and purple to create a feminine and simple look that matches her preferences and represents Blackpink. In addition, I made sure there was enough space for her to practice dancing.

This floor plan includes the essential furniture while keeping enough open space in the middle for easy movement. It is better than my other ideas because it has more furniture but still feels organized, practical, and comfortable. Overall, my goal was to create a cozy, cute, and functional bedroom that suits my client's daily needs.



Furniture layout plan



Perspective drawing



Mood board



Swatch board

Interior Designer: **Esther Sien Wang**

Client: **Aiko Tsuchiya**

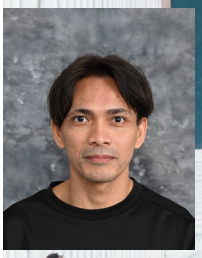
Design style: **Modern maximalist and Heisei retro**

My bedroom design was based on my client's need for a room with lots of open space, storage, and comfort. She wanted the room to be organized and neat, while also having enough shelves, display cases, and cabinets for her stuffed animals and CDs. I also added extra walls in the top left area to create a small changing room, which makes the layout more practical.

My client wanted a Heisei retro style with a maximalist look, but she also liked the idea of having a more contemporary style from the outside. To match her preferences, I included display furniture, decorations, and a layout that allows the room to feel personal, expressive, and full of character. The room also includes a big bed for relaxing, a study area, and a space for resting and watching TV.

This design meets my specification by including ergonomic furniture, lots of storage, and enough open space to walk around comfortably. I also changed the bed to a bunk bed with storage underneath to make the room more efficient. It is better than my other ideas because it creates more space to open cabinets, move around, and relax. Since my client likes to chill and rest, I also added a TV and a pull-out sofa to make the room more comfortable and enjoyable.

MYP: Design - Grade 7



EUGENE OLIVA

Winter Trimester:
Contemporary Textile Print Design

Surface design is the field of design concerned with the creation of patterns, prints, colors, and textures applied to surfaces such as textiles, wallpaper, ceramics, and other materials.

In the Winter trimester, G7 students focused on surface design through a textile print project for home décor. Inspired by a range of artists and designers, they gathered visual references and created concept boards to guide their ideas, color palettes, and compositions. They also carried out simple market research to better understand the types of prints people enjoy in interior spaces. Using both traditional art materials and design apps, students then developed a coordinated collection of patterns for throw pillow covers, upholstery fabric, and wallpaper. To complete the project, they presented their designs in a small-scale interior model, allowing them to see how their patterns could work together in a real home setting.



Scale model



Throw pillow



Upholstery



Wallpaper

Designer: **Chako Hirano**

Client: **18+**

Design style: **Romantic botanical**

My textile collection followed a botanical style combined with romance and elegance. My target customers were people aged 18–30 who enjoyed romantic and cozy interiors. The collection included pillow covers, upholstery, and wallpaper. The theme was inspired by nature, especially flowers and gardens, with roses and blossoms that created a sense of beauty. The main color was soft pastel pink, while the accent color was green, which helped create a gentle and calming atmosphere. The key motifs were flowers, leaves, vines, and butterflies. Overall, I wanted the room to feel soft, elegant, dreamy, romantic, and cozy.

Designer: **Bulut Karaosmanoglu**

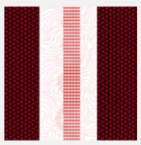
Client: **20+**

Design style: **Modern geometric**

The target user was a 20-year-old female customer. She liked growing plants and wanted a clean, cool room with a cozy style. She usually used her home as a working place with a bed. She was an employee who worked from home. She wanted pillow covers, upholstery, and new wallpaper. I included key inspiration from a well-known game, checkers. The checkerboard gave an organized, clean, and modern flow when used in decoration and wall tapestries. My palette included neutral colors and white. I wanted to use a combination of plants and geometric patterns. To create a calm and comfortable environment, I used beige as a base color and added other colors like black and green.



Scale model



Throw pillow



Upholstery



Wallpaper

MYP: Design - Grade 7 (continued)



Scale model



Throw pillow



Upholstery



Wallpaper

Designer: **Lin Myers**

Client: **18+**

Design style: **Botanical minimalist**

I chose this print design because it matches my theme of nature and simplicity. It uses my two main colors, cream and shades of green, which help create a calm and relaxed feeling. I wanted the pattern to be simple and peaceful so it could help the user focus on college studies. I made the background look like thick natural paper to match the natural theme. I also made another version with a similar background but in a lighter shade. I used brown, green, white, and a hint of yellow to keep the color palette connected to nature. I added plants and flowers to give a natural feeling, and a teddy bear to show comfort. I planned to use the top design for wallpaper and the bottom design for pillow covers, blankets, and other textile products.

Designer: **Eun Yul Wi**

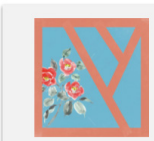
Client: 18+

Design style: **Traditional Japanese**

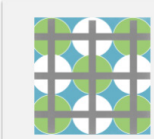
My textile collection followed a Traditional Japanese Style and used stylized motifs with a warm, cozy, and calm feeling. I chose simple patterns and wood-like colors such as dark brown and light brown to match the traditional Japanese style. These colors helped create a natural, simple, and balanced design.
For the print design, I chose a wallpaper pattern and one main print for the pillow upholstery. This design matched my mood board because it used a Japanese-style color palette, simple patterns, and traditional Japanese flowers. I think this design met my design specifications because it looked calm, warm, and simple. I also think users aged 18 and above would like it because it is not too busy, childish, or complicated, but instead looks more mature and relaxing.



Scale model



Throw pillow



Upholstery



Wallpaper



Scale model



Throw pillow



Upholstery



Wallpaper

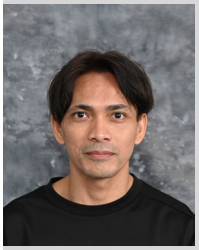
Designer: **Hana Mila Iba**

Client: **18+**

Design style: **Strawberry Rococo**

My textile collection combines Rococo style with natural motifs, mainly focusing on strawberries. It uses strawberry motifs such as the fruits, leaves, flowers, and Rococo style traits like curved lines, so it creates an elegant, feminine, and gorgeous mood. I chose strawberries because I thought they would add a playful and cute mood. The palette will use pinkish gold, white, pink, and strawberry colors, such as green, yellow, and red, so the room will be gorgeous but at the same time feminine and elegant.

MYP: Design - Grade 8



EUGENE OLIVA

Fall Trimester: Chair Design Inspired by Japanese Festivals

Furniture design is the process of designing furniture that is functional, comfortable, and visually appealing, using ergonomic and anthropometric considerations to suit the needs of the user.

G8 Design students looked into the history of chairs and considered how furniture is designed to support both comfort and function. They explored different chair styles, sizes, and structures, while learning how ergonomics and anthropometric data help designers respond to the human body.

As part of this course, students examined existing chair designs, practiced drawing in orthographic, isometric, and 3D views, and developed their own ideas through the design cycle. Their final task was to design and build a scale model of a chair inspired by a Japanese festival, combining creativity, research, and practical design thinking.

Through this process, students understood that chair design was not only about appearance, but also about usability, purpose, and the connection between culture and design.





Designer: **Milo Ban**

Festival Inspiration: **Atsuta Matsuri**

This chair is inspired by the Atsuta Festival and its lantern floats, known as Kento Makiwara. I chose cherry wood with a cedar oil finish as the frame because of its color and weight. The color of the wood is a rich, dark red that represents the night sky as well as the warmth of lanterns. It is also lightweight and easy to move, which is useful in a restaurant setting. Integrated into the main front leg and the backrest is woven paper cord, which is significantly lighter than the wood and creates contrast and interest. The paper cord itself was chosen for comfort and to represent the materials of a lantern, and the distinct lines that surround it. The form of the chair used to be round, but I changed it to be more angular to have a more unique form while still subtly reminding people of a lantern. The front leg of the chair is meant to suggest a bottom-heavy chair that still retains its weight, as well as represent the sturdy base of the Kento Makiwara, while the backrest and seat reflect the lanterns on top. I tried to design the chair so that the festival elements are still relevant, but it isn't too flashy because it will look repetitive and annoying in a restaurant setting if it is.



Designer: **Ivy Crislip**

Festival Inspiration: **Tenjin Matsuri**

The chair that I designed is inspired by the Tenjin Matsuri. The umbrella concept of this festival is to celebrate the god of education, and it is celebrated by using elaborate boat processions and hanging lanterns around the venue. My chair is essentially inspired by the lanterns, hence the shape and the lines that are scored through the back. I also included a dark red plum motif on the back of my chair that was inspired by the recurring motifs that also seemed to be a common pattern found on the lanterns. I used plastic for the main body of my chair so that I could easily shape and bend it to whatever shape I wanted. This time, it was a curved form. I also used wood for the legs to give a sense of tradition, because wood is traditionally used for chairs, similar to many practices held at the Tenjin Matsuri. I was inspired by the flame-like abstract patterns on the side of the boats in the procession and used them on my legs. However, even after some intensive research, these patterns don't actually mean anything. I also embroidered a firework motif on my navy blue backrest cushion to pay homage to the elaborate fireworks show that also tends to happen at the Tenjin Matsuri.



MYP: Design - Grade 8 (continued)





Designer: **Yuika Hirose**

Festival Inspiration: **Natsu Matsuri**

Natsu Matsuri Lantern Chair

I chose a washi (和紙) paper style, which is a traditional Japanese paper, and natural-style bamboo, wood, and rope. These materials are also famously used in Japan as part of its culture and craftsmanship, so they further show the festival feeling in the chair. The circular shape represents the lanterns that are hung across the festival, and the top wood keeps the image of a lantern.

The cushions placed for comfort on the chair are a mix of beige and white cloth. They are not too soft but still have a comfortable texture for all adults, teenagers, and children. Based on the chair shape and cushion placement, it can be used in all places (but it is not recommended for outside use). The individual cushion has a yukata pattern as a cultural symbol, and the color palette of the whole chair is commonly seen in the festival: red, white, and yellow, which represent the color of the bold lanterns, food stalls, and decorations hung around the festival.

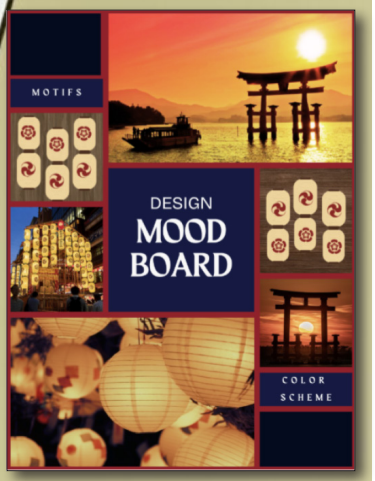
Designer: **Miu Imoto**

Festival Inspiration: **Gion Matsuri**

I chose Gion Matsuri (祇園祭) as the inspiration for my chair because of its traditional beauty and festive meaning. In my mood board, I focused on deep and vibrant colors to show the calm yet celebratory atmosphere of the festival. Blue represents water and purification, while red represents strength, joy, and tradition.

I used Japanese motifs such as chochin lanterns and torii structures to inspire the shape and details of my chair. The lantern motif especially influenced the seat and backrest, where I plan to use washi paper. For the main structure, I chose Japanese cedar (sugi) to connect the design with traditional Japanese materials.





My chair design is creative because it uses a lantern-like form, making it different from common chair styles. Although some parts were inspired by existing chairs, I changed and combined them to better match my festival theme. The design is also realistic and functional because it uses strong joinery methods such as sashimono and follows ergonomic measurements for comfort and stability.



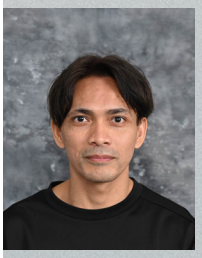


Designer: **Beila Liu**

Festival Inspiration: **Tenjin Matsuri**

My chair is inspired by the Tenjin Matsuri, one of Japan's three largest festivals and a 1,000-year-old summer celebration held to honor Sugawara no Michizane, the god of learning. This festival is known for its lively atmosphere, especially through the use of lanterns, boats, and fireworks, which became the main inspiration for my chair design. Lanterns and boats are important visual elements in the festival, and I was especially interested in the red flower patterns seen on the hats and clothing of the sailors on the Funatogyo boats. These details helped me develop a chair concept that reflects both the cultural meaning and the festive energy of the Tenjin Matsuri.

MYP: Design - Grade 8 (continued)



EUGENE OLIVA

Winter Trimester: Eco-Friendly Pavilion Design

Architecture is the art and practice of designing buildings and structures that respond to functional needs, spatial planning, safety, and visual form.

During the Winter trimester, students in G8 Design learned about eco-friendly architecture through a learning experience inspired by Expo 2025 Osaka. They explored how design could help protect the environment by using sustainable materials and reducing waste.

As part of their work, students designed a temporary pavilion for Minoh Park. They were challenged to think carefully about how the structure could be assembled, disassembled, and reused after the event.

Throughout this process, students followed the design cycle. They began by creating a design brief, then researched sustainable materials and construction methods. Next, they developed their ideas through sketches and drawings before creating a detailed scale model of their final design. They also explored the idea of a circular economy, where materials are reused, repurposed, and kept in use for as long as possible.

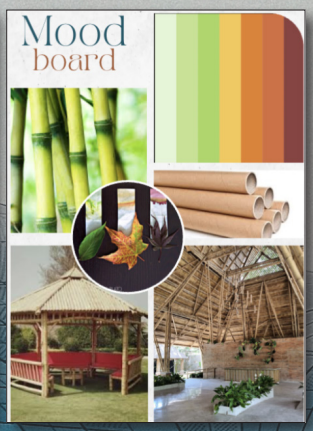
This learning experience was connected to Sustainable Development Goal 12: Responsible Consumption and Production, as students focused on reducing waste and choosing materials carefully. It was also linked to SDG 11: Sustainable Cities and Communities, since their pavilion designs encouraged public engagement and community use.

Through this experience, students understood that good design was not only about appearance, but also about creating practical, responsible, and sustainable solutions for the future

Designer: **Milo Ban**

Pavillion: **InterEco Pavillion**





The pavilion is designed to provide a comforting and interactive space for Minoh residents, primarily children, offering a unique way to learn interactively about the nature around Minoh Park as opposed to the visitors center. The materials used, bamboo and paper cord, are eco-friendly and align with the design principle of reusing. The bamboo used to create this can be regrown, as the stalks regrow after being cut, and the paper tubes can come from other things like consumer products or construction materials. They can then be reused to create play structures and other furniture. Bamboo is cheap, light, sustainable, and fast-growing; paper tubes are cheap and sustainable. The natural tones of these materials reflect the brown, natural feel of the trees within Minoh Park. The pavilion's modular, Lego-like structure, combined with the interlocking, screw-like appendages, allows for easy assembly and disassembly. Its components can be reused to become furniture or indoor play installations, which shows a commitment to sustainability as well as public participation and development. The colors are meant to be brown and green hues, used to mimic the wild and naturalistic tone of the pavilion. The design also should have exposed joinery and trusses, like those used by Shigeru Ban, to make it seem more rustic. I have decided to use Moso bamboo; it is the quickest-growing, very strong, and very sustainable.

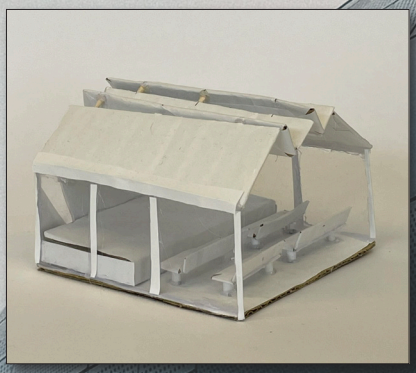
Designer: **Yuika Hirose**

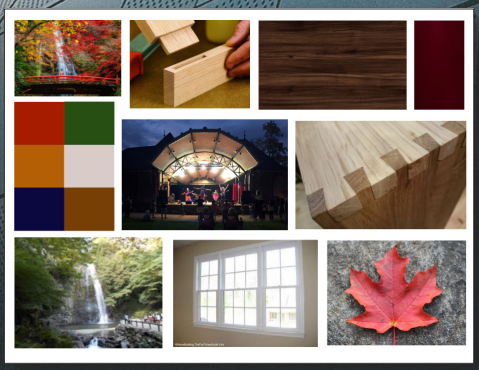
Pavillion: **Movie Pavillion**



My pavilion is designed as a public movie pavilion that is open and accessible to everyone. The main purpose of this design is to encourage public engagement and socializing by creating a space where people can gather, relax, and enjoy movies together. The benches are arranged not only to face the screen, but also to support interaction between visitors, making the pavilion more welcoming and community-focused.

MYP: Design - Grade 8 (continued)





Designer: **Ivy Crislip**

Pavillion: **Performance Pavillion**

My pavilion design is a concert hall and poetry pavilion. I will design a pavilion that will be used as a free space where live music will be played and poetry can be performed. This concept will encourage community members and visitors to socialize by connecting over the music being played, and will encourage social participation by allowing anyone to sing or play music without being judged.

The materials used will enhance the aesthetic appeal while also being temporary and eco-friendly. Recycled wood will be used to construct the base of the pavilion, with reused windows to allow sunlight into the pavilion. The pavilion will have a roof to prevent too much sun from coming in since this pavilion will be used for the whole of summer. To make the forms rounder and more organic, a mud and cement hybrid concoction will be used to round out corners. For this pavilion, reusing and hacking materials will be crucial, with reused windows being very useful and mud being used as a natural and strong material to make building easier as a way of "hacking." Recycled materials such as wood and plywood will also be used to maintain the eco-friendliness of the pavilion.

The pavilion will consist of three different modules and a roof: the stage and the surrounding platforms on either side. The materials used in the pavilion will not allow it to be flat-pack assembled, but the modules can easily be separated and moved around since joinery techniques will be used, such as mortise and tenon. After the pavilion has been dismantled, the already recycled wood can be used again since I will mostly be using it as panels rather than small pieces that are hard to recycle. The windows can also be repurposed for other uses involving glass, or simply reused as windows in a home.

Designer: **Mailani Ferris**

Pavillion: **The Book Nook Pavillion**

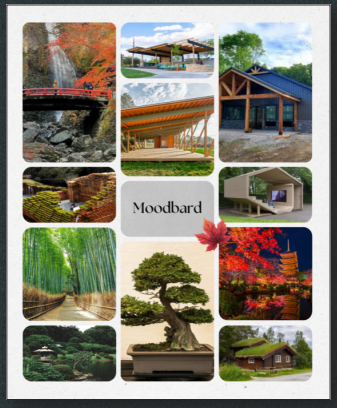




The pavilion in Minoh Park will function as a temporary, open-access library and quiet reading space that supports learning, rest, and social interaction during the 3-month period. By providing free books, donation shelves, and seating, it encourages public engagement among locals, tourists, families, students, and underprivileged people. The pavilion will use sustainably sourced timber, recycled wood panels, and translucent polycarbonate or glass to create a warm and welcoming space while reducing environmental impact and using natural light.

The design will use sustainable methods such as recycling donated books, upcycling leftover wood for shelves and seating, and minimizing energy use to support net-zero goals. A modular system with standardized panels and simple joints will allow the pavilion to be quickly assembled and dismantled without harming the park. The floor, wall, and roof modules are also designed for repeated reuse in future events or other locations.

The pavilion mainly focuses on reusing, while also including recycling and upcycling. Donated and second-hand books will be reused to create a free library, leftover wood can be turned into shelving and seating, and damaged books or paper can be sent to recycling organizations. After the event, the books can be donated to underprivileged schools or libraries, and the pavilion components can be reused for future installations.



The materials were chosen to be both sustainable and visually pleasing. I selected dark wood, black steel, and some bamboo details, with Sugi wood as the main material because it is common in Japan, lightweight, durable, and blends well with the natural scenery of Minoh Park. The grass roof will use local plants so that no invasive species are introduced, while also helping reduce environmental impact.

The main sustainability method used in this design is reusing. The pavilion is designed with a simple geometric form, modular structure, and easy connections using mechanical fasteners and Japanese joinery, so it can be assembled and disassembled quickly. After the 3-month event, the benches can still be used by tourists, the grass roof can be replanted, and the extra wood and metal parts can be reused for other projects. Overall, this pavilion is designed to be enjoyable, practical, and sustainable for both the environment and the people of Minoh.

MYP: Design - Grade 8 (continued)

Designer: **Joshua Hua**

Pavillion: **Muscat Pavillion**





The pavilion is designed to provide a unique and futuristic space for Minoh residents and tourists visiting Minoh Park, offering opportunities such as relaxation and recreational activities that are entertaining and enjoyable for people of all ages. The materials used, including bamboo, recycled wood, and bolts/screws, are eco-friendly and align with sustainable practices such as reusing, recycling, and upcycling. Bamboo is durable, renewable, requires minimal maintenance, and does not corrode if dried. The shiny muscats would dangle down and could be enjoyed by the people inside the pavilion. The natural tones (greenery and forest tones) of these materials reflect the calming and autogenic relaxation of my muscat design. The pavilion's modular, Lego-like structure, combined with traditional Vietnamese/Japanese interlocking bamboo joints, allows for easy assembly and disassembly, even with a minimum of two people. Its components can be repurposed into different city-operated pavilion equipment or raw materials, illustrating a strong commitment to sustainability and community engagement.





Designer: **Nayeon Jin**

Pavillion: The North Spring (Ashiyu 足湯 Pavilion)

The North Spring (Ashiyu 足湯 Pavilion) is a public pavilion designed as a calming space for resting, reading, sleeping, and relaxing. The design reflects the aesthetics, philosophy, and tradition of Japanese culture by emphasizing simplicity, harmony, and sustainability, while also adding a modern touch through western-style cushions that provide deep comfort.

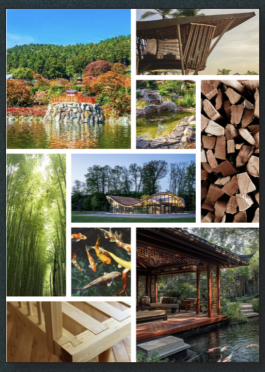
The pavilion uses reclaimed wood, especially timber, as the main material because it is traditional, sustainable, lightweight, and biodegradable. Bamboo and recycled pillow stuffing, such as composted wood or cotton, are also included to further enhance the eco-friendliness of the design.

Its structure follows a Tetris-like modular frame system, allowing easy assembly and disassembly. Joinery methods such as tying and slot-fit joinery are used to create interlocking wooden joints without nails, making the pavilion strong, practical, and visually appealing. After dismantling, the materials can be repurposed into play equipment, furniture, or other useful items for local parks. Overall, the design minimizes waste while giving the materials a meaningful second life and supporting Minoh Park.

Designer: **Miu Imoto**

Pavillion: **Koi Cafe Pavillion**

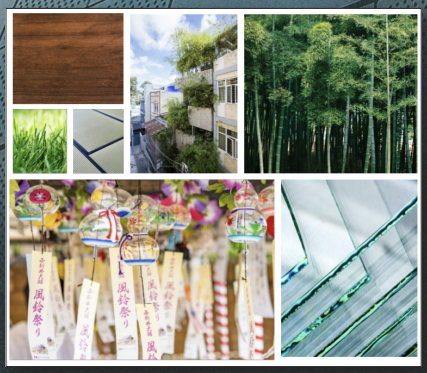




The pavilion design is intended to provide a peaceful space where residents who visit Minoh Park can enjoy a unique experience alongside the koi fish. This space will offer opportunities for meditation, relaxation, socialization, and other recreational activities that can be enjoyed by people of all ages. The materials incorporated will include bamboo. The general materials incorporated in this pavilion design include sugi (Japanese cedar wood), acrylic glass panels, and polycarbonate roof sheets designed to look like wood. These eco-friendly materials are then aligned with various sustainable practices, including reusing, recycling, and repurposing. Cedar is a renewable material that requires minimal maintenance, making it extremely useful for a three-month pavilion operating in the summer, while the acrylic glass panels maintain aesthetic appeal while considering sustainability and the budget for Minoh Park. The natural tones of this pavilion successfully capture the Japanese traditional essence while blending naturally with the surrounding environment. The pavilion's modular structure, combined with sashimono joinery methods, allows for easy assembly and disassembly, with foldable wall panels that can later be repurposed as study/socializing desks and play equipment for Minoh Park.

MYP: Design - Grade 8 (continued)





Designer: **Shiwa Okino**

Pavillion: **Fuiurin Pavillion**

The pavilion is designed to provide a special and peaceful space for Minoh residents and visitors who visit Minoh Park, offering opportunities for rest, relaxation, or feeling the breeze for everyone of any age. The materials used in this pavilion are mostly bamboo, glass, wood, wara, and igusa to create a Japanese tatami style. These are eco-friendly and align with sustainable practices such as recycling and reusing. The bamboo, wood, and glass all support sustainable practices. The natural tones of these materials reflect the calming and harmonious nature of Japanese furin design. The pavilion's modular design is really similar to Vo Trong Nghia's Wind and Water Cafe, having a calming space and nature in the building.

Designer: **Yeonsoo Ra**

Pavillion: **Theater Pavillion**



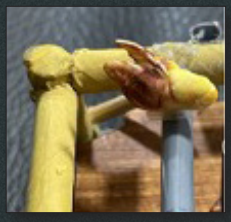


The Theater Pavilion is designed to be a comfortable, sociable, and eco-friendly space where people can relax, gather, and enjoy performances or movies together. The design uses bamboo and wood for the walls, with plants and flowers added to give the pavilion a fresh and welcoming look. Bamboo was chosen because it is a rapidly renewable material that regrows naturally, stores significant CO2, and provides a strong and durable alternative with a lower carbon footprint. The furniture, such as the tables and chairs, will be made from recycled wood.

The pavilion mainly uses the sustainable method of recycling. Instead of cutting fresh wood, the design uses reclaimed wood from old buildings, floors, or docks, which can still be used for both structure and appearance. Bamboo will be connected using tying techniques with ropes, which is practical, low-cost, and suitable for a 3-month pavilion because it allows easy assembly and disassembly.

After the pavilion is dismantled, the wood and bamboo can be reused in the park. The furniture can become slides, tables, stools, or shade structures, while the bamboo frames can be reused for play areas or craft projects. This design reduces waste and gives the materials a meaningful second life for the community.





Designer: **Tomoe Yasuno**

Pavillion: **Aviary Pavillion**



The Aviary Pavilion is designed as a calm place where people can relax, especially tourists who want a local experience with nature, as well as bird lovers and anyone who wants to take a break. The pavilion uses recycled wood, glass, recycled fence parts, and wheels, while bamboo is the main material for the outer structure. Bamboo supports sustainability because it grows very fast and can be harvested without causing long-term environmental damage, helping reduce deforestation. The color palette uses beige, cream, and brown tones to create a calm feeling and help people connect with nature, while also allowing the birds to stand out.

The pavilion also uses a modular design with mortise and tenon joints, making it easy to assemble and take apart. Parts such as the metal grid, wheels, and wood pieces can be separated and reused, which supports cradle-to-cradle design by reducing waste and pollution. Natural materials such as bamboo, branches, and recycled elements help the pavilion blend into the environment of Minoh Park, and its open design allows a stronger connection with nature. Overall, the pavilion focuses on sustainable materials, reusing, and modular design, helping it achieve a net-zero environmental impact after the event.

MYP: Art - Grade 7



DAVID MYERS

We don't make artists, we use art to make thinkers.

Something I share with my G10 film class when we start the Production Basics Unit is advice from Tom Hanks.

He would sometimes ask the director what his character's motivation is, where he should stand, what he should be doing with his hands. The director would yell at him "that's not my job! All I expect from you is to show up, know your lines, and have an idea."

Essentially, it's about being present, being prepared, and being ready to contribute. So much success in life can be derived from just that.

These are some of the Approaches to Learning, and the art department is in a unique position to develop these ATL skills. As Art can be both structured and open- ended, students must interpret prompts, make decisions, test possibilities, and revise when the result does not match their intention. This naturally challenges their skills in critical thinking, problem solving, forward planning, as well as the ability to work with others.

This is also reflected in how we assess in Art.

Criterion A (Investigation)
: Draws on a student's ability to analyse and understand concepts and ideas.

Criterion B (Developing)
: Emphasises exploration through experimentation and risk taking.

Criterion C (Creating)
: Asks students to clearly express an idea that emerges from investigation and experimentation.

Criterion D (Evaluating)
: Requires students to reflect regularly, use feedback, and decide what to do next.

So…Where am I going with this?

Artistic talent is not a deciding factor in your child's art grades.

Students do well in art when they think critically, plan ahead, and solve problems. Talent can help illustrate ideas and can support motivation, but it is not essential. When students struggle, it is usually because they are not yet showing consistent effort to think critically, plan, collaborate, or problem solve. Many subjects build these same skill sets, but art has a particular advantage. It regularly uses open ended challenges with real constraints.

> *Artistic talent is not a deciding factor in your child's art grades.*
>
> *Students do well in art when they think critically, plan ahead, and solve problems.*

A good example is the Grade 7 Children's Book Unit. Students create a book that will be printed and bound, placed in the library, and read to elementary students. First, they analyse what makes a strong children's book by looking at audience, purpose, and how text and visuals work together. Then they show thinking literacy by working in groups to organise information from most important to least important, while also completing independent work so they do not rely entirely on peers.





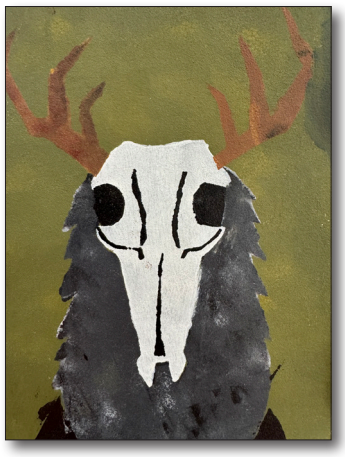


Students also practice printmaking techniques that require careful planning. Printmaking allows repeated motifs, which becomes a strategic tool when producing an eight page book in limited time. Strong planning helps students make each page feel distinct through smart, efficient choices rather than last minute effort.

MYP: Art - Grade 7 (continued)

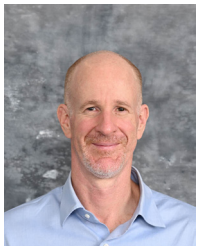
During production, students must plan layouts, manage time, anticipate technical issues, and adapt when something goes wrong. Throughout, they reflect, review feedback, and consider options before moving forward. The final book is important, but the deeper learning is the ATL growth that carries into every subject.

The new MYP art curriculum truly taps into this idea of rewarding students for ATL use rather than exclusively the artistic ability that they walked through the door with.





MYP: Individuals & Societies



DAVID ALGIE

G8: Students investigate resistance, rebellion, revolution

"Complex factors shape resistance movements, often producing unexpected consequences." This statement of inquiry guided the G8 Individuals and Societies unit "Resistance, Rebellion, Revolution" during the winter trimester. Throughout the unit, students explored a range of resistance movements, investigating how such movements often arise from complex, interconnected causes and lead to consequences the instigators themselves may never have intended.

The trimester began with students developing their research skills by investigating resistance movements of their own choosing. Ivy researched the Stono Rebellion, an indigenous Australian uprising. Ishan examined the causes of the 2024 Bangladesh Revolution, while Mailani investigated the American women's suffrage movement. Allowing students to pursue their own lines of inquiry increased engagement and resulted in diverse, international explorations of resistance, its causes, and its consequences.

By exploring the complexity of historical events, students not only expand their knowledge but also develop critical thinking skills: evaluating evidence, synthesizing information, and communicating sophisticated ideas in both spoken and written forms. These skills will support them in their future studies and in whatever careers they pursue.

After completing their individual research projects, students turned to a class study of the French Revolution, a pivotal event that continues to shape the modern world. Their learning was assessed through two written tests—with a modern twist. Students completed their exams digitally on their devices, under careful supervision to ensure that only the test document was accessible.



Prise de la Bastille by Jean-Pierre-Louis-Laurent Houel. https://en.wikipedia.org/wiki/File:Prise_de_la_Bastille.jpg Accessed Feb 17, 2026

Task B: **Discuss at least three reasons the Bastille fell to French insurgents on July 14, 1789. Ensure that your answer discusses the perspectives of people involved in the event. (A i, ii, C i, ii, D i, iv)**

Take a look at Milo's answer on the fall of the Storming of the Bastille on the next page. Even under test conditions, he writes like a historian: exploring interconnected causes, evaluating their significance, considering the perspectives of different groups involved, and explaining how those perspectives shaped the course of events.

MYP: Individuals & Societies (continued)

Milo Ban, G8

Discuss at least three reasons the Bastille fell to French insurgents on July 14, 1789. Ensure that your answer discusses the perspectives of people involved in the event.

The Bastille was a historical event that soon led to the start of the French Revolution. It was a major moment in France's history, and is still celebrated as liberation from the absolute monarchy. The Bastille held prisoners that were jailed due to lettres de cache, which was a sort of "executive order" in which the person in question would be jailed without a trial. The fall of the Bastille, which was considered towering and intimidating, represented the fall of the monarchy's ability to control and imprison the public with just a letter. There were numerous things that led to the fall of the Bastille, largely in part due to misunderstandings and bad communication.

The first event was at the very beginning. The insurgents had just gotten weapons from the Hôtel des Invalides, and were looking for gunpowder and shot. Initially, the people were not looking to take down the Bastille, just to simply take from it. This is evidently not what happened later, which resulted in mass bloodshed. It all began when Marquis de Launay, the head guard of the Bastille, noticed the mob approaching. De Launay was not very militarily experienced; he had spent most of his life in the Bastille, as was even born there (his father was the governor). Seeing the hoard, he had decided to take two representatives from the insurgents to talk with them, and even had the discussion over lunch. However, the talk was anything but casual. The representatives, not looking for violence, simply requested the Marquis to withdraw weapons. De Launay complied, and withdrew his cannons. This is where the misinterpretation begins. The mob had seen this movement, and from their point of view, it had looked like the cannons had gotten ready to fire. It did not help that guarding the cannons were Swiss and German mercenaries (the Swiss may not be considered mercenaries as they were simply the Swiss regiment of France), who were greatly distrusted by the public. After this, De Launay and the delegates had spent a long time in discussion, and again, this created a misinterpretation. The mob had created a rumor that De Launay was secretly holding the delegates hostage, and that the Marquis must be arrested. This rumor quickly spread, gaining traction. This created further tension between the two sides, even though De Launay was actually complying with their demands. From his perspective, he was just fulfilling the requests, but the people saw otherwise. Eventually, the crowd sent more representatives, to which De Launay announced that he would not attack unless provoked. However, the mob at this point was too excited and rowdy to listen, and this had led to the guards needing to lower the first drawbridge.

The second reason that it fell was with the significant turning point in the battle. French guards stationed in Paris were secretly commanded by an insurgent. This leader eventually convinced the guards to fight for the mob. These guards had military fighting experience, tactics, and cannons, and were able to create momentum and fighting force that the mob simply did not have before. This was terrible for De Launay. He desperately needed more people in order to fight off the horde; without them, they would crack. But the guards going to the insurgent side instead only furthered the mob's attack power and hope. The insurgents were previously (mostly) not battle trained, and were fighting on determination. This "boost" of fighting experience renewed their hope that they could succeed in collecting the materials. It was no longer just about the supplies; now, they wanted to bring the whole place down. The invalids that guarded the Bastille desperately signaled them in an attempt to distract, but it was no use; the people had taken it as a sign for the Bastille guards to attack. For De Launay, this must have made his position even more dire, as now the unorganized mob had real military experience. This makes his desperate actions later more understandable and forgivable.

MYP: Individuals & Societies (continued)

The final point of reason to why the Bastille fell happened at the end, when De Launay had grown desperate. He had to find a way to settle the insurgents, or else he and the Bastille would collapse. In a final move, he sent a guard to push a letter through the 2nd drawbridge's crack: If the people do not surrender, De Launay would use the stored gunpowder to destroy the entire prison. Evidently, this point was supposed to instill fear in the insurgents, and would theoretically force them to give up their fight. But they did the opposite. The declaration had only fueled them further. This was due to 2 main reasons. For the mob, at this stage, the fight wasn't just to obtain materials and to destroy the Bastille. Now, it was also to get revenge for their fallen comrades. By this point, much death and fighting had occurred, so the remaining people wanted revenge on the monarchy for violently ending what was once just a supply expedition. This letter only fueled what the insurgents had already known: the absolute monarchy was willing to use force in order to achieve their goals. This went against the values that the revolutionaries had carried, which was the idea of popular sovereignty over absolute monarchy, and this letter only aided this perception. De Launay had no intention of angering the mob beforehand, and is now forced to send bomb threats. Under extreme pressure, with very little military experience, he must have believed that this threat would be sufficient to stifle the crowd. He was very wrong. What was once a threat had become simply another reason to loathe the current government, and another reason to why reform was absolutely necessary.

Eventually, the people lowered the second drawbridge and ransacked the Bastille for its goods, and also to find the fabled prisoners living in inhumane conditions. This is not what they found. They only discovered seven prisoners in total, a few of which were mentally ill (but not all). In fact, the whole outlook on the Bastille by the public was based on a misinterpretation. Wealthy parents often sent their children to the Bastille for punishment or just for captivity, knowing they would be well-treated. Of course, the third estate suffered more, but nothing like the torture that the locals had envisioned. De Launay had also been found, and a local butcher had decapitated him. From the butcher's perspective, he did not even know De Launay, yet he ended his life simply because of the things said about him. Was this deserved? De Launay had good intentions at the beginning, which dissolved into desperation and eventually violent threats under extreme pressure - but was that his fault? Or was it the fault of the people for misunderstanding his actions?

Furthermore, a series of miscommunication and hidden conversations resulted in the fall of the Bastille, including cannon movement misinterpretation, Parisian Guards becoming convinced to join the insurgents, and a bomb threat that served as a tool for revenge

MYP: Science - A Curriculum Overview



ANIL GHODAKE

INQUIRY • ACTION • REFLECTION

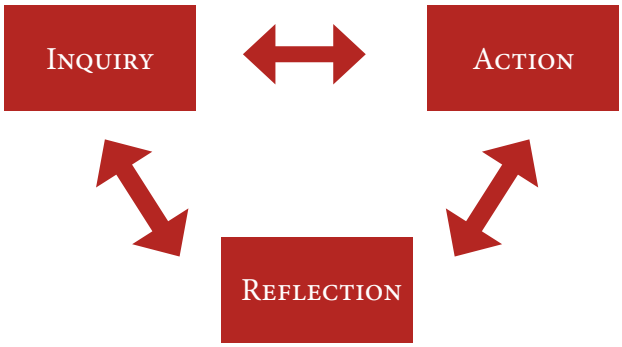
Guided by the philosophy of the International Baccalaureate, our MYP Science programme offers a broad, balanced, conceptual and connected curriculum designed to develop knowledgeable, principled and reflective learners.

Science learning in the MYP is learner-centered and built upon the IB belief that education must extend beyond content acquisition. It must cultivate transferable skills, global awareness, ethical responsibility, and personal growth.

In alignment with IB principles, teaching and learning in MYP Science is:

Based on inquiry

Students are encouraged to ask questions, design investigations, analyze authentic data, and construct their own understanding. Whether investigating adolescent brain development or global vaccination rates, students actively build knowledge through exploration and evidence.



Focused on conceptual understanding

Rather than memorizing isolated facts, students explore big ideas such as:

- Systems
- Change
- Relationships
- Interaction
- Sustainability

Conceptual learning allows students to transfer understanding across disciplines and apply it in new contexts.

Developed in local and global contexts

Teaching connects scientific ideas to real-world issues including:

- Brain health during adolescence
- Public health and pandemics
- Climate change and sustainability
- Environmental impact of materials and plastics

Students process new information by linking it to personal experience and global challenges.

Focused on effective teamwork and collaboration

Collaboration occurs:

- Between students during labs, debates and projects
- Between teachers in interdisciplinary planning
- In respectful classroom dialogue

Students learn to listen actively, resolve conflict constructively, and build positive working relationships.

Designed to remove barriers to learning

Our teaching practices align with Universal Design for Learning (UDL). We:

- Offer multiple ways to access content
- Provide varied formats for demonstrating understanding
- Affirm diverse identities and strengths
- Create inclusive learning environments

Every student is supported in developing and pursuing meaningful personal goals.

Informed by assessment

Assessment plays a central role in both supporting and measuring learning. Using the MYP Criteria (A–D), students receive:

- Clear expectations
- Ongoing formative feedback
- Opportunities for reflection and improvement

Assessment is not simply evaluative — it is developmental.



MYP: Science (continued)

DEVELOPING APPROACHES TO LEARNING (ATL) SKILLS

A key element of an IB education is the deliberate development of Approaches to Learning skills. In MYP Science, students strengthen:

Thinking skills

- Critical thinking through data analysis
- Creative thinking through solution design
- Ethical thinking through debate and reflection

Research skills

- Comparing and contrasting data sources
- Validating evidence
- Prioritizing reliable information
- Analyzing authentic global datasets

Communication skills

- Writing formal lab reports
- Producing podcasts and presentations
- Engaging in structured discussions
- Formulating evidence-based arguments

Social skills

- Collaboration in laboratory investigations
- Respectful disagreement during debates
- Active listening
- Conflict resolution

Self-Management skills

- Time management during long-term projects
- Organization of research
- Managing stress and maintaining motivation
- Reflecting on personal growth

The development of these skills plays a crucial role in supporting both academic success and lifelong learning.

INQUIRY IN ACTION ACROSS GRADE LEVELS

Grade 6 – Understanding the adolescent brain
Through the interdisciplinary unit *It's All in Your Head*, students investigated:

- Cell structure and specialization
- Neurons and nervous system organization
- Brain regions responsible for memory and emotion
- Neuroplasticity and adolescent development

Students conducted a Reaction Time vs. Distraction lab, applying scientific inquiry skills (Criterion B & C).

continued on next page

Through a Fishbowl discussion on brain research ethics (Criterion D), students reflected on scientific responsibility and social impact.





Grade 6 – Kitchen Chemistry
Students explored particle theory, reaction rates, and periodic trends. Designing a pancake-making procedure strengthened understanding of variables, safety, and experimental planning.

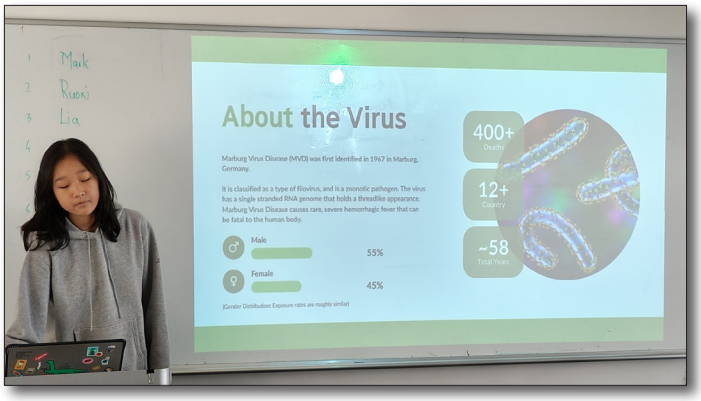


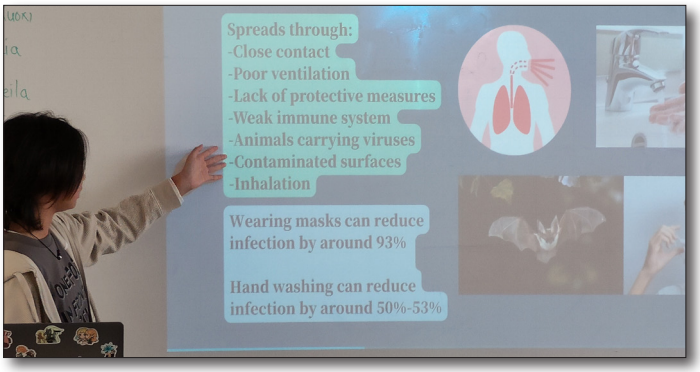


MYP: Science (continued)

Grade 8 – Species at war
Students investigated pathogens, vaccines, and immune responses. Using authentic datasets from the World Health Organization, they analyzed global vaccination patterns and evaluated their societal impact.

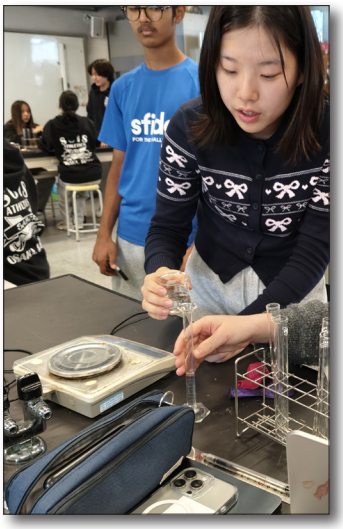
This strengthened research, thinking, and global awareness skills.

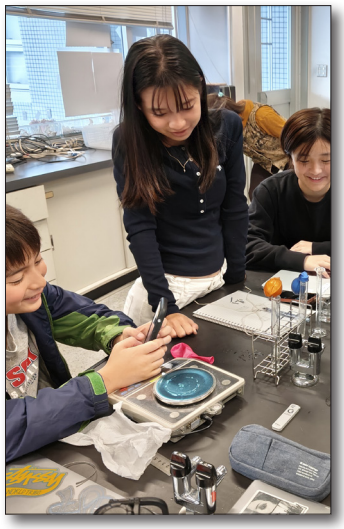




Grade 8 – Materials science
Students investigated reaction rates using magnesium and hydrochloric acid and examined environmental implications of material extraction.

Debates such as "Is mining minerals for semiconductors and AI development worth the environmental cost?" encouraged principled and ethical reasoning.





Grade 10 – Interconnected biological systems
Students explored:

- Plants and food chains
- Nutrition and digestion
- Reproduction and hormones

Through global dataset analysis, they examined the relationship between fertilizer use, food production, and human health.

For Criterion D, students investigated climate-related disasters, analyzed scientific causes, and reflected on human responsibility and solutions.





REFLECTION: GROWING AS INTERNATIONALLY MINDED LEARNERS

Reflection is embedded throughout the MYP Science programme. Students continuously evaluate:

- The reliability of their investigations
- The ethical dimensions of scientific advancement
- Their own learning processes
- Their role in creating a sustainable future

Through the cycle of **Inquiry – Action – Reflection**, students develop not only scientific literacy but also empathy, resilience, responsibility, and international-mindedness.

MYP: Science (continued)



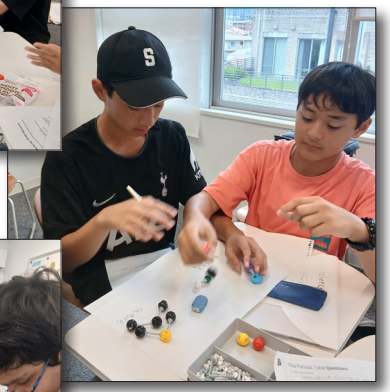
RANIA MOHAMED

G7: Students investigate matter and changing states

This academic year, our Grade 7 science students are divng into the study of matter and its changes, laying a solid foundation for their chemistry journey. They learned how to design and perform experiments, fostering hands-on experience with scientific concepts.

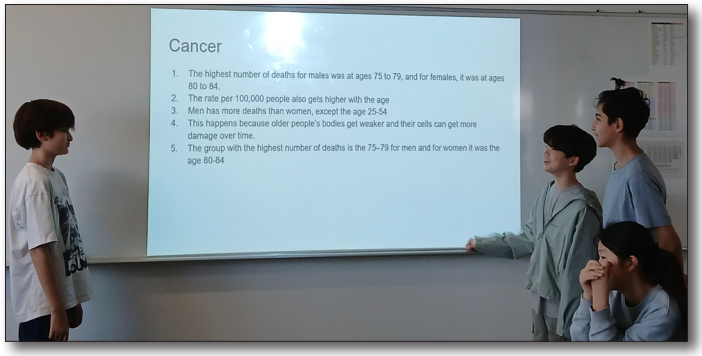
The winter trimester began with a focus on genetics and the science of heredity. In this engaging unit, students explored the fundamental concepts of heredity, DNA, and genetic diseases. They delved into how traits are passed from parents to offspring, the structure and function of DNA, and the impact of genetic mutations on human health. Through independent and collaborative research, students investigated various genetic disorders, learning about their causes, symptoms, and potential treatments.

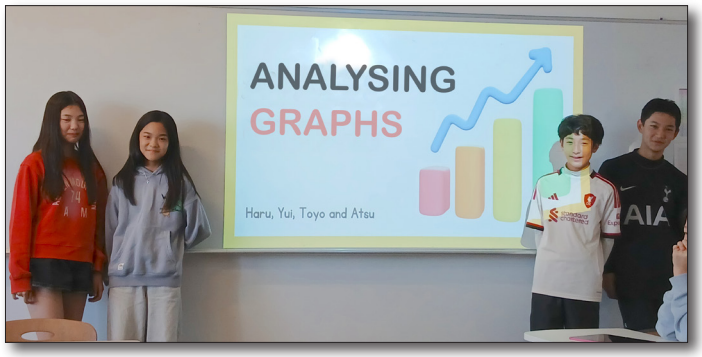


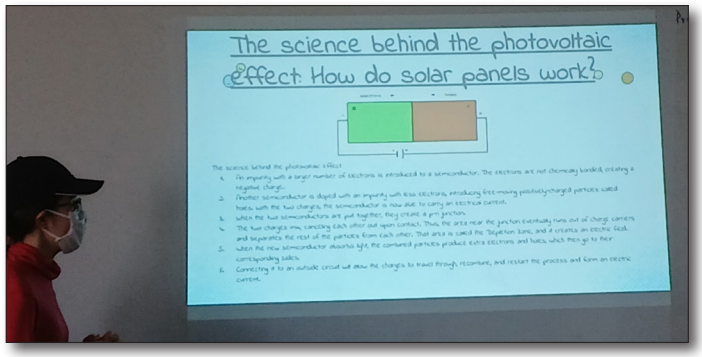












A hands-on highlight of the unit was the DNA isolation experiment, where students practiced extracting DNA from fruits such as strawberries. This practical activity helped them visualize and understand the physical properties of DNA, connecting theoretical knowledge with real-world application. The unit encouraged critical thinking, research skills, and scientific inquiry, fostering a deeper appreciation for genetics and its significance in modern science.



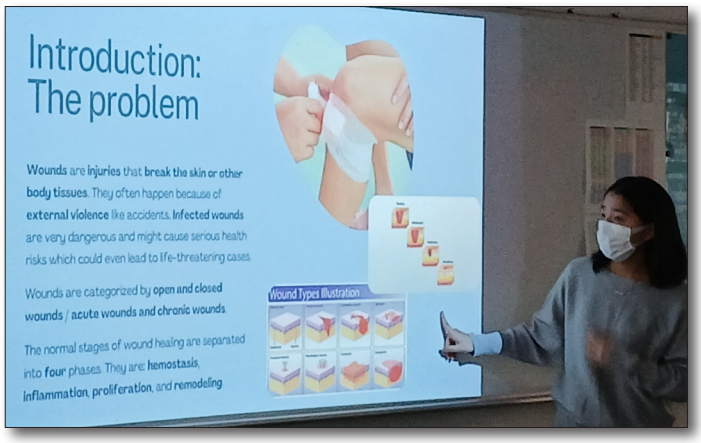
MYP: Science (continued)

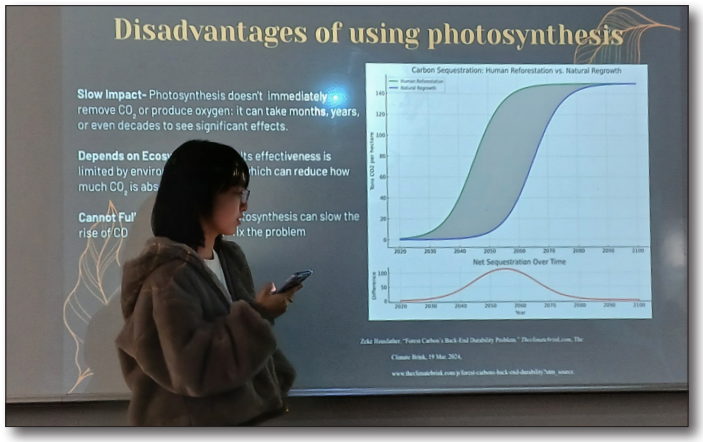


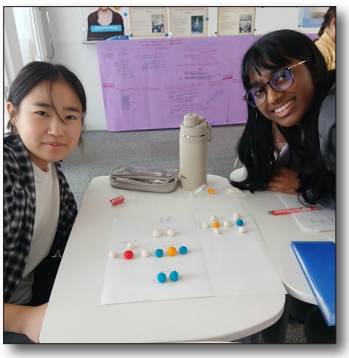
RANIA MOHAMED

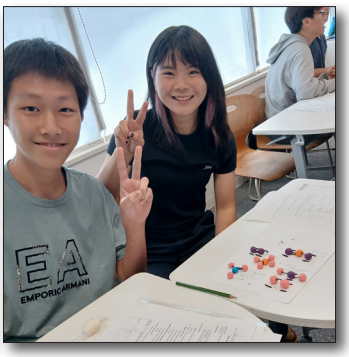
G9: Students investigate matter and changing states

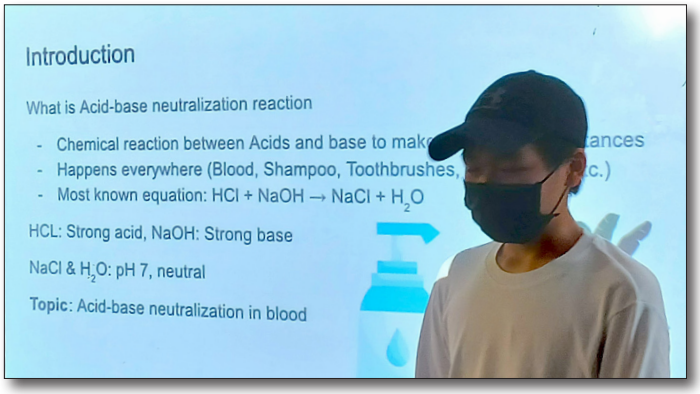
In the Fall trimester, G9 students studied ionic bonding and the properties of ionic compounds, learning how electrons are transferred between metals and nonmetals and how electrostatic forces hold ions together. Through hands-on practical work, they investigated melting and boiling points, solubility, electrical conductivity, and brittleness, while practicing correct naming and formula writing. Students also developed their understanding by modeling different molecules to represent various types of bonding. Building on this foundation, they began organic chemistry by exploring the uses and applications of organic compounds and engaged in hands-on activities with organic solvents to investigate their properties. Throughout the trimester, students strengthened their thinking, communication, self-management, and research skills through experimental work and scientific problem-solving.







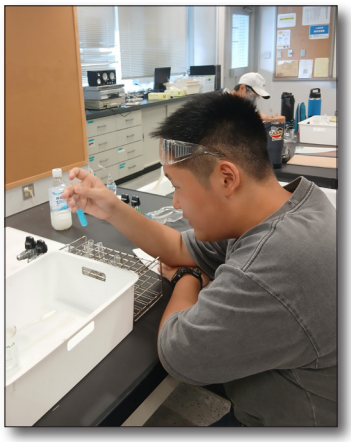




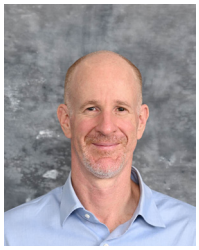








DP: English Language & Literature



DAVID ALGIE

G11:
Students explore photojournalism

Dorothea Lange was an American photojournalist whose work captured the hardships of poverty, displacement, and racism in the United States during the 1930s and 1940s. Ernest Cole was a Black South African photographer who documented the injustices of apartheid. Both Lange and Cole were highly skilled photographers who went out into the world in search of powerful subjects. Through careful decisions about composition, the positioning of their subjects, and subtle darkroom editing, they shaped photographs that conveyed powerful social messages.

During the Fall trimester, G12 English Language and Literature students studied the photography of Lange and Cole, exploring how these photographers represented important global issues. Students participated in a range of activities and discussions, practising their analysis of photojournalism and the ways images can communicate meaning.

One morning, as a break from their analytical work, students in Mr. Algie's class were given a creative challenge. Working in pairs, they were each assigned a global issue:

- Ran and Helene: A sense of not having a future
- Aya and Ivy: The effects of overwork on students
- Motoka and Mayuka: The impacts of bullying
- Bity and Shoot: The under-resourcing of schools
- Shigeyuki and Kyosuke: Teenage isolation
- Ren and Haruka: Lack of sustainability
- Kai and Shumma: The effects of tribalism
- Taiyo and Yuujin: Climate change

Each pair had ten minutes to take a photograph that communicated something about their assigned issue, followed by five minutes to edit their image.

The activity provided a fun break from analysis and gave students the opportunity to think about how global issues can be represented—from the other side of the lens.

continued on next page



A sense of not having a future, by Ran and Helene



Lack of sustainability, by Ren and Haruka



The effects of overwork on students, by Aya and Ivy

DP: English Language & Literature (continued)



The Effects of Tribalism, by Kai and Shumma



The impacts of bullying, by Mayuka and Motoka



The under-resourcing of schools, by Shoot and Bity



Climate Change, by Yuujin and Taiyo

DP: Biology - Grades 11 & 12



ANIL GHODAKE

Inquiry, Action, Reflection - An overview of the DP Biology Course

The Diploma Programme Biology course, guided by the philosophy of the International Baccalaureate, provides students with a rigorous and concept-driven exploration of the living world. The course is designed to develop scientifically literate students who can think critically, evaluate evidence, and apply biological knowledge to global challenges.

Central to the course is the overarching theme of the Nature of Science (NOS), which explores the purpose, methods, and impact of scientific knowledge. Through inquiry-based learning, students develop a deeper understanding of how scientific knowledge is constructed, tested, and refined.

DP Biology emphasizes a broad, balanced, conceptual, and connected curriculum that integrates theoretical knowledge with experimental investigations and real-world contexts.

Conceptual learning in IB Biology

The Biology syllabus is structured around four overarching themes, each providing a conceptual lens through which biological knowledge can be explored.

- **Theme A: Unity and Diversity** - Exploring the diversity of life and the common biological processes that connect all living organisms.
- **Theme B: Form and Function** - Investigating how biological structures are adapted to perform specific functions.
- **Theme C: Interaction and Interdependence** - Examining relationships within biological systems and ecosystems.
- **Theme D: Continuity and Change** - Understanding genetic inheritance, evolution, and the mechanisms that drive biological change over time.

These themes allow students to move beyond isolated facts and develop deeper conceptual understanding of biological systems

Levels of biological organisation

The course content is organized across four levels of biological organization:

- **Level 1: Molecules** - DNA structure, enzymes, respiration, photosynthesis, and biochemical pathways.
- **Level 2: Cells** - Cell structure, membranes, mitosis, cellular processes, and genetic material.
- **Level 3: Organisms** - Physiology, metabolism, reproduction, and adaptation.
- **Level 4: Ecosystems** - Ecology, environmental systems, sustainability, and interactions between organisms and their environment.

By studying biology through these interconnected levels, students gain a holistic understanding of life processes.

Nature of Science (NoS)

The Nature of Science is an overarching theme throughout the DP Biology course. Students explore:

- How scientific knowledge develops and evolves.
- The strengths and limitations of scientific models and theories.
- The ethical and societal implications of scientific discoveries.
- The role of technology in advancing scientific understanding.

Through NOS, students develop an appreciation for both the power and limitations of science as a way of knowing.

Biology and international-mindedness

Biology is inherently global. Many biological issues—such as climate change, pandemics, biodiversity loss, and food security—transcend national borders.

By studying these issues in context, students develop international-mindedness, recognizing that scientific understanding and responsible decision-making are essential for addressing global challenges.

Students are encouraged to evaluate biological knowledge claims and make informed choices about issues such as:

- Human health and disease.
- Environmental sustainability.
- Biotechnology and genetics.
- Ethical implications of modern biological research.

continued on next page

DP: Biology - Grades 11 & 12 (continued)

Inquiry through the experimental programme

Experimental work is a central component of the DP Biology course. Students develop practical skills, scientific reasoning, and data analysis abilities through laboratory investigations. Examples of laboratory activities conducted this year include:

- DNA extraction experiments.
- DNA molecular modeling.
- Photosynthesis investigations.
- Enzyme activity experiments.
- Seed germination experiments.
- Osmolarity and membrane transport experiments.
- Cellular respiration investigations.
- Data-based experimental analysis.

Through these investigations, students learn to design experiments, collect and analyze data, and evaluate the reliability of their results.



DNA extraction experiments

Teaching Biology in context

The study of biology enables students to engage with current scientific issues that affect society. Contextualizing biological concepts allows students to evaluate scientific knowledge claims and make informed decisions about real-world issues. Students explored topics such as:

- Stem cell research and its ethical implications.
- Genetic technologies and biotechnology.
- Environmental sustainability.
- Human health and disease.

Engaging with these topics encourages thoughtful discussion while fostering respect for diverse perspectives and cultural values.

Collaborative learning and interdisciplinary thinking

G12 students participated in the Collaborative Sciences Project (CSP), an interdisciplinary initiative that brings together knowledge from different scientific disciplines to explore real-world problems.

The CSP encourages students to integrate factual, conceptual, and procedural knowledge while collaborating to design scientific solutions.

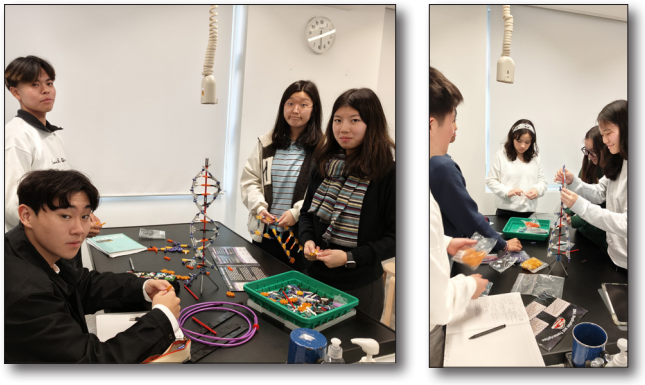
Through this project, students strengthen communication, teamwork, and problem-solving skills.

Action through research and scientific communication

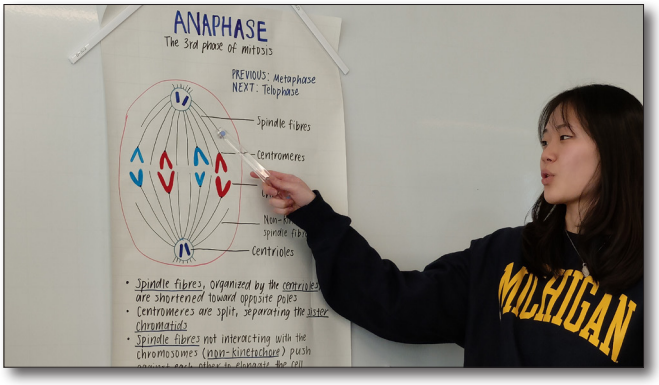
Students actively apply biological knowledge through research projects and presentations. Examples include:

- Mitosis and cell cycle presentations.
- DNA structure modeling projects.
- Data-based investigations.
- Scientific debates and discussions.

These experiences encourage students to communicate scientific ideas clearly and confidently.

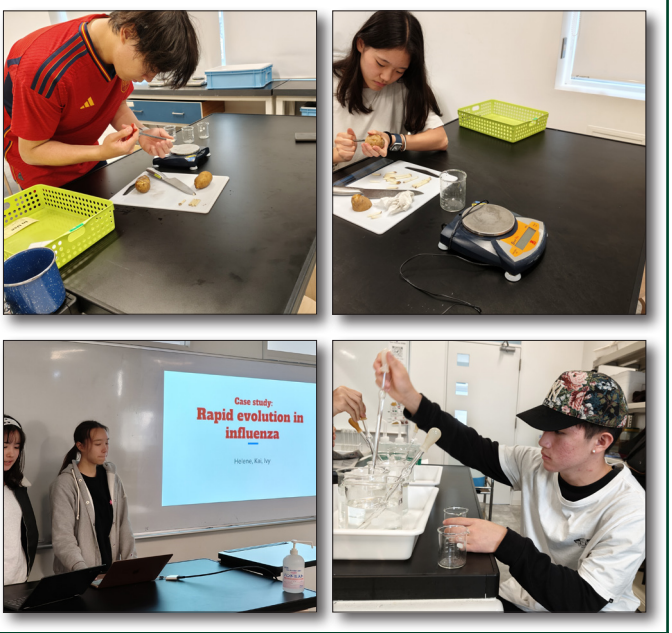


DNA model-making

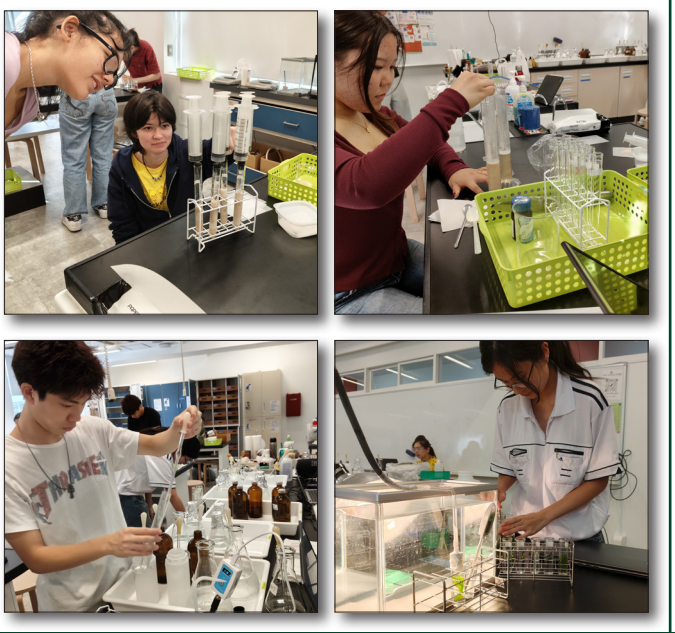


Mitosis presentations

DP: Biology - Grades 11 & 12 (continued)



Osmosis lab and presentations



G12 lab day

Reflection through investigation and evaluation

Reflection is an essential component of the IB learning cycle. Students reflect on:

- The reliability and limitations of experimental procedures.
- The ethical implications of biological discoveries.
- The societal impact of scientific knowledge.
- Their own learning and scientific thinking processes.

This reflective practice strengthens critical thinking and scientific literacy.

Internal assessment and scientific research

A key component of the DP Biology course is the Internal Assessment (IA), where students design and conduct an independent scientific investigation. Through the IA process, students:

- Formulate research questions.
- Design and conduct experiments.
- Analyze and evaluate data.
- Communicate scientific findings effectively.

Grade 12 students have been actively working on their final IA investigations, demonstrating creativity, perseverance, and scientific rigor.

Preparation for academic success

To support exam readiness, G12 students participated in Mock Examinations, allowing them to practice applying their knowledge and skills under examination conditions while receiving valuable feedback for improvement.

Developing scientific thinkers

The DP Biology course enables students to:

- Develop conceptual understanding across biological systems.
- Apply scientific methods and investigative skills.
- Analyse and evaluate scientific evidence.
- Approach unfamiliar problems with creativity and resilience.
- Design solutions to local and global challenges.
- Appreciate the possibilities and limitations of science.
- Use technology effectively in scientific contexts.
- Communicate and collaborate in scientific inquiry.
- Understand the ethical, cultural, environmental, and social impact of science.

Looking ahead

Through the cycle of Inquiry – Action – Reflection, the IB Diploma Programme Biology course prepares students not only for university study but also for informed participation in a rapidly evolving scientific world.

By engaging deeply with biological concepts, conducting authentic scientific investigations, and reflecting on the impact of science, students develop the knowledge, skills, and perspectives needed to become responsible global citizens.

DP: Physics - Grades 11 & 12



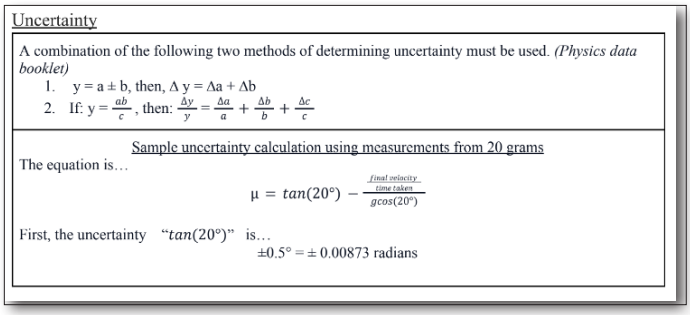
FUNDA KARAOSMANOGLU

G11: Mechanics and thermal physics

The **DP G11 Physics** course introduces students to the fundamental principles that explain how the physical world works. Throughout the year, students develop their understanding of key physics concepts while strengthening their analytical thinking, problem-solving skills, and scientific reasoning.

During the mechanics and thermal physics units, students explored concepts through a combination of simulations, videos, demonstrations, and hands-on experiments. For example, they investigated gravitational acceleration (g) by analyzing motion under gravity, studied circular motion, and explored projectile motion using a catapult, examining how launch angle and initial velocity affect the trajectory of an object. They also examined heat transfer and specific heat capacity, which refers to the amount of energy required to raise the temperature of a substance. These activities helped students connect theoretical physics ideas with real-world observations.

Students also focused on improving their experimental techniques, learning about measurement uncertainties and different types of errors in data collection. Through practical investigations such as calculating the coefficient of friction between surfaces and measuring motion in controlled setups they designed experiments for a given aim and wrote detailed lab reports. These reports included uncertainty propagation and evaluation of results, helping students build strong foundations for their future Internal Assessment (IA) investigations.



Uncertainty

A combination of the following two methods of determining uncertainty must be used. *(Physics data booklet)*

1. $y = a \pm b$, then, $\Delta y = \Delta a + \Delta b$
2. If: $y = \frac{ab}{c}$, then: $\frac{\Delta y}{y} = \frac{\Delta a}{a} + \frac{\Delta b}{b} + \frac{\Delta c}{c}$

Sample uncertainty calculation using measurements from 20 grams

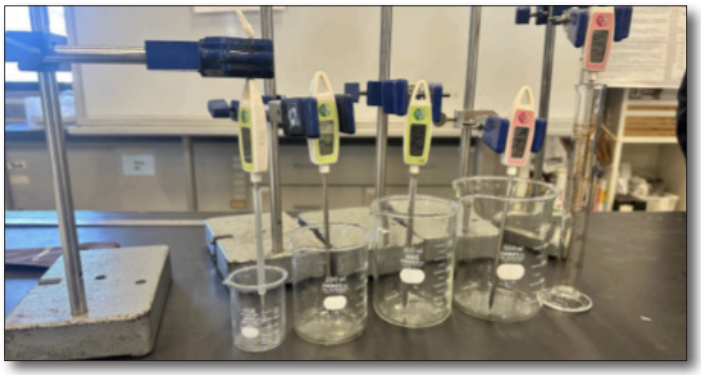
The equation is…

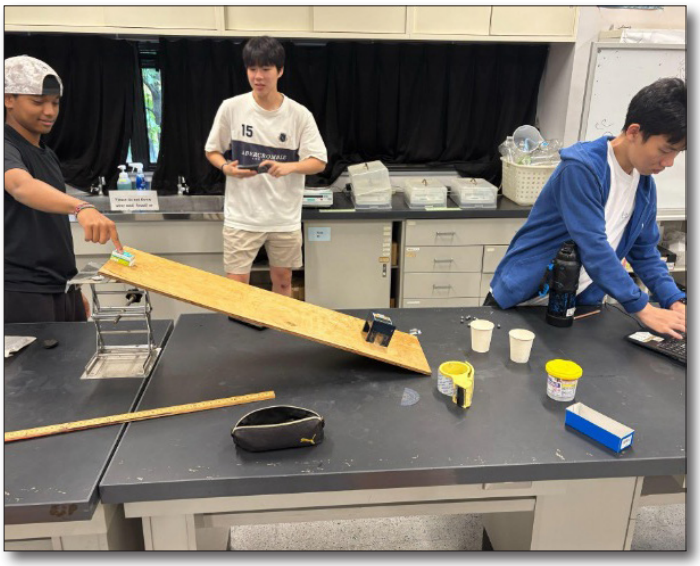
$$\mu = tan(20°) - \frac{\frac{final\ velocity}{time\ taken}}{gcos(20°)}$$

First, the uncertainty "$tan(20°)$" is…

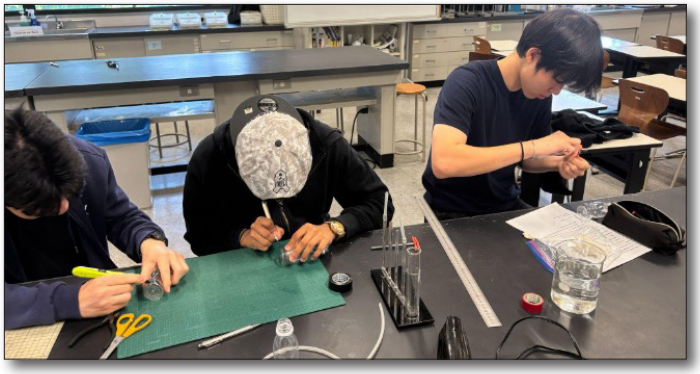
$\pm 0.5° = \pm 0.00873$ radians

Another engaging activity involved exploring rigid body diagrams and rotational equilibrium. Students investigated how objects rotate and balance by analyzing forces and torques. Through hands-on activity, they observed how changing the radius of rotation affects how fast or slow an object rotates, making the learning experience both fun and insightful.







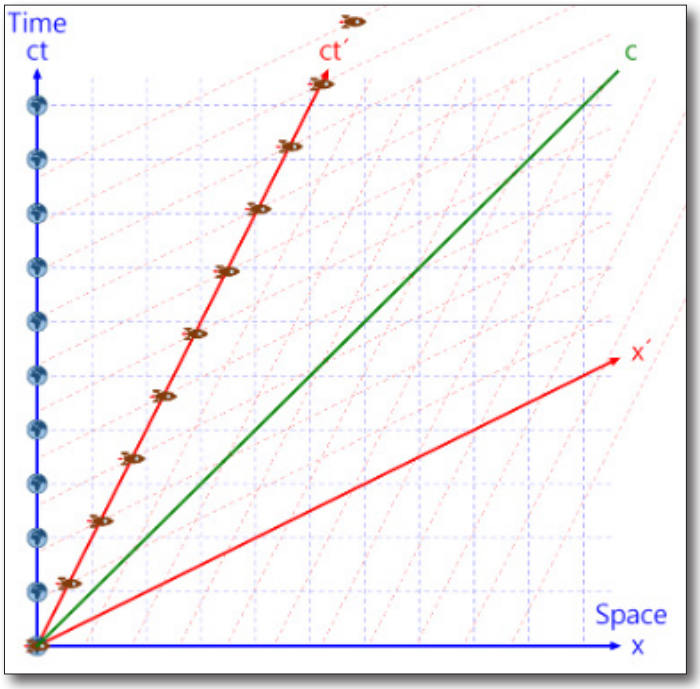


DP: Physics - Grades 11 & 12 (continued)

Class discussions were another important part of the learning process, where students worked together to derive formulas from theoretical principles and interpret scientific models. They explored ideas such as space–time diagrams, which help visualize events and motion in relativity.

The students showed curiosity and enthusiasm for this topic, demonstrating a growing interest in modern physics. In addition, students practiced exam preparation, working on multiple-choice questions, data-based problems, and extended-response questions to strengthen exam skills.



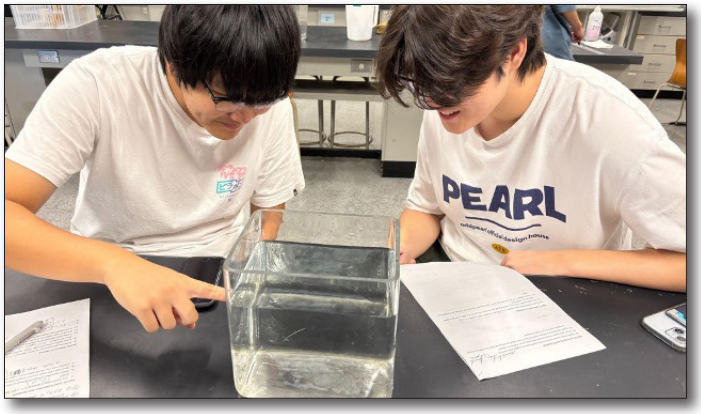


The **G12 DP Physics** cohort has almost completed their two-year journey with dedication and consistent effort. Throughout the course, students have demonstrated a strong understanding of complex physical concepts, from mechanics and waves to electromagnetism, quantum phenomena, nuclear physics, and astrophysics.

During our Internal Assessment (IA) days, G12 Physics students focused on their individual research investigations. These sessions allowed students to design experiments, collect data, and analyze results related to their chosen topics, strengthening their scientific thinking and experimental skills.

In our Waves unit, students explored key concepts such as wave behavior, frequency, wavelength, and interference, connecting theoretical knowledge with real-world water wave phenomena through discussions and problem-solving activities.

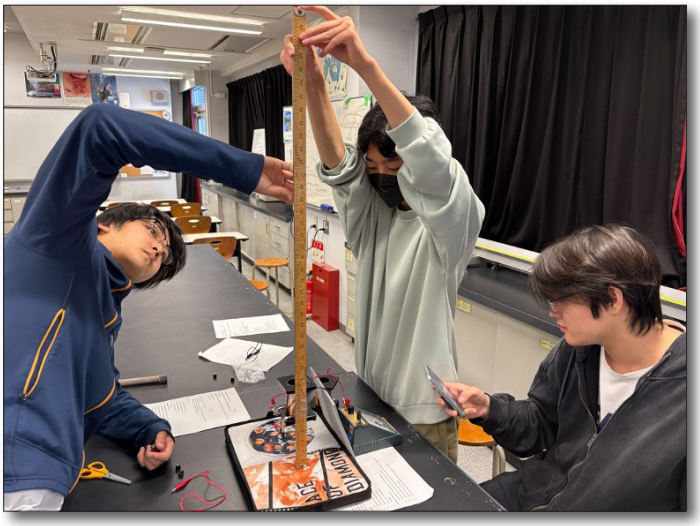




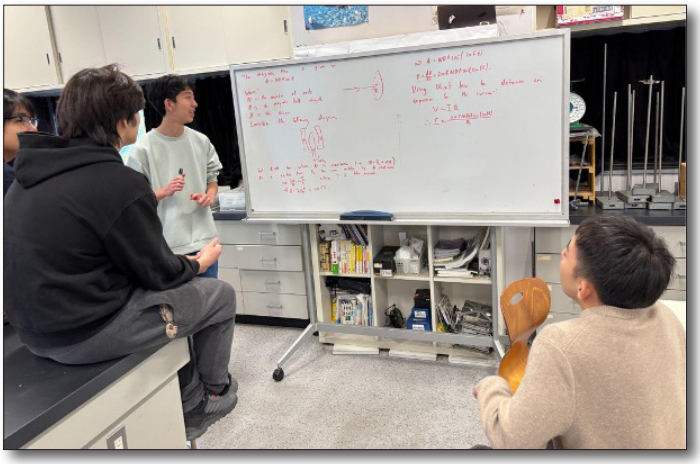
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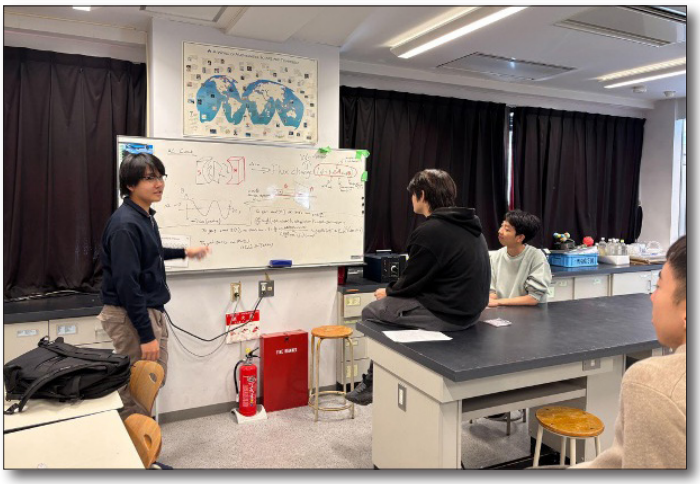
DP: Physics - Grades 11 & 12 (continued)

Students also conducted an experiment on electromagnetism using a solenoid, investigating how electric current passing through a coil creates a magnetic field. By observing and measuring different variables, they developed a deeper understanding of the relationship between electricity and magnetism.



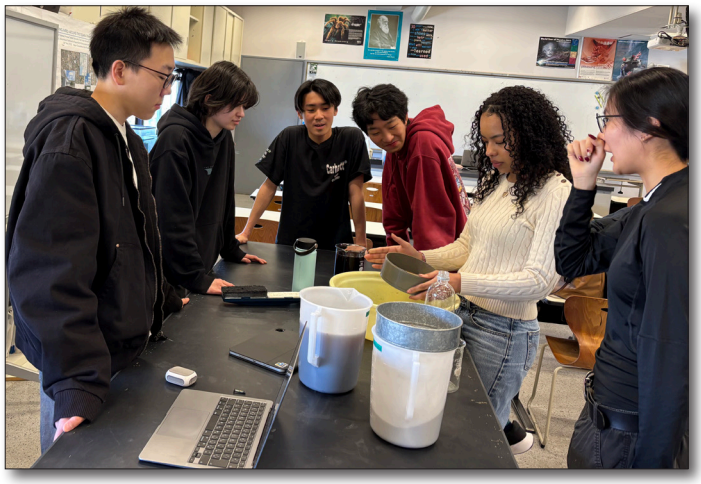
Another engaging activity involved individual short summary presentations on Lenz' Law and electromagnetic induction. Using board drawings and diagrams, students explained how induced current is generated and how its direction opposes the change in magnetic flux.

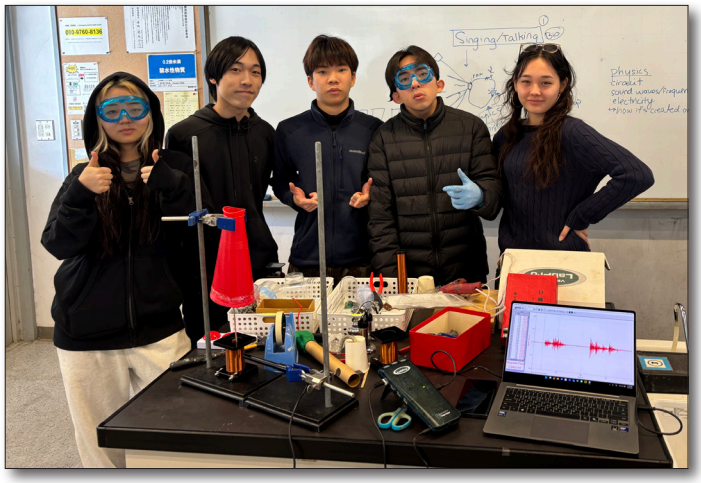


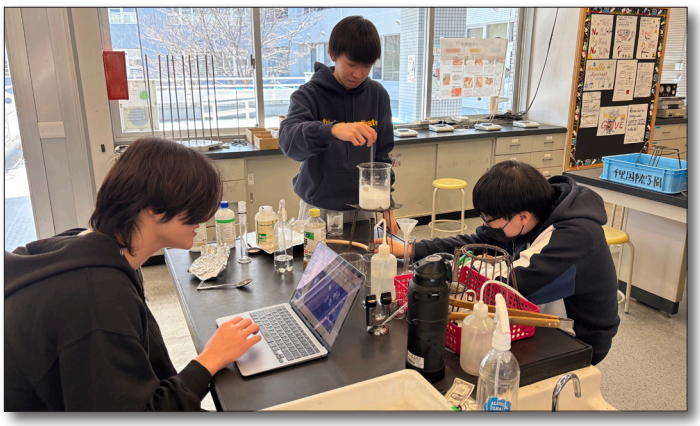


In addition, students completed mock exams and extensive exam practice sessions to improve their problem-solving strategies, time management, and confidence when approaching IB-style questions. These activities helped them become more familiar with exam expectations and refine their exam techniques.

The Collaborative Science Project (CSP) involved a variety of hands-on experiments with contributions from all science subjects, including chemistry, biology, and physics. G12 Physics students supported the project by contributing their physics perspective and applying their understanding of physical principles within the interdisciplinary activities.







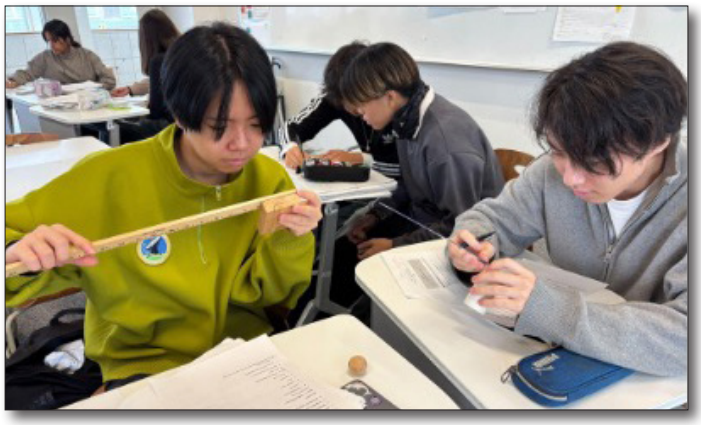
DP: Mathematics - Grades 11



FUNDA KARAOSMANOGLU

G11: Mathematics Applications & Interpretation (Standard Level)

The G11 IB Mathematics Applications and Interpretation (SL) students have been developing their mathematical understanding while strengthening their use of the Graphic Display Calculator (GDC) as an important tool for analysis and problem solving. So far, they have covered topics including number and algebra, functions, and are currently exploring geometry, building connections between mathematical concepts and real-world applications.

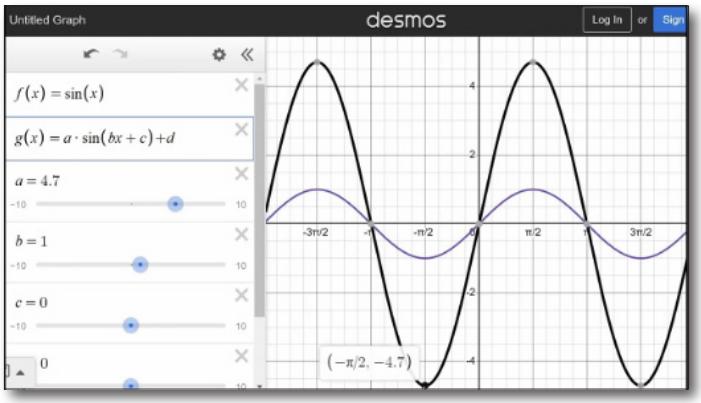






Through group investigation activities, students explored how to determine uncertainty and error when calculating the area and volume of regular-shaped objects. By measuring, comparing results, and discussing sources of error, they gained a deeper understanding of the importance of precision and reliability in mathematical calculations.

Students also collaborated on a functions activity, using technology to graph trigonometric functions and analyze their key features. With the support of the GDC, they examined concepts such as vertices, intersections, amplitude, and other important characteristics, applying these ideas to interpret and analyze given functions.







In addition, students have been consistently completing homework and engaging in exam practice for both Paper 1 and Paper 2, helping them strengthen their problem-solving skills, improve their mathematical reasoning, and become more familiar with IB exam-style questions.

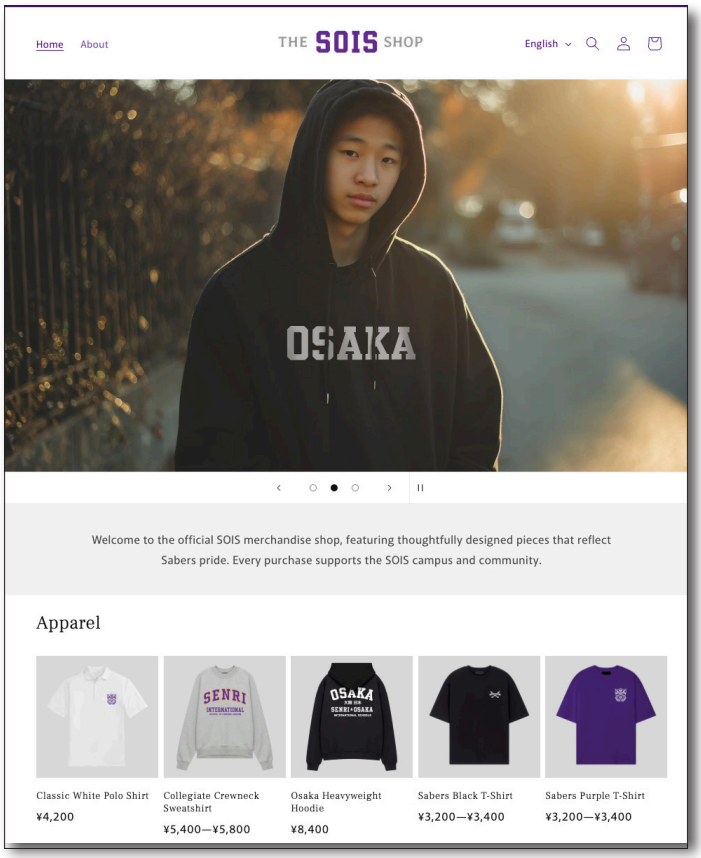
SOIS Merchandise

Introducing the SOIS Merchandise Program

A new way to show Sabers pride and support our school community

This year, the SOIS community introduced a new apparel program, designed not simply as merchandise, but as a thoughtful expression of identity, pride, and connection.

Developed as a PTA-led initiative, the SOIS Shop offers a curated collection of T-shirts and hoodies for students, parents, and supporters of Osaka International School (OIS) and Senri International School (SIS). The current collection can be viewed at **https://sois-shop.jp** in both English and Japanese, with most styles offered in youth and adult sizes. Although the deadline for the first round of orders has passed, additional ordering opportunities will be available throughout the year.



The inaugural collection was designed by Donjiro Ban, member of the OIS PTA merchandising team, and parent of two OIS students. With a background working with global brands such as Nike, Jaguar, and Estée Lauder, he approached the project with the goal of creating something authentic, elevated, and enduring. Inspired by classic American collegiate style, the designs balance a sense of tradition with the international character of the SOIS community.

Led by Yuka Hosomi and supported by volunteer parents from both OIS and SIS, the initiative aims to strengthen school identity while offering something the community will genuinely enjoy wearing. The merchandise is not part of an official uniform, but rather optional, casual wear, providing an easy way to express school spirit.

The shop operates on a pre-order model, with items produced after each ordering window and distributed via campus pickup. As a PTA-led fundraising initiative, all proceeds will directly support the SOIS campus and community, and there are plans to expand the collection thoughtfully over time.

We invite all families to explore the collection and take part in this new initiative. Your support helps strengthen our community, both in spirit and in impact.



Images courtesy of Donjiro Ban, leade designer and member of the OIS PTA merchandising team



KG News

Sustainable Development Goals in Action at Kwansei Gakuin

In 2019, Kwansei Gakuin established the SDGs Promotion Headquarters (from FY2024, the Sustainability Promotion Headquarters) to promote the development of global citizens who embody KG's motto "Mastery for Service". As part of this effort, KG is holding the SDGs Ideas Contest for Kwansei Gakuin students for the fourth time this year.

In 2022-2024, the contest was open to KG university students, however in 2025 participation was extended to all students in the Kwansei Gakuin community, ranging from elementary school to university students. The theme of the contest is "the realization of a sustainable society".

Categories

Students are invited to submit ideas on the theme of sustainability. There are two levels of competition, based on grade level:

- For students in **G9-12: Make a presentation** (a business proposal)
- For students in **G1-8: Make a poster**

Prizes

For the presentation category, prizes range from ¥50,000 to ¥150,000. For the poster category, prizes range from ¥5,000 to ¥10,000. Winners will also attend the special awards ceremony at Kwansei Gakuin University, and will have their ideas shared with the KG community through KG's website and newsletters.

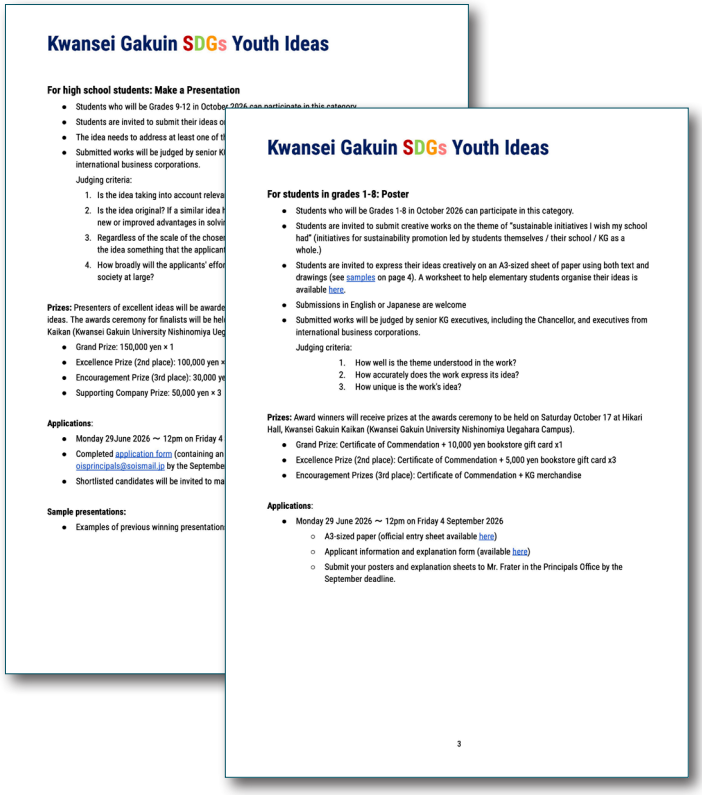
2025 winners

In October 2025, four students from OIS attended a special presentation and awards ceremony at the at the Kwansei Gakuin Kaikan. SDG-related initiatives proposed by G8 Tomoe Yasuno and G6 Yuchan Suh were selected from nearly 300 submissions for an Excellence Prize, whilst G4 Ruth Wang's idea was selected for a special Encouragement Prize. In the high school and university-level section of the contest, G11 Jimin Jeon was invited to make a presentation to a panel of business executives and members of the KG Foundation's Board of Trustees in support of her impressive business proposal for an education platform designed for students in lesser economically developed countries.

More information about the contest can be seen on KG's SDGs website here, and in this handout for SOIS students which summarises the main points.







Grade 6 Camp

Where: **Katsuoji and KG Sengari Camp**
When: **11-13 March**
With: **Ms. Alcantara and Mr. Crossman**

In mid-March the G6 students enjoyed a three-day camp in collaboration with KG university students who organised and led their activities at the Sengari campsite.

Activities over the three days including a nature scavenger hunt, team building activities, a barbecue, and a four-hour hike to Katsuoji temple.















Grade 6 Camp (continued)









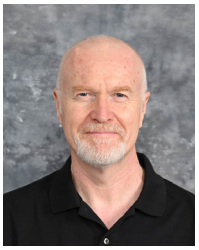








K-12: Approaches to Learning



STEPHEN FRATER

The concept of skills-based learning, as opposed to rote-learning and memorisation of facts and figures, has been a key feature of the International Baccalaureate's ethos since its inception in 1968 (Peterson, 1972). An early version of approaches to learning (ATL) skills were introduced as part of the launch of the MYP in 1994, and were updated into the framework we are familiar with now in 2014, with the revised MYP (the MYP: Next Chapter.) In 2015, ATL skills were fully incorporated into the DP, and now exist as a continuum throughout all of the IB's programmes. Other academic programmes and educational research in general increasingly recognise that *how* a student learns is as essential as *what* they learn (Li, 2012).

In this edition of *The Educator*, we will be looking at the self-management cluster of skills, in particular the affective skills strand.

Thinking skills	• Critical thinking • Creative thinking • Transfer
Communication skills	• Communication
Social skills	• Collaboration
Self-management skills	• Organisation • Affective • Reflection
Research skills	• Information literacy • Media literacy



"Know Thyself" - Socrates

The invisible engine: How affective skills impact academic success and social-emotional wellbeing in school, university, and the 21st century workplace

Affective skills are a key element of the *psychological infrastructure* of a student. This infrastructure is a complex, integrated system of cognitive, emotional, social, and physical constructs that determine a student's academic engagement, motivation, and mental health. Key elements of a student's psychological infrastructure include:

1. **Motivation and self-efficacy**, the drive that leads to engagement, persistence, and ultimately, learning success. It is worth noting here that *intrinsic* motivation is linked to greater academic success and persistence, whilst *external regulation* (motivation through rewards or punishment) has far less impact on outcomes and is simultaneously associated with reduced well-being (Howard et al, 2021), hence the focus in this article on an individual's affective skills and internal psychological processes.
2. **Emotional and mental health**, including the ability to manage anxiety, stress, and depression, which are frequently triggered by academic pressure (exacerbated by the continuous assessment and tight deadlines associated with standardised curriculum models based on the Bologna framework [1]) and social factors, including the impact of social media (Segú-Odriozola, 2025).
3. **Adaptability and resilience**, notably the capacity to thrive in new environments, and crucially, the ability to recover from adversity, challenges, and stressful situations, such as academic setbacks. (Gao et al, 2024; Masten, 2014)
4. **Social and institutional support**, such as peer groups, and student support services (such as tutoring and counselling) that create a supportive environment.
5. **Self-identity and purpose**, for example a sense of self and short, medium, and long-term personal goals help students to undertstand who they are and what they want to achieve.

So whilst cognitive skills handle the thinking, affective skills manage the student's state of mind. By regulating emotions, mental health, and sense of purpose, affective skills create the conditions needed for rigorous and sustained intellectual engagement and academic achievement. Research shows that resilient students demonstrate higher levels of academic performance, engagement,

[1] https://unesdoc.unesco.org/ark:/48223/pf0000220649

K-12: Approaches to Learning (continued)

and persistence, as well as better social integration and mental health outcomes (Ayala & Manzano, 2018; Gao et al, 2024). Resilient learners are also able to maintain a positive outlook when faced with academic, social, or personal challenges, and equips students with essential life skills such as problem-solving and emotional intelligence (Condly, 2006). Importantly, these skills are not innate traits; they are teachable competencies that help students become more effective and self-regulated learners.

At the same time, there are suggestions that "In recent years, we have witnessed a substantial decrease in children's ability to overcome setbacks and hurdles, both academically and socially. This can be attributed to the dynamic nature of the 21st century. Dependence on technology has increased; decreasing the amount of time spent creating and maintaining social connections. Parents have become more protective; allowing less time for unstructured play, thus limiting the opportunities to learn from experiences and failures. Most importantly falling under the pressures of modern society to unrealistically succeed across all disciplines, stigmatizing failure rather than learning from it" (IPC, 2024)

The five core pillars of affective skills include:

1. **Mindfulness**: Practicing focus and concentration, managing and avoiding distractions.
2. **Perseverance**: Demonstrating persistence in the face of challenges and practicing delayed gratification.
3. **Emotional management and self-regulation**: Using strategies to reduce stress, anxiety, and impulsiveness.
4. **Self-motivation**: No one can ever really motivate anyone else. Self-motivation can be boosted by practicing positive thinking, and analyzing the causes of a failure in order to turn it into a learning experience that will help drive future efforts.
5. **Resilience**: The ability to rebound from mistakes, disappointment, and unmet expectations (Dosher, 2016).

For high school students, these skills are the essential tools needed to navigate a demanding IB curriculum without experiencing burnout. (Rožman et al, 2025; Segú-Odriozola, 2025)

Recognising stress

Stress produces a physiological reaction in our bodies, generating symptoms such as slowed digestion, shaking, tunnel vision, accelerated breathing and heart rate, and flushed skin. Our bodies are poised to either run away from the stressor or fight against it. According to the American Psychological Association, there are three types of stress:

Acute stress: Acute stress is the most common form and is the result of recent or anticipated stressors. Acute stress can be positive (for example, excitement before a game or event), but we are more concerned about negative stress. As long as the acute stress doesn't last for extended periods or occur too frequently, there is nothing inherently wrong with suffering from acute stress. It happens to all of us, and it passes with time.

Episodic stress: Episodic acute stress is acute stress that occurs frequently. This is the kind of stress that continuously pops up, sometimes in a pattern. It is accompanied by worry and angst about things that are happening to us or around us. A student might be especially prone to this is they have a "type A" personality, as they can have a sense of urgency and a need to get things done that might actually become overwhelming.

Chronic stress: Chronic acute stress can be thought of as never-ending stress that relentlessly wears away at us. If we don't see an end in sight, if we are facing something that has no way out, then we are likely to begin suffering from chronic stress. This type of stress can eventually cause more serious health problems, and definitely requires attention, coping techniques, and on occasion, reaching out for help.

There are four primary types of symptoms of stress: physical, emotional, cognitive and behavioral. Depending on the individual and the cause of the stress, the number of symptoms from each category can vary. The below chart will give an overview of types of symptoms that may be present in someone suffering from stress.

Physical symptoms

- Involuntary twitching or shaking
- Irregular or missed periods
- Getting sick more often than normal
- Chest pain (may include irregular or accelerated heartbeat)
- Headaches, nausea, fatigues, and/or muscle aches
- Trouble sleeping
- Heartburn or indigestion
- Flushed skin
- Hearing loss
- Clenched teeth
- Unusual changes in weight

continued on next page

K-12: Approaches to Learning (continued)

Emotional symptoms

- Less than normal patience, increased irritability
- Feelings of sadness and/or depression
- Feelings of being overwhelmed
- Restlessness
- Reduced or eliminated desire for activities once enjoyed or regularly done
- Sense of isolation
- Trouble coping with life's issues
- More frequent or extreme pessimistic attitude

Cognitive symptoms

- Impaired concentration
- Trouble with remembering things, such as homework assignments or deadlines
- Chronic worrying
- Anxious thoughts or feelings
- Reduced or impaired judgment
- Impaired speech (mumbling or stuttering)
- Repetitive or unwanted thoughts

Behavioural symptoms

- Change in eating or sleeping habits
- Nail biting
- Pacing
- Increased delays or failure to complete everyday responsibilities
- Significant change in school or work performance
- Unusual desire for social isolation
- Frequent lying
- Trouble getting along with peers, such as coworkers, classmates or teachers



Creating a strong foundation in school: emotional regulation and resilience

The impact of strong affective skills on academic outcomes can be profound, and is supported by extensive evidence. Anxiety "significantly impairs working memory, negatively affects students' congitive processes, and leads to reduced academic performance" (Moran, 2016, cited in Rožman et al, 2025). Conversely, research also indicates a positive causal loop where emotional stability supports cognitive efficiency, which in turn helps a student to build academic confidence.

Emotional regulation is when a student understands, evaluates, and even problem-solves what they are feeling. Emotional regulation typically involves answering questions such as:

- What am I feeling?
- What thoughts or beliefs are driving those feelings?
- What is a wise course of action? (e.g., let it go, or ideas to solve the problem)

Recognising the nature and understanding the causes of an emotional response are the first crucial steps in being able to self-regulate. According to Lynne Jackson, however, "This kind of emotional insight is a complicated and often slow process. The brain will shut down the process of emotional regulation during [moments of high stress] because it gets in the way of quick, self-protective reactions." (Jackson, 2026)

The Neurology of Learning: When a student faces high stress, such as a looming deadline or a difficult exam, their "fight-or-flight" system can kick in and dominate thinking and decision-making. (Jackson, 2026). In this state, blood flows away from the frontal lobe (the area responsible for higher-order thinking and problem-solving) and toward the motor cortex to prepare for physical self-protection. This is a form of dysregulation, and is a neurological challenge, not a character flaw. (ibid.) By using affective strategies—like sensory calming or breathing—students can send a signal to their nervous system that mitigates this physiological response, bringing their "thinking brain" back online so learning can resume.

Direct impact on academic outcomes: Data on the impact of intentional and timely Social-Emotional Learning (SEL), which forms the core of affective development, reveals several positive qualitative and quantitative outcomes:

- **Standardised tests achievement**: A major meta-analysis found that students who received explicit SEL instruction and guidance scored 11% higher on standardised achievement tests than those who did not.

K-12: Approaches to Learning (continued)

- **Classroom engagement**: Developing stronger affective skills leads to higher levels of motivation, better attendance, and increased completion of homework.
- **Reduced disruptions**: Strong self-management and emotional regulation reduce classroom disruptions and off-task behaviour, creating a learning environment where deeper inquiry is possible.
- **Cognitive load**: Mindfulness techniques reduce the cognitive load created by distractions, effectively increasing a student's time on task and therefore the quality and quantity of learning.

By viewing affective skills as something students can learn and develop, and by teaching and encouraging emotional regulation, schools can empower students to handle daily academic pressures and also the increasingly challenging workload of the MYP and the DP as students progress through the grade levels and programmes.

Contemporary psychological theories reinforce this. Angela Duckworth identifies 'grit', the combination of perseverance and passion for long-term goals, as a more reliable predictor of success than IQ (Duckworth & Gross, 2014). In the IB Diploma Programme, for example, a student with 'grit' will use self-motivation and emotional management to remain committed and push through when a project like the Extended Essay or a laboratory investigation becomes difficult. Similarly, Carol Dweck's research on the growth mindset highlights that students who view their intelligence as something that can be developed through effort are more resilient in the face of failure. In this mindset, mistakes are not signs of inability but are seen as something that can spur future growth. In practical terms, it is important that student do not feel that they have to get things right first time. If they see learning as a process of gradual improvement through reflection on mistakes, they will be more inclined to ask questions, take risks, be more adventurous in their thinking, and be more creative with their ideas. In short, they will learn more, and learn better. This shift of the student's focus from proving his or her ability to improving his or her skills is one of the keys to developing greater resilience. In the classroom, this can be seen when students are given tasks that combines a focus on the content (e.g., a calculus concept in mathematics) and the affective skill (e.g., perseverance to apply the concepts to solve a complex puzzle that the student has not seen before).

By synthesising these two ideas (grit and growth-mindest) under the broad umbrella of affective skills, learners can become prepare for a future in which they possess both the cognitive tools to solve problems and the affective tools to manage the stress of those problems. As educationist Guy Claxton notes, it is not enough to have the ability to learn, a student must also have the readiness and willingness to apply those skills in new, real-world contexts.

A compass pointing towards university success: identity and resilience

A strong foundation of affective skills developed in school continue to provide benefits well beyond graduation. The transition to university offers a major stress test of a student's self-management abilities. In addition to increased academic demands, this pivotal period also involves navigating financial insecurity, social isolation (Segú-Odriozola, 2025), and often cultural challenges if the students undertakes their tertiary education abroad (Yang & Gao, 2025). Affective skills developed in school become the psychological scaffolding that supports students in this new and challenging environment.

Research shows that psychological resilience is a strong predictor of how well students will adjust to college life. For example, resilience in university enables students to bounce back from the stress of setbacks caused by culture shock, academic disappointments, or social loneliness and difficulties, and to maintain their personal well-being. Studies have found that students with a well-defined self-identity (a coherent understanding of their personal values and goals) possess higher levels of this resilience. This identity provides an internal compass that provides stability and helps students face challenging experiences positively and constructively.

Furthermore, students who have mastered affective skills in school report a smoother transition to higher education. IB graduates frequently report a smoother transition to university because they have already mastered the affective foundations for independent study. Their experience with time management and 'academic buoyancy' allows them to handle the high volume of reading and writing required for university research projects and dissertations without the constant presence of a supervisor (Martin & Marsh, 2008). Furthermore, students with strong self-motivation skills are better equipped to handle imposter syndrome, the feeling of inadequacy that can strike in competitive university environments, by recognising the value of their own rigorous approach to study, and by appreciating the merits of their own academic successes. Without these affective shields, the risk of psychological distress, anxiety, and early withdrawal from studies increases significantly.

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K-12: Approaches to Learning (continued)

Prepared for the 21st century workplace: emotional intelligence and adaptability

The ultimate value of affective skills is their transferability to the professional world, where they are recognised as essential for the 21st-century workplace in which technical proficiency is increasingly seen as secondary to emotional intelligence (EQ) and resilience. Employers today seek adaptable thinkers who can navigate the ambiguity of rapid change and a world shaped by AI and automation.

In the modern workforce, success is driven by several professional competencies that are rooted in affective skills:

- **Complex problem solving**, which requires the perseverance and self-motivation to navigate multi-year engineering or business projects.
- **Cross-cultural leadership**, which relies on empathy and emotional management to lead diverse teams in a globalised economy.
- **Innovative thinking**, in which the ability to 'fail well' and take intellectual risks is the primary engine of creativity and innovation.
- **Lifelong learning**, as in a world where careers evolve continuously, the most valuable skill is the curiosity and resilience to 'upskill' and 'reskill' as industries change.

The focus on affective skills ensures that IB graduates remain balanced by taking care of their intellectual, physical, and emotional health. This high level of mindfulness and resilience will eventually help students remain productive in the long-term and should help them to avoid the burnout associated with high-stress professional roles. The adaptability they acquire through learning how to learn (i.e. these ATL skills) will also hopefully support them throughout a career that may span multiple industries and unforeseen global shifts like the one we are living through now with the rapid evolution of AI tools.

Ten 21st-century skills every student needs (World Economic Forum, 2016)

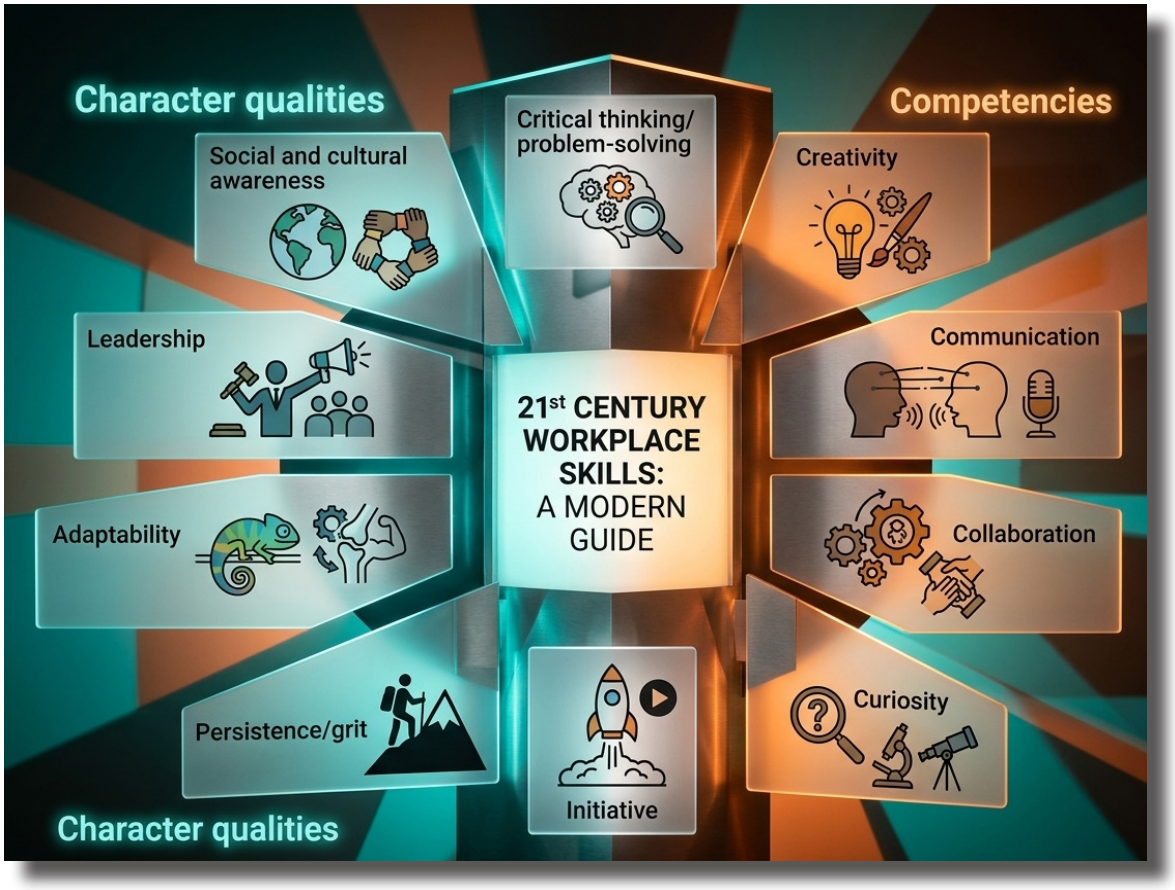


Image generated by Google Gemini based on data from the World Economic Forum article.

K-12: Approaches to Learning (continued)

Practical tips: a toolkit for developing affective skills

Developing affective skills is a lifelong process, but it can be accelerated through consistent, intentional routines. Most adults have strategies for dealing with stress or heightened emotional states, such as taking a break in a quiet space for a few minutes, calling a friend, watching a funny TV show, or taking a tea break. Students need to find and develop their own effective strategies, however parents can guide their children towards independent self-regulation by encouraging self-calming strategies and activities (Jackson, 2026).

One important side note here: whilst self-regulating strategies should be pleasant to counter the stressors causing the heightened emotions, it is advisable to "avoid [digital] screens as a calming activity because the transition off will be stressful." (Jackson, 2026)

Self-motivation: There are three questions a student can use to determine whether they are self-motivated, and there are several steps that can be taken to address a lack of self-motivation. The three questions are:

- Can you do it?
- Will it work / Will it be good?
- Is it worth it?

If the answer to any of these questions is "no", the student needs to understand why, and find a way to turn it into a "yes". Some ways to ensure they are, and remain, self-motivated include:

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

Related to this, research into intrinsic motivation has shown that classroom environments that actively encourage students to be more autonomous and self-directed in their learning, are also those that are most likely to increase students' intrinsic motivation and help improve their efficacy as learners (Ackerman, 2018).

Below are practical techniques to help a student cope with stress, regulate emotional reactions to disappointment, and persevere when the road forward gets hard.

1. **The exhale-weighted breathing reset** - To lower stress levels quickly during lesson transitions or before an exam, practice an exhale-weighted cycle: inhale for 4–5 seconds and exhale for 6–8 seconds. Longer exhales stimulate the parasympathetic nervous system[2], signaling to the brain that the danger is over, and signaling to your other body systems to return to their regular state.
2. **Mindful observation** – To take a break from thinking about a stressful issue, this exercise helps us to notice and appreciate seemingly simple elements of our environment, something that is easily missed when we are rushing around all day. Step 1 is to choose a natural object from within the immediate environment, and focus on watching it for a minute or two. This could be an animal, plant, or even the clouds or the stars. Alternatively, consider an object or action from daily life that appears unremarkable and is taken for granted. Don't do anything else except focusing on that object or think about that action. Simply relax into watching or thinking about it for as long as concentration allows. Look at this object or reflect on the action as if it is being seen for the first time. Consider questions such as:
    a. Do you know how these things/processes came to exist, or how they really work?
    b. Have you ever properly acknowledged how these things benefit your life and the lives of others?
    c. Have you ever thought about what life might be like without these things?
    d. Have you ever stopped to notice their finer, more intricate details?
    e. Have you ever sat down and thought about the relationships between these things and how together they play an interconnected role in the functioning of your life, or the earth?

    The purpose of the exercise is to shift the mind's focus from anxiety to appreciation, and from a sense of struggle to one of inquiry and wonder. (James, 2017)

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[2] The parasympathetic nervous system (psns) (https://my.clevelandclinic.org/health/body/23266-parasympathetic-nervous-system-psns)

K-12: Approaches to Learning (continued)

3. **Retrieval practice and spacing**[3] - Improve academic outcomes by replacing passive rereading with retrieval practice (testing yourself) and spacing (studying in short bursts over time). This improves long-term retention and significantly reduces the stress associated with cramming or a last-minute rush to meet a deadline.
4. **Positive self-talk scripts** - Replace negative internal scripts with growth-oriented ones. Instead of "I'm bad at mathematics", a student can try: "I haven't figured out this concept yet, but I will if I keep trying". This shifts focus from fixed ability and limitations to growth and improvement.
5. **The "failing well" reflection** - When facing a setback, analyse the failure to identify any specific learning points that can be taken away from the experience. One useful approach is to dentify two things that went well and one area for future change. This removes some of the negative emotional impact of a mistake or disappointment.
6. **Effective time management** – By managing workload and deadlines effectively, students are able to allocate sufficient time for relaxation, social commitments, and physical activities, which provide their own beneficial impacts on performance (Sauvé et al, 2018; Wilson wet al, 2021), as outlined below.
7. **Physical activity and rest** - Physical activity is widely recognised as a protective, transformative coping strategy to mitigate stress and improved cognitive function and consequently, academic success. Students with better physical health have more energy, better focus, and greater endurance, leading to improved academic performance. (Hillman et al, 2008; Ickovics et al, 2014; Rozman et al, 2025; Segú-Odriozola, 2025) The benefits of physical activity can be particularly important when students are engaged in long periods of study, when taking a break from sitting at a desk, from using a digitial screen, and from thinking about an issue from one particular angle for too long, can help a student refresh their thinking and provide an important sense of balance and perspective. Another key variable is sleep, which can exacerbate stress when insufficient, or help to build resilience and emotional regulation when carefully managed.
8. **Seeking help when overwhelmed** – Students need to know they can ask for help when stress, anxiety, or emotional pressure becomes difficult to manage, and just as crucially, they need to know who to ask for help. Parents, peers, homeroom advisors, and the school counsellor are well placed to offer support and advice whenever and as often as it is needed.
9. **Modeling for parents** - Adults can think aloud to model emotional regulation to their children. If a failure occurs, narrate your response, e.g. "I'm frustrated, but I'm going to take a deep breath and figure this out so that I can find another way", so providing a positive example for children to follow.

By treating affective skills as teachable competencies rather than innate traits, we empower students with the mental balance to succeed in school, the reslience to overcome challenges, and the confidence to adapt to new environments at university, the workplace, and other stages in their lives.

Resources for further information:

In addition to the bibliography of sources referenced for this article, the SEL Toolkit: Self-Management website includes many useful videos, articles, and toolkit on topics related to self-management, including encouraging a growth mindset, promoting reslience and grit, developing self-control, etc.

Other resources offer help to reduce anxiety, particularly around more stressful events for students such as tests and exams:

- *Mayo Clinic: Test Anxiety*
- *Study Guides and Strategies: Overcoming test anxiety*
- *Anxiety and Depression Association of America*
- *ETS: Reducing Test Anxiety*

[3] The learning scientist (https://www.learningscientists.org/learning-scientists-podcast/2018/3/7/episode-14-how-students-can-use-spacing-and-retrieval-practice)

K-12: Approaches to Learning (continued)

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Calendar Reminders



June 2 (Tue)	MS/HS Spring Concert in the theatre from 16:30. Performances by MS Beginning Band, MS Band, HS Concert Band. All parents welcome.
June 2-8	G11 mock exams.
June 3 (Wed)	MS/HS Spring Concert in the theatre from 16:00. Performances by MS Chorus, MS Beginning Strings, MS Intermediate Strings, MS Performance Strings, HS Concert Strings.
June 6 (Sat)	SOIS HS Student Council Prom
June 9 (Tue)	HS Spring Concert at Maple Hall in Minoo. Performances by HS Choir, HS Strings Ensemble, and HS Wind Ensemble.
June 10 (Wed)	OIS PTA meeting from 09:00.
June 12 (Fri)	G11 Core Exhibition in the courtyard from 13:45-16:30. Students will present their Theory of Knowledge and Extended Essay projects, and discuss their CAS activities.
June 12 (Fri)	OIS ES Super Swim Carnival; OIS College Workshop for G11 Parents & Students
June 18 (Thu)	OIS PTA farewell party.
June 29 (Mon)	Elementary school half-day; end of ES trimester.
June 30 (Tue)	Middle and high school final assembly and half-day; end of MS/HS trimester.
August 20 (Fri)	OIS Orientation for all G11 students (all day)
August 21 (Fri)	OIS Orientation for new Kinder-G10 students (AM); OIS Orientation for all G12 students (AM); OIS Health Check for all G1-G12 students; Assembly and homeroom for all G6-G12 students (PM)
August 24 (Mon)	First day of classes

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Important Links

Policy Documents

Links to the Student-Parent Handbook and other important policy documents

ManageBac

For curriculum information (units), assignment grades and comments, and report cards

OIS Parent Portal

Weekly updates about recent and upcoming events, and links to resources for parents

Student Information Centre

For attendance, lost property, etc.

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