

Educator



16 April 2016

2016 SPRING CAMPS

SNOW-FILLED FUN by Marcella Cooper, G6/7 humanities/English teacher

From March 13th to March 16th, students from OIS Grade 7 went on a snow-filled trip to North Star, in Nagano. North Star's mission is to provide a positive environment where people can experience adventure to step out in life" and that's exactly what happened. For four days and three nights, there was an incredible amount of laughter and excited chatter as new friends were made and new experiences were had.

On the first night, after a long bus ride, students excitedly went to their dorms, which were Japanese style rooms. The next day, Grade 7 students were treated to a delicious breakfast, igloo building, lunch at a ski chalet, rock climbing, and then a hearty dinner.

The next day students went cross country skiing through the gorgeous Northstar forests and open areas. Finally, just before leaving, students went on a snowshoe hike to a nearby frozen waterfall.

Overall, everybody had a great time. The food was amazing, the staff at Northstar were so patient and helpful, and at the end, nobody wanted to leave! They will certainly have no trouble convincing the Grade 7s next year that this is a trip they can't miss!



**Sengari Camp
(grade 6)**



**Hiroshima/
Miyajima Camp
(grade 8)**



from the desk of the head, BILL KRALOVEC

The founders of our schools structured the program so “that students and faculty will have daily interchange”¹. The Senri International School was originally called the Osaka Intercultural Academy (OIA) and was designed to take advantage of the experiences of Japanese students returning from overseas. The students interact daily through our shared program. This includes physical education, music and visual arts classes and all of our extracurricular activities like sports, student council and clubs. Many of our major community events like the All School Production or Sports Day are students from both schools working together. The elementary students are involved in these as well and so it is a chance for them to be a part of the Two Schools Together concept.

For faculty, every morning from 8:15 AM we hold our “morning meeting” in the staff lounge across the hall from the business office. This gives the faculty a better shared understanding of across the schools and campus of events, initiatives and most importantly, student learning. This facilitates cooperation between the faculties and they can use each other for support. The idea of a daily meeting is unusual for international schools, but we are an unusual school because of the English and Japanese programs. It is a good way to start the day and cuts down on email later as well as stimulate new ideas and solutions because of the interaction. It is a nice school tradition and allows us to fulfill the vision of the founders for “daily interchange” of the two faculties.

¹ *Information and Admissions Guide - Osaka Intercultural Academy 1990*

from the desk of the middle/high school principal, KURT MECKLEM

This past Monday, the grade 12 art students had the opening of their final exhibit. This exhibition showcases the work they completed over the last two years. The art work will remain up through next week on the second and third floors above the genkan. If you haven’t had a chance to stop by, I recommend that you do.

The art class is just one part of the very rigorous IB Diploma program in which students choose six different classes. Some people might assume that art is an easy choice amongst so many challenging classes. The art students will be the first to tell you that isn’t the case. There is actually a lot of research and writing involved as students develop their ideas and execute them. What you see on display is the culmination of a lot of time, effort, and thought.

All of the courses in the Diploma Program present their own challenges and require the students to draw on a lot of different skills and attributes to be successful. Whether it is creating art, writing an extended essay or doing a mathematics investigation, students have to use research, organizational and numerous other skills. They also have to draw upon such qualities as perseverance and resilience. One way we try to help students develop these skills is through what the IB call Approaches to Learning. You may have noticed that we include feedback about this on the report cards.

That might be a section of the report card that you haven’t paid too much attention to but I would argue that it is the most important part. As a parent, I am most interested in how well my children are developing in these types of attributes because they are a better predictor of success in later life. (For discussions of this see [Carol Dweck’s](#) work or this [article](#) from Mitch Resnick of the MIT media lab (password: reviewer.))

As a school we’ve been looking closely at how we approach these skills in our programs. We’ve spent time on this in our recent in-service days with the goal of implementing a school wide plan for ensuring their development. While we have a program in place, we want to improve it to ensure we are helping all students develop these important skills so that they are prepared for the diploma and what they do beyond high school.

If you have feedback or would like to find out more about this or other aspects of our program, please contact me or drop by my office.

from the desk of the elementary principal, CAROLYN MARSHALL

Next week we will be celebrating Earth Day, 22 April. The Actioneers will lead a ‘No-Power Hour’ which will focus attention on how much electricity we consume. Classes are planning varied action such as local litter clear ups. In an assembly together at the end of the week we will reflect on our findings and plan further action. The international initiative this year is to plant trees so we hope to do this for our community.

As nature reawakens, many grade levels begin an inquiry into the natural world under the transdisciplinary themes of how the world works and sharing the planet. Students examine “the interaction between the natural world (physical and biological) and human societies”, as well as “responsibilities in the struggle to share finite resources with other people and with other living things.”

KB are growing salad crops so that they can find out how plants sustain humans and other living things. KA are exploring the needs of different animals and by visiting the Osaka aquarium to see marine life in the water and not on the supermarket shelf. Grade 1 have set out collection bins around school following their unit in which they learnt about the importance of reusing and recycling the world’s resources. Meanwhile grade 2 are looking at how local flora and fauna are coping with the growth of Osaka. Grade 3 are examining our city’s organization and will later explore our use of water. Grade 4 shared their findings about coping with an earthquake in last week’s assembly as they led us through safety responses.

Grade 5's fifth unit is the presentation of their exhibition. This is the culmination of their years studying the primary years programme, and they will be working in small groups to make presentations to the wider community on the theme of sharing the planet. Preparation for this collaborative event began last term when the students engaged in team-building activities during Activity Day and stayed at school overnight camping in the music rooms. They developed significant organizational skills by planning, budgeting, buying and cooking two meals in the HFL room. I was very impressed with the way that they assisted each other and tidied up as they went along. Some of them are clearly very competent chefs which shows the value of learning practical skills in the home. They also solved clues on a night-time scavenger hunt around the campus and enjoyed singing songs around a campfire. For the next six weeks the grade 5 students will build on this solid foundation of collaboration to research different topics related to sustainability.

I hope that everyone will be able to attend the grade 5 exhibition to see how our most experienced PYP students can apply the skills that they have learnt through the programme. All the elementary students will visit displays prepared by grade 5 and it will be very useful for all parents to come along on May 18 or 19 to see how the culmination of the PYP is celebrated.

The three R's and YOU!, by Dawn Inada, G1 teacher

"Reduce, reuse, recycle." We hear these words often enough, but we're not always sure how to put them into action, and sometimes we're just too busy to be bothered. We might even think that our individual efforts won't really make a difference. But, make no mistake about it, our individual efforts DO make a difference and it is our responsibility as humans on the planet to do our part to conserve our precious resources.

Under the transdisciplinary theme of *Sharing the planet*, students in grade 1 inquired into their role in sustaining and maintaining the Earth's resources. More specifically, they explored the limited nature of the Earth's resources, and how our personal choices such as reducing, reusing and recycling can help sustain the environment. We thought a lot about what is beautiful and special about the Earth, in order to consider why it is worth saving. Students also spent time outside playing with nature and discovered that nature provides so much for them to enjoy.

As a class we went on a garbage hunt to see what people were throwing away. We found that many recyclable items were being thrown in the trash. Students had several questions about this: Are students and staff throwing recyclable items in the trash cans because there aren't enough recycle bins? What kind of recycle bins do we have in the school? Where are the recycle bins? How many are there of each?

Upon further investigation, we discovered that there were very few recycling bins for pet bottles, so students in the recycling group decided to focus their efforts on pet-bottle recycling. They walked through the school and decided where additional bins were needed, and spoke to several administrators to get funding and permission for more bins.

In small groups, students researched and put forth suggestions for what each of us can (must) do to help sustain our resources. Here's how you can help:

Reduce

- Buy products with less wrapping.
- Think before you open the refrigerator.
- Turn off the lights when you leave the room
- Buy local food – Transporting food uses a lot of resources.
- Eat less meat – Raising animals for food uses a lot of resources.

Reuse

- Reuse old boxes or tin cans to keep special items in.
- Don't throw clothes away. Pass them on to someone else.
- Reuse "garbage" to make other things like toys or art.
- Bring your snack or other food in a reusable container.
- Bring your own bag to the store and say "No!" to plastic ones.

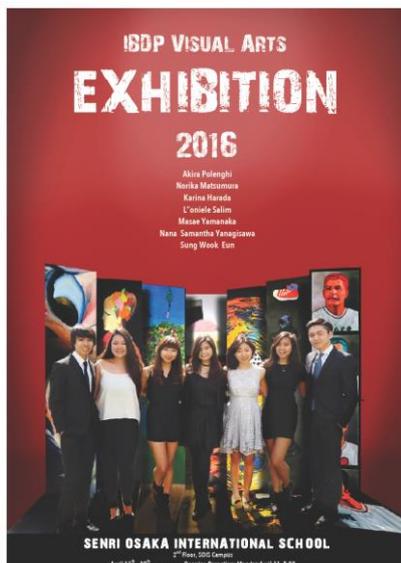
Recycle

- Always recycle pet bottles and cans. In school, please put pet bottles in the green recycling bins. NEVER throw your pet bottle in the trash!
- If you see a pet bottle in the trash bin, please take it out and put it in a recycling bin. It doesn't matter if it is yours or not.
- Please encourage others to use the recycling bins.

Please do your part to help. Together we can make a difference!



**IBDP VISUAL ARTS
EXHIBITION
11 April – 30 April**



**K-Gr. 2 SET LUNCH MENU
- CAFETERIA**

MONDAY 18 April
sausage & chicken nugget

TUESDAY 19 April
cheese burger

WEDNESDAY 20 April
miso-flavored ramen

THURSDAY 21 April
fried noodles

FRIDAY 22 April
cheese croquette

MONDAY 25 April
kitsune udon – Japanese wheat
noodles with deep fried bean curd

TUESDAY 26 April
fried chicken

WEDNESDAY 27 April
sandwiches with pork cutlet

THURSDAY 28 April
stewed chicken in tomato sauce

FRIDAY 29 April
curry rice

MONDAY 2 May
soy sauce flavored ramen

MONDAY 9 May
tomato flavored hashed beef & rice

TUESDAY 10 May
pork cutlet

WEDNESDAY 11 May
fried chicken

THURSDAY 12 May
rice omelet

FRIDAY 13 May
cheese burger



**Tech Corner from Stephen Frater:
Social media – potential gains, potential losses**

Teachers and parents alike are very conscious of the significant role that social media now takes in our students' and children's lives; they consume, produce, edit and comment on messages, video clips and other media, and sometimes appear to spend as much time in the virtual world as the real one. The time children spend accessing these networks via smartphones, tablets and computers can be the source of concern for parents, and whilst there are strategies for trying to manage screentime (see links below), there is a sense that these social tools are becoming more prevalent, accessible and intrusive all the time.

Limiting or restricting participation in these networks is one area of debate, one that students often hotly contest! However there is little argument about the potential long-term implications of having too many personal details publically viewable on the Internet. I would like to briefly look at some of the pros and cons below.



Cons: It is always worth reminding students that the Internet is both permanent and public. Any messages, photos or videos uploaded to a website are there indefinitely; even if the user wishes to delete them, copies, links and backups remain online, the property of the company that provides the service. Secondly, whilst users may believe that certain groups or sites are private, there are multiple users, companies and organisations that in fact have approved access to most sites. Perhaps most importantly, as students get older and begin looking towards university or hunting for jobs, it is increasingly common for prospective employers or admissions officers to view a candidate's social media profiles and in some cases, to request access to the private or restricted parts of the site, not just the limited-access public page. Any inappropriate content may then come back to haunt a user who believed, wrongly, that it would never become accessible to a wider audience. With this in mind, it is worth reminding students that when online, it is best to:

- Listen more
- Post less
- Stay relevant
- Add value to a conversation
- Be respectful

Pros: At the same time, this risk actually brings an opportunity too. A student who is aware that a prospective employer or admissions officer may one day view their social media profiles may want to make a point of posting information about activities or ideas that demonstrate creativity, care, engagement with the community, or learning. The type of activities and accomplishments that will serve to support college or job applications in the future, by demonstrating a history of positive behaviour.

A [recent survey](#) by the Society for Human Resource Management revealed that 84% of employers used social media last year to recruit job candidates, and nearly half used social media profiles or online searches to screen applicants. This is confirmation that social media tools offer both future opportunities (the job advertisements) and risks (the profile screening), and it is therefore important to remind students to use them with care, like most tools, in order to get the best use out of them whilst minimising the risks.

As always, please do not hesitate to contact me at sfrater@senri.ed.jp with any technology related questions or suggestions you have, or visit me in room 324 next time you are on campus.

Links:

Additional tips on developing good habits and managing screen time:

<https://www.common sense media.org/blog/setting-computer-limits-tips>

<http://www.webmd.com/parenting/raising-fit-kids/recharge/kids-screen-time>



OSAKA OLYMPICS, April 29th 2016

Leanne Entwistle, PE elementary specialist



The whole of the Elementary School will be involved in the **Osaka Olympics** on the school field on Friday 29th April from 12.30pm.

Please come and cheer for your child, if you are available. The children will be running races, jumping and throwing discus, javelin and shot puts, as well as running relays in their grade levels. It should be a fun day. Thank you for your support.

Grade 11 – An amazing, action packed, challenging week in Bali

by Lyn Melville-Rea, CAS coordinator

CAS is known as the heart of the IB Diploma and this CAS trip was a challenge of the heart in all ways. Physically, we climbed to the top of a volcano for a magnificent sunrise, we walked down a steep valley to raft down the stunningly beautiful Ayung River and some of us flew high in the sky when parasailing at the beach.

Emotionally and ethically we are still being challenged as we try to find ways to make the world a better and fairer place. Our trip was particularly special because the students of SMK Payangan High School of Tourism were such amazing hosts and we stayed at Bali's only non-profit hotel adjoining their school - STEP Ubud Training Hotel. STEP stands for Sustainable Tourism and Education Project. As over half of Bali's rivers have dried up and there are no good systems in place to deal with the trash tourists create, STEP is really trying to encourage people to practice responsible tourism and to make sure their visit to any place benefits those in need within the local community.

We all loved our overnight homestays with students of SMK Payangan – walking through ricefields, picking cocoa pods off trees, feeding their pigs and meeting their families.

Together, SOIS students and SMK Payangan students worked in small groups on eight different projects and we will continue to work together via Facebook. Specifically, we have groups working on:

1. Safe drinking water
2. Marketing STEP
3. Small business development
4. Food & Beverage services at STEP
5. English
6. Community Health
7. Global Issues – Sustainable Tourism
8. Performing Arts



With funds that were donated from the OIS PTA and raised by our class, we were able to:

1. Finish the toilet block in Kerta Village
2. Build the bamboo spa treatment room & beds at STEP
3. Get safe drinking water in the local hospital, town office and a junior high school.
4. Sponsor 6 students (3 from each school) to present at the East Asian Global Issues Network on Sustainable Tourism
5. Improve learning opportunities at SMK Payangan High School of Tourism
6. Support Robin Lim's work at Bumi Sehat
7. Support IDEP - an NGO focused on permaculture and sustainable land use
8. Support the family of a teacher at SMK Payangan who suddenly died of kidney failure while we were there.



A huge thank you to our parents, the PTA and our gracious hosts in Bali for such an amazing, action-packed, trip of a lifetime.

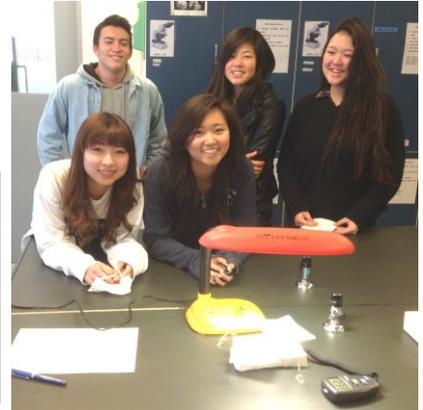
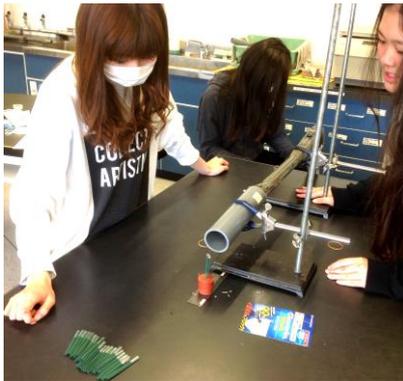
SPRING CAMP REPORT - The Group 4 project by grade 12 students

The group 4 project is still a compulsory part of the IB diploma programme. It requires students to show how they can be self motivated, persistent and conscientious. They work in small groups so that co-operation, collaboration and communication are important. Students must also show self awareness in order to utilize their personal strengths and to enable other members of their group to compensate for their weaknesses. Our OIS grade 12 students this year were asked to find a myth, or two, find out what scientific basis it has and then obtain some evidence that the myth is true, not true.....or somewhere in-between.

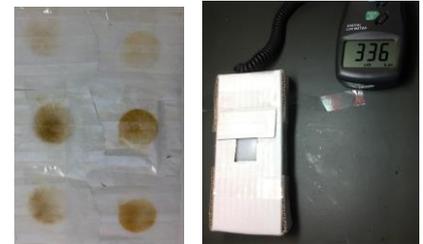
Monday morning was spent mostly planning so that all that was needed could be made ready for testing the myth. The next day and a half was spent experimenting, researching and analyzing. Wednesday morning gave time for finishing touches to the presentations made later in the day.

The group made up of Andrew Nana, Karina, Norika and Ai tested two myths. Firstly, that face masks do reduce the particles we inhale.

An inhaling device (a vacuum cleaner) collected smoke particles and light penetration was used as a measure of particle collection. And yes, face masks do work, on solid particles at least.



This group then tested the two second rule, or the three second rule, or however many seconds it is, about eating food if you have dropped it. Does it matter how long a piece of food has been on the floor? Apparently the answer is yes **and** no. Dry foods like cookie or cake do seem to pick up more germs given longer time, but wet foods, like banana, pick up dirt and germs straight away.



The group made up of Sungwook, Hanami, Mona, Sawako and Lina tested the myth that you slip on banana skin. Highly technical experimentation was called for and delivered.



They even compared bananas stored and treated in different ways.

It's all about plant hormones, cellular breakdown and substance conversions by enzymes apparently. Oh yes, you can slip on a banana skin.

The third group, consisting of Yuichi, Emily, ReEa, L'Oniele and Akira tested the myth that drinking cold water after exercise doesn't cool you down.

Though this may seem like a simple investigation, it was in fact far from it. Researching in to the bodies thermoregulation processes was the starting point, and then there was the hard physical work needed to provide data to analyse. We were fortunate to have an infra-red thermometer to enable quick and accurate skin temperatures to be taken. Is it a myth? Well It's not that simple.



SABERS UPDATE by Peter Heimer, activities director



- Sabers website: <http://sabers.senri.ed.jp/>
- Sabers Athletics Facebook page: <https://www.facebook.com/soissabers>
- Scoreboard fundraiser: <http://sabers.senri.ed.jp/fundraising.html>

Middle school girls softball, boys volleyball

The new season for MS students is underway:

- boys volleyball coached by Mr. Van Plantinga, Mr. Routh, and special assistant OIS 11th grader Leslie Tokai,
- girls softball coached by Nakamura-sensei and Yamashiro-sensei

The teams have games every Saturday leading up the WJAA tournaments in May. Go, MS Sabers!

MS/HS table tennis and running/triathlon

Why not join the Sabers table tennis team? Practices are in the gym after school, HS on Mondays, Wednesdays and Fridays, and MS on Tuesdays and Thursdays. See Takahashi-sensei and Yamada-sensei, SIS math teachers, for details.

And don't forget about the year-round running and triathlon club run by Coach Baba and Coach Cheney. Students may join any time.

HS badminton

This past Saturday, April 9, the Sabers HS badminton team, coached by Mr. Lewis, played in the season-ending WJAA tournament at Canadian Academy in Kobe. The girls finished in 3rd place and the boys finished 4th.

HS futsal

On Saturday, April 9, SOIS hosted the 11th annual Sabers Invitational High School Boys Futsal Tournament. This popular event attracted 12 teams from 8 schools from Fukuoka, Iwakuni, Kobe, Kyoto, Nara, Nagoya, and Takarazuka. With 30 matches played on the Sabers ground, the action was fast-paced and exciting. The Sabers entered 2 teams in the A division and both teams made it to the semifinals. The A team won a thrilling final, scoring a penalty kick on the final play to beat Nagoya and win the Sabers' 10th championship in 11 years. Congratulations, Coach Haske and Coach Entwistle.

AISA: soccer, swimming

The Sabers swim team is competing this weekend at the AISA meet in Seoul. The girls and boys soccer teams are now playing in their season-ending AISA tournaments, the boys in Yokohama and the girls at the KG Sanda campus. Check out the AISA girls soccer tournament webpage at <http://sabers.senri.ed.jp/aisa-soccer.html>.



Sabers HS boys soccer team – AISA



Sabers HS girls soccer team – AISA



Sabers HS swim team – AISA

HS girls softball

Coach Hirai and Coach Hikosaka have been leading several die-hard HS softball players in diligent practice the past few weeks. The team has played games here at SOIS and at CA in Kobe, and is now in Nagoya for a tournament. With the end of the soccer season, more girls will join the team next week as the softball season continues.

HS baseball

In the past, the HS baseball season has been in the fall. For the third year, we are running the season in the spring. Baseball players, please see Coach Sagara. First game: April 23 at 第一 ground. Get ready to hit the diamond, Sabers.

Thank you

As always, thank you for your continued support of the Sabers activities program. Please contact the Sabers AD any time: in the AD office, room A-240, near the business office (072-727-2137), or at pheimer@senri.ed.jp.

William Shakespeare's The Tempest at SOIS

We are excited to announce that, exactly 400 years on from his death, the International Theatre Company London (ITCL) will be staging a performance of William Shakespeare's play *The Tempest* in the SOIS theatre on Sunday 15 May. This performance is part of a special KG event being hosted by Chancellor Tabuchi, about which more can be found on the [KG website](http://www.kwansei.ac.jp/kwansei_010851.html): http://www.kwansei.ac.jp/kwansei_010851.html. We are especially grateful to the chancellor for this opportunity as it means we can offer ticketing for our community (and the wider public) free of charge.

Event details

Senri performance. Free tickets. Open to all.

Time: doors open 15:30, performance begins 16:00

Place: SOIS theatre

Tickets: SOIS community members can sign up for tickets via the school website from Monday 18 April (you'll need your SOISmail account to log in). Open ticket reservations will be available, depending on availability, from Monday 25 April. Maximum of one application per email address, two tickets per application.

Drama workshop. Open to SOIS MS/HS students.

This will be a chance to interact with actors from the theatre company in a drama workshop from 13:30 prior to the performance. Open to SOIS middle and high school students. Limited numbers, sign up on the website (you'll need your SOISmail account login).

What's it all about? Come and find out at the specially designed community seminar. Open to SOIS students, parents, faculty.

You'll enjoy the performance much more if you know a bit about its characters, plot, themes and so on before you watch it. We are very fortunate to have a group of wonderful teachers who are here to share their knowledge with us in a special 90 minute session planned to give you just that... The session will take place on Thursday 12 May from 16:00 to 17:30. Limited to a total of 75 people from the SOIS community (students, parents, faculty, staff). Sign up on the website. Participation in this session guarantees a ticket.

KG UPDATE

New Appointments for 2016

The Japanese school year began this month and with it some new appointments at the KG Foundation. Reverend Musubi Tabuchi, our campus supervisor was named the 16th Chancellor of the foundation. OIS congratulates Reverend Tabuchi as he assumes his position in leading Kwansei, with seven campuses, ten schools from kindergarten to graduate school and almost 30,000 students and faculty making up the community.

Law professor Takayasu Yanagiya is the new Campus Head, replacing Sakakura sensei who retired. SOIS business manager Steve Lewis has been appointed deputy head of campus to assist him in his new role on the Senri campus and to be working on campus operations with the foundation. The Senri International School also has a new head of school, as Mayumi Ito moves from principal to head of school. OIS head of school Bill Kralovec was named to the KG Committee of Administrative Trustees and will be more directly involved in the decision making of the foundation.

The OIS **Educator** is published approximately once a month for OIS parents.

We no longer provide hard copies to parents, however, those who wish to receive paper version, please contact Ms Aotani (caotani@senri.ed.jp).

The next **Educator** will be published on 13 May.



SCHOOL CALENDAR

22 April

*OIS/SIS G8 art excursion
*PTA G4 & G5 parent-student dance (pm)

23 April

*SOIS library vision day

25 April

*G12 study leave begins

26 April

*Spring music recital, 4.00pm @theatre

29 April

*Day of Showa

– School in session

*MS/HS class visitation day
*ES Osaka Olympics

2-20 May

*IB exams

3-4 May

*World Scholar's Cup Kansai Round

3-8 May "Golden Week"

– No school
3 May-Constitution Day
4 May-Greenery Day
5 May-Children's Day
6 May-School Holiday

7 May

*SAT I & II tests @SOIS

11 May

*PTA monthly meeting

IMPORTANT NUMBERS

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