



MONTHLY NEWSLETTER



VALUES

EXCELLENCE

Make excellence and quality a part of each day and seek continuous improvement in all that we do.

PARTNERSHIPS

Build sustainable and meaningful partnerships, embrace diversity, and connect with the community.

INNOVATION

Seek innovative and creative approaches to problem-solving.

CARE

Be a person of good character who is responsible, respectful, reflective, and acts to make the world a better place.



November 2024





HEAD OF SCHOOL SHAWN HUTCHINSON

MESSAGE FROM THE HEAD OF SCHOOL

As we approach the festive season, it is a nice time to reflect on the vibrant and dynamic activities that have taken place within our school community over the past month. From the Culture Week events led by our dedicated Japanese Department to the achievements of our students at the Model United Nations Conference in Seoul, this has been a time filled with growth, collaboration, and learning. Meaningful events like Parents as Learners, Parent-Teacher Conferences, and our World Children's Day celebrations have further highlighted the spirit of unity and partnership that defines our school. Meanwhile, our staff and faculty continue to demonstrate their commitment to excellence through participation in a dedicated Professional Development Day—ensuring that we remain up to date in an international education landscape that continues to change rapidly.

At the heart of these endeavors is the theme of lifelong learning, a cornerstone of the International Baccalaureate's mission to develop adaptable, reflective, and future-ready individuals. This month, we have seen students, parents, and educators alike embrace unique learning opportunities, transforming our school into a true learning community. This cultural shift, where ongoing growth and inquiry are celebrated, is evident in our classrooms, hallways, and shared spaces. It is a joy to witness this collective journey of continuous learning, where every member of the Marist community strives to grow together.



Earlier this month, I had the privilege of co-presenting with Miki Kobayashi, our Director of Admissions and Marketing, at the OpenApply Admissions Conference in Bangkok. Our presentation, *One Mission, One Team: Aligning Admissions, Marketing, and Academics for a Brighter Future*, offered a case study on integrative strategies to enhance student recruitment, retention, and success. Beyond sharing our experiences with school leaders from around the region, we also immersed ourselves in workshops on school marketing, admissions synergy, and best practices in advancement. One highlight of the conference was exploring the transformative potential of artificial intelligence in the admissions and marketing space—exciting developments that we look forward to implementing at Marist.

Our recent Professional Development Day provided opportunities to Reflect, Recharge, and Reimagine. It was an invaluable opportunity for our staff to pause and reflect on their practices, recharge their professional energy, and discover new strategies to enrich student learning experiences. Some of our teachers also participated in externally-run IB PYP workshops in Osaka, furthering their expertise in curriculum development and pedagogy. These moments of professional growth remind us that educators, too, are lifelong learners, continuously seeking fresh inspiration to bring their best to the classroom.



We are equally thrilled by the enthusiasm shown by our parents for their own lifelong learning. This month's IB PYP and MYP workshop series focused on evidencing learning and assessment and offered hands-on activities and meaningful discussions to deepen understanding of learning and evaluation at our school. The energy and engagement of the parents who attended these sessions underscored the power of collaboration in education. We look forward to welcoming even more parents to future workshops as we continue to learn and grow together.

Thank you all for your continued support and dedication to our school community. Together, we are creating a vibrant and enriching environment where lifelong learning truly flourishes.



BOARD CHAIRPERSON *Jun Yamaguchi*

MESSAGE FROM THE BOARD CHAIRPERSON

November has been an exciting and pivotal month for our Board as we have worked to finalize key documentation for the Act of Endowment and prepare documentation that reflects the significant campus changes underway. It is truly inspiring to witness the progress and dedication that drives our shared vision for the future of Marist.

Our campus redevelopment project remains on schedule, and it is remarkable to see the transformation of our campus taking shape. The North Road Setback work is progressing well and is expected to be completed this month. Meanwhile, the construction of the new North Building is being expertly managed by Cohnan Kensetsu, in collaboration with our architects, Pacific Consultants, and supported by the Project Management Team at JLL. This partnership has ensured a seamless process, and we are excited about the opportunities these changes will bring for our school community.

The Board's Committees have been diligently advancing discussions and strategies to support the school's growth and improvement. The Strategic Planning Committee, along with its subcommittee, continues to oversee the Campus Redevelopment Project. In addition to monitoring its progress, the committee has also reflected on the achievements of the school's five-year strategic plan, now at its halfway mark. This ongoing evaluation ensures that we remain aligned with our goals while addressing the evolving needs of our students, staff, and families.

Another critical focus has been on engagement. The Engagement Committee has explored ways to enhance the school's partnerships with the Parent Teacher Association (PTA), Alumni, and fundraising initiatives. A significant aspect of this work is developing strategies to build a philanthropic legacy for Marist. As we strive to establish a culture of giving, we recognize the importance of annual and regular giving programs in supporting the long-term sustainability of our school. These initiatives allow us to ensure that Marist continues to offer exceptional educational opportunities for generations to come.

The commitment of our Board members, committees, and staff is evident in the strides we are making, both in our strategic projects and in fostering a stronger sense of community. I would like to extend my heartfelt gratitude to everyone who has contributed to these efforts. Whether through overseeing our campus redevelopment, engaging in strategic planning, or strengthening our connections with parents and alumni, your dedication plays an integral role in shaping Marist's bright future.

As we near the end of the year and prepare for the festive season, I encourage you all to reflect on the collective progress we have made as a school community. It is through our shared vision, collaboration, and commitment that we continue to thrive.

Thank you for your ongoing support, and I look forward to sharing more updates with you in the months ahead.





DEPUTY HEAD OF SCHOOL

Derek Lipp

MESSAGE FROM THE DEPUTY HEAD OF SCHOOL

At our recent professional development day for teachers we delved into the importance of teacher wellbeing. In this session we took a look at how our own behaviours can lead to increased stress and anxiety and a decrease in our wellbeing. Managing stressors and being aware of the way we approach daily life and tasks at school is very important for students as well.

Coming into what is typically a very busy time of the year for students, it is important to manage and reduce anxiety, emphasizing balance, focus, and self-awareness. Understanding the causes of stress—such as assessments, personal expectations, or social challenges—is the first step to overcoming it. By identifying these triggers, students can take proactive steps to address them.

A key strategy is creating routines that promote balance. This might mean setting aside specific times for studying, relaxing, and engaging in enjoyable activities. Having a clear plan can make workloads feel more manageable and reduce the sense of being overwhelmed.

Students should be encouraged to shift how they view anxiety, seeing it not as something to fear but as a signal that it's time to pause and reassess. This mindset can help transform stress into an opportunity for personal growth. For instance, feeling anxious about a big project, assignment or test might be a sign to break it into smaller, manageable steps or to seek help from a teacher or friend.

Most importantly we must continue to keep building connections with others. Talking to friends, family, or a trusted adult about your worries can provide support and a fresh perspective. Remember, reaching out for help is a sign of strength, not weakness.

By following these strategies, students can build resilience and take control of their anxiety, turning challenges into opportunities for learning and growth.





HEAD OF LOWER SCHOOL

Stephanie Hanamura

MESSAGE FROM THE HEAD OF LOWER SCHOOL

As we wrap up November, I would like to extend my heartfelt thanks to all the parents who attended the recent parent-teacher conferences. I hope you engaged in meaningful conversations and left with a clear understanding of how your child is doing both socially and academically, as well as insights into their approach to learning.



I also want to express my gratitude to parents and students for their support of World Children's Day. It was wonderful to see so many students wearing blue to show their commitment to this important cause. A very special thank you goes to our Grade 3 students for taking action based on their learning by leading an assembly and teaching their peers in Early Years through Grade 5 about the significance of World Children's Day. Thank you for helping raise awareness and funds for children in need.



I appreciate all the parents who participated in the PYP Session on 28 November. Your involvement in our community is invaluable, as it fosters a strong partnership between home and school. Engaging in these learning opportunities not only supports your child's education but also helps build a collaborative environment where we can all work together to enhance student learning. Thank you for being active participants in our school community!



Looking ahead, December promises to be an exciting month with our upcoming Primary School Winter Concert and various festive activities planned thereafter. A special thank you goes out to our Lower School Student Council (StuCo) for their efforts in supporting events like Children's Day and the upcoming Spirit Week. They are developing valuable leadership skills while fostering a sense of community, so be on the lookout for more exciting opportunities to engage with them.

Wishing you all a wonderful month ahead and I hope to see you at the Primary School Winter Concert.





IB PROGRAMME COORDINATORS

Gunseli Yuksel, Marybeth Kamibepu, Windita Hartono

Transitions in the IB Programmes

Transitioning within the International Baccalaureate (IB) programmes is important because it ensures a cohesive and scaffolded learning journey that progressively develops students' skills, knowledge, and personal attributes. Each transition introduces age-appropriate expectations, fostering independence, critical thinking, and a deeper engagement. Transitioning from PYP to MYP is an exciting and significant phase in a student's educational journey. This transition builds on the foundational inquiry-based learning and conceptual understanding fostered in the PYP while introducing a more structured and rigorous framework in the MYP.

The MYP serves as a vital bridge between the PYP and the Diploma Programme (DP), offering students a unique opportunity to further develop their skills in a holistic and integrated manner. In the MYP, students engage with a broad curriculum that emphasizes interdisciplinary connections, conceptual understanding, and encourages them to apply their knowledge across various subjects while honing critical thinking and problem-solving abilities. This program also places a strong emphasis on student agency, allowing learners to take ownership of their education through personalized projects and collaborative learning experiences. In addition to academic and learning growth, the MYP supports the students' transition into the teenage years where social and emotional change and development affects all parts of school and after-school life. Teacher support, self-management skills, and the IB Learner Profile attributes like reflection, balanced, and being principled are important supports of the students' journey. The transition into the MYP not only builds upon the inquiry-based approaches of the PYP but also prepares students for the academic rigors of the DP, equipping them with the necessary skills to excel in their future studies and beyond.

The International Baccalaureate Diploma Programme (IBDP) is a rigorous, demanding, yet highly rewarding two-year course of study. As a rigorous and rewarding two-year course of study, the IB Diploma Programme encourages students to explore a broad range of academic areas, develop critical thinking skills, and foster international mindedness.

At MBIS, we are proud of the systems and processes we have developed to guide students through their programme choices, career planning, and educational opportunities.

In Grade 9, we encourage students to reflect on their interests, goals, and potential career pathways. This exploration continues into Grade 10, where we provide extensive support to help students make informed decisions. This crucial stage in the process involves informative student and parent sessions and individualized meetings with the DP Coordinator and University and Careers Counselor, aiming to ensure that each student plans for the right fit. This selection process is designed to help students focus on areas of interest while meeting the requirements of their target universities. It's strongly recommended that students finalize their choices after thorough research and consultation with parents, teachers, the DP Coordinator, and the University and Careers Counselor. These decisions will impact many opportunities in the future.

MBIS is committed to providing all the support students need throughout this process. Our main goal is to help students understand their opportunities and keep as many doors open as possible.

Please see the list of key people in our school who can provide the best advice.

Person/Position	Advice
The Head of Upper School	Diploma pathways and the subjects offered at MBIS
The University and Careers Counselor	Future education and career plans, and the specific requirements of the universities in different countries
The IB DP Coordinator	List of available DP subjects offered at MBIS, and the subject (HL vs SL) and assessment requirements (internal vs external assessment) in the Diploma Programme
The Subject teachers	Previous learning experiences (strengths and weaknesses in a subject area), assessment in the subject area, and content of subjects
The Homeroom teacher	Developing learning skills and strategies

Diploma pathways at Marist Brothers International School

- **MBIS Diploma**
- **MBIS Diploma + IB Subject Certificate(s)**: the student takes 1-6 IB subjects of their own choice at either HL or SL.
- **MBIS Diploma + IB Diploma**: the student takes 6 subjects, 3 at HL & 3 at SL, and fulfills the requirements of the core (TOK, EE, CAS)
- **MBIS Diploma + IB Bilingual Diploma**: the student takes 6 subjects, 3 at HL & 3 at SL, and fulfills the requirements of the core (TOK, EE, CAS); AND the student takes 2 subjects from Group 1 (English A & Japanese A), with the award of a grade 3 or higher in both languages; OR complete Japanese in Group 1 (Japanese A) with a grade 3 or higher in Japanese A and the subject from individuals and societies or sciences

What parents can do to support their children's transition.

Fostering open communication is essential during transitions. Regularly checking in with your child to discuss their challenges, achievements, and feelings helps them feel supported and understood. Normalizing setbacks and celebrating successes builds resilience and encourages a growth mindset. Encouraging lifelong learning is equally important; modeling a positive attitude toward education and adaptability can inspire your child to embrace change.





UNIVERSITY AND CAREERS COUNSELOR

Hülya Park

What is happening in Guidance class?

Upper School students have Guidance class once every cycle. Students from Grades 9 through 12 embark on their respective journeys of self-discovery, planning, and preparation for their futures. Here is a snapshot of what we've been working on in each grade level:

Grade 9: Discovering Interests and Careers

Our Grade 9 students began the year exploring their interests, skills, and how these connect to potential careers. Through self-assessments and discussions, they are starting to identify what excites them and how they might envision their futures. As the year progresses, we will dive deeper into understanding ourselves and finding our paths for individual aspirations.

Grade 10: Preparing for the Future

Grade 10 marks an important milestone in our students' academic and career journeys. A key part of this process is selecting their IBDP subjects which significantly influences their university and course/major options. To make the best decision, they need to conduct extensive research on future pathways. To support this, students have been introduced to BridgeU, our university research and tracking portal. We've also explored various external resources to help them research and stay organized. Students are encouraged to regularly update their progress on BridgeU to stay on track with their goals.

Grade 11: Diving into the University Application Process

Our Grade 11 students are learning about the specifics of university applications. We are exploring the requirements of different countries, including timelines, components, and how best to prepare. Guidance class in Grade 11 is shared with our IBDP Coordinator, Mrs. Günseli Yüksel. In these sessions, students gain a deeper understanding of the IB components and requirements. By the end of the year, they will have a clear roadmap for the application process.

Grade 12: The Final Stretch

It's an exciting and busy time for Grade 12 students, as they focus on finalizing and submitting their university applications. Most of our sessions are spent in one-on-one meetings to review their progress and ensure all components of their applications are complete. This personalized support helps students navigate the often complex application process with confidence. It is not even December but we have 5 offers already!

In addition to the Guidance class, we continue to organize events such as university visits and alumni sessions, which provide students with valuable insights and inspiration as they plan their next steps. As always, we aim to guide and support every student in discovering their passions, planning their future paths, and reaching their goals. We look forward to another successful year ahead!

Alumni Talks: Our November session featured Richard Li and Sunny Cui from the Class of 2024. Richard is currently studying Electrical Engineering at the University of Sydney and Sunny is studying Commerce and Media at the University of New South Wales. They shared their experiences on applying to and studying in Australia. As Australia is becoming an even more popular destination for international students, it was valuable for our students to hear their insights. Their session can be accessed [here](#).

Upcoming Events

December 18- Alumni Mentorship Program with Sivaranjani Ganesan, Class of 2024, University of Manchester, Biomedical Sciences

Details on the upcoming events will be shared with the community via social media and ManageBac.

PHOTOS FROM UNIVERSITY VISITS

1. Universidad Carlos III de Madrid, Spain
2. IE University, Spain
3. School of Visual Arts, USA





WHOLE SCHOOL COUNSELOR

Taeko Sakurai

Protecting Your Child's Emotional Well-Being: Understanding Adjustment Disorders, Stress, Depression, and Anxiety

Children sometimes experience emotional challenges and stress in their daily lives. While this is natural, it's important to take action if these feelings persist or begin to interfere with their well-being. This article explains what adjustment disorders are, signs of emotional difficulties, and practical ways to support your child, including insights from clinical perspectives like the DSM-5-TR.



What Is Adjustment Disorder?

Adjustment disorder happens when a child struggles to cope with big life changes or stressful events, such as moving to a new school or family and friendship problems. At this stage, children may show temporary signs of anxiety, sadness, or irritability. If adjustment disorder continues without support, it can develop into more serious emotional problems like depression or chronic anxiety. Early recognition and intervention are crucial to protecting your child's emotional health.

Signs of Emotional Difficulties Parents Should Know

Emotional difficulties can appear in many ways, such as changes in learning, behavior, or relationships. Here are some key signs to watch for:

Learning and Behavior

Changes in study habits: Losing interest in learning, incomplete assignments, or trouble focusing.

Attendance problems: Increased absences or reluctance to go to school.

Restlessness or hyperactivity: Difficulty sitting still or focusing on tasks.

Emotional Expression

Frequent mood swings: Sudden anger, sadness, or anxiety.

Loss of interest or motivation: No longer enjoying previously loved activities or relationships.

Relationships

Social withdrawal or isolation: Preferring to stay alone rather than spending time with friends.

Aggressive or overly passive behavior: Having difficulty managing conflicts or setting boundaries.

Other Warning Signs

Changes in appearance or self-care: Neglecting hygiene or usual routines.

Fatigue or unusual sleep patterns: Difficulty waking up or sleeping too much.

Appetite changes: Eating significantly more or less than usual.

Self-critical remarks: Saying things like, "I'm not good enough."

Clinical Perspective: Emotional Disorders in the DSM-5-TR

The DSM-5-TR (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, Text Revision) is a guide that helps doctors and mental health professionals understand and diagnose emotional problems. It lists symptoms to look for and explains how to tell the difference between different emotional conditions.

Depression and Anxiety

The DSM-5-TR describes signs of emotional problems like depression and anxiety.

Depression may include:

Feeling sad or hopeless most of the time.
Not enjoying activities that used to be fun.
Changes in sleeping or eating habits.
Feeling very tired or unable to concentrate.

Anxiety includes:

Worrying too much about things, even small ones.
Feeling restless, tense, or tired.
Having trouble focusing or feeling calm.
These symptoms can make everyday life difficult if they last for a long time.

Importance of Clinical Expertise

Psychiatrists and psychologists use the DSM-5-TR to check if someone needs help and to decide on the best way to support them. If you notice any of these signs in your child, there's no need to panic. Instead, think of them as a reason to talk to a school counselor or a mental health expert. Early help can make a big difference.

How to Support Your Child at Home

Create a Safe and Relaxing Space: Make your home a place where your child feels comfortable and safe. Use kind words and positive interactions to build trust.

Encourage Open Communication: Listen to your child without judgment. Show them that it's okay to share their feelings and worries.

Focus on Small Achievements: Help your child set realistic goals they can achieve. Celebrate these small wins to build their confidence and resilience.

Seek Professional Support: If you are concerned, don't hesitate to reach out to the school counselor or an external mental health professional. Early intervention often leads to better outcomes.

Working Together to Protect Your Child's Future

By recognizing the signs of emotional challenges early, parents and schools can work together to support children's emotional well-being. Understanding these issues and taking proactive steps can help children become resilient and confident. Feel free to contact the Whole School Counselor for guidance if you have any concerns. We are here to help.





DIRECTOR OF ADMISSIONS & MARKETING

Miki Kobayashi

Admissions Highlights from the Past Month

November has been a busy and exciting time for Admissions at Marist Brothers as we continue to connect with families, collaborate with colleagues, and refine our admissions processes. Here are three key highlights we'd like to share with you:

• Open House for Families from Deutsche Schule Kobe International

In early November, we hosted another Open House, this time for families from DSK International, and it was a day full of meaningful interactions and discovery. As always, our wonderful Student Ambassadors led campus tours, sharing firsthand insights into life at Marist, including details about classes, extracurricular activities, and their favorite things about the school. Following the tour, families attended an Admissions session where they had the opportunity to meet our Academic Leadership team, ask questions, and learn more about what makes our school special. The event was a great success, sparking high interest among participating families.



• Representing Marist at the OpenApply Admissions Conference

Our Head of School and I participated in the OpenApply Admissions Conference in Bangkok as one of the featured speakers. Our presentation focused on establishing a unified school mission and integrating the priorities of the Admissions, Marketing, and Academics teams to ensure alignment in our strategies and goals. This collaboration has been key to Marist's success in student recruitment, retention, and in promoting our school, sharing ideas and working closely together to apply each other's strengths. In addition to sharing our journey and insights, we also explored the latest updates to OpenApply's tools and learned about how other international schools are integrating marketing strategies and beginning to incorporate AI into their practices.



• Recognizing Our WIDA Testers Supporting Admissions

We are incredibly grateful for the ongoing support from our talented teachers – David Neill, Stewart Whitney, Chris Spaulding, Yumiko Takagi, and Kristen Kuhl – who are certified WIDA testers. Their expertise in English language proficiency assessment is invaluable to the Admissions team as we review prospective students. As we approach the peak admissions season for the start of the second semester, we sincerely appreciate the time and effort these teachers invest in assessing applicants' language needs.

The few weeks before winter break is going to be crucial in preparing to welcome a great group of students interested in joining us from the Second Semester. We thank everyone who has contributed to ensuring that Marist continues to thrive as a caring and student-focused community.





EARLY YEARS 3 & 4

Tina Mathers

Our First Adventure: A Field Trip to Sumadera!

This month, EY3/4 went on their very first field trip of the school year to Sumadera Temple, accompanied by Mrs. Flett, our art teacher. What an exciting day we had! The children carried their backpacks, packed with lunch and water bottles, and explored the temple grounds where they observed turtles, koi fish, statues, and sculptures.

They marveled at the changing seasons as they collected fallen leaves and acorns in the park. Blessed with clear skies and sunny weather, we enjoyed a lovely picnic lunch by the pond. The children took responsibility for cleaning up after themselves, leaving the area tidy and in excellent condition. It was a long, tiring, but incredibly rewarding day – well done, children!





Kindergarten Field Trip to the “Sweet Potato Farm”

Kindergarten had its first field trip to the “Sweet Potato Farm” on Tuesday, November 5th. As part of our current unit, “How We Express Ourselves”, we are inquiring into culture, tradition, and celebrations. With some countries celebrating Thanksgiving, I believed this would serve as an excellent provocation for our unit.

The field trip was successful in many ways, with many parent volunteers joining us and providing invaluable support. The children had a wonderful time engaging with nature—touching the soil, digging for potatoes, finding worms, and chasing grasshoppers. We returned with bags of sweet potatoes, as well as a couple of living specimens (pupas, which the children do not yet recognize). Initially, we thought these were Rhinoceros Beetles, but upon closer inspection, we discovered they were slightly different. This sparked engaging discussions among the children, such as, “What do you think it is?” Some even speculated about whether these creatures are edible.

These experiences have fueled their curiosity, leading us to make predictions, conduct research, and observe our findings daily. We are currently caring for the pupas in our classroom, eagerly anticipating their emergence. The children are still unaware of what will come out!

Regarding the sweet potatoes, we observed the roots and sprouts developing, and several students shared various ways they consume sweet potatoes at home. Initially, we thought that the sweet potato digging would serve as a great provocation for our new unit. However, this single event has opened up numerous avenues for exploration and inquiry. The children are becoming more open-minded to others’ ideas, sharing their knowledge, developing research skills, and caring for living things. It was a very successful field trip, indeed!





Who We Are: From Kobe to the World

In our **"Who We Are"** unit, we've been exploring the diverse people, cultures, and beliefs that shape our community and school. To deepen our understanding, G2S and G2Y visited two places of worship in Kobe—a Muslim mosque and a Christian church. Together, we shared our experiences and created a collaborative video newsletter using a green screen to bring our learning to life.

The Kobe Mosque, Japan's first mosque built in 1935, has a rich history. It has endured significant events, including the Kobe bombings during World War II and the Great Hanshin-Awaji Earthquake in 1995. During our visit, the Imam welcomed us warmly, blending humor with learning by giving us high-fives, quizzes, and even math problems. It was a great reminder of the joy in making new connections!

The Eastern Church offered a similarly enriching experience. The students learned about the church's history, its role in the community, and the significance of its beautiful architecture. The pastor's warm message of love and kindness resonated deeply with the children and connected perfectly to our ongoing classroom discussions about empathy and caring for others.

During the visit, we also explored the church's role in supporting the community and its members. A highlight of the day was when the Grade 2 students performed three songs, including 'Amazing Grace.' Singing in the church made the experience truly memorable for everyone.



We've discovered that our world, our city of Kobe, and even our classrooms at MBIS are filled with people from a variety of cultures and beliefs. Whether religious, spiritual, or secular, everyone has values that make them unique. By keeping an open mind, we can respect and learn from each other, building a community that celebrates diversity.

The Kobe Mosque is the oldest mosque in Japan and withstood the bombing of Kobe in 1945.





GRADE 3

Amanda McWilliams & Annabelle Staack

Hyogo Through Time: Grade 3 Explores Resources and Migration

The excited explorers are ready for adventure!

On November 27, 2024, the Grade 3 classes embarked on an enriching field trip to the Museum of Nature and Human Activities in Hyogo. The visit provided a unique opportunity to explore how migration has shaped the wealth of resources that Hyogo offers today and how these resources have evolved over time due to animals and people moving and settling in the region.



Students study interactive maps of Hyogo.

The museum's exhibits highlighted Hyogo's natural abundance, including its diverse ecosystems, fertile lands, and rich cultural heritage. Students learned about how the region's resources have historically attracted people and animals from various places, leading to significant changes in its landscape and society. One exhibit focused on ancient migration patterns, showing how early settlers utilized Hyogo's forests, rivers, and coastal areas to build thriving communities. Tools, pottery, and other artifacts revealed how these settlers adapted to and enhanced the region's natural offerings.

Their natural curiosity shines as they interact with the exhibitions.

In another section, students explored how modern migrations have brought new skills, ideas, and traditions to Hyogo, enriching its cultural and economic landscape. Students were especially intrigued by interactive maps that showed how populations shifted over centuries, transforming Hyogo into the vibrant region it is today. This activity underscored the interconnectedness of migration and resource development, helping students understand how human movement impacts both people and places over time.



Timelines of both animal and human evolution were also exhibited.

The trip concluded with a reflection session where students shared insights about the central idea of their unit: Human migration is a response to challenges, risks, and opportunities that impact individuals and societies. This field trip offered a deeper appreciation for the dynamic relationship between people and their environment, inspiring further exploration and inquiry in the classroom.

Students were amazed how much garbage a family of five can make.





GRADE 4

Aaron Geddes & Amy Oswald

Understanding Earth's Natural Systems in Grade 4: How the World Works

In Grade 4, we have been exploring the PYP transdisciplinary theme of How the World Works, focusing on the central idea: The earth's natural systems create both gradual and rapid changes which can impact people's lives and the Earth. Through this unit, we have been investigating how natural systems like earthquakes, volcanoes, and weather patterns shape the world around us. We've also been learning about how communities respond to these changes and work to prepare for future events.

As part of this learning, we visited the Great Hanshin-Awaji Earthquake Memorial in Kobe. There, we saw powerful exhibits showcasing the devastation caused by the 1995 earthquake, including images and videos of collapsed buildings, destroyed infrastructure, and personal stories from survivors. The interactive displays helped students understand the science behind earthquakes, showing how tectonic plate movements lead to rapid, dramatic changes. The memorial also highlighted how the city recovered, with displays on earthquake-resistant construction, early warning systems, and community preparedness.

This field trip was a meaningful connection to their classroom learning. It provided a real-world example of the impact of Earth's natural systems and how people adapt and rebuild after disasters. By seeing how Kobe's community responded to and learned from the earthquake, students gained insights into the resilience and innovative solutions needed to face such challenges, deepening their understanding of the Earth's dynamic systems and their effects on human life.

Building on their learning, students will independently research a natural disaster of their choice, such as hurricanes, tsunamis, volcanic eruptions, or floods. We will explore how these disasters occur, their effects on people and the environment, and the strategies communities use to prepare for and respond to them. After completing research, we will create reports or presentations to share their findings with their peers. This project not only deepens their understanding of the unit's central idea but also develops critical thinking skills and encourages them to take ownership of our learning by applying insights from the field trip to other natural systems worldwide.



Grade 4 has continued our inquiry into 'How the World Works' in language arts lessons. During language arts time, we are learning the structure of informational writing by focusing on crafting clear topic sentences and using precise vocabulary to inform or explain to others about the natural disasters we are learning about. To deepen our understanding, we are expanding our vocabulary by using descriptive adjectives to characterise natural disasters, such as "devastating," "sudden," "unpredictable," and "catastrophic" helping us describe these phenomena with more depth and accuracy. This connection strengthens both our scientific understanding and our writing skills.





From Science to Innovation: The Cold Cup Design Challenge

Our Grade 6 students have been learning about thermal energy transfer. We began with a question: How can containers keep things from warming up or cooling down? Students tested whether a new plastic cup sold by a store keeps a drink colder for longer when compared to a regular plastic cup that comes free with the drink. It did not take long for them to notice that the drink in the regular cup warmed up more quickly, which led them to a closer examination of cup features - like the lid, double walls, and straw hole - to figure out what made one cup so much more effective.



To develop a deeper understanding of energy transfer, students used simulations to observe particle motion, visualizing how kinetic energy transfers across particles in various states of matter. They explained how energy from the surrounding environment influences the temperature of liquids in a cup and examined related phenomena like condensation and particle collisions.

This month we launched our final project: the Cold Cup Design Challenge. With their newly acquired scientific knowledge and plenty of creativity, students used recyclable household items to construct drink containers designed to minimize energy transfer. Their mission was to match or outperform a store-bought insulated cup while adhering to specific design criteria and constraints. Working independently, students designed, built, and tested their creations, analyzed their data, reflected on peer reviews, and refined their designs. The results were nothing short of impressive!

Through this process, students not only demonstrated a strong grasp of scientific principles but also gained valuable experience in iterative engineering. They learned how continuous improvement and problem-solving play a vital role in innovation. We look forward to seeing how these problem-solving skills will continue to flourish in future projects!





MYP ENGLISH & VISUAL ARTS

Elizabeth Neill & Brian Petersen

Myth and Legend Exploring through Language and Visual Art

This month, our Grade 7 Language and Literature classes and Grade 7 Visual Art classes have been exploring mythologies and visual narratives. The interdisciplinary approach allows students to learn, develop and use knowledge between the subjects, and also provides us with the opportunity to take an excursion to see visual narrative and myth and legend applied in an art exhibition!

On Wednesday, November 20th, all grade 7 students went with Mrs. Neill, Mr. Petersen, Ms. Buchanan and Ms. Kuhl to visit the Ishiguro Ayako exhibition at the Himeji Museum of Literature. Ishiguro-san is an author, illustrator and artist who draws on folklore, mythologies and popular culture to create her characters and stories, and her images from her art practice and her books are prime illustrations of how to tell a story visually. We could explore the museum in small groups, interacting with Ishiguro-san's work and even reading some of her children's books in the library section. After our visit we also explored the area around Himeji castle for the atmosphere and visual inspiration for our own myth and art making practices.



In art, students are using the experiences and learning to create two summative works, a screen painting and a relief sculpture, both illustrating researched and/or invented myths with a focus on communicating narrative clearly. Please look forward to seeing these works in the near future!

As part of our exploration of mythical stories and the art of narrative writing, students in the English Language and Literature and Language Acquisition classes participated in a creative activity inspired by the work of Ishiguro Ayako. After photographing pieces from the exhibit, each student selected a work of art that resonated with them. They then crafted an original narrative based on their chosen piece, blending elements of mythology with their own creative storytelling. This activity encouraged students to interpret visual art and translate their ideas into compelling written narratives, making connections between creativity and literary techniques.





HEAD OF JAPANESE

Junko Yamamoto

Celebrating Japanese Culture at MBIS: A Day of Learning and Creativity

At MBIS, we take great pride in celebrating the rich diversity of cultures represented in our school community. This year, Culture Day was an exciting opportunity to explore the beauty of Japanese culture, with a special focus on Kanji and Origami, two iconic aspects of Japan's artistic heritage.

Embracing the Art of Kanji

One of the highlights of this year's Culture Day was the inquiry - based learning of Kanji, the intricate system of Japanese writing. Some classes were partaking in a Kanji character project writing with calligraphy pens and gaining a deeper understanding of the origins of Kanji. In the Kanji workshops, students had the chance to practice writing these characters using traditional brush techniques, under the guidance of teachers who demonstrated how to form each stroke with precision and care.

Origami workshop Collaboration

The Japanese Department was engaging students in traditional Japanese activities such as origami and card games with some of the older students teaching the younger students. Through this hands-on activity, students not only practiced patience and precision but also gained a deeper appreciation for the value of communication and attention to social skills.

Building Global Understanding

Culture Day at MBIS is always a wonderful opportunity to deepen global understanding and foster respect for cultural diversity. As we continue to nurture a diverse and inclusive environment at MBIS, it is through these shared experiences that we grow stronger as a community.

A big thank you to all families who made this day a memorable one. Culture Day 2024 was a wonderful success, and we look forward to continuing this tradition of celebrating cultures in the years to come☆





PYP JAPANESE

Yumi Kyogoku & Riku Tanaka

Grade 3 Students Led Celebration for World Children's Day

In Japanese class, Grade 3 students embarked on an inspiring journey into the world of children's rights, using materials provided by UNICEF as part of their first unit, Who We Are. As they explored this important topic, the students learned about the power of raising their voices to make the world a better place, and they demonstrated their agency by taking action.

To celebrate World Children's Day on November 20th, the Grade 3 students organized and led a special event for the entire Primary Years Program at MBIS. They facilitated a range of fun and educational activities for students from Early Years to Grade 5, helping everyone understand the significance of children's rights.

The theme color for World Children's Day is blue, symbolizing peace. To show their support for the event, the students wore blue on the day. The Student Council also played a crucial role, assisting the Grade 3 students and ensuring the event ran smoothly.

Through their efforts, we raised ¥22,150, which was donated to UNICEF to support children's rights and initiatives worldwide.

This unforgettable event brought our school community together in a meaningful way, and we are incredibly proud of the Grade 3 students for their agency, initiative, and dedication in making it all happen.





MYP DESIGN

Christopher Spaulding

Design in Action: Grade 9 & 10 Students Shine in Web Portfolio Development

This month, our Grade 9 and 10 design students have been diligently working on Criterion B—Developing Ideas—as part of their web portfolio project. This phase emphasized the essential steps of conceptualizing and refining ideas, a core skill in the MYP design cycle.

Starting with a clear set of design specifications, students moved through a structured process of idea development. They began by sketching wireframes, transitioned to creating detailed digital mock-ups using Figma, and concluded with presentations of their designs to their peers. These presentations not only showcased their creativity but also provided valuable opportunities for collaboration and constructive feedback.

The next step in their journey will be transforming their digital mock-ups into reality. Using AI-powered tools, students will convert their designs into HTML and CSS code to create fully functional websites. This innovative integration of technology highlights the dynamic and evolving nature of design, equipping our students with cutting-edge skills for the future.

We are thrilled to see our young designers' creativity and technical proficiency evolve through this project. Stay tuned for updates as their web portfolios come to life in the next phase of the design process: Creating the Solution!





DP/MYP VISUAL ARTS

Brian Petersen

Mock Exhibition Preparations for the final exhibition for DP students

On November 28th, the DP Art 12th grade students had their mock exhibition, a chance to practice installing, displaying and getting feedback on their work. Students shared their in-progress rationales, had their work observed and commented on, and practiced talking about their ideas and process with students and teachers. The calibre of the work is quite exceptional, and the thought and intention behind it is equally as impressive. Students have been working hard to really create something personal and impactful, and the results show so much promise for the final exhibiting in February. We are looking forward to a wonderful art exhibition on February 28th, 2025! Please save the date.

A special thanks to Kosei Tei, who not only showcased his works and concept but also designed the poster for the event. And an equally special thank you to Ibuki Higashida, one of our gr 11 DP art students. She volunteered her time to help the 12s with hanging and balancing their works, and really was an invaluable resource (and prepared to show her own work next year).



As per IB rules, work cannot be documented and shown online or in print before the exhibition is complete and submitted, so in the meantime, please enjoy Kosei Tei's mock exhibition poster.

Chalice Mitchell - Visiting Artist lecture for MYP and DP art classes



Marist middle and high school art students had the opportunity to engage with a guest speaker in their visual arts classes on Monday, November 18th. American artist, Chalice Mitchell, visited Marist to share their work and provide students an opportunity to talk to them about their ideas, process, influences, education, and to discuss their career and what life is like as a working artist. Grade 11 and 12 students also had the chance to share and get feedback on their work, and to have a small workshop in gesture drawing. Chalice Mitchell was in Japan for three weeks at an artist residency in Tokushima (Kamiyama-cho) and for an exhibition of their works in Tokyo at Art Lab Tokyo. Marist students were active in their discussions and questions, making this an engaging and thought-provoking opportunity for them.

Chalice Mitchell - <https://chalicemitchell.com/>





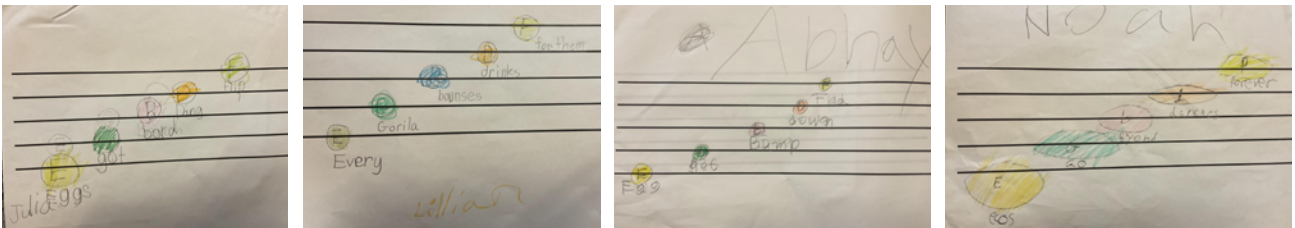
Making Melodies in Music - Grade 2

We are continuously learning different ways to play and make music in our classes. One recent focus for us was learning about where the notes go on a written piece of music.

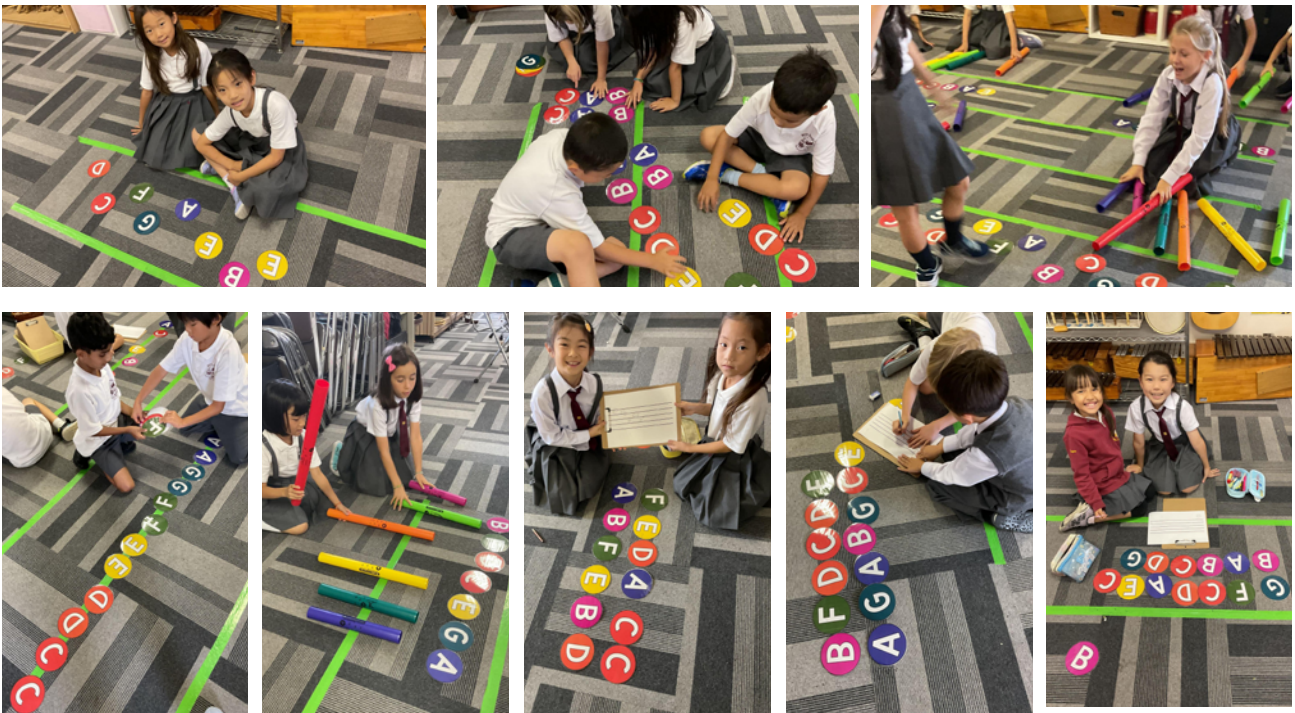
How do I know what note to play or sing based on where it sits on the treble staff?

Students have been engaging in different activities and tasks to address this wondering. Some of the activities we did included the following:

We turned the floor into a staff and used ourselves as the notes, moving to our correct spaces and lines. We also created new mnemonics to remember the notes on the lines. Some great ones included:



We also used the Boomwhackers and our note circles to begin to compose our own melodies. We planned first using the note circles; and then tried out our melodies on the Boomwhackers. We continue to explore different sounds and rhythms in our lessons.





ATHLETIC DIRECTOR

Jason Mejía

This Month in Athletics - November

November has seen the Bulldogs continue to build upon their success of Season 1. The High School teams began their basketball seasons against Canadian Academy (CA) and Senri-Osaka (SOIS), which provided a good barometer for their current rosters.

The Men are eager to defend their championship, lead by the same core from last year. With Coach Inman at the helm, he has stressed student leadership while focusing on development and sportsmanship.

Coach Hoshiyama returns for her second year with a strong incoming group of athletes ready to make their mark at the high school level. As she continues to hone the program in her vision, it becomes obvious to everyone that the Lady Bulldogs are showing renewed grit and determination in their games, which has led to praise from both opposing coaches and players alike.



MS GIRLS SOCCER

The Middle School Girls' soccer team has a lot of enthusiasm with the addition of Coach Douglass to the mix. With a background in soccer, he is bringing his passion to the field every day, inspiring his team with effective and direct training sessions and game management. At the SOIS Invitational, they performed admirably, anchored by a healthy mix of 8th graders and up-and-coming 6th and 7th graders. It should prove to be an exciting [tournament at Canadian Academy](#) this year, so feel free to drop by and support your Bulldogs!



MS BOYS BASKETBALL

At the Middle School level, Coach Timola and Coach Tanaka have led the MS Boys' basketball teams through some dominant stretches in November, a streak they hope to capitalize on in the [WJAA Final Tournament](#). Led by a tenacious Grade 8 class, the teams have united well around each other with the intention to bring home a trophy. Feel free to come out and support the MSB A-team on the 6th and 7th of December at the Marist Gym.





DIRECTOR OF SERVICE LEARNING

Mio Ranni

Service Learning Achievements

National Honor Society (NHS)

Throughout November, our National Honor Society meetings focused on planning and preparing for our annual “4 Pillars Project,” which highlights NHS core values: Scholarship, Leadership, Character, and Service. This initiative aims to make a positive impact within our school community.

On Wednesday, November 27, students gathered to create 50 candy leis to be gifted to children in orphanages for Christmas. Using a variety of candies and colorful ribbons, they decorated each lei with care and creativity, hoping to convey love and warmth to the children in our local community during the special holiday season. These candy leis will be delivered to the orphanages in December with the support of International Soroptimist Kobe members.



Marist Brothers Honor Society (MHS)

On a sunny and beautiful Sunday morning on November 10, the MHS S.E.E.D. Committee and In-School Service Committee members went to our farm in Nishi-ku to plant onion seedlings. We first put down the black tarps to prevent weeds from coming out, and then planted 3,000 onion seedlings on two long ridges. Everyone fought with back pains and thrust by planting for 2 hours but we completed the mission with great teamwork. We would like to thank Mr. and Mrs. Lipp for joining our activities to make it extra special and fun. We will hopefully harvest these onions at the end of April.



On another beautiful afternoon of November 13, 120 plus MHS members went down to the Suma beach and picked up trash along the coastline. It was less trash than usual but there were plastic strings and containers, many pet bottles, and broken glasses as well. We ended up collecting 5 full bags of garbage on this day. We would like to thank Ms. Inada, Ms. Robson, and Ms. Sugiuchi for joining us to make a difference in our community.



Last month, we harvested sweet potatoes with students and teachers from Kobe High School and Kansai International Academy. This month, we decided to gather again to grill those sweet potatoes and eat them together. On Sunday, November 17, our MHS Community Event Committee organized a Multi-schools Sweet Potato Cooking Event. A total of 25 students and teachers participated and cooked "Yakiimo = grilled sweet potatoes", and had a group discussion on our future collaboration possibilities. During the discussion, there are creative ideas such as joint community clean-up, and collaborative cooking at soup kitchens. At the end of the event, we enjoyed eating Yakiimo and other home-made sweet potato snacks together to celebrate our harvest. We would like to thank students and teachers for coming to participate in this event and also for the continued friendship.



To celebrate the Thanksgiving and successful harvest for sweet potatoes at the farm, the MHS students had a party on Wednesday, November 20 after school in the second floor balcony. Leadership team members have organized this party by washing the sweet potatoes and grilling them using their lunch time on Tuesday and Wednesday. They successfully made delicious Yakiimo and sweet potato dishes for 120 students. They have also set up cotton candy booths and everyone enjoyed making and eating them to have a blast in the afternoon. It was a great way to celebrate our service learning achievements for semester-1.



On Saturday, November 30, our Education Committee and Fundraising Committee members organized the soup kitchen which was held in Onohama Park in Sannomiya. For this soup kitchen, vegetables, curry roux boxes, and rice which was collected as Food Drive by the Lower School students. We also brought our harvested sweet potatoes to be cooked as well. A total of 23 students gathered in Onohama park at 10:00 a.m.. Everyone worked together to peel and cut vegetables and made curry and rice for 100 people in two hours. About 85 people in need have lined up and enjoyed our curry and rice. We would like to thank Lower School students for collecting the ingredients for this soup kitchen. We would also like to thank teachers and students from KIA, Ms. Hanamura, Ms. Neill, Ms. Hartono, and Ms. Oswald, for participating, supporting us to cook, and enjoy working together to make this community a better place.





Kobe Kiwanis Builders Club (KKBC)

Leaders' selection and group work



The Kobe Kiwanis Builders Club Marist Chapter held its leadership election on November 13. After listening to speeches from four candidates, all members cast their votes. As a result, two new leaders were elected: JooAhn and Gautham.

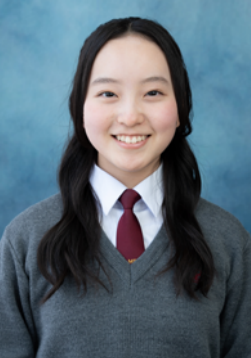
On November 20, during lunchtime, the leadership meeting was held. The Kiwanis Builders Club leaders—Anna (President), Yuta (Treasurer), and the newly elected leaders—came together to discuss strategies for leading the organization and brainstorming ways to contribute to both the local and global community.

On November 27, the entire club gathered again during lunchtime to plan their upcoming projects. Members divided into three committees:

- **Environmental Committee**, responsible for organizing Earth Week events.
- **Lemonade Stand Committee**, tasked with fundraising to support the Child Chemo House.
- **Human Support Committee**, focused on assisting people who suffer from poverty.

We are excited to combine our knowledge and skills as we work collaboratively to make meaningful contributions to the community and beyond.





Revive & Thrive Project (Written by Grade 9 Anna)

With fast fashion dominating our generation, people dispose of clothes too easily, contributing to the staggering 450,000,000 kg of clothing waste every year. To raise awareness about this issue, we will host a Fashion Competition featuring outfits made from recycled materials. We invite students, parents, and teachers to participate in this event. Participants can create an outfit using materials like thrift clothes, paper, cardboard, and more.

There will be another orientation on December 18th in the elementary lobby from 12:10 to 12:45. Even if you were unable to attend our first orientation, please feel free to come join us! We will finalize our themes and discuss what sorts of materials we need for our designs.



Korean Language and Culture Exchange Project (Written by Grade 8 Airi)

With entertainment like K-pop and K-dramas on the rise, Korea has seen a great economic growth internally and externally. While this is a significant improvement, I realized that I wanted the others to notice the more understated aspects of Korean culture. Through this project, my objective is to inform the 3rd graders about Korean culture, promoting both diversity and inclusion. With this, I am trying to achieve a community where everyone feels included and heard.

The first session will happen on Wednesday, December 4th at the elementary lobby from 3:30-4:30. I intend to have 2 sessions after this, in January and February. I hope to see many Grade 3 students there!





STUDENT COUNCIL PRESIDENT

Amritha Kamath

Message From the Student Council President

November was a wonderful month for the students at Marist, with the hosting of our Annual World Culture Day. This year, the Student Council introduced a new activity for the Upper School Students to partake in: World Culture Trivia! During the last period on November 8th, students returned to their homeroom classrooms where they participated in different trivia quizzes, covering a variety of topics about various cultures around the world. The topics were Flags, Landmarks, Languages, and Music. Two winners were determined, one receiving a goody bag and the other winning a Starbucks coupon! Overall, the event was a tremendous success with the students being extremely engaged, and we hope to make it a lasting tradition for years to come.

In addition to the trivia, students celebrated the day by wearing the traditional attire of their respective cultures, showcasing the rich diversity of our student body. From kurtas to kilts, kimonos to hanboks, the school was vibrant with colors and cultural pride and it provided an excellent opportunity for students to express their heritage and share traditions with one another.



Looking ahead, the Student Council is eagerly planning and preparing for the upcoming Christmas Brunch on December 20, an event we reintroduced last year after a hiatus due to COVID restrictions. This tradition brings together the entire Upper School to enjoy a shared meal, fostering a festive and joyful atmosphere with a variety of delicious food. We hope it will be an enjoyable event and a merry way to end the year.

We thank you for your continued support and we look forward to next month!





MAA JUNIOR MEDIA EXECUTIVE

Jaanya Jhaveri

Marist Athletic Association

The Marist Athletic Association has dedicated significant time and effort this month to hosting friendly basketball games for High School Boys, High School Girls, and Middle School Boys. Three key roles are required to facilitate these events: a scoresheet writer, a shot clock handler, and a scoreboard controller. At the start of the month, the executive team organized a basketball scoresheet workshop for all general members. The members were divided into classrooms, where they received a presentation led by the executive team. This session walked participants through completing the scoresheet, using a simulated game scenario between the girls' and boys' teams. The interactive presentation allowed members to follow along and gain a thorough understanding of the scoresheet procedure.

Additionally, the executive members were available to address questions and concerns, ensuring clarity. Similar to the volleyball worksheet workshop held previously, the basketball scoresheet workshop proved to be successful in enhancing the general members' comprehension of the task. The executive team also identified a few minor errors in the presentation, which they plan to correct for next year. Overall, the workshop was both enjoyable and productive.

Furthermore, the new members were not aware of how the shot clock works, therefore during a practice game between the High School V Girls and the High School JV Boys, the 9th graders and anyone who wanted practice were welcomed to understand the rules and procedures. As in a real game, there are only 3 people required, there was a 2-minute rotation, where they each took turns, for all the members who participated in this workshop. This helped the new members understand the rules of basketball since there are numerous aspects involved. Thank you to everyone who came and to the executive members for setting up this workshop.

To summarize, this month was mainly focused on teaching and learning the basketball rules and regulations for the upcoming tournaments and weekend games held at Marist. Here are a few photos of our MAA members working during the weekends.



A few upcoming events the MAA is looking forward to are the Middle School Boys Basketball Tournament hosted at Marist on December 6th and 7th as well as the annual Christmas party on the last week before winter break for all members. Come cheer the bulldogs and MAA members and don't forget to bring your secret Santa gift!

FOLLOW ME!



MAA JUNIOR MEDIA EXECUTIVE
Jaanya Jhaveri
Rui Shimono

AFTER SCHOOL ACTIVITIES

JOYFUL VOICES CLUB
Venus Yoon & Br. Allen Timola



A Celebration of Music and Community

We are excited to introduce the Joyful Voices After School Activity, led by Mrs. Yoon, Brother Allen, and our talented vocal trainer, Mr. Sean Rodriguez. This special club is designed for Grades 1 and 2 students to discover the joy of singing in a fun and supportive environment! But Joyful Voices is more than just a singing club. It's a space where students can connect with one another, share stories, and feel the rhythm that brings us all together. Rooted in the Marist Tradition, the club embraces the values of community, creativity, and musical heritage, fostering a sense of belonging and expression.



With expert guidance, students develop their voices, explore rhythm, and nurture a lifelong love for music. It's a journey of growth, connection, and joy!

We are thrilled to announce that our first performance will be during the Marist Christmas Concert on December 20th. Join us to celebrate the spirit of the season and witness the magic of all our Lower School students and our Joyful Voices. We can't wait to see you there!

Let's raise our voices together and make music that inspires our community!



MAGIC THE MARISTING CLUB JASON MEJIA & BRIAN PETERSEN



Wrapping a Season of Tabletop Paper Gaming Fun!

Our first block of Magic the Maristing, our upper school Magic the Gathering card game club, comes to an end next month. Our small group has had a lot of fun learning and sharing the game, and building friendships. As we close the door on this first block of Thursday afternoon gaming fun, we are happy to announce that we will be running the club again starting in February of the new year. If you are interested, curious, or wanting to learn more, reach out and talk to Mr. Mejia or Mr. Petersen. We will also have an introduction session in January for you to come and try the game and see if you are interested in joining our club. A big thanks to all the club members this autumn for making it a laughter-filled, memorable and always fun time.



CHESS CLUB Br. Allen Timola



Lower School After-School Activities: Chess Club

Even though Block 1 was only 5-sessions, the Chess Club was a success in introducing the game to the new members (with the help of the [ChessKid platform](#)) and letting the old members continue the progress they had made on the board, especially winning in the endgame.

To add a twist, we hosted a mini-tournament, with each chess club member facing each other regardless of level. It feels like it is a side event to the current [World Chess Championship 2024](#) happening in Singapore between Ding Liren, the defending World Champion from China, and Gukesh Dommaraju, the challenger from India.

I am happy to announce that the Lower School Chess Club will now be open from Blocks 1, 2, and 3. With our chess club planning to expand to 18 members in the future Blocks, we are now able to play a different chess variant called [Doubles \(Bughouse\)](#), which in simple definition is a game played with four players. I hope that our chess club students learn not only about playing chess but also about fair play and sportsmanship.



MARIST TENNIS CLUB Venus Yoon & Yumiko Takagi



Highlights from Block 1 and the Food Fair

The Marist Tennis Club has had an incredible start to the year, offering students from Grades 1 to 5 an exciting opportunity to build physical strength, agility, and friendships. Block 1 was filled with fun sessions at Shioya Country Club, where students engaged in running, swinging, jumping, and laughing together. These activities not only sharpened their tennis skills but also created lasting memories and camaraderie.



We also brought the Marist spirit to the Food Fair with our popular booth, "Speed Throw." Over 300 participants, ranging in all ages joined in the fun, trying their hand at tennis and testing their throwing speed. Our speed meter challenge crowned **Shuri (Grade 8)** and **Rio (Grade 7)** as the fastest throwers, with **Minseo (Grade 11)** and **Hiyori (Grade 5)** taking second place in their categories.

The Food Fair was a wonderful chance to connect with students, parents, alumni, and the broader community, fostering conversations and showcasing the values of connection and community that define Marist. All funds raised will support the Lower School Student Council, making a direct impact on our students.



Looking Ahead to Block 2

As Block 1 comes to a close, we reflect on the progress, teamwork, and joyful moments our young athletes have shared. We are excited to carry this momentum into Block 2, continuing to foster growth, connection, and sportsmanship.

Thank you to everyone who has supported the Marist Tennis Club. We look forward to creating more fantastic memories and achievements in the months ahead. See you on the court!





MARIST PTA PRESIDENT *David Polen*

MESSAGE FROM THE HEAD OF PTA

WHAT IS PTA and WHAT DO WE DO??

We would like to introduce what PTA is all about...

As everyone knows, PTA stands for "Parent Teacher Association." PTA is defined as a school-based organization with a mission to make the school a better place for children to learn. Marist PTA's mission is to support the school, the staff, and most importantly the students in our community.



What does the PTA do to help the community?

- **Fundraising** - Hosting events such as Food Fair and Bingo Night, raising money for school supplies and equipment, and student run educational programs, along with other needs.
 - **Events** - PTA helps organize and support school events to make them more fun and engaging for everyone! We host Teacher and Staff Appreciation Day as a symbol of our gratitude to the faculty, who are the custodians that build the foundation of our children's formal education.
- And while Food Fair and Bingo Night fall under the fundraising category, they are the catalyst that brings the community together to help build relationships and foster a sense of school spirit!
- **Facilitating Parental Involvement** - PTA aims to get parents involved with events and fundraising. Through parental involvement, parents will be given a glimpse into student life that otherwise goes unseen. In addition to that, parents are able to form relationships with other parents. This facilitates friendships, a communication portal where parents can share their child raising experiences, among other things. These experience, and relationships are what help make Marist such a strong community.

WHAT'S ON THE AGENDA FOR 2025?

1) BINGO Night

With such a successful Bingo Night last year, we can't wait to begin the planning process!!

2) Teacher and Staff Appreciation Day

We served breakfast for the teachers and staff with coffee and tea, accompanied by adorable heartwarming letters from students.

3) Food Fair Planning

While it's true that Food Fair just finished, we are already starting to think about next year's event.



We are always looking for people in the community who want to help! Join us on our mission to help make the Marist community, and more specifically the students' lives, the best it can be!

The PTA meeting dates are posted on ManageBac. We will be sure to send reminders of our monthly meetings as they are open to everyone who wishes to attend.

If you have any questions, please do not hesitate to reach out to us: pta@marist.ac.jp





NOVEMBER		DECEMBER 2024						JANUARY 2025																																				
S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31														
										Parents as Learners				Spirit Week (Dec. 16-20)		Alumni Mentorship Program		Christmas Brunch Primary School Winter Concert		Winter Break (Dec. 23-Jan. 10)		Christmas Day																						

PRINCIPLED WE TAKE RESPONSIBILITY FOR OUR OWN ACTIONS, BUILDING TRUST THROUGH INTEGRITY, HONESTY, AND HUMILITY

OUR MISSION STATEMENT

We educate students in a nurturing community where relationships and meaningful connections are valued and celebrated. Our students gain knowledge, communicate effectively, develop exceptional character, and become responsible citizens of a global society. We inquire into the world around us through rigorous academic programs that aim to prepare students for life's opportunities.

OUR VISION STATEMENT

We are a school where exceptional personal character and strong relationships provide opportunities to excel in our areas of interest and affect change in our local and global communities. We are a school where personal, social, and emotional support help build global perspectives. We are a school that embraces diversity, encourages leadership, and respects the values and unifying traditions of the Marist Brothers.

OUR VALUES

EXCELLENCE

Make excellence and quality a part of each day and seek continuous improvement in all that we do.

INNOVATION

Seek innovative and creative approaches to problem-solving.

PARTNERSHIPS

Build sustainable and meaningful relationships, embrace diversity, and connect with the community.

CARE

Be a person of good character who is responsible, respectful, reflective, and acts to make the world a better place.

MARIST EXPECTATIONS

Open-Minded:

We seek to broaden our understanding and appreciation of other cultures and perspectives.

Balanced:

We strive for balance of mind, body and spirit, to develop as well-rounded individuals.

Knowledgeable:

We strive to develop intellectually, physically and artistically.

Principled:

We take responsibility for our own actions, building trust through integrity, honesty, and humility.

Thinkers:

We consistently think critically, ethically, and creatively.

Risk-Takers:

We take on challenges as active participants and dare to push beyond our comfort zones.

Caring:

We show compassion within our school community and beyond.

Communicators:

We collaborate in a multilingual environment, with confidence and courtesy.

Inquirers:

We engage in research and investigation, becoming self-directed, lifelong learners.

Reflective:

We use past experiences as a guide for future actions.

MOTIVATE BELIEVE INSPIRE SUCCEED

FOLLOW ME

MARIST
OFFICIAL
SNS

INSTAGRAM



FACEBOOK

