

Expanding future possibilities

Hirakû

36



- ★ Europe Observation Report ★ My Stepping Stone<File 8>
- ★ Interview with the Siblings who are Tomigaoka School Graduates
- ★ Picture Book Training Report ★ Grad Club Australia Study Program
- ★ Family Event Returns After 5 Years! ★ Kobe Seaside Club WINTER DAY CAMP
- ★ Grad Club Announcement for the English Village in Korea Study Tour



Curriculum Lab Europe Observation Report

Exploring the Frontiers of Outdoor Education and Multicultural Education



[Observation Report]

Ryan Lopes
Curriculum Manager
Adventure School

[School Visited]



Attarpsskolan

◆Purpose and Background of the Visit: The Reasons for Choosing Attarpsskolan School as the Observation Site

The purpose of this visit was to further observe how elements of outdoor learning were integrated into the education at Adventure School by studying outdoor education practices in Scandinavian countries. In particular, we were interested in observing how learning in natural environments fosters children's **independence, cooperation, and curiosity**, and we wanted to see practical examples of these approaches in action. Additionally, our goal was to understand how they support growth not only in academics but also in social and emotional development. To achieve this goal, we selected Attarpsskolan in Sweden as our destination. Attarpsskolan implements the "Skolskogen" program, which means "forest school" in Swedish and is widely recognized as a forest school model. This program deepens children's learning through regular activities that make use of the natural environment. In addition to using nature as a learning tool, this program also actively involves parents in the educational process. These aspects align well with the philosophy of Adventure School, and we found this educational model to be highly informative as we explore new approaches in education.

◆Memorable Moments and Student Reactions During the Visit

One of the most memorable aspects of the visit was observing how the students smoothly transitioned between free play and structured learning. In the Skolskogen program, the students were given a high degree of autonomy, and I was impressed by their confidence and

independence. One group was engaged in a project to build a shelter using branches. Their teamwork, problem-solving abilities, and communication skills were impressive for their age. Additionally, discussions with the staff highlighted the importance of "trust." I was struck by the trust placed in the children to take ownership of their learning and in the natural environment to provide the necessary resources. Although the Adventure School also values this philosophy, I felt that Attarpsskolan had implemented it at an even higher level.

◆Differences in Approach Between Skolskogen and Adventure School

While both the Skolskogen program and the Adventure School emphasize outdoor learning, their approaches differ. Skolskogen is deeply rooted in the principles of forest school, with nearly all learning conducted outdoors, regardless of the weather. There is a strong belief that "nature is the best classroom," which differs from the Adventure School's approach of balancing indoor and outdoor learning environments. However, both schools share common goals in fostering autonomy, resilience, and cooperation. Skolskogen



[Exploring the Environment] The instructor guides students through forest, lake, and open areas, incorporating slacklines to develop strength and balance. Surveying the site is a critical step for safety and planning.

places a greater emphasis on free play and self-directed learning, whereas the Adventure School focuses on structured, inquiry-based projects to facilitate learning.

◆Skolskogen's Insights Used in Adventure School

At Adventure School, we are considering introducing Social and Emotional Learning (SEL) workshops that utilize outdoor group challenges, where students can practice teamwork, empathy, and emotional regulation while cultivating a sense of community. By engaging in such activities set in nature, students will be able to develop the skills to handle social and emotional situations in the real world, gaining life skills that are beneficial beyond the classroom. Additionally, we plan to introduce a new physical education program that includes challenging outdoor activities such as climbing, balance exercises, and projects that incorporate natural materials. This will not only promote physical growth but also foster courage, confidence, and a sense of responsibility. In a safe and supportive environment, we aim to foster holistic growth by encouraging individuals to challenge their own limits. Furthermore, we plan to introduce long-term outdoor projects that provide students with opportunities to take ownership of their learning and develop skills in cooperation and problem-solving. We also hope to encourage parents to participate in outdoor activities, allowing them to reinforce the school learning experiences at home.

◆Nature as the Classroom: Deepening Learning through Simple Resources

I was surprised by how effective the Skolskogen program's simple approach was. I had expected more tools, materials, and structured activities, but the school relied on nature and simple resources (like branches and stones), which alone were enough to deepen the learning experience. I was also struck by the level of independence among the children. Even in challenging situations, they were able to solve problems on their own and continue their explorations. This experience reinforced the idea that less structure can often lead to more significant growth.

◆New Challenges and Significance of the Adventure School

Through this visit to the Skolskogen program at Attarpsskolan, we reaffirmed the significant impact that outdoor learning has on children's growth. At Adventure School, we provide an environment beyond the classroom where children are encouraged to take risks and grow through practical experiences in nature. This setting aims to foster essential life skills that are necessary to thrive, such as **cooperation, resilience, and critical thinking**. Inspired by programs like Skolskogen, we are preparing our students not only for academic success but also for success in life. We hope that parents will recognize the value of this holistic approach and appreciate our educational philosophy at Adventure School, **which seeks to cultivate both knowledge and character.**



Literacy class in groups. Using wooden boards to spell out words, students deepen their learning through tactile engagement, which provides a sense of calm.



Learning knife carving using Swedish Morakniv knives. After completing a safety briefing, students start with a peeler, gradually advancing in skill.



[Measurement Exercise] Using marked ropes, students easily grasp measurement concepts, deepening their understanding of quantification.



[Reading Comprehension and Vocabulary Matching] Students cooperate in matching clue cards to vocabulary, strengthening problem-solving skills, and expanding vocabulary.



[Observation Report]

Ian McKenzie
Principal
Infinity Global
Elementary School

[Schools Visited]



International School Leiden



North Zealand International School



Attarpsskolan



Futuraskolan International School

◆What made you choose these schools to visit

Infinity School is constantly evolving and our staff are continually researching for the best educational practices.

At the beginning of this academic year, Infinity implemented the International Primary Curriculum (IPC) and joined a global network* of schools that support the growth and development of their members. In order to get the best possible guidance on how to implement the IPC within our context, we visited flagship schools in Europe, that were recommended by the IPC leadership.



[What is the IPC Global Network*?]

The IPC Global Network is an international educational network consisting of over 1,000 schools in more than 90 countries that have adopted the IPC. These schools collaborate based on the shared curriculum standards and educational goals to support the students' growth and development through the IPC. The network offers a platform for schools to share experiences and teaching practices, providing advice on effective implementation of IPC and identifying areas for improvement.

◆Could you share any specific points of learning or memorable aspects you had from the schools you visited.

Each of the schools had variations with the delivery of their curriculum elements but were all similar in their outlook. Each school had a strong emphasis on **international mindedness, celebrating diversity, and recognizing the individual values in each person**. At ISL, we were able to join the school opening ceremony for the new academic year. This was a communal meeting on the school grounds, bringing parents, children, and teachers together in a very informal and inclusive way. The Principal gave a speech recognizing that **they were all on the same journey as a learning community and they would all be involved in supporting one another**. It was an excellent way to start the school year. It was very apparent in each of the European schools that the children had shorter school hours and there was a lot of value attached to leisure time and learning in less structured ways. There appeared to be more space and time for children to develop their sense of self without being pressured to perform for an exam. At Infinity we provide children with opportunities to make progress at their own speed and encourage our families to recognize the value in the process rather than the outcome.



[The International School Leiden (ISL)]

Founded in 2022, the enrollment represents students from over 30 different nationalities. The school offers an English immersion education with Dutch taught once a week. The curriculum is based on programs such as IEYC, IPC, and the British National Curriculum.

◆Were there any discoveries about the educational cultures or school operations that differed from your expectations?

The high level of independence and maturity that we saw amongst the children at Futuraskolan in Stockholm was something that impressed us. Students had high levels of concentration and were able to progress in their research with very little teacher supervision. The 4th-grade children were working collaboratively on a presentation with shared digital documents and were able to discuss what to include and what to leave out. They had very calm, logical reasoning. They had reached this point through following the foundations of the IPC and building on their independent research skills.

◆What aspects of their educational approach or curriculum did you find particularly applicable to Infinity?

We were very fortunate to have a tailored program created for us by one of the leading IPC experts, Pete Tunna, who guided us on our visit to North Zealand International School (Denmark). He gave us some great insight into how the IPC should be applied across the whole school and integrated across different subject areas. He also explained and demonstrated a lot about the style of learning. We were really impressed with the inquiry-based approach that allowed children the freedom to investigate their interests around a topic area. For example, 2nd-grade students researched "chocolate", examining its types, brands, nutritional information, manufacturing process, and even aspects of globalization and trade.

This is one of the key elements that attracted us to the IPC as it was a great fit for the Infinity approach to education. Now we will be able to align our policies even more closely to the IPC philosophy to ensure we are delivering an excellent learning experience.

◆How do you envision integrating these SEL and international-mindedness approaches into Infinity's programs?

The approaches to SEL really mirrored our practices here at Infinity. There are clear systems for the children to follow and they are provided with the appropriate language to describe their emotions. Emotions can be classified into 'zones of regulation' where colours are assigned to groups of emotions. Children in the 'green zone' are the ideal state for learning. However, they may be in a 'red zone' where they become frustrated or angry and need to cool down in a designated space and try a calming strategy, before talking about it. The process of reflecting on the behavioral triggers and how to avoid them in the future are key parts of the process. What we observed in each of the schools and what we also practise at Infinity is helping children to become more independent and more able to regulate their emotions.

◆The value of this visit for both parents and students

As a member of the IPC network, Infinity anticipates even more opportunities for international exchanges in the future. With a robust system for sharing educational knowledge, our teaching staff can enhance their professional expertise, which will greatly influence classroom learning. This enables our students to be more confident, independent, and capable of thriving on a global stage.

We have already been able to take advantage of the newly established connections! Infinity's Grade 3rd Grade Class is currently studying the same topic as the 3rd Grade Class at ISL (Netherlands) which is titled "Different Places, Similar Lives" and focuses on the similarities and differences of people's lives around the world. We held an online video conference with them so we could ask each other questions about life in our countries. It was a great opportunity to share information and stories with children of the same age living in The Netherlands. It really made it clear how valuable it is to have an English-speaking education. In the future, we hope to have many more opportunities to connect with our IPC partner schools in other countries.



Children expressing their thoughts freely and engaging in inquiry-based learning



Collaborative learning with quality discussions



Zone of Regulation (top photo): Children recognize their emotional state and learn how to appropriately manage their feelings. They practice switching to a calm mindset through this system, which helps them identify when they are in the "Green Zone" (optimal learning state) or "Red Zone" (emotional distress), and how to regulate their emotional states accordingly. "Grounding Techniques / Methods for Emotional Stability" (bottom photo)



The online video conference between Infinity School and Leiden International School



Sakai School
Graduate

T.S.

First-Year Student,
Faculty of Liberal Arts,
University
of Tokyo

My Stepping Stone 〈File8〉

Kinder Kids was the start. Introduction of graduates
who through their efforts opened new doors.

Due to the English proficiency maintained by studying
at Grad Club until high school, I participated in a study
abroad program acknowledged by the school.

At the University of Tokyo, I have been developing a
multifaceted perspective, and I hope to thrive on the
global stage in the future.

Learning at Kinder Kids and Grad Club

At Kinder Kids, I was immersed in native-level English from an early age, developing my self-expression and communication skills. Continuing to attend Grad Club allowed me to maintain my English proficiency while also fostering an understanding of diverse cultural values. Rather than focusing on grammar or reading comprehension, I acquired "real, practical English" that I can use daily. This has helped me become confident in conversation, naturally inspiring me to pursue my dream of thriving on the global stage.

Exam Preparation

I chose a study environment with a temperature that suited and helped me maintain a routine of studying at the same time every day. There were times when I felt I wasn't making progress, but I reminded myself that worrying was a waste of time. By staying focused on the tasks in front of me and not changing my study methods, I was able to overcome those challenges.

Challenges at the University of Tokyo and My Future Goals

I wanted to attend the University of Tokyo because of my strong desire to engage in multifaceted studies at the highest academic level. I was also greatly inspired by an alumni from my high school who had enrolled at the University of Tokyo. In the future, I aim to utilize the diverse perspectives I gain at the university to contribute to society on the international stage.

Choate Rosemary Hall Summer Program

In my third year of high school, funded by the school I attended, I participated in the summer program at Choate Rosemary Hall in the United States. The students from around the world participated in the five-week program, and each day was filled with discovery and surprise. Interacting with students from diverse cultural backgrounds in interactive classes and open discussions gave me new perspectives and became a significant turning point in my personal growth.

Part-Time Work at Grad Club

While pursuing a broad range of academic studies in the Department of Liberal Arts, I began working part-time at Grad Club. This decision was driven by my desire to pass on the learning experiences I gained at Kinder Kids and Grad Club to the next generation. I find great fulfillment in sharing the joy of learning English and understanding different cultures with children. Through this part-time job, I have gained a sense of responsibility in the field of education and discovered new perspectives.



[T.S.'s Profile]

- Graduated from Kinder Kids Sakai School in 2012
- Attended Grad Club from 1st grade through 12th grade
- Graduated from Seifu Nankai Gakuen Junior and Senior High School
- Participated in the Choate Rosemary Hall Summer Program during high school
- Enrolled in the Faculty of Liberal Arts, University of Tokyo, in 2024

[What is the Choate Rosemary Hall Summer Program?]

Choate Rosemary Hall is a prestigious boarding school in Connecticut, USA, known for producing notable figures such as John F. Kennedy, the 35th President of the United States, and Nobel Laureate in Economics, Douglass North. Since 1916, its summer program has offered learning opportunities to students worldwide. The program includes a variety of courses, such as academic enrichment programs, English language training, and the Theater Arts Institute. Spanning 2 to 5 weeks, it provides the chance to explore diverse academic fields and cultures.

Students can engage in leadership development and tackle social issues, gaining invaluable experiences while collaborating with peers from around the world.



The English education that continued from Kinder Kids to Grad Club, combined with the warm support of his family, has played a significant role in T's growth. We spoke with his father about their family's educational approach and his son's progress.

[Reason for Choosing Kinder Kids and Its Impact on His Current Achievements]

The reason I chose Kinder Kids is that it offers bilingual education. We believed that exposure to native English from an early age would broaden his future possibilities. The emphasis on self-expression in their educational philosophy instilled in him a proactive attitude, which has enabled him to take on leadership roles, such as being chosen as the captain of his school club activities.

[Growth Through Continued Studying at Grad Club]

Having been immersed in a native English environment from the age of 2 and a half until 18, T has never been intimidated by slang or unfamiliar English words. This level of English proficiency and confidence was praised, and in his senior year of high school, he was selected for an overseas study program, funded by the school. Through this study abroad experience, he gained valuable opportunities that helped his further growth.

[Support During Career Decision and Exam Preparation]

Regarding his career path, I did encourage him to pursue a career in medicine, as I am a medical professional, but the final decision was left up to him. To help him make a decision that reflected what he wanted to be, I casually talked with him about his future career, **without putting too much pressure on him.** I also let him choose whether to attend the summer courses and take mock exams, so he didn't feel overwhelmed.

[Educational Approach at Home]

We value independence, encouraging T to think for himself and make decisions. Since middle school, we have been helping him develop the ability to think about the merits and demerits and make decisions on his own.

[Lessons Learned at Kinder Kids]

Kinder Kids respects each child's individuality and supports long-term growth. In particular, the confidence T gained in English from an early age positively influenced his performance in other subjects. Having a subject in which he felt confident was a significant advantage in a school environment where scores were emphasized. Through daily activities and a homestay in Australia, T was able to naturally develop not only his English skills but also decision-making abilities and teamwork skills.

INTERVIEW with GRADUATES

D performed at the "Young Musicians Concert," as the youngest soloist, while his older brother, H, continued to refine his English skills. Both graduated from Kinder Kids and are now excelling in their respective fields. This interview features their journey and the support from their mother in fostering their growth.



Why I Started Playing the Violin



I became interested in playing the violin after hearing a friend from my K3 class talk excitedly about starting violin lessons.

I observed my friend's lessons and tried it myself, and it was so much fun that I

immediately decided to start learning the violin. immediately decided to start learning the violin.

3rd Place at the National Competition and Became a Youngest Soloist

I was aiming for first place at the national violin competition, so I felt a little disappointed, but I was happy to place 3rd. In a recent concert, I had **the honor of performing as the youngest soloist**. I especially enjoyed the time I spent playing with my teachers in the string ensemble. The blending of various sounds created a different kind of joy compared to playing solo, and I was able to appreciate the beauty of playing together with others. I don't usually feel nervous during competitions, but I was a bit nervous this time because there were many guests in the audience. While there are tough moments during practice, I hope to continue participating in many more concerts in the future.



Kinder Kids CEO Nakayama and Grad staff came to support at the Young Musicians' Concert

My experiences at Kinder Kids

I feel that my experiences at Kinder Kids, such as expressing my opinions in front of others during "Show & Tell" and performing in the Christmas

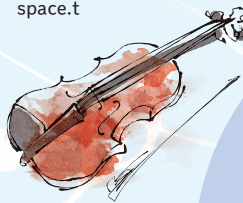


concert, have been very helpful in my violin competitions and school life.

Thanks to "Show & Tell," I became accustomed to speaking in front of others, which made me less nervous when performing at competitions. Practicing for the Christmas Concert was a challenge, but it was very fun, and I grew to love performing on stage.

My Future Dream

In the future, I want to become an astronaut. I would love to know if I can play my violin in space.t



※Note: [Young Musicians Concert]

This classical music concert is organized by the Kadoma City Music Association and provides performance opportunities for young, talented musicians. Performances in many genres and in a variety of instruments, including cello, piano, violin, and vocal music, are held.



D loves his older brother!
They are very close!

The Many Benefits of Being Able to Speak English

H, who successfully passed the English interview and entered Nara Prefectural International Junior High School, shares **his tips for improving** his English skills.

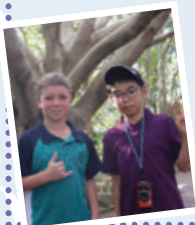
I had been taking EIKEN tests regularly since elementary school. I passed Grade 3 and Pre-2 easily, but Grade 2 was a struggle. I felt my vocabulary and writing skills weren't enough, so I used a vocabulary book to increase my vocabulary, **spoke English with my younger brother, and watched lots of English YouTube videos, anime, dramas, and movies to get used to the speed and pronunciation of native speakers.** As a result, I was able to pass the Grade 2 test.

Also, last summer, I participated in a study program in Australia, where I greatly improved my English skills. I had many opportunities to communicate in English with my host family and at school. I **focused on listening carefully, and**

when I didn't understand a word, I would ask for clarification or rephrasing, which helped me improve my English.

Being able to speak English broadens your world, like talking to people from other countries or watching and understanding English dramas and anime without subtitles. I sometimes talk with my friends in English and exchange messages in English.

In the future, I want to visit various countries, learn about their cultures and histories, and learn other languages besides English.



Mother's voice

Parenting Tips from his Mom!

What I Keep in Mind

I focus on the process rather than the results, encouraging my children to make their own choices and decisions. I believe that children grow through mistakes.

Additionally, unless they are not feeling well, I encourage them to study for just five minutes, no matter how tired they are. Resting or giving up is easy, but continuing is difficult. I spend time with them, **pointing out what they accomplished so that we can grow together.**

I believe that experiences where they can think, "I worked hard," became a source of their confidence.

Lessons Learned at Kinder Kids

Kinder Kids values individuality, and the children feel cherished and respected.

Interacting with children of the same age group and different age groups, as well as learning from teachers with diverse perspectives,

naturally instilled a sense of individuality, respect, and the courage to take on challenges for my son.

Thanks to being taught that "it's OK to make mistakes," he learned to **challenge himself with slightly difficult tasks without giving up, and to focus on moving forward** rather than being overly concerned with the outcome.

Message

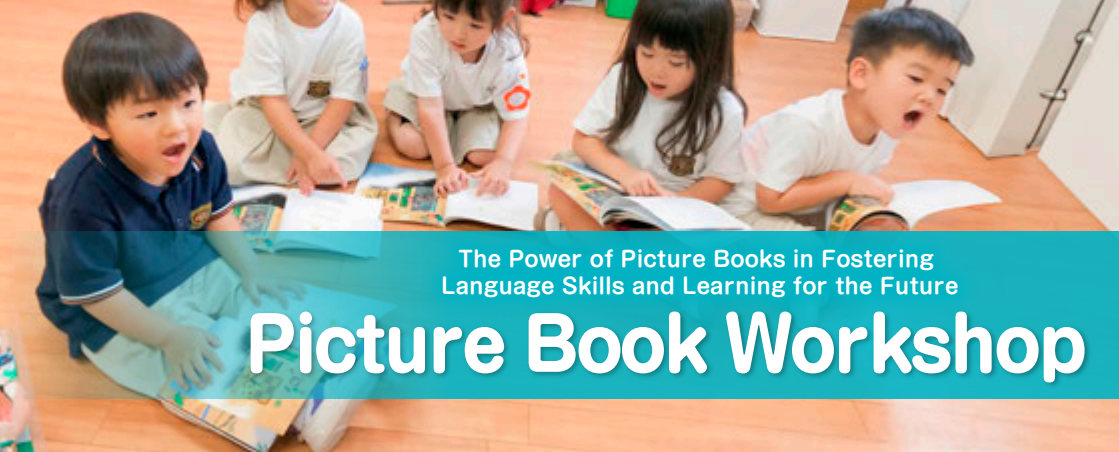
When my son was attending Kinder Kids, I was worried that he might lose his ability to understand English after graduation. However, since he learned to read and write at school, and he could read picture books and novels on his own and also read subtitles. Those concerns turned out to be unnecessary.

What stood out most was how they enjoyed **English as a communication tool rather than just a subject to study.** Watching them

confidently approach and talk to people from different countries made us truly grateful for their experiences at Kinder Kids.

Thank you!



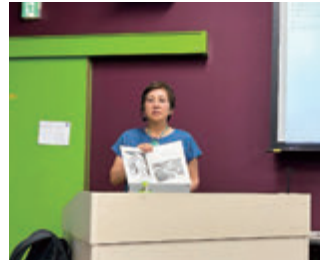


The Power of Picture Books in Fostering
Language Skills and Learning for the Future

Picture Book Workshop

◆Strengthen the mother tongue and promote children's growth through picture books.

At Kinder Kids, we held a "Picture Book Workshop" session aimed at nurturing language skills. For this workshop, we invited Miki Takeuchi, an associate professor and an expert in early childhood education, as the lecturer. The focus was on the importance of **establishing the mother tongue as the foundation for acquiring a second language**. We learned how to foster children's thinking and expressive abilities by reading Japanese picture books aloud.



◆The Purpose and Reason for the Picture Book Workshop

The establishment of the mother tongue during early childhood is crucial for developing thinking and comprehension skills, and it also has a significant impact on the acquisition of a second language. Building a rich vocabulary and a solid foundation in the mother tongue between the ages of 18 months and 3 years old is essential for future learning and communication. For this reason, Kinder Kids has started reading Japanese picture books aloud in the pre-classes to establish the mother tongue, which is vital for acquiring a second language, and to implement an education system that balances both the mother tongue and a second language.



◆Contents and Key Learnings from the Workshop

In this workshop, we learned from Professor Takeuchi about the impact of Japanese **onomatopoeia (sound words or mimetic words)** on children's language development. Onomatopoeia is easy for children, whose language skills are still developing, to remember and pronounce. Through expressions like "wan-wan" (barking) or "kira-kira" (sparkling), children are exposed to more words and can experience the joy of word expressions. Furthermore, it is believed that through language, children's emotional growth is also nurtured.

Additionally, through reading picture books aloud, caregivers can deepen their interactions with children and better understand their thoughts and emotions. Professor Takeuchi emphasized the **importance of vocabulary and reading comprehension**, explaining that without a solid foundation in the mother tongue, acquiring a second language becomes more challenging. Children with a rich vocabulary in their mother tongue are more likely to benefit from their vocabulary when learning multiple languages. At Kinder Kids, we believe that by reading age-appropriate Japanese picture books, we can deepen children's understanding of their



Instructor Profile



Miki Takeuchi

Miki Takeuchi completed the Master's and Doctoral programs in the Graduate School of Humanities at Ferris University. She is currently an Associate Professor in the Department of International Cultural Communication, Faculty of Literature, at Toyo University. Her specialties include comparative literature, picture book studies, and translation research. She studies the impact of mother tongue and second language acquisition on children's thinking abilities and creativity, and proposes practical approaches to multilingual education. Her published works include "Ishii Momoko: The Joy of Reading Books to Children" (2018).

mother tongue, just as we do with English.

◆Tips for Practicing at Home

Reading picture books aloud at home is an important opportunity to communicate with your children. While there is a lot of content on platforms like YouTube, simply watching videos without interaction can limit the development of thinking skills and language acquisition, making it harder to nurture children's ability to express themselves. It's essential to value the time spent reading picture books together, even if it's for a short period, and to enjoy the interaction between parent and child. Particularly, it's important to discuss how the child felt after reading the book. Sharing thoughts helps nurture the child's thinking and expressive abilities, while also strengthening the bond between parent and child through language. Even during busy days, I encourage you to cherish the moments of bonding through picture books, no matter how brief.



◆Outcome of the Workshop and Future Outlook

The workshop began with fundamental questions such as "Why do we educate?" and "What kind of children do we want to raise as caregivers?" All participants engaged in discussions with Associate Professor Miki Takeuchi, exploring how to effectively incorporate picture books into childcare and what preparations are necessary for this. As a result of the discussions, the key takeaway was the importance of helping children live their lives proactively, think for themselves, and develop the skills to lead a happy life. It was confirmed that self-dialogue (dialogue with oneself) is essential for this process. To engage in self-dialogue, a rich vocabulary and a deep understanding of language are required. Through this training, we reaffirmed the importance of thoroughly understanding the mother tongue and increasing vocabulary to foster thinking skills. In the future, Kinder Kids will continue to offer an English curriculum without reducing the lessons and will integrate Japanese picture books into available time slots to create an environment that enhances children's thinking skills. Additionally, we will communicate the importance of the mother tongue to parents through this initiative.



This picture book workshop provided an opportunity for us to reconsider the potential of utilizing the strength of the mother tongue in childcare. We learned how the effective use of Japanese picture books contributes to the development of children's language skills and thinking abilities, and this training has provided valuable insights for future childcare activities.

Grad Club Australia Study Program

This year, Grad Club students participated in a study program in Australia and grew significantly through immersion in a different culture. Restarted last year, this program has become a new challenge for students, providing them with a valuable opportunity to deepen their cross-cultural exchange and language learning. The students, ranging from elementary school to high school, enjoyed living with local host families and engaging in various activities, and came back to Japan with increased confidence. This time, the middle school students attended a school different from the previous study



program to Australia. By attending classes with local students of the same age, Grad Club students actively communicated in English and had the opportunity to share cultures. At the school they visited, Japanese was a mandatory subject, so the local students had a strong interest in Japanese culture, leading to many exchanges of questions and opinions.



There were many and diverse activities, providing students with valuable experiences to immerse themselves in Australia's nature and culture. The elementary school group had originally planned to go surfing, but due to the wave conditions, they switched to bodyboarding instead and thoroughly enjoyed their time in the sea. Meanwhile, the middle and high school students learned to surf from local instructors and quickly got the knack of it.



Additionally, interacting with animals was one of the highlights for the students. At Australia Zoo, they had the opportunity to feed kangaroos and watch the crocodile show, allowing them to experience Australia's nature and wildlife. Although the opportunity to hold a koala for a photo was no longer available, they were still able to touch a koala, creating a special memory.

The elementary school students experienced real Australian school

Feedback after the Study Program



My host family was kind, and I had a lot of fun experiences, such as short hiking and swimming in the basin of a waterfall. The lessons were also similar to Japanese classes, so I could participate without any hesitation. I got along well with my buddy, and I would love to join again. (E.F./G4)

I really enjoyed shopping and watching a soccer game with my host family. The ESL lessons at school were also great. My buddy taught me many things, and their support was reassuring. Thanks to this experience, I am confident that I can live abroad. My younger sister is thinking about participating next time. (S.A./JHS1)



Discoveries and Growth Through Cross-Cultural Exchange!



life through a Buddy Program, where they were paired with local students and engaged in various activities. They participated in classes alongside their buddies and actively communicated in English. In addition, during their ESL (English as a Second Language) lessons, they wrote thoughtful thank-you letters in English to their host families, which was an impressive moment, as they were able to express their feelings clearly.

The middle and high school students not only attended classes on subjects like mathematics and history at the local school but also took part in uniquely Australian activities. Through experiences such as making boomerangs and learning about Aboriginal culture, they deepened their understanding of different cultures. They also tried netball, a sport originating in Australia, and built friendships by engaging in physical activities with their buddies.

On the last day of the study program, a farewell party was held, and many students were seen emotionally saying goodbye to their buddies and host families with emotion. The students cherished the friendships and bonds they had formed during their short stay, looking forward to the day they would meet again. Upon returning home, the students' faces reflected the growth and confidence they had gained from their invaluable experiences in Australia, and many words of gratitude were expressed by the parents.

The study program in Australia provides a precious opportunity for students to grow through cross-cultural exchange. We hope this program continues to be a significant step for many students.



Grad Club
Matthew Horne

This training provided an opportunity for students to grow not only linguistically but also personally. In particular, by experiencing a different culture, many students saw significant improvements in their English communication skills, and their motivation to learn English increased greatly. Through this program, students have experienced the joy and benefits of communicating in English with people from around the world, which has broadened their future possibilities. Some students have expressed interest in studying abroad at foreign high schools, and it was impressive to see how this experience helped clarify their future goals. Additionally, through time spent with host families and interactions with local buddies, students learned about their lives and culture, deepened their confidence, and developed the ability to think and act independently. I am confident that this experience will contribute to their continued growth.



The Information session on
the Australia study trip for 2025 to be held!
please visit our **Grad+** website for details >>>



\ It's back! / Kinder Kids' Family Event



This autumn, the Kinder Kids Family Event, which had been suspended for five years, was held nationwide for families to enjoy! Here's a look at the event.

Awaza School

Awaza Festival

Over 900 families attended the "Awaza Festival"! The excitement-filled event, featuring live ukulele performances by teachers, the Moon Rockers show, and a special appearance by Excited Fox. The festival was co-hosted with nearby facilities as part of "AWAZA COLOR FES 2024," offering a wonderful day full of amusement, food, sports, and cultural activities for families to enjoy together!



Angry Apple's
Amazing Archery に
トライ!



NICE!



The popular Kinder Kids
original photo booth!



Nagoya & Nagoya Noritake Schools

Halloween Party

The Halloween Family Event, held jointly by Nagoya School and Nagoya Noritake School, was a huge success. Students and their families from both schools participated in costume, enjoying activities like the "Where's Wally?" game, photo sessions with Kinder Kids' popular character "Excited Fox," a costume contest, and Wayne's special BBQ hamburgers. It was a day filled with fun and excitement!



Costume Contest Winners!



Best of Nagoya Area Award: AM
[Noritake School] – PK, N.K.



Best of Nagoya Area Award: PM
[Nagoya School] – K3, S.T.



Wayne & Kimiko Award: AM
[Nagoya School] – K3, K.H. / K1, H.H.



Wayne & Kimiko Award: PM
[Nagoya School]
– K3, R.B., M.I., M.M. / K1, O.M.

Congratulations!

All Staff Dressed
as Where's Wally!



We will continue to host more fun events for families to enjoy!



First
Time

Tokyo School

Parent-Child Outdoor Interaction Event



On November 1st, an inaugural outdoor parent-child interaction event was held at Kinder Kids International Adventure School Tokyo for K1 and K2 classes. The school and L's parents collaborated from the planning stage to create a child-centered space for interaction.

At the beginning of the event, nature learning advisor Erika Hasegawa conducted a safety briefing. The children then explained how the miso they prepared was made. Later, they led a craft session on how to make photo frames, using natural materials to create artwork. In the schoolyard, children gathered fallen leaves and acorns, incorporating unique materials like cicada shells to complete their individual works of art.

During the miso soup tasting, parent volunteers kindly distributed bowls while engaging in warm exchanges with the other families and teachers. It was a harmonious gathering that took place in a rich natural environment, where both the school and parents together watched over the children's growth.

This event provided a meaningful opportunity for parents and children to connect with nature and learn together. The "Adventure Program," which started last year, aims to foster the children's physical and mental well-being, their ability to collaborate with

others, and resilience. We understand that some parents may hesitate to participate due to concerns about health and safety, such as injuries or weather conditions. Therefore, we are committed to ensure thorough safety management and kindly ask for your understanding and cooperation in supporting the importance of this program.

Moving forward, we plan to offer more outdoor parent-participation natural experiences not only in the Adventure School but also across all our schools, creating opportunities for children to learn from nature and strengthen the bond between parents and children.



Dancing
in a circle and
interacting peacefully!

Curious to see
the finished miso
that they prepared
themselves!



Enjoying homemade
miso soup together.





Father of L.S.

A Time of Learning and Discovery Shared by Parents and Children

This family event offered new discoveries for both parents and children. Unlike our usual Open Day, parents participated as if they were attending a class with their children, allowing them to see a different side of their kids.

During the Outside Play session at the end of the event, it was wonderful to see the children freely enjoying themselves in nature. It also emphasized the value of having a spacious schoolyard within the school grounds. With the support of outdoor education advisor Erika Hasegawa, we received helpful guidance not only on activity ideas but also on how to facilitate the event and engage with parents and teachers, making the experience run smoothly and reassuringly.

Activities like making miso soup and photo frames provided an opportunity to observe the children express their individuality and creativity up close. For the photo frame activity, the children were given options such as stamping and decorating, which allowed them to bring their ideas to life freely, boosting their enthusiasm and interest.

Participating together as a family promoted conversations at home about the day's events at school, sparking more meaningful discussions. We are grateful for these experiences that allow parents and children to grow and learn together.



Minato Ayumi
School Manager
Tokyo School

We will continue to provide opportunities for interaction with parents

This family event was organized to create opportunities for parents to interact with each other and with the staff while experiencing outdoor activities alongside their children. The goal was to deepen understanding of the Adventure School philosophy and the value of outdoor activities.

Parents shared feedback such as, "I was happy to see how my child usually plays in the backyard," and, "It was great to interact with other parents and teachers, whom I usually don't get to talk to." Staff members also noted, "It was memorable to see children proudly introducing their play spaces."

Moving forward, we plan to carefully review the content, timing, and frequency of activities. Our aim is to incorporate more parent-child nature experiences into the schedule throughout the year, creating a system that makes it easier for families to participate.

Everyone was fully engaged in outdoor crafting!



Unique photo frames decorated with natural materials





Kobe Seaside Club



G1-G4 KIDS

WINTER DAY CAMP

Event Announcement

Would you like to join a fun
winter day camp at the Kobe Seaside Club?

Enjoy outdoor cooking, crafts, games, and a special winter performance.
Don't miss this unique experience where you can learn while enjoying the season!

Date

December 15th (Sunday) 10:30 AM - 5:30 PM ※subject to change

Location

Kobe Seaside Club

The same site as Kinder Kids Kobe Seaside School (Suma)
2-1-31 Sumauradori, Suma Ward, Kobe City, 654-0055



MAP

Target

G1-G4 (1st to 4th grade students)
Kinder Kids graduates, Grad Club members,
and current students of Infinity Global Elementary School

For more details,
please see
Grad+ →



Grad+

For inquiries regarding this event,
please contact
"Kobe Seaside Club" below.

✉ kobessc@kinderkids.ed.jp

※Please note that the Grad Club is not responsible for this event.



Back after
10
years!!

Would you like to have an overseas experience in South Korea?

Korean English Village Study Tour

March 25th (Tue.) – March 28th (Fri.), 2025 / 3 Nights and 4 Days

**A first step
towards studying abroad!**

If you want to try new experiences abroad
but feel anxious about traveling far,
this program is highly recommended for you!



Asia's Largest English Village: English Village Paju Camp

Located in South Korea, where there are over 30 English villages, English Village Paju Camp is the only one operated by the government. Grad Club will visit this English village, which attracts students from around the world! With the concept of the 3Es—Experience, Entertainment, and Education—they offer hands-on experiences and fun activities, creating an environment where you can naturally learn English!



Explanation Session



Spend 3 nights and 4 days at English Village Paju Camp.
Take the first step towards the world from this nearby
location in South Korea!

Eligibility

**Current G3 to
JHS3 students**

Number of Participants

20 students (minimum number
required: 20)

Important Notes

Only current G3 to JHS3 students can attend the information session.
Please understand that students from other grades are not eligible
to participate.

Information Session Schedule

[Plala Temma] December 5th (Thursday) 10:30 AM~
(in-person)

[Online] December 5th (Thursday) 6:00 PM~

Please make a reservation
if you wish to attend
the information session.

You can reserve your spot
through the application
form below or via Grad+.



Application Form



Grad+

Cover: Craft "Autumn Forest and the Adventures of the Bagworms"

In the forest, where the autumn leaves are spreading, children are enjoying an autumn adventure with the bagworms.

The bagworms hanging from the trees seem to be watching over the children's adventure as the forest family.

This autumn world, drawn by everyone, is filled with the discoveries and the joys found in nature.

This adventure with the bagworms makes you feel the arrival of autumn.

We look forward to your ideas!

**"Hiraku" provides useful information
and the latest news related to
English and childhood education.**

- Your recent interests
- Topics you want us to cover
- New content etc etc...

**If you have ideas to contribute,
please share these with us!**

"Hiraku" Editorial Department

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Hiraku

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