

# TNUSS VOICES NEWSLETTER

## WHERE WORDS CONNECT WORLDS



Representing France, TNUSS students earned the PPP Award at JEIMUN 2026

### WHAT'S INSIDE:

- ◆ JEIMUN 2026
- ◆ F4 Beyond Borders
- ◆ Open Minds PD
- ◆ Global Learning Snapshots
- ◆ Podcast Update
- ◆ Creative Spotlight
- ◆ Test Your Global IQ

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## TNUSS Students Shine at JEIMUN 2026

Global issues came to life as TNUSS students Ryo Sakurai (5A) and Nina Shirakawa (5D) took part in JEIMUN 2026, an all-English Model United Nations conference with nationwide and international participation. They were accompanied by six teacher chaperones, led by Vice Principal Takahisa Fujita, who also played a key role in founding the school's Model United Nations program.

At the conference, the students represented **France** and engaged in discussions focused on addressing food security issues caused by conflict. The opening ceremony featured a guest address by **Mr. Yasuhiro Tsumura of the World Food Programme (WFP)**, offering real-world perspectives on global food security and humanitarian efforts.

JEIMUN 2026 marked the first English-only international MUN conference for TNUSS students. Competing in the beginner category, they demonstrated strong preparation, active participation, and effective teamwork, earning the **PPP Award for excellence in Position and Policy Paper**—a meaningful milestone in TNUSS's growing MUN journey.

# Form 4's Journey Beyond Borders

# Open Minds Open Doors



As part of the annual Boarding School Program for Form 4 students, this year's program took place in January, beginning in **Perth, Australia**, where students stayed at St. George's College before concluding with a short visit to **Singapore** on the way back to Japan.

In Perth, students actively participated in English lessons and completed activities that allowed them to meet local people and use English in real-life situations.

Beyond lessons, students enjoyed a wide range of hands-on learning experiences, including visits to Caversham Wildlife Park, Kings Park, City Beach, and Hillarys Boat Harbour, as well as a sports carnival and a STEAM program at the University of Western Australia. Independent city activities encouraged teamwork and responsibility as students explored Perth in small groups.

The program concluded with a warm and memorable closing ceremony at St. George's College, after which students spent the final two days in Singapore where they experienced a vibrant, multicultural city and reflected on cultural differences and global perspectives.

The Oral Communication (OC) and Language Education Development (LED) Departments together continued their Professional Development (PD) program this month.

The PD topic was "**A Design and Action Research Approach to Developing CEFR-Based Instructional Materials**". Teachers reflected on classroom challenges, such as slow or illegible handwriting, and considered whether interventions are practical, aligned with school goals, and measurable.

An example was the Writing Automaticity Remedial Program (WARP), a six-month plan using short daily drills and feedback to improve junior high students' writing fluency.

The session also covered principles for modern instructional design, including peer interaction, self-assessment, and reflection. Teachers practiced Q&A, group discussions, and peer assessment to consolidate learning.

The PD emphasized that effective materials are grounded in classroom realities, assessed systematically, and actively engage students, supporting the school's vision.







Students continued to explore fascinating cultural topics from around the world.

### **Wedding Traditions in Kazakhstan**

Students learned about the vibrant customs of Kazakh weddings, including ceremonies such as **Quda Tusu and Syrga Salu**. They also explored elements influenced by Islamic tradition, such as **Betashar, Nikah, and Mahr**. Students were fascinated by the variety of practices and compared them with wedding traditions in Japan, noticing both similarities and differences.

### **Jump Music and Dance in the USA**

Another session explored Jump, an energetic music and dance style from the 1950s–60s. Students learned about the music's rhythms and key dance styles, including **Stomp and Hand Jive**, and got to listen to and watch popular examples like **Grease**. The session also included a brief discussion of the history of basketball and its inventor, Dr. James Naismith, highlighting how both music and sport have connected people across cultures.

Students had a chance to ask questions and reflect on global connections.

### **Episode 10: How Language Shapes Us**

Language is more than just words—it helps shape who we are. In this episode of TNUSS Voices, hosts Emma (5C) and Anju (1D) explore this idea in this episode.

They are joined by guests Sayuri (5D) and Xyza (5A), who share how they use different languages in their daily lives at home, at school, and with friends. The students talk about switching and mixing languages, as well as the challenges and funny moments that come with learning and using more than one language.

The episode also focuses on language and identity. The students reflect on how speaking different languages can make them feel different and help them connect with their culture and community. They also share languages they hope to learn in the future.

This episode reminds us that language is a powerful tool that connects people and shapes our lives.



Hosts



Guests

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"I'm surprised to know that there are so many types of wedding ceremonies in Kazakhstan."  
– Nana, 1C



"If more opportunities were provided to learn about the achievements of various people, I think we would be able to study their contributions more deeply." – Sena, 1A



# Creative Spotlight

This month's featured writing comes from an in-class English writing test applying what students learned in a lesson on **process paragraphs**. Students were asked to write a single paragraph explaining how their school prepares for Open House (bunkasai), using sequence words and clear supporting details.

The selected outputs stand out for their strong organization, clear steps, and reflective voice. Each piece offers a student's perspective on the teamwork, creativity, and effort behind Open House, highlighting the pride and enthusiasm shared across the TNUSS community.

## TNUSS Open House

by Hikaru S., 3C

Open House is one of the biggest events at TNUSS. We spend about two weeks preparing for it. First, we paint pixel posters. Each student is given an A4-sized piece of pixel paper to paint. After that, we put them together into a mosaic to showcase the theme of our school's Open House. Next, we start to make our projects. Some students do class projects, and some practice their performances. The class projects are different from class to class. For example, a cafe or a haunted room. Of course, the way each class prepares its project is different, but everyone needs to finish in two weeks. Finally, we plan the time schedule to create our projects smoothly. It has to be neither too long nor too short. Preparing for the Open House is hard work, but it is also a chance to communicate with other students and show visitors how much effort we put into our projects.

## TNUSS Open House

by Rieko N., 3E

Do you know how my school prepares for the Open House? If not, I will tell you the steps. First of all, we need to decide the events in each classroom. We discuss them with each other and talk about how we can make the guests happy. Some classes do a café, a horror room, or games. Next, we need to decorate the classroom. Everyone is very good at decorating, and I am so excited to see the decorations in each class. Everyone makes flowers, draws pictures on the board, or paints the walls. Finally, we invite the guests to our classroom. Some students walk around the hallway to invite the guests. I hope that everyone has an enjoyable time. These three steps seem easy, but they are not. We are very excited to see the smiles of the guests. If you follow these steps, you can make a wonderful and enjoyable Open House.

## TEST YOUR GLOBAL IQ



## Try these fun trivia questions!

1. In Kazakh wedding traditions, what is the name of the ceremony where the bride's face is revealed to the groom's family?  
A. Quda Tusu  
B. Betashar  
C. Syrga Salu  
D. Toi
2. Which part of the United States was basketball invented in 1891?  
A. New York  
B. California  
C. Texas  
D. Massachusetts



Find the answers hidden in one of the images and see how globally smart you are!