

TNUSS



NEWSLETTER

VOICES

WHERE WORDS CONNECT WORLDS



A memorable first day, Form 1 students begin their journey surrounded by the beauty of spring

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A Season of New Beginnings Entrance Ceremony at TNUSS

The new academic year at TNUSS began with a special celebration—the Entrance Ceremony for Form 1 students. With cherry blossoms in bloom, the event created a beautiful setting as students took their first steps into secondary school life.

The ceremony set a positive tone, with encouraging messages about trying new things, building independence, and forming strong connections. It served as a reminder that school life is not only about studying, but also about discovering interests and growing as individuals.

Families, teachers, and senior students shared in this important occasion, creating a warm and supportive atmosphere. Their presence highlighted the strong sense of community at TNUSS and the shared commitment to each student's growth and success.

This first day marked the start of many new experiences—new classes, new friendships, and new goals. With curiosity and determination, each student begins their journey at TNUSS, ready to grow and find their voice in the school community.

GLOBAL LEARNING

Snapshots



With a blend of cultures and expertise, TNUSS English teachers shape meaningful learning experiences



A colorful celebration of diversity as students showcase their teachers' traditional costumes in the English Fête's Parade of Cultures

As the new academic year begins, TNUSS continues to strengthen its identity as a global learning community. With a diverse team of international and Japanese teachers, the school provides a rich environment where students are exposed not only to language, but also to a wide range of cultural perspectives. This diversity is actively used to create a more international and globally minded atmosphere across the school.

Over the past academic year, the Language Education Development Department has created meaningful opportunities for students to experience culture through language. Through cultural sessions led by international teachers, students explored traditions, perspectives, and ways of life from around the world. These experiences have helped students engage with English in more authentic and meaningful contexts, supporting both language development and global awareness.

Building on this foundation, the LED Department continues to promote collaboration and develop its key principles of **World Englishes**, **CEFR**, and **Global Cultures**. At the same time, **Intercultural Communication Competence (ICC)** has always been an important part of these efforts, and this year it is more clearly emphasized as a way of bringing these elements together. In the classroom, students experience English as it is used around the world, develop their language skills step by step, and explore different cultures through meaningful topics. Lessons often take a **CLIL** (Content and Language Integrated Learning) approach, where language and content are learned together, allowing students to engage with real-world ideas while using English in purposeful ways.

This year also brings an exciting development. Global Cultures, previously offered as an after-school enrichment (kagai) class, will now be incorporated into regular English lessons. In each year level, teams of three to five teachers collaborate, with teachers rotating across classes throughout the three academic terms so that students can learn from a variety of cultural perspectives. Within each term, a dedicated lesson focuses on culture, creating space for deeper exploration and interaction.

Through these initiatives, students continue to develop not only their English skills, but also the ability to communicate, connect, and better understand others in an increasingly global world.

Mano: A Gesture of Respect

By Zenaída Mercado

In the Philippines, respect for elders is deeply valued in everyday life. Just like in Japan, where people call their grandparents *Obaachan* and *Ojichan*, in the Philippines, we say **Lola** and **Lolo**. These words show love and respect for elders in both cultures.

One meaningful Filipino tradition that expresses this respect is called “mano.” When greeting an older family member, a younger person gently takes the elder’s hand and brings it to their forehead while saying “**Mano po**”. In return, the elder often gives a blessing. This gesture is especially common when visiting relatives or seeing grandparents, and it reflects the importance of family, humility, and respect.

I have fond memories of visiting my Lola and Lolo as a child and doing mano as soon as I arrived. It always made me feel connected and cared for. Now living in Japan, I’ve shared this tradition with my own child. When my parents visit, or when we travel back to the Philippines, we sometimes combine mano with a Japanese bow. It becomes a beautiful way to honor both cultures at once.

In Japan, people also show respect through bowing. Although the gestures are different, the message is the same, respect and kindness matter.

How do you show respect in your culture? Can you think of other meaningful gestures from around the world?



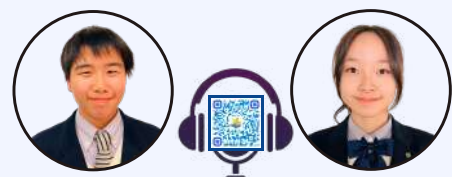
Season 2 Episode 1 Spring Buzz

As TNUSS Voices enters its second year, both the newsletter and podcast continue to grow as platforms for sharing student and teacher voices and experiences across the school community. Building on a strong start since its launch in April last academic year, the podcast returns with renewed energy and enthusiasm for the months ahead.

The first episode this season, titled “Spring Buzz,” captures this spirit as second-year student hosts, Kazuki (2D) and Misaki (2D) reflect on their spring vacation and welcome listeners back to school.

The hosts share their excitement about moving into their second year and continuing the podcast. They talk about their spring break experiences, including travel, food, weather, and how they spent their free time. Through this conversation, students practice expressing their ideas in English in a natural and engaging way, while also setting a positive tone for the new school year.

A special highlight of the episode is the interview segment, where random students from different year levels share their own spring vacation stories. Stay tuned and listen as a variety of voices from across the school share their unique experiences—from relaxing days at home to exciting trips and memorable moments with family and friends.



Kazuki & Misaki
Hosts

Listen to the TNUSS Voices Podcast
anytime on the TNUSS website.





Creative Spotlight

This month features two selected outputs from the Form 3 students' writing assignments in March, where they applied their learning from process paragraph writing to explore meaningful cultural topics. Students researched traditions, practices, and everyday cultural activities from around the world and explained each process clearly, demonstrating both their ability to organize ideas and their curiosity about global cultures. Their work reflects growing confidence in using English to communicate real-world ideas, while highlighting their developing writing skills and increasing cultural awareness.

Performing a Lion Dance

by Ai T., 4E

The Chinese cultural process of performing the lion dance during Lunar New Year celebrations is meaningful and exciting. First, performers need training, practice, and role planning. Teamwork is essential because the lion is operated by two dancers, so coordination, strength, and timing are important. Next, the costumes of the lion dance have special meanings. Red represents good fortune and joy, gold and yellow symbolize wealth and power, and green represents youth and vitality. Finally, the movements bring the lion to life, including eye blinking, head shaking, walking, jumping, and balancing. The dance also includes Cai Qing, where the lion eats lettuce or greens with a red envelope, symbolizing the removal of bad luck and the bringing of wealth. The lion dance is an important tradition in China.

How to Make Kimchi

by Hikaru S., 4C

Making kimchi is one of the most important parts of Korean culture and community. First, sprinkle salt on the Chinese cabbage to remove the water, then leave it for at least three hours to drain. Next, make the kimchi paste, called "kimchi sok" in Korean. Mix water, rice flour, thinly sliced radish, green onions, chives, chopped ginger, garlic paste, chili peppers, and salted fish. Then leave the mixture for thirty minutes. Finally, wash and drain the cabbage, then spread the kimchi paste onto each leaf. Kimchi is easy to make, but ingredients and methods can differ from house to house. This tradition led to the Korean culture of sharing kimchi, known as "kimjang". Through this tradition, kimchi-making became an important part of sharing and community in Korean culture.

TEST YOUR GLOBAL IQ



Try these fun trivia questions!

1. Which country is the smallest in the world by land area?
A. Monaco
B. Nauru
C. Vatican City
D. San Marino
2. Which country is the largest by land area?
A. Canada
B. China
C. USA
D. Russia



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