

TNUSS VOICES NEWSLETTER

WHERE WORDS CONNECT WORLDS



Learning beyond the classroom in Nara and Kyoto while exploring Japan's rich cultural heritage.

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Form 1 Maps Their Destiny in Nara and Kyoto

From November 9th to 11th, Form 1 students took their school trip to the old capitals of Nara and Kyoto. The three-day journey began in Nara with a visit to the huge Todaiji Temple. The most important part of the trip was in Kyoto, where small groups of students had the task of planning and carrying out their own sightseeing using taxis. This challenge was a great way for them to learn teamwork and plan things on their own.

The group tours were the main success, as students had to work together to choose and find famous places. Their routes included temples and shrines like Kiyomizudera, Fushimi Inari, Kinkakuji (Golden Pavilion), Ginkakuji (Silver Pavilion), and more. By managing their own schedules and travel, they learned how to solve real-world problems and manage time, which is better than just studying in a classroom.

To add a global element, students were encouraged to practice basic English. They were eager to talk to tourists at busy sites, bravely starting short chats with simple phrases like, "Where are you from?" This step helped students build confidence in English. They successfully mixed cultural discovery with practical language use, preparing them to be global communicators.

Form 3 Pledges Peace in Hiroshima

Open Minds Open Doors



From November 9th to 11th, Form 3 students made a deeply meaningful journey to Hiroshima for their annual trip, focusing on history, reflection, and peace education. The core of the trip was a visit to the Hiroshima Peace Memorial Park and Museum. Students spent time learning about the events of 1945 and the importance of working toward a peaceful world without conflict.

The students visited the Peace Memorial Museum, where they saw powerful displays and heard true stories. This experience helped them understand history better and recognize the tragic effects of war. They also offered silent prayers at the Cenotaph for the A-bomb Victims and viewed the Atomic Bomb Dome as a solemn and powerful reminder of the city's past.

The trip ended with a moment of collective reflection where the students renewed their commitment to peace. By learning from this important history, Form 4 students gained a valuable perspective on their roles as future global citizens, carrying the message of peace and remembrance back to the school community.



The Oral Communication and Language Education Development Departments together continued their Professional Development (PD) program this month. Teachers engaged in this rotational session to explore timely topics shaping language education today. For this rotation, the focus was on the use of the versatile digital tool, Padlet, for enhancing student interaction and engagement. This platform allows teachers and students to collaborate on a digital canvas, posting text, images, links, and documents in a dynamic, easy-to-use format.

The training highlighted how Padlet can transform traditional language and communication lessons into interactive experiences. Teachers explored various applications, such as using it for quick student brainstorming sessions, organizing speaking project research, and collecting real-time vocabulary feedback. By providing a low-pressure digital space for sharing ideas, Padlet makes it easier for all students, including those who may be shy, to participate actively in discussions.

By integrating Padlet, these key departments aim to make classroom discussions more inclusive and visually engaging. This investment in modern teaching tools supports the school's commitment to continuous improvement in language education, ensuring that all students benefit from innovative techniques that make learning more active and effective.



The Language Education Development Department (LEDD) continued its **Global Cultures** enrichment classes, where students took an exciting trip into the world of French pop culture, focusing on the history and glamour of its cinema. The session highlighted the importance of events like the famous **Cannes Film Festival**, where movie stars and directors from all over the world gather every year.

Students learned many fun facts about French filmmaking, finding out what makes it unique. They studied famous actors like **Audrey Tautou and Omar Sy**, and learned about iconic movies such as **Amélie and Intouchables**. To make learning fun, they played a memory game where they matched actor faces with names and movie titles. By exploring these films and artists, students learned how French culture tells stories and impacts the global movie scene.

This session was a valuable lesson in interpreting global narratives. It allowed students to connect with French culture, appreciate its unique style of storytelling, and gain a broader perspective on the diversity of global arts.

Episode 7: TNUSS Open House Highlights

Episode 7 gives you the best inside look at the recent TNUSS Open House (Bunkasai). Random students were interviewed to get the real story!

Students discussed their class themes, shared their favorite attractions, and explained what makes the TNUSS Open House truly special.

The episode also covers the fun of classroom decoration, biggest laughs, and the hosts' winning entry in the English Public Speaking Competition.

Listen now to remember the energy and fun of the best weekend this year, and catch up on the amazing spirit of the TNUSS community.

Meet the Hosts



"My favorite part was joining the English Speech Contest."
- Lala, 1C



"I'd love to try a stage show or a live music café next time!"
- Leila, 1C



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



"I was able to learn about the French Movie Festival."
- Liam, 4E



"The movie memory game was so fun!"
- Lala, 1C



"There are many movies made in France every year. I want to watch a French movie."
- Soma, 3E



Creative Spotlight

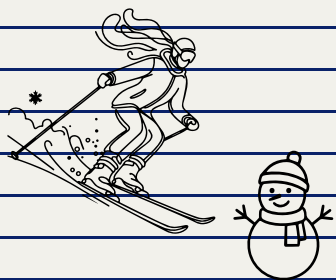
This month's featured writing comes from an in-class English writing test focusing on strong paragraph structure. Form 3 students were challenged to write a single, detailed paragraph about their perfect travel destination.

The outputs selected stand out for their clear organization, vivid detail, and strong control of the main idea. Each one offers an inspiring glimpse into the diverse places and experiences that inspire TNUSS students.

My Favorite Place to Travel

by Iroha M., 3C

My perfect travel destination is Hokkaido because you can go skiing and play with snow there. I went to Hokkaido with my family in March. I normally don't like cold places, so I had a bad image of Hokkaido, but after I went skiing, it changed my mind. When I got tired because of skiing, I ate very hot and delicious, special food in Hokkaido. I was really happy there. I also played with snow with my sisters. I made a snowman. It was my favorite game. I want to go to Hokkaido next year again. If you go to Hokkaido, what do you want to do there?



My Perfect Travel Destination

by Ai T., 3E

My perfect travel destination is Hiroshima because this place has a lot of delicious food, historic buildings, and beautiful monuments. First, Miyajima has Hiroshima-style Okonomiyaki, Momiji manju, and fresh oysters. Second, it has Itsukushima Shrine and a big monument. Itsukushima Shrine was built by a famous person called Taira no Kiyomori. We can take some pictures with this building and the monument. In addition, the city of Hiroshima is a historic one to know about the war. Now, we know about this war just a little bit, but if we visit the Atomic Bomb Dome and Peace Memorial Museum, we can learn more accurately. Finally, we can watch games of famous baseball teams. If we visit Hiroshima, we can enjoy the local culture and be smarter about history.



TEST YOUR GLOBAL IQ



Try these fun trivia questions!

- Which Pacific island nation created the world's first national shark sanctuary in 2009, protecting sharks across its entire Exclusive Economic Zone?
 - Fiji
 - Palau
 - Tonga
 - Samoa
- Which country is recognized as having the highest number of distinct indigenous languages in the world (over 850)?
 - Indonesia
 - Nigeria
 - India
 - Papua New Guinea



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