

Cover: Craft "Enjoying an Autumn Grape Harvest"

The branches of a big tree are filled with bunches of purple and green grapes.

Look closely, and you'll spot the children's adorable smiling faces peeking out from among the bunches of grapes.

Under the tree, the children and squirrels are enjoying the autumn harvest together, creating a cheerful and lively scene.

The abundance of the harvest season and everyone's happy smiles come together in this heartwarming autumn scene.

**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!

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Hirakû

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Expanding future possibilities

Hirakû

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- ★K3 Camp Report ★Voices of Tomorrow Speech Contest Announcement



日本の心と、英語の力。Kinder Kids inc.



Kinder Kids Japan Through the Eyes of Our Canadian Teachers

This spring, Kinder Kids welcomed Ms. Bhavini from our Clarkson school in Canada and Ms. Karina from our Oakville school to Japan. Visiting Japan for the very first time, both teachers spent time touring Kinder Kids schools across the Kansai region, experiencing daily school life, observing the children, and learning about the work and approaches of our teachers. The visit gave them an opportunity to deepen their understanding of Kinder Kids Japan.

◆More Than a School Visit: A Time to Learn From One Another

Over the course of their two-week stay, Ms. Bhavini and Ms. Karina visited Kinder Kids schools throughout the Kansai region, including Awaza School, Nishinomiya School, Kobe Seaside School, and Tennoji School. At each school, they not only observed the children in their classrooms, but also spent time exchanging ideas with teachers about curriculum, assessment methods, staffing structures, and daily school operations. By meeting face to face and sharing their perspectives, the teachers also gained a deeper understanding of one another's approaches and everyday practices.

Visiting Japan was something Ms. Bhavini and Ms. Karina had been very much looking forward to. However, this exchange program was about much more than simply touring schools. It was a valuable opportunity for educators in Japan and Canada to learn from one another's educational practices and school operations, while strengthening connections across countries.

Throughout their stay, one thing became clear: although countries, cultures, and daily routines may differ, the wish to support children's growth is the same. It was a meaningful opportunity to share the educational values that Kinder Kids holds dear with colleagues from across our global community.



Exchanging ideas about education with teachers from Kinder Kids schools in Japan



Presenting Canada's Instagram initiatives at Kinder Kids Head Office

◆Different Approaches, One Shared Goal Different Ways of Bringing a Shared Curriculum to Life

One of the key things that became clear during this visit was how the same curriculum can be brought to life in different ways, reflecting each teacher's individual style and creativity.

In both Canada and Japan, Kinder Kids schools work from a shared educational framework and common learning objectives, including phonics, numeracy, journal writing, Sports Day, and seasonal performances. At the same time, the way these activities are introduced and carried out can vary from country to country and from classroom to classroom.

In Japan, children are learning English as a second language, so teachers carefully incorporate strategies into their daily practice to reinforce vocabulary and encourage verbal expression. The visit offered our teachers from Canada a valuable opportunity to see for themselves how there can be more than one way to achieve the same educational goal.



Experiencing how the shared curriculum is brought to life in a Kinder Kids classroom at Japan



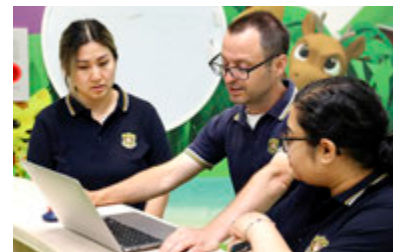
Ms. Bhavini supports children during a journal lesson

◆New Perspectives From the Classroom

At Awaza School, Ms. Bhavini and Ms. Karina observed a K3 Circle Time lesson where teachers used games, songs, and movement to encourage focus and verbal expression. The way the activities were structured helped the children have fun and speak English naturally, leaving a strong impression on the visiting teachers from Canada.

Discussions with teachers and school leaders at each school also covered a wide range of topics related to school operations; including schedules, staffing structures, how children's growth is observed, and support systems. In particular, the approaches used in Japan to assess phonological awareness and reading development stood out as a different approach from what is typically used in Canada.

This exchange was more than just an opportunity to visit classrooms. It was a valuable chance to share practices, learn from one another, and explore how we can better support the children's growth.



Discussing how teachers approach lessons and support each child's development with the school's Education Supervisor.



Learning from Japanese teachers about lesson delivery and how children's growth is observed

New Learning and Heartwarming Experiences at Kinder Kids Japan



From Ms. Bhavini

◆Phonics, Sight Words, and Circle Time

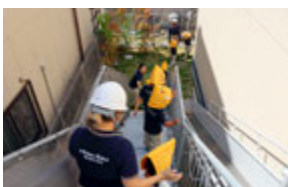
One of the most interesting things I learned during my visit to Japan was how children's understanding of phonically spelt words and commonly used sight words is assessed. In Canada, we track children's development through learning portfolios, so seeing how Kinder Kids Japan approaches assessment gave me a new perspective.

Observing K3 Circle Time at Awaza School was another valuable learning experience. I had the opportunity to observe Circle Time led by three different teachers and saw so many fun and engaging activities incorporating games, songs, and movement. I would love to introduce some of these ideas in my own class and also share them with teachers at other levels so they can adapt the activities to suit the age of their students.

◆Memorable Experiences at Kinder Kids Japan

At Nishinomiya School, I had the opportunity to take part in an earthquake evacuation drill. I was very impressed by how carefully the children listened to their teachers and how calmly they followed instructions. Since this is not something we often experience in Canada, it made me realize how important it is to build children's safety awareness through regular practice. I also really enjoyed being included in a birthday celebration with the children. During Sports Day practice, I was also amazed by how focused the children were and how they worked together with their friends to learn complex movements and formations.

My visit to Kobe Seaside School was also very memorable. As an Adventure brand school, it offers learning experiences that are not part of our schools in Canada. I was able to see children learning outside the classroom by seeing, touching, and experiencing things for themselves. Through Free Art activities and beach exploration, I saw how their creativity, curiosity, and sense of inquiry were naturally encouraged.



Taking part in an earthquake drill, something rarely experienced in Canada



Sharing a heartwarming birthday celebration with the children



Ms. Bhavini sees children's creativity firsthand through outdoor Free Art, unique to the Adventure brand

日々の生活の中で育まれる「自分でできる力」と先生たちの支え



From Ms. Karina

◆Nurturing Independence in Daily Life

One of the things that impressed me most at Kinder Kids Japan was how children take initiative in their daily routines. Even from a very young age, they organize their own belongings, prepare for activities, change their clothes, tidy up, and take care of many things by themselves.

The Nursery children especially left a strong impression on me. I watched them take out their own lunch bags, put away their clothing, and complete small daily tasks one by one. Compared with children of the same age in Canada, I felt there was a clear difference in their level of independence.

I also realized that this independence does not simply develop on its own. It is nurtured because teachers carefully support children according to their age and stage of development, gradually helping them to do more things by themselves. I was very impressed by the way children's life skills and confidence are carefully developed in an environment where they feel safe to try things for themselves.

◆Inspiration Through Connections with Fellow Teachers

As I observed different classrooms and teachers, I gained many new ideas and a great deal of inspiration. Seeing the passion, creativity, and dedication of the teachers in Japan gave me a valuable opportunity to reflect on my own teaching practices. Moving forward, I hope to put what I learned during this visit into practice and continue trying new approaches.

Another highlight of this exchange was reconnecting with some of the Japanese teachers who had previously visited Canada and observed my classroom. This time, I had the opportunity to visit their classrooms and see their teaching practices in action, which gave me new perspectives and many valuable insights.

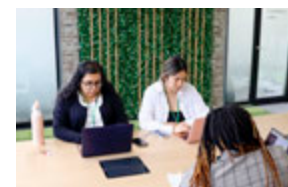
Through this experience, I was reminded once again of how important it is for educators to connect and learn from one another across countries and cultures.



Experiencing how children's independence develops through daily routines while spending time in the Nursery classroom



Learning how teachers support children's learning through outdoor activities unique to the Adventure brand



Deepening her understanding of childcare and school operations in Japan through discussions with fellow teachers

Throughout their stay, many ideas were shared and the connections between teachers grew children's growth is the same. Through our overseas transfer program, children and their Canada and Hawaii. Kinder Kids will continue to learn together with our global community,

even stronger. Although countries, cultures, and daily routines may differ, the wish to support families also have the opportunity to continue their learning journey at Kinder Kids schools in creating richer educational experiences for every child.



INFINITY
GLOBAL
ELEMENTARY
SCHOOL

Learning Language, Exploring Culture,
Connecting with the World

Chinese Language Learning at Infinity

▶▶▶ Opening Up the World, Through Chinese at Infinity

At Infinity Global Elementary School, students receive a **multilingual education** that includes Chinese in addition to English and Japanese. Chinese is not simply learned as a “third language.” It is an important part of their education that introduces them to different cultures and values and broadens their perspective on the world.

Ms. Lulu, who leads Infinity’s Chinese language program, has been developing the curriculum and teaching materials from the ground up since the school opened in 2022, drawing on resources such as HSK materials for reference.

At first, most of the children were complete beginners in Chinese, so lessons began with familiar activities also used with younger learners, including flashcards, songs, games, and dance. As the classes progressed, Ms. Lulu came to feel that elementary school students needed more than just an enjoyable introduction to the language. They also needed opportunities to think for themselves, use what they had learned, and strengthen their skills through repeated practice.

To support this deeper learning, she developed original materials for elementary school students, including lesson notes and activity sheets. Digital tools such as Kahoot and Seesaw were also introduced, and students began using Chromebooks to learn Chinese, allowing the lessons to connect naturally with Infinity’s ICT education. By observing the children’s interests and the ways they learn, Ms. Lulu has continued to refine the program, and over the past four years, Infinity’s distinctive approach to Chinese language learning has gradually taken shape.

▶▶▶ From “Learning” to “Using”: Expanding Chinese Lessons

Today, students experience Chinese in a variety of ways. Alongside pronunciation, vocabulary, and conversation practice, lessons include songs and games, cultural activities such as Chinese calligraphy and paper cutting, as well as ICT-based quizzes and recordings, and role-playing activities. One particularly memorable lesson focused on the theme of “shopping.” The children used Canva to create posters for their own shops, decided what products to sell and how much they would cost, and researched the Chinese names for their products. They then turned the classroom into a small marketplace, taking turns as shopkeepers and customers and actually communicating with one another in Chinese. Rather than simply memorizing vocabulary, the program places importance on giving students real opportunities to “use



Infinity’s Chinese lessons incorporate ICT into the study of pronunciation, vocabulary, and conversation, while placing importance on opportunities for students to use the Chinese they have learned in real situations.



After learning expressions for introducing their friends, students give presentations in Chinese in front of the class, putting the vocabulary and sentence patterns they have learned into real communication.

Chinese with a purpose”.

The connections between Chinese and Japanese also provide opportunities for children to broaden their interests. They might see a Chinese character and realize, “We use this kanji in Japanese too!” or discover similarities and differences between Japanese and Chinese culture through activities such as calligraphy and seasonal traditions. Learning the language naturally leads to a growing curiosity about the culture as well.

▶▶▶ Building on Four Years of Learning: Taking on HSK Level 1

Last year, our Grade 4 students, who had been studying Chinese for approximately four years, took on the internationally recognized **Chinese language proficiency test, HSK Level 1**.

The aim was to give students a chance to measure what they had learned against an international standard, while also giving them a clear goal to work toward in their Chinese studies. In preparation for the exam, they reviewed the vocabulary, sentence patterns, pronunciation, listening, and reading skills they had been learning since Grade 1. As the test approached, the students repeatedly worked through past papers and practice questions in the same format as the actual exam. Study notebooks were also prepared so that students could continue reviewing at home, allowing them to prepare both in and outside the classroom.

As the exam approached, the work became more demanding, but the students stayed committed. They encouraged one another and continued working toward their goal until the very end. As a result, 80% of the Grade 4 students passed HSK Level 1, providing a clear and tangible result of the Chinese learning they had built up over four years. While passing the exam was certainly something to celebrate, even more valuable were the knowledge, confidence, and perseverance the children developed through the process.

Through repeated practice, the children were able to understand and read more Chinese. Recognizing their own progress also helped build their confidence in using the language. The experience of working toward the exam and seeing the challenge through to the end became an important part of their growth.

▶▶▶ Learning Never Ends: Discovering a Wider World Through Chinese

The goal is not simply to learn Chinese in order to pass an exam. It is to give students the confidence to start a conversation when they meet a Chinese speaker in the future, to take an interest in different cultures and perspectives, and to connect with people around the world. We also hope that learning Chinese will inspire them to take interest in a fourth or even fifth language.

One phrase Ms. Lulu shared with us was:

“学无止境(xué wú zhǐ jìng)— Learning Never Ends”

It is a Chinese four-character idiom expressing the idea that there is no end to learning.

We hope that discovering Chinese will become a gateway for children to explore new languages and cultures and to take their first steps into the wider world. This is the hope at the heart of Infinity’s Chinese language program.

What is **HSK** ?

HSK (Hanyu Shuiping Kaoshi) is a Chinese language proficiency test for non-native Chinese speakers. HSK Level 1, which the students took this time, is an introductory-level test. As of 2026, the HSK system is transitioning from the traditional six-level structure to a new three-stage, nine-band system. It measures Chinese language proficiency through skills such as listening and reading.



To measure the progress they had made over four years of studying Chinese, the Grade 4 students took on HSK Level 1. They prepared for the exam by reviewing what they had learned and working through past papers.



On a field trip, students experienced the Chinese tradition of yum cha, learning about Chinese food culture and customs while enjoying the meal.



Grad Club
Creating bilingual young adults

Summer Events

2026



Kansai
Dolphin Trip



Kansai
Night Safari Camp



First-Ever



Kanto

Hachiojima Camp

**The Entire Island Became Our Playground!
Three Days of Challenges on Hachiojima**

This year, the Kanto Grad Club held its first-ever camp on Hachiojima. Under the theme “The Exiles and the Treasure Hidden on the Island,” the children spent three days on an island they rarely have the chance to visit, experiencing its unique history, culture, and natural environment while working together with their friends to take on a variety of missions.

After arriving, they began by learning about tools that were once used on Hachiojima and about the island’s history. They then split into teams and explored various places around the island, including farms, shops, waterfalls, the sea, and local neighborhoods. Rather than simply sightseeing, they took part in hands-on experiences, approached local people to gather the information they needed, and discussed what they should do next as they worked through each mission.

At first, some children were still figuring out how to divide up roles and communicate their ideas. As the activities continued, however, there were more and more moments when they exchanged ideas with their teammates and worked together to solve problems



Using English to search for clues, the children shared ideas with their teammates as they worked out how to complete the next mission.



Mission accomplished! The children collected the vegetables they were instructed to find while enjoying conversations with local residents.

Sharing Experiences, Growing Together

One of the most memorable aspects of the camp was seeing the children share what they had experienced with their friends. The children who went fishing in the sea enjoyed fresh sushi made from the fish they had caught together with friends from other schools. Those who learned traditional taiko drumming later taught the rhythms they had learned to the other children around the campfire. Each individual experience was shared, eventually coming together as one larger, collective experience.



Fishing in the waters around Hachiojima, the children successfully caught fish and proudly showed off their big smiles.



After learning traditional taiko drumming, the children taught the rhythms to their friends around the campfire and shared the experience together.

Over the course of the three-day, two-night camp, new friendships formed across different schools, and there were many moments when the children called out to one another and helped each other. The camp also gave them opportunities to use English in real-life situations. In situations where they initially needed support from adults, by the final day more children were thinking for themselves and taking action independently. It was a camp that clearly showed the growth of their independence and confidence.



Using the ingredients they collected during the mission, the children worked together to prepare dinner, dividing up the different roles.



Practising a traditional island dance, the children called out to one another, synchronized their movements, and strengthened their teamwork.



Kanto

Rising Field Camp



Kansai Nagoya

Hachikita Camp



Kansai

Career Experience



Two Days and One Night Packed
with Special Experiences

K3 CAMP 2026

Once again this year, K3 children from four regions—
Kansai, Kanto, Fukuoka, and Nagoya—
set off on a two-day, one-night K3 Camp.
Spending two days away from their families with friends
and teachers is about more than just having fun.
It is an important experience that encourages children
to take care of themselves and work together with their friends.

In Kansai, the children had a great time at Suma Sea World and cooled off with some fun water play. This year, they also made their own breakfast; cooking sausages and enjoying the freshly prepared meal together.

In Kanto, the children played in the river and tried catching fish in the natural surroundings of Tanzawa. They chased the fish with their bare hands, and when the fish they had caught themselves was served at dinner, the children cheered with excitement.



In Fukuoka, the children explored the forest and river, discovering and observing insects, frogs, and other living creatures. They also enjoyed making yo-yos and decorative plates. In the evening, everyone gathered around the campfire for songs, dancing, and s' mores.

In Nagoya, despite changes to the schedule due to bad weather, the children enjoyed activities such as making insect cages, exploring the forest, and cooking curry. They also enjoyed fireworks in the evening, making it a camp filled with wonderful memories.



The special two-day,
one-night experience
filled with laughter,
teamwork, and time
spent together
with friends helped
the children grow
in so many ways.

Voices of Tomorrow



SPEECH 2026 CONTEST



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MAGMA RESORT

A Complimentary
Accommodation
Voucher!

Shaping My Future, Following My Dream.

Looking Ahead to the Day I Can Make My Mark on the World Stage.

[Date & Time] Sunday, November 29, 2026
12:00-16:00 (tentative)

[Venue] Foreign Correspondents' Club
of Japan (FCCJ)

[Eligible Grades] Grade 1 to Grade 6

[Categories] General / Original / Global

[Entry Fee] 5,500円

※Participation is limited to those who pass the Grad Club audio screening.

For More Information

Voices of Tomorrow Speech Contest Special Website

