



# Water is Life

## **Information Pack 3**

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## 1. Participating Schools

John Monash Science School	Australia
Sir Karl Popper Schule Wiedner Gymnasium	Austria
Centro Federal de Educação Tecnológica de Minas Gerais	Brazil
Oak Bay Senior High School	Canada
Beijing National Day School	China
Collegio Claustro Moderno	Colombia
Eisbjerghus International School	Denmark
Vordingborg Gymnasium	Denmark
Lycée St Joseph	France
Dillmann Gymnasium	Germany
Center for Young Scientists	Indonesia
Makuhari Senior High School	Japan
Shibuya Senior High School	Japan
St. Odulphuslyceum	The Netherlands
Maurick College	The Netherlands
d'Oultremontcollege	The Netherlands
Kopernik Lyceum	Poland
Raffles Institution	Singapore
River Valley High School	Singapore
St. Andrew's College & Diocesan School for Girls	South Africa
Collegi Mare de Déu del Carme	Spain
Jesuites Educacio	Spain
Mahidol Wittayanusorn School	Thailand
Saint Stephen's Episcopal School	USA
Arundel School	Zimbabwe

### 《\*SGH-affiliated schools in Japan》

Narita Kokusai Senior High School  
Sakura Senior High School  
International Christian University High School  
Kumon Kokusai Senior High School  
Tokyo Gakugei University International Secondary School

\*SGH=Super Global High School designated by MOE

## 2. Important Dates

March 1, 2018	Deadline for the research report Flight details due Payment due (Details can be found in IP[2])
April 1, 2018	Request for the invitation letter due
May 1, 2018	Delivery of Information Pack [4] * confirmed timetable * competition details * pick-up & drop off schedule * dress code
May 1, 2018	Deadline for International Afternoon form
May 15, 2018	Notification of the assignment of host families * hosting specifications for students
July 23, 2018	Arrival of participants from abroad
July 24-28 , 2018	Water is Life 2018
July 29, 2018	Departure of participants from abroad

## 3. Conference Program

We are now in the final stage of confirming the details of each program, so we can only provide you with the outline of some of the programs. different from the information given in IP [2].

### (1) Tokyo Orienteering [Day 1]

This is a fun activity where participants explore the Metropolitan Tokyo area in a small group. Each group, comprised of different nationalities, must cooperate and find the answer to several questions related to sightseeing spots and water-related sites in Tokyo. The answers cannot be found on the Internet. Using the public transportation, the participants actually have to go there to find the answer!

### (2) Site Visit [Day 2]

The Tokyo sewerage system plays a vital role in ensuring a safe and pleasant living environment and in the makeup of a healthy water circulation system.

Participating students will visit Ariake Water Reclamation Center in the Odaiba area and learn not only its role in cleaning wastewater and returning that water to the rivers and sea, but also of its new role in using the treated water for toilets in buildings and for resurrection of limpid streams. For more information:

[www.gesui.metro.tokyo.jp/english/aboutus/center06/index.html](http://www.gesui.metro.tokyo.jp/english/aboutus/center06/index.html)

After the visit, students will enjoy a 40-minute cruise to Asakusa, where their host students will pick them up and go home.

### (3) Workshop [Day 4]

The students will have an opportunity to further learn about water-related issues by taking part in the experiments conducted by our science teachers, visiting Yatsu Tideland Nature Observation Center, where they can enjoy birdwatching, and attending a workshop where TOYOTA will explain how they have succeeded in minimizing and optimizing water usage.

### (4) Oral Presentation [Day 2 & 3] \*

Teams selected by judges will present their research results in a 10-minute oral presentation using Powerpoint **in front of all participants**. The selection of these teams will be announced in Information Pack [4].

Teams not selected will present their research results in a 7-minute oral presentation using Powerpoint in the group session on Day 3. Each group session will be comprised of teams with the same theme.

We consider oral presentations to be a great opportunity for participants to hear from the teams with themes different from their own (on Day 2) and to share ideas with other teams which did research on the same theme (on Day 3).

### (5) Poster Presentation [Day 3]

Each team will create an A0-size (841 x 1189 mm) “poster” of their research results, which will be presented on Day 3 at a designated booth. If you are not familiar with the concept of poster presentations, please refer to Attachment [4].

There will be space at your booth, where you may want to put your school brochure or leaflets about your research.

Please remember that you must print your posters or leaflets at home and bring them.

### (6) International Afternoon [Day 5]

As was explained in IP[2], this is a valuable and enjoyable occasion to celebrate the cultural diversity and to enrich the cultural experience of the conference. We would like each country to be part of this program. Each country has 5 minutes for a performance.

Where more than one school is representing a country, please discuss among yourselves how you would like to participate – a joint performance or just one school performing. The attached Cultural Afternoon Form should be sent to Mrs. Noriko Hosono by the main accompanying teacher **by May 1**.

### (7) Hands-on Experience of Japanese Culture

We are planning to offer the following experiences during the session: making Origami, tea ceremony, paper fan making, and playing the “koto” (Japanese harp) . “Shodo” performance by our Calligraphy Club will also be offered.

\* Different from the information given in Information Pack [2]

## 4. Frequently Asked Questions

### 1. How long should the research report be?

There is no minimum or maximum number of words. Make sure that the report is based on the Scientific Report Template in Appendix II of IP[2].

The Final date of delivery is **March 1, 2018**. The judges will decide which teams will give their oral presentations on Day 2 based on the quality of the report, which means that a team will miss that chance if they are late in submitting their report.

Send your report to: [hosono@shibumaku.jp](mailto:hosono@shibumaku.jp).

### 2. We are planning to extend our stay and do some sightseeing before the Conference. Where should the students meet their host families?

Basically, we would like all the teams to come to Haneda or Narita Airport for pick-up.

### 3. Are the accompanying teachers supposed to make their way to the hotel on their own?

No. Airport limousine transportation will be provided for all accompanying teachers. We will pay for the airport limousine fare from your airport to Shibuya (Tokyu REI Hotel) on July 23 and the fare from Makuhari (Hotel Francs) back to your airport on July 29.

Our staff will help you board the limousine and other staff will be waiting at the limousine stop to take you to the hotel. The same arrangements will be made when you leave for the airport.

If you have made your own accommodation arrangements in other areas, for example Shinjuku, you can either buy your own ticket for the airport limousine or get on board the limousine for Shibuya and use public transport to your hotel in Shinjuku.

### 4. Will there be a teachers' program?

Yes, on the first day, accompanying teachers are all invited to a Welcome Lunch at a casual restaurant within a walking distance from Shibuya High School.

On the second day, you have two options. You can join the site visit at Ariake Water Reclamation Center, after which a chartered bus will take you to Hotel Francs in Makuhari. Alternately, you can skip this and simply enjoy the afternoon on your own, in which case, you must make your own way to the hotel in Makuhari.

**5. Will there be a host student for each student?**

Not necessarily. There may be a double placement.

**6. Will you issue a letter of invitation?**

We will issue an invitation letter upon request.

As was stated in IP[2], it is the accompanying teachers' responsibility to make sure they submit all official papers they and their students need to enter Japan. Failure to do so will result in denial of travel to Japan.

In case you or your students need a visa to enter Japan, please start applying as soon as possible. If you need a letter of invitation or information about lodging address, please let me know **by April 1.**

For your information, you can find a list of non-visa countries for visitors to Japan at the following website: [http://www.mofa.go.jp/j\\_info/visit/visa/short/novisa.html](http://www.mofa.go.jp/j_info/visit/visa/short/novisa.html).

**7. Some of our students have special religious dietary requirements. Can you make arrangements for them?**

We respect the requirements of any religion. We will certainly make special arrangements by paying attention to their dietary requirements or other religious requirements such as providing a room for prayer.

Of course, this applies to any participant, whether a student or a teacher. We have already asked you to put the information about allergies on the full registration form, but if there are members in your group who need special attention to their diet for religious reasons, please be sure to write to the coordinator of your host school **by March 1.**

**8. What is the venue for International Afternoon like?**

It will be held in the auditorium at Makuhari Senior High School. The stage is 12.8 meters wide and 6.5 meters deep without the screen at the back. If you want to use the screen, it is 3.5 meters deep.



## Attachment 1: Flight Details

Please type the following travel information **for each team** and send it to the coordinator of your host school by **March 1, 2018**, at the latest.

(Shibuya: natsume@shibushibu.jp Makuhari: hosono@shibumaku.jp)

School name			
Country			
Team name			
Number of students in the team			
Main accompanying teacher's name			
Main accompanying teacher's mobile phone number			
Flight carrier inbound		Flight number:	
Arrival airport ( Circle one. )	<b>Haneda</b>	<b>Narita</b>	
Arrival date and time			
Flight carrier outbound		Flight number:	
Departure airport ( Circle one. )	<b>Haneda</b>	<b>Narita</b>	
Departure date and time			
☆If you are planning to extend your stay before or after WIL 2018, please write your plans here.			

## Attachment 2 Media Release Form

All delegates must read, sign and return this Media Release in a pdf file to the coordinator of your host school **by March 1, 2018**. Student delegates will be signed for by their parent/guardian.

(Shibuya: natsume@shibushibu.jp Makuhari: hosono@shibumaku.jp)

I agree and consent to the taking of photographs and/of videos of myself during the Water is Life Conference 2018 and that these images may be used for publicity including, but not limited to brochure, website, marketing material and in the media.

Name of the delegate in full: .....

Signature of the delegate's parent/guardian:.....

School: .....

**OR**

I accept that it is my responsibility to exclude myself from photographs and make it known that I do not wish to be photographed.

Name in full: .....

Signature of the delegate: : .....

School:.....



## **Attachment 4 Tips on Poster Presentation**

(Source: English Communication for Scientists, Unit 5)

Poster presentations may not seem as prestigious as oral presentations, but they are a great opportunity to interact with other scientists in your field in a reasonably structured way. Just like oral presentations, they force you to crystallize your thoughts about your research and, in this way, focus on its essence. After the conference, you can usually hang your poster in the hallway of your laboratory. Thus, you promote your work to passersby and have a support at hand if you must unexpectedly present your research to visitors.

Being accepted for a poster session at a conference means you must first create the poster itself, then prepare to interact with visitors during the session. At some conferences, you may also have a chance to promote your poster through an extremely brief oral presentation.

### **Creating your poster**

Typically, the scientists who attend a poster session are wandering through a room full of posters, full of people, and full of noise. Unless they have decided in advance which posters or presenters to seek out, they will stop at whatever catches their eyes or ears, listening in on explanations given to other people and perhaps asking an occasional question of their own. They may not be able to see each poster clearly — for example, they may be viewing it from a meter's distance, from a sharp angle of incidence, or over someone else's shoulder. In such situations, they will not want to read much text on the poster — not any more than attendees at a presentation will want to read much text on a slide.

Accordingly, you should design your poster more like a set of slides than like a paper, using all the recommendations given for slides earlier in this series. Strive to get your messages across in a stand-alone way: State each message as a short sentence, then illustrate it as visually as possible. In fact, one simple way to prepare a poster is to create a set of slides, print them full-size on A4 or US-letter-size paper, and pin the sheets next to one another like a comic strip.

If you are designing your poster as one large sheet rather than a juxtaposition of small ones, you have more freedom in the way you organize your poster. Use this freedom to reveal the overall structure of your content; doing so is easier with a single sheet than with a sequence of slides. In particular, organize related pieces of content in coherent visual units. Resist the temptation to place information "wherever it fits" in a desperate attempt to include as many details as possible. Instead of crowding your poster, be selective in what you include so you have the spatial freedom to organize your material into a logical structure that is recognizable at a glance. Also, as on slides, question the usefulness of anything you plan to use, especially frames, arrows, and colors.

Scientists often feel obliged to include a large amount of factual information on their posters: their affiliation (with postal address, e-mail address, telephone number, etc.), bibliographical references, funding sources, and the like. Although visitors may well want to take all or part of this information home, few of them actually want to read it on a poster, let alone write it on a notepad while standing in front of a poster. Such information is therefore best placed in a one-page handout that is available at the poster's location — perhaps with a reduced version of the poster on the other side. If these details are included on the poster itself, they should be out of the way, such as in the top-right corner or at the very bottom, so they do not interrupt the logical flow of content on the poster.

## **Presenting your poster**

Even though a well-designed poster stands on its own, you can add value to it through your explanations and answers. Make sure visitors can link you to your poster: Position yourself next to it and wear your name badge visibly. Do not just stand there, however — take steps to attract visitors to your poster, interact with them, and wrap up the exchange before they move on.

As people start entering the room, reach out to them. Standing shyly next to your poster, waiting for questions while hoping not to get any, is not helpful to anyone. Instead, make eye contact with the people who pass, smile at them, and greet them with an inviting "hello" or "welcome." If visitors do come to your poster, give them a moment to take it in, then make it clear that you are available for discussion: Volunteer to answer questions ("If you have any questions, I'll be happy to take them.") or offer to tell your story ("Would you like me to explain the poster?").

When explaining your poster, be brief. You do not have a captive audience: With so many posters to see, visitors have only limited time for yours. If they need more information, they will let you know by asking focused questions. At that point, feel free to go into details with more specialized or more interested individuals, but also be aware of other people who may be waiting to ask you different questions — they may not wait long before deciding to move on. Strike a balance between talking in more depth with a few people and talking in less depth with more people. Be ready to give the same explanations many times as new people replace those who move on to other posters. Maintain your enthusiasm all the way to the end of the session: The last person to see your poster might be just as important as the first.

As visitors indicate their intention to move on (usually with "Thank you"), close the interaction on a positive note (such as by saying "My pleasure" or "Thank you for stopping by") and, if you have not yet done so, exchange business cards or offer them a handout. If you have made your poster or supporting material available on a Web page, be sure to display the URL of this page prominently on your handout.

## **Promoting your poster**

At some conferences, you will be offered the chance to promote your poster by saying a few words about it in an extremely brief oral presentation — sometimes as brief as one minute. Should you have more time (say, five minutes), you can certainly prepare a short yet full-fledged presentation as recommended elsewhere in this series, with an opening, a body, and a closing; you can thus cover almost everything in your poster and, implicitly, invite attendees to join you in the poster session for a more detailed discussion. In only a minute or two, however, you cannot hope to cover as much. You must therefore aim to make people curious about your work — curious enough to come and see your poster. You might limit your comments to the opening of a presentation, with specific focus on the need (Why should they care?), the task (What did you do about the need?), and the main message.

Even without a formal opportunity to promote your poster, and especially when your poster session is later in the conference, you may have many informal moments to introduce your work through chance encounters during coffee breaks or social events. Instead of giving people business cards, you might prepare and distribute small, bookmark-like handouts with your name, affiliation, e-mail, and an invitation to come and see your poster.

No matter how you tell others about your work, make sure you identify your poster clearly, such as by its number. There is no point in promoting your poster if people cannot find it later.