

INTERNATIONAL MINDEDNESS

AND THE
UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGS) AT AMERASIA



2022-2023



CONTRIBUTORS:

Alaa Yousef, Alessia Centamore, Almon Yao, Apple Liu, Bob Sydoruk, Bowen Li, Charla Esser, Christian Kallio, Christopher Okea Ikeakhe, Christopher Lehane-Kendrick, Coleton Tillett, Consuelo Ravago, Daisy Yang, David Nazari, Deborah Gan, Diana Tolordava, Dr. Helen Ding, Evan Brewster, Gloria Qiao, Hailey Chen, Hui Yuan, Hyacinth Masigman, Jakub Grzeszczuk, Jessica Tsuchiya, Jiajia Li, Joon Park, Judy Li, Kathleen B. Scales, Kenneth Hall, Kimihiro Tsuchiya, Kris Kruppa, Laki Faamamafa, Lili Morales, Li Yan, Lwazi Zakumba, Mark Brierley, Matthew A. Lufcy, Meishan Hutchison, Mia Xiao, Nicholas Cross, Nora Xu, Olanike Kolapo, Ryan Kalb, Shabina Bastiansz, Sihun Kim, Stella Zhao, Steven A. Wekesa, Ta Benz, Veronica Huang, Victor Lopez, Dr. Vivian Cui

EDITOR:

Comine Howe

DESIGNER:

Miao Guang

ENQUIRIES

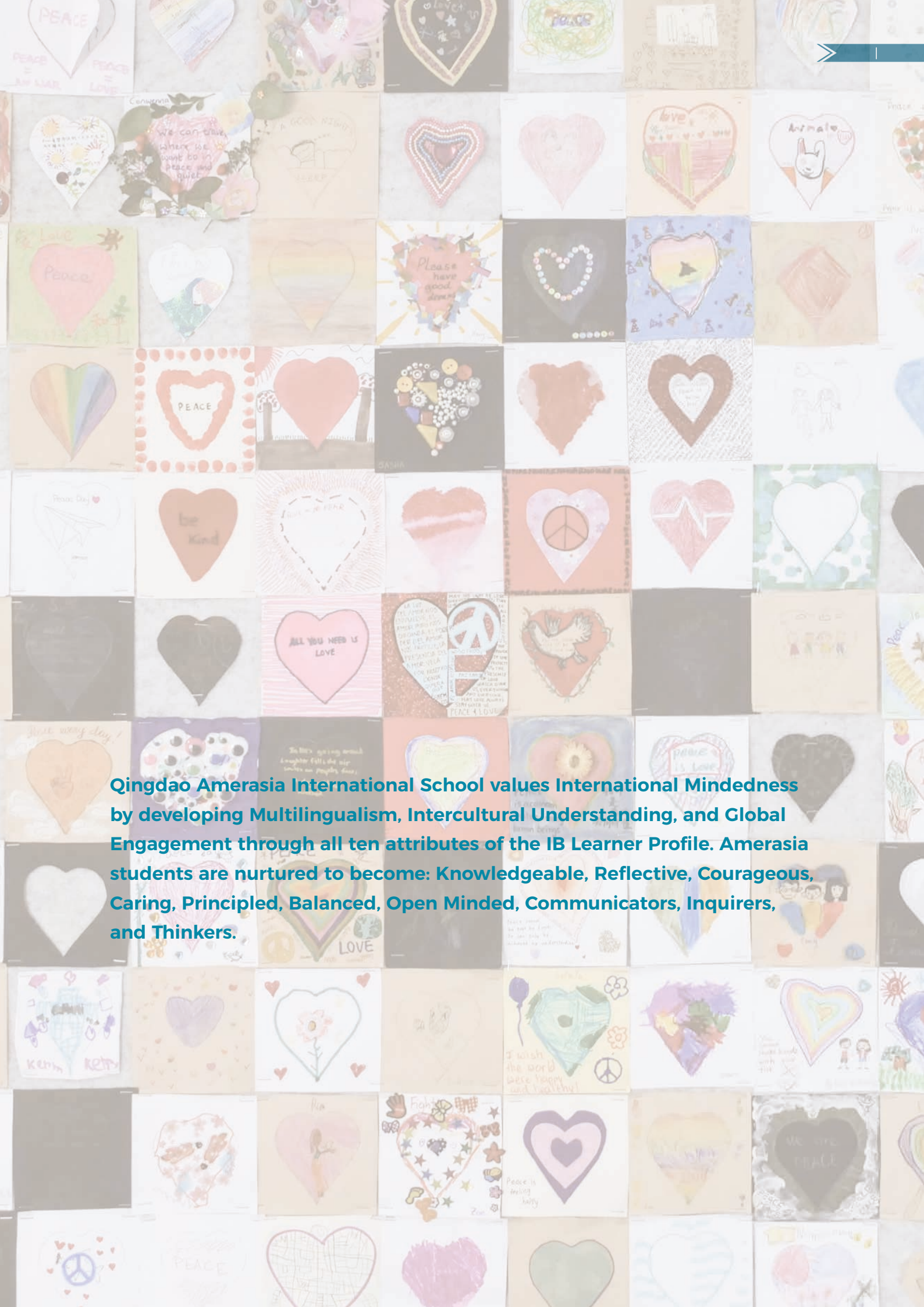
info@qingdaoamerasia.org

+86 (532) 8388 9900

© Qingdao Amerasia International School MMXXIII

MISSION STATEMENT

Amerasia aims to inspire a lifelong love of learning through a holistic, child-centered inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.



Qingdao Amerasia International School values International Mindedness by developing Multilingualism, Intercultural Understanding, and Global Engagement through all ten attributes of the IB Learner Profile. Amerasia students are nurtured to become: Knowledgeable, Reflective, Courageous, Caring, Principled, Balanced, Open Minded, Communicators, Inquirers, and Thinkers.

CONTENTS

International Mindedness in Sunflower Cottage	4
F.A.M.E Day and What It Meant to Me	6
Understanding the World Through Mathematics	7
International Day of Peace	8
Unlocking Young Children's Potential Through International Mindedness in Spanish Club	9
Fostering International Mindedness and Promoting SDGs Through Innovative Science Education	10
Journeying Through Time and Culture	12
Linyi & Wulian Fifth Grade Field Trip	13
Guiding Toddlers to Create A More Peaceful Planet	14



International Mindedness	16
A Journey through the Globe	17
Incorporating the SDGs into the Chinese Curriculum	18
Paper Story	19
International Mindedness begins with COMMUNITY	20
How Does the IB Chinese B Course Demonstrate International Mindedness?	21



Sustainable Development Goals in the Lower Elementary	22
Global Problems, Local Solutions	23
Peace and Justice	24
Interdisciplinary Exploration on "Chinese Ancient Civilization" and International Understanding	25
Global Mindedness starts from your own Small World	26
Cultivating International Mindedness through Literacy	27
Exploration of Ancient Chinese Civilization	28
International Mindedness in MYP Mathematics	29
To be a Global Citizen	30
Appearances & Stereotypes	31

Early Childhood Students Present "The Enormous Turnip"	32
Explore the Breadth of the World Through the Depth of Language	33
Developing International Mindedness Through Literacy and Non-Literary Texts in MYP 4-5	34
Caring Confident Communicators	35
Building International Mindedness through Conflict Resolution	36
SDGs in DP Chemistry	37
Language Building	38
SDGs Through Arts Education	39
International Mindedness – MYP Mathematics	40
Growing International Mindedness through Art	41
Nurturing International Mindedness and Sustainable Development in the Classroom: A Field Trip Reflection	42
A Remarkable Journey of Cultural Exploration through the Vibrant Sounds of Brazilian Music	43



What's in a name?	44
Global perspectives in the Humanities Classroom	45
Cultivating Global Awareness and Sustainable Practices	46
Art and International Mindedness	47
Fostering Intercultural Understanding	48
Embracing International Mindedness in Azalea Cottage	49
International Mindedness/Open-Mindedness	50
The United Nations' Sustainable Development Goals in LED Light Design Unit at Amerasia	51
Fostering International Mindedness Through Sportsmanship	52
International Mindedness and Incorporating SDGs	53
International Mindedness in Language Learning and the CAS Programme	54





INTERNATIONAL MINDEDNESS IN SUNFLOWER COTTAGE

Ms. Li Yan, Lead Teacher

Mr. David, Language Specialist

Ms. Veronica, Teaching Assistant

In today's globalized world, it is essential for children to develop an intentional mindset. International Mindedness is an important concept that embodies openness, curiosity, and a willingness to engage with different cultures and perspectives. By fostering International Mindedness in an elementary classroom, we can equip our students with skills and attitudes that will serve them well in a highly interconnected world. At its core, International Mindedness is about recognizing that we are all part of a larger

global community. It involves an understanding that our actions can have an impact beyond our immediate surroundings and a recognition that we share common challenges and opportunities with people from all corners of the world. An international mindset helps students to develop empathy for others, to appreciate cultural differences, and to view the world through a lens that is broader than their own personal experience. But why is International Mindedness specifically important for elementary school students? It's because young children are still in the process of forming their identities and worldviews. They are impressionable and open-minded and, therefore,

more receptive to new ideas and perspectives. By exposing them to different cultures and perspectives at a young age, we can help them to develop a more nuanced understanding of the world and their place in it.

There are many ways to foster International Mindedness in an elementary classroom:

1. Celebrating cultural diversity.

One of the easiest ways to promote International Mindedness is to celebrate the diversity of cultures within your classroom. You can invite students to share their own cultural traditions, such as holidays, foods, or clothing. You might also incorporate aspects of different cultures into your classroom decor or materials. By highlighting the richness of different cultures, you can help students to develop a sense of curiosity and appreciation for diversity.

2. Exploring global issues.

Another way to promote International Mindedness is to engage students in discussions about global issues. You might introduce topics such as

environmental sustainability, poverty, or human rights, and explore how these issues impact people in different parts of the world. Through these discussions, you can help students to develop a sense of empathy for others, and to understand the interconnection of global challenges.

3. Encouraging communication with other cultures.

In today's digital age, it's easier than ever to connect with people from different parts of the world. You can use technology to facilitate communication between your students and students in other countries. For example, you might set up a pen pal program or arrange a video conference with a classroom in another country. By interacting with students from other cultures, your students will gain new perspectives and develop inter-cultural communication skills.



4. Using diverse materials.

It's important to ensure that the materials you use in your classroom reflect the diversity of cultures and perspectives in the world. This means seeking out books, movies, and other materials that feature characters from different backgrounds. By exposing students to diverse media, you can expand their understanding of the world and help them to recognize the commonalities that exist across cultures.

5. Encouraging curiosity and critical thinking.

It's important to encourage students to be curious about the world and to approach new information with a critical eye. This means asking questions, challenging stereotypes, and seeking out new perspectives. By fostering a sense of curiosity and critical thinking, you can equip your students with the skills they need to navigate an increasingly complex and interconnected world.



How can young students be guided to appreciate and love the world with an open eye, thus possessing the attribute of International Mindedness?

We decided to start by exploring what an open mind looks like and tell the children two small stories related to an open mind: *Colored Glasses* and *Blind Men Touching the Elephant*. Unexpectedly, the children enjoyed these two stories so much they decided to perform them in the theatrical form at an elementary school assembly to share their understanding of open-mindedness. The children were divided into two groups and spent three days writing and rehearsing a play based on these two short stories. They presented "*Colored Glasses*" in this way: they wore glasses colored in various hues, representing ideas from their parents, their teachers, their friends, and from their own

biases. The students wearing colored glasses insisted that the rainbow they saw was the color that their glasses presented, and so they argued until a voice reminded them to take off their glasses and look at the real rainbow with an open mind. It turned out that everyone was right about only one color, and the open vision made them see the full spectrum of color. During the rehearsal of *Blind Men Touching the Elephant*, the children unanimously agreed to transform the elephant into a big monster. They wore sunglasses to play the blind man trying to understand the shape of the big monster. Everyone touched a part of the monster, thinking that it was a rope, ball, branch, box, ivory, and so on, and insisted on their own opinions. When they shared their discoveries, they found that their opinions were so different, and began to argue. The monster was awakened by everyone's arguments. He was very angry when he heard everyone describe him: how dare you to describe me merely as a rope, a ball, a box... it roared loudly, shaking people's blindness away, and everyone could see the real world: it turns out that the real monster is composed of all the parts they touched.

In conclusion, International Mindedness is a critical concept for elementary school students to understand. By fostering a global mindset in your classroom, you can help your students to develop empathy for others, appreciate cultural diversity, and recognize the commonalities that exist across cultures. By promoting an international mindset, you can prepare your students to be responsible and engaged global citizens.





Lwazi Zakumba,
Mathematics HOD, MYP/DP Mathematics Teacher

A few weeks ago, I completed a professional development task where I had to read various articles about International Mindedness and come up with a succinct definition. This is what I wrote: "International Mindedness is a way of thinking about ourselves and others, about our cultures and other cultures, where we see how we are all interconnected, and in a way where we can see how our differences can be best used to make our world a better place."

I could end it here; however, my definition of International Mindedness became more than a definition when I witnessed it in my space during the lead-up to and during the school's recent F.A.M.E (Family Art, Music and Entertainment) Day.

For some background, for F.A.M.E, I had agreed to host a booth. In the past, this booth was called the South African booth because a few South African families in our community are always willing to share a bit of their culture. However, this year, the idea of hosting a South African booth dissipated. You see, our school community grew last year by adding many more nationalities, especially African ones. This growth prompted the idea that we, as Africans, should host a booth together and call it the African Union, named after the continental body consisting of 55 member states that make up the countries of the African Continent.

In our school, we currently have four represented countries from the African continent - South Africa, Kenya, Nigeria, and Morocco. Each of these four countries is geographically located in the four regions of Africa, namely South, East, West, and North Africa. Each region has its unique culture, customs, beliefs, music, and food. Meeting to prepare for F.A.M.E. challenged us to navigate these differences and put aside any misconceptions about our countries and cultures to educate each other about our differences and similarities. We spent time looking at the fashion and

food cultures and wanted to represent our newfound unity beautifully to the rest of the international community on F.A.M.E Day. F.A.M.E Day preparations became more than just 'something' to do for the sake of doing, but rather, a beautiful picture of what can really happen when different cultures come together, celebrate the best of each other, work together towards a common goal, and bring out the best in each other's cultures.

In our build-up and during the actual F.A.M.E event, I saw how my definition came alive. The actual African Union Body could learn a thing or two from how we, as the Amerasia African Union community, worked together as a sign of what true International Mindedness looks like.



UNDERSTANDING THE WORLD THROUGH MATH

Judy Li, Grade 5 TA

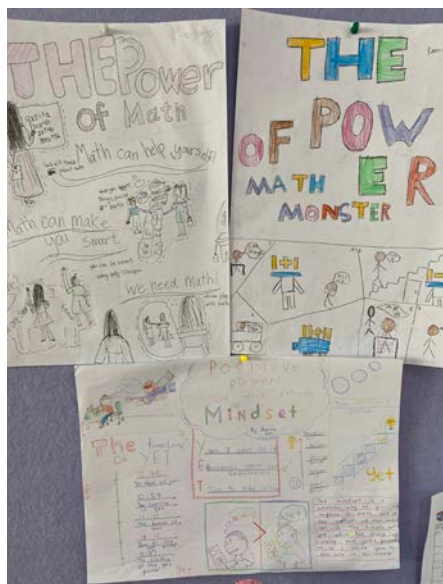
In today's world of rapid change, the demand for mathematical skills is increasing. When it comes to mathematics, there is much concern about students' mathematical competence. When I was an elementary student, influenced by the cultural traditions of Chinese math education, we used to regard speed as the most important thing. We always believed those who can arrive at the answer quickly gets the gold star. For example, the students clearly memorized a series of steps or an algorithm to achieve success. However, high speed too often represents an ability to memorize or just a shallow understanding of the concept behind the algorithm rather than understanding how numbers relate to each other.

Mathematics is truly about logic and creativity. In Grade 5, we offer math courses under the framework of IB PYP while delivering them with the guidance of the Engage NY mathematics curriculum. Both IB and Engage NY encourage students to apply their mathematical knowledge in solving abstract problems and engage them with real-world connections. This makes me realize instead of pursuing speed as I did, it is important to help Grade 5 students slow down at this stage and give them the time and space to focus on their thinking, develop their strategies, and communicate about their plans with peers, which will, in turn, allow them to speed up and also build a deep sense of understanding.

In a typical Grade 5 math class, lessons are split into three sections: "think, learn, and do," where a gradual release of responsibility is used to teach content to students. Students are given more opportunities to explore, inquire, and make connections to prior learning and how the skills can relate to real

context. As a teaching assistant, I also think about how a combination of the strength of both Chinese and Western approaches benefits the students. Chinese math curriculums emphasize the building of a solid foundation with depth and width in math knowledge, while Western math education focuses more on the development of critical thinking and practical problem-solving skills. With guidance and motivation, Grade 5 students are making a tool kit that they can use for new and different situations. They are building the foundation for numbers, decimals, fractions and geometry and improving by using the time to inquire into the math and reflect on different and flexible methods. They will also go beyond speed and memorization in math and get to know what they are learning and why they are learning. These in students is what we want to foster.

With the solid math foundation gained and the critical thinking skills developed in their PYP learning experience, the students will be more than ready to take on the MYP journey and also an increasingly diverse and challenging world.



用数学理解世界

在这个日益多样化和充满挑战的世界，对数学技能的需求与日俱增。在数学学习中，学生的数学能力一直是关注的焦点。回顾我自己的学生时代，受中国数学教育文化传统的影响，我们曾经把数学的成功看作是速度的比拼。最快最准确完成的人就意味着拥有最好的数学能力。为了追求速度，学生们机械记忆公式和解题步骤。然而，快速往往只能代表记忆的能力，或者只是对算法背后概念的肤浅理解，学生并不见得真正理解数字之间的联系。

数学的内核是逻辑和创造。五年级的数学课程在 PYP 探究式学习的基础上融合 Engage NY 数学课程。IB 和 Engage NY 都十分强调数学知识和应用两个方面，帮助培养学生的问题解决能力，并将所学知识运用到其他学科和真实的生活情景之中。这让我意识到，与其像曾经学生时代的我那样追求速度，真正要做的是引导五年级的学生在这个阶段慢下来，给他们更多的时间和空间来专注于思考，深化理解，并与同龄人交流想法。这样学生才有助于学生的理解和解决问题的能力得到充分锻炼和发展。

在五年级的数学课上，我们启发学生思考、学习并自己动手操作，并循序渐进地掌握知识。学生们不仅能巩固自己所学的知识，还能通过团队合作了解其他同学的思路，培养自己的创造力。我们中国传统的数学教育注重培养学生对知识和权威的尊重，注重知识体系的构建，教学富有广度和深度。相比较，西方数学教育则注重培养学生运用知识的实际能力，培养学生的创新性。在这一学习过程中，作为助教老师，思考最多的就是如何帮助学生建立双重优势的数学学习，让学生既能获得中国教育的严谨逻辑性，又能发展西方教育的开放创造性。五年级的学生对数学的追求不再局限于速度和正确率，而是掌握基本的数学知识和技能，具备基本的数学思想，并进一步建立起新的架构，发展运用数学知识解决实际问题的能力。

五年级的学生们在小学阶段打下了坚实的数学基础，掌握批判性思维能力，为中学阶段的学习以及未来的挑战，做好了准备。

INTERNATIONAL DAY OF PEACE

*Ryan Kalb,
HOD Humanities,
HOD TOK, IB DP
English Language
& Literature,
MYP Humanities*



The International Day of Peace (IDP) was established in 1981 by the United Nations General Assembly to be observed around the world annually on 21 September. The UN General Assembly has declared this as a day devoted to strengthening the ideals of peace, through observing 24 hours of non-violence and cease-fire. Each year the International Day of Peace (IDP) is observed here at QAIS and led by the Humanities Department. The year 2022 had the theme of End Racism: Build Peace. Fostering peace contributes to the realization of the Sustainable Development Goals (SDGs) and achieving these will create a culture of peace for all. Like the IDP, integrating the SDGs are an important part of our school culture and community, and these are integrated into every unit taught within all subjects across the QAIS Upper School.

The QAIS Upper School first celebrated the IDP during our weekly Monday Morning Meeting, watching a brief video from United Nations Secretary-General António Guterres, who stated: "Peace is needed today more than ever. War and conflict are unleashing devastation, poverty, and hunger and driving tens of millions of people from their homes. Climate chaos is all around. And even peaceful countries are gripped by gaping inequalities and political polarization." Following this video, students were engaged in a trust-building exercise with partners.

The QAIS community-wide IDP celebration was held in the gymnasium, featuring a rousing performance by student musicians, community-wide songs about peace led by Charla Esser, and short speeches by students representing each of the Upper School cohorts. Student speakers Grace Yun (DP 2), Shaun Masigman (DP 1), Mark Qin, (MYP 5), Tim Schopf (MYP 4), Erica Park (MYP 3), Olivia Belle Delos Santos Wang (MYP 2), and Jonah Tsuchiya (MYP 1) delivered speeches about what peace means

to them personally. In addition to the QAIS school-wide community, representing over 31 nationalities, student speakers hailed from South Korea, China, the USA, Germany, the Netherlands, and the Philippines, representing a true cross-section of the QAIS student population.

2023 is a unique year, marking the mid-point in implementing the Sustainable Development Goals. The 2023 observance of the International Day of Peace coincides with the SDG summit (18-19 September) to mark the mid-point milestone. The SDGs aim to bring us closer to having more peaceful, just, and inclusive societies, free from fear and violence. But without the buy-in and contribution of a wide range of actors, including the 1.2 billion young people alive, the goals will not be achieved. The United Nations' call is for all people to take action for peace: fight inequality, drive action on climate change, and promote and protect human rights. Together, the QAIS community can help to lead our world towards a greener, more equitable, just, and secure future for all.



UNLOCKING YOUNG CHILDREN'S POTENTIAL THROUGH INTERNATIONAL MINDEDNESS IN SPANISH CLUB

Lili Morales, Lotus Cottage Lead Teacher

"We worry about what a child will become tomorrow, yet we forget that he is someone today"

—Stacia Tauscher (dancer & artist)

There are important things happening on the planet, more often, overwhelming things that naturally make us worry about the future we are building with and for our children. But it is the person we are in between these big decisive moments which actually contributes to the betterment of the whole and what naturally guides our children to grow into well-rounded individuals - emotionally, physically, academically, socially, and spiritually and tap into their International Mindedness. Parting from this idea, and conveniently in the year of a million dreams, I had the dream-like job of sharing my Spanish heritage with a small group of not-so-small children through our After School Program and witness firsthand what is like to guide children with what one loves the most from those 'in-between' moments growing up in Venezuela. We met twice a week and embarked on imaginative travels across South America. We ground Colombian coffee beans and awoke chivalry by dancing the Argentinian tango. Children were mesmerized when they listened to my rendition of Venezuelan songs on a recorder. We played a Spanish guitar, and our wrists got a little sore from moving our hands as Spanish Flamenco dancers. We cooked tortillas and ate arepas. Children



laughed as we played 'la gallinita' (a cooler version of hide-and-seek) and learned how to shout like Mexican Mariachis. We went on color-hunt adventures and counted the 'treasures' we found in nature. Children learned vocabulary in Spanish and they built basic conversational skills that they carried long after our 12 weeks together as a bonus! Even children who were not in the Spanish Club would see me in the hallways and greet me with an ¡Hola! and ¡Adiós! To contribute to an international-minded education, we merely need to share our 'in-between' moments and be mindful of the song we hum the next time we do the dishes or the food we make for dinner. Involve your child in learning more about the beautiful vast world, so when they grow up, and a big decision needs to be made, they can recall the fond memories of what they enjoyed in their early life. This, in my opinion, is the key to supporting our children by having positive influences. The more time we spend focusing on the pure and good of an individual, a community, a culture, a country, the better the chances our children will grow, leading their lives with strong roots and surrounding themselves with equally positive influences in all aspects of their lives.



FOSTERING INTERNATIONAL MINDEDNESS AND PROMOTING SDGS THROUGH INNOVATIVE SCIENCE EDUCATION

Jakub Grzeszczuk, HOD Sciences, DP Biology

In an ever-changing world, education plays a crucial role in nurturing global citizens who are aware of pressing issues and who are equipped to contribute towards sustainable development. At Amerasia, the Science Department demonstrated its commitment to developing International Mindedness and incorporating the United Nations' Sustainable Development Goals (SDGs) into the curriculum through a thought-provoking "chocolate-chip cookie mining" activity in the MYP 4 unit *"Toxic Relationships: Heavy Metal!"*.



The activity revolved around the interconnections between human activities and the environment, with a central idea that focused on the environmental impact of large-scale mining of metals and highlighted the consequences for both nature and society. Students delved into the complexities of such operations and examined the trade-offs between profit and environmental sustainability. To bring the idea to life, students participated in a captivating simulation where they assumed the roles of mining companies extracting chocolate "ore" from cookies. This hands-on experience allowed students to grasp the processes involved in mining and witness the environmental repercussions firsthand. Through using tools to separate chocolate chips from cookie crumbs, they experienced the cost-benefit trade-off between profit and environmental impact, deepening

their understanding of the challenges faced by businesses in organizing sustainable operations.

The activity required students to ponder upon the simulation and its broader implications. They were tasked with writing reflections about the effects of large-scale mining and the actions an individual could take in influencing democratic decision-making. This allowed for evaluating students' understanding of the content and fostered critical thinking, creativity, and effective communication skills.

Throughout the whole unit, students embraced the attributes of the IB Learner Profile, particularly being knowledgeable, open-minded, and caring. They developed a deep understanding of the complex relationship between human activities and the environment, expanding their knowledge beyond the confines of the classroom. By considering the perspectives of various stakeholders and examining the global implications of mining practices, students fostered a sense of empathy and responsibility towards the environment and society.

The class activity actively incorporated the United Nations' Sustainable Development Goals (SDGs) to instill a sense of global citizenship among students. Through examining the environmental impact of mining through the lens of SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land), students gained a comprehensive understanding of the urgent need for sustainable practices. Furthermore, the unit addressed SDG 4 (Quality Education) by promoting experiential learning and facilitating critical thinking, empowering students to become active participants in the shaping of a sustainable future.

The diverse makeup of the class played a vital role in fostering International Mindedness. Students brought their unique cultural backgrounds and perspectives to discussions, enriching the learning environment. Collaborative activities facilitated the exchange of ideas, promoting intercultural understanding and empathy. This dynamic interaction among students nurtured a community of global citizens committed to addressing global challenges collaboratively.

The activity, as well as the unit as whole, successfully achieved the objectives of developing International Mindedness and incorporating the SDGs into the curriculum. By immersing students in a stimulating simulation and encouraging critical reflection, they were empowered to understand the complexities of large-scale mining, the challenges faced in balancing profit and sustainability, and the role of individuals in effecting change. Through this interdisciplinary approach, QAIS exemplified its commitment to nurturing responsible global citizens who actively contributed to a sustainable future aligned with the SDGs.



W dzisiejszym, dynamicznym świecie edukacja pełni kluczową rolę w kształtowaniu „globalnych obywateli”, którzy są świadomi pilnych problemów i posiadają umiejętności niezbędne do wprowadzania zrównoważonego rozwoju w praktykę. W szkole QAIS, Dział Nauk Ścisłych podjął działania mające na celu rozwijanie globalnej świadomości oraz włączanie Celów Zrównoważonego Rozwoju (SDGs) Organizacji Narodów Zjednoczonych do programu nauczania. Jednym z fascynujących przedsięwzięć było przeprowadzenie aktywności pod nazwą „wydobycie ciasteczkowej czekolady” w klasie MYP4, w ramach nauczania działu „Toksyczne relacje: Ciężkie metale!”.

Celem aktywności było ukazanie powiązań między działaniami człowieka a środowiskiem naturalnym, ze szczególnym uwzględnieniem negatywnego wpływu masowego wydobycia metali na nasze otoczenie. Uczniowie zgłębiali złożoność tych procesów i analizowali związki między osiąganiem zysków a możliwym zrównoważonym rozwojem środowiskowym. W ramach symulacji, uczniowie przejęli rolę kopalni wydobywających „rudy czekolady” z ciastek. Dzięki tej praktycznej lekcji uczniowie mogli samodzielnie dostrzec procesy związane z górnictwem i zobaczyć potencjalne skutki działań przemysłu na środowisko. Korzystając z różnych narzędzi, oddzielali kawałki czekolady od okruszków ciastka, co umożliwiło im lepsze zrozumienie wyzwań, przed jakimi stają przedsiębiorstwa dążące do zrównoważonego rozwoju.

W ramach tej aktywności, uczniowie musieli również zastanowić się nad przeprowadzoną symulacją i jej szerszymi implikacjami. Zadaniem było napisanie refleksji na temat skutków masowego wydobycia metali oraz działań, jakie pojedynczy człowiek może podjąć, aby wpływać na demokratyczne procesy decyzyjne. To zadanie nie tylko miało na celu ocenienie zrozumienia naukowej treści przez uczniów, ale również rozwijanie ich krytycznego myślenia, kreatywności i umiejętności skutecznej komunikacji.

Przez cały ten dział, uczniowie rozwijali cechy Profilu Ucznia IB, zwłaszcza atrybuty „kompetentny”, „otwarty” i „troskliwy”. Uczniowie zdobyli głębokie zrozumienie złożonych zależności

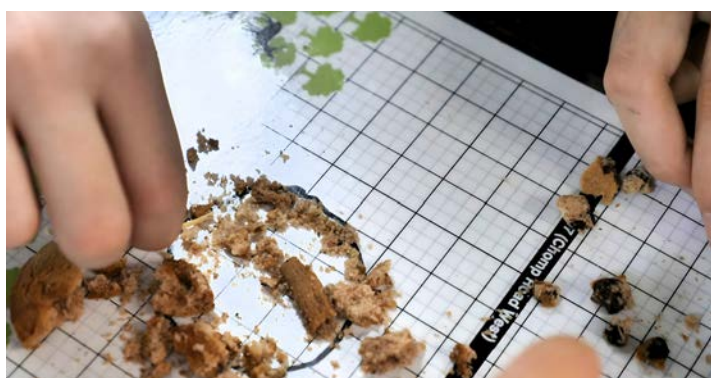
między działaniami człowieka a środowiskiem, wykraczając poza granice sali lekcyjnej. Analizując różne perspektywy i globalne konsekwencje praktyk górniczych, uczniowie rozwijali empatię i poczucie odpowiedzialności wobec środowiska i społeczeństwa.



Przeprowadzona w trakcie lekcji symulacja uwzględniała Cele Zrównoważonego Rozwoju (SDGs) Organizacji Narodów Zjednoczonych, promując postawę globalnego obywatela. Poprzez badanie wpływu masowego wydobycia metali na środowisko w kontekście SDG 12 (Odpowiedzialna konsumpcja i produkcja) i SDG 15 (Życie na lądzie), uczniowie zdobyli wszechstronne zrozumienie pilnej potrzeby wprowadzania zrównoważonych praktyk, szczególnie w sektorze przemysłowym. Ponadto, tematyka zajęć wiązała się z SDG 4 (Dobra jakość edukacji), promując naukę poprzez doświadczenie i rozwijanie krytycznego myślenia, co pozwoliło uczniom na praktyczne zaangażowanie w kształtowanie zrównoważonej przyszłości.

Różnorodność klasowego składu odegrała ważną rolę w rozwijaniu globalnej świadomości. Uczniowie wnieśli do dyskusji swoje unikalne tła i kulturowe perspektywy, wzbogacając tym samym proces nauki. Współpraca umożliwiła wymianę idei, promując wzajemne zrozumienie międzykulturowe i empatię. Ta dynamiczna interakcja między uczniami umocniła więzi i uczucie wspólnoty, która zobowiązuje ich do wspólnego rozwiązywania globalnych wyzwań.

Przeprowadzone zajęcia praktyczne oraz cały dział skutecznie przyczyniły się do rozwoju globalnej świadomości i włączenia celów SDG do programu nauczania. Poprzez wciągającą symulację i zachęcanie do krytycznej refleksji, uczniowie zyskali zrozumienie złożoności masowego wydobycia metali, wyzwań związanych z równoważeniem zysków i globalnego rozwoju, oraz roli jednostki w wpływaniu na zmiany na skalę globalną. Dzięki tak interdyscyplinarnemu podejściu do nauki, szkoła QAIS wykazuje swoje zaangażowanie w wychowanie odpowiedzialnych globalnych obywateli, aktywnie przyczyniających się do zrównoważonej przyszłości zgodnej z celami SDG.



ROZWIJANIE GLOBALNEJ ŚWIADOMOŚCI I PROMOWANIE CELÓW ZRÓWNOWAŻONEGO ROZWOJU POPRZEC INNOWACYJNE NAUCZANIE

JOURNEYING THROUGH TIME AND CULTURE

Coleton Tillett, Grade 4 Teacher, Instructional Coach
Nora Xu, Grade 4 TA, Chinese Language Teacher

In a world where understanding and appreciating diverse cultures has never been more important, Qingdao Amerasia International School's Grade 4 students embarked on an enriching exploration of International Mindedness. Through a captivating unit of inquiry on world explorers, combined with an innovative *Living Museum* project, these young learners were transported to different times and places, fostering empathy, cultural awareness, and a global perspective.

The unit of inquiry commenced by immersing the Grade 4 students in the captivating world of exploration. Through engaging discussions, multimedia resources, and hands-on activities, the students discovered the stories of influential world explorers such as Ferdinand Magellan, Zheng He, and Sacagawea. They delved into their motivations, the challenges they faced, and the impacts of their voyages on both their own cultures and those they encountered. By investigating these diverse perspectives, the students cultivated an appreciation for the richness and complexity of human history.

To bring their understanding of world explorers to life, the fourth-grade students enthusiastically embraced the *Living Museum*-project. Each student selected an explorer they resonated with and meticulously researched their chosen historical figure. They explored a wide variety of resources, delving into personal accounts, journals, maps, and artifacts. This immersive research

process empowered the students to step into the shoes of their explorers, gaining invaluable insights into their lives, aspirations, and contributions to history.



As the *Living Museum*-project took shape, the students experienced a profound transformation in their understanding of different cultures and the significance of exploration. By embodying their chosen explorer, the students learned to appreciate these individuals' challenges and achievements. They carefully crafted costumes, props, and interactive displays, allowing visitors to the *Living Museum* to engage with their explorer's stories firsthand. This experiential learning opportunity fostered empathy, promoting a deeper understanding of the diverse perspectives that shape our world.

The culmination of the *Living Museum*-project was a vibrant showcase where the Grade 4 students presented their explorers to their peers, families, and the school community. The event offered a platform for students to demonstrate their knowledge, showcase their creativity, and engage

in meaningful conversations about world exploration and cultural diversity. Visitors were invited to immerse themselves in the stories and ask questions, fostering a sense of connection and shared learning.

The unit of inquiry on world explorers and the *Living Museum*-project had a lasting impact on the fourth-grade students. They developed a heightened sense of global awareness, empathy, and appreciation for diverse cultures.



Through the unit of inquiry on world explorers and the immersive *Living Museum* project, the Grade 4 students at QAIS embarked on a transformative journey of International Mindedness. Their engagement with world explorers' lives and legacies expanded their history knowledge and nurtured empathy, cultural awareness, and a global perspective. By celebrating the achievements of these intrepid adventurers through the *Living Museum*, our learners showcased the transformative power of integrated learning experiences, empowering them to become compassionate, globally conscious citizens of the world.



LINYI & WULIAN FIFTH GRADE FIELD TRIP: HUMAN IMPACT ON NATURAL RESOURCES

Chris Okea Ikeakhe, Lower School Principal

Recently, Grade 5 participated in an exciting five-day field trip led by Wild China to Linyi and Wulian in Shandong province. The trip aimed to expose these eager learners to clean and renewable energy sources to understand climate change's impacts, and strategies to cut carbon emissions and protect the environment. The students were divided into four groups – each with a supervising chaperone and color-coded bandanas – and all participated in an itinerary with this environmental focus in mind. On the first day, students took a bus to Linyi and took part in a thought-provoking tour of the Solar Farm. The students were so excited to learn about photothermal and photovoltaic power from an expert. Next, as a service-in-action project, students cleaned solar panels to allow a local village to collect more solar energy. Following this, students listened to a story about the history of the region's forests and then researched to understand the reason behind land use alteration better. The students then returned to the hotel for dinner, reflected on the day, and called their parents to discuss their learning.



On day two, students explored the Underground Grand Canyon in Linyi. The students had a great time learning about the unique biodiversity within the caves. Then, the students could explore the incredible Karst Caves and

even take an inflatable toboggan ride through an underground river within the cave. Unfortunately, the Karst Caves are in an area threatened by climate change's effects. The students learned about the unique habitat within the caves, the many organisms that thrive in the dim light and dampness, and why protecting these caves is essential. In the day's final activity, the students partook in their first service project: maintaining walking paths in the forest. Here, the students learned about the importance of conservation efforts and how they can help protect these forested areas. Then, the students were transferred back to the hotel, reflected on the events, and got ready for the adventures of day three.



On the third day, the groups traveled to Meng Mountain, the second tallest mountain in Shandong province. Here, the students enjoyed a full day hiking around the primitive parts of this mountain area. In addition, Wild China had arranged for the group to take a rollercoaster-like toboggan down the mountain partway. The students had a great time on the rollercoaster ride through the mountain. The plan had been for us to learn orienteering with compasses, but it was a challenge just getting the students to complete the hike. After hiking, the students were ready to return to the hotel for dinner. Later in the evening, the students shared storytelling night before bed.

On day four, students transferred

from Linyi to the city of Wulian. In the morning, Mr. Laki led the students in a stretching exercise as many students and teachers were achy and tight from the previous day. Then, the students participated in the second service project: Tree Planting and Tree Limewashing. Students learned about the importance of tree planting for environmental protection. The original plan was to limewash trees, but we could not do this due to weather conditions. After lunch, students partook in a closing ceremony for the tree planting event before returning to the hotel and reflecting for the day.

On the last day, students transferred to the abandoned Marble Quarry in Wulian. The students were given a worksheet that was filled out on the commute to the Marble Quarry. Then, the students visited the Old Gold Mine to learn about the reclamation project. The expert tour guide educated the students on the afforestation area. The last task of the day was for the students to be divided into small groups and use navigation skills to draw their Afforestation Map. This activity was significant as it combined some of the skills learned on Meng Mountain with the content of the Old Gold Mine tour. The superlative awards given on the bus back were a fun way to recap the trip. After this, the students arrived back at the school and thus concluded the Linyi and Wulian field trip. The students had a great time and learned much about the environment, climate change, and sustainability that will enhance their classroom lessons and everyday life. The entire program and experience the students have had will be an excellent preparation for the Grade 5 exhibition.



THE PREPARED TODDLER CLASSROOM: GUIDING TODDLERS TO CREATE A MORE PEACEFUL PLANET

Mia Xiao, Bamboo Cottage Co-Lead Teacher

The teacher's first duty is to watch over the environment, and this takes precedence over all the rest. Its influence is indirect, but unless it is well done, there will be no effective and permanent results of any kind, intellectual or spiritual.

--Dr. Maria Montessori "*The Absorbent Mind*"

The teacher and classroom environment are essential parts of a prepared environment. The teacher must devote her energies, and her activities will change from stage to stage. The Bamboo Cottage team meticulously designed relevant work on the shelves for children to use, incorporating the concepts of environmental protection and sustainable utilization and changing materials according to seasonal changes and children's interests to serve young children better.

In the practical life area, we have achieved the goal of turning waste into treasure. For example, we ask children to collect small containers of different things to be discarded at home and prepare them for opening and closing work; Children use old magazines and newspapers to operate paper shredders. Their fine motor skills have been refined with these activities. The children gradually understand the concept of paper recycling.

Children take turns bringing fresh flowers to the classroom to create a beautiful environment for us. Through this, children's aesthetic and artistic appreciation abilities are enhanced and recognize their contributions to the class.

We guide young children to observe the indoor environment and pay attention to little details; by this, the children cultivate a sense of responsibility in their work. In the Practical life area, cleaning tables, washing name cards, mopping, and sweeping the floor helps children develop a sense of order, coordination, concentration, and cooperation, and they also learn to respect and protect their surroundings and the global environment.

In the sensory area, we have created tactical boards for feet with wooden sticks and stones picked from nature, along with recycled wooden cork and hemp ropes. This activity provides rich sensory input for children to feel different textures.

In Artwork, we have collected the edges and corners that can be used on each piece of paper for children's artistic, creative activities. These papers support children to practice using scissors, pasting, punching, and kneading paper. We also collected different vegetable parts to be discarded for creating our rubbing paintings. The children classified and observed the different shapes that have been printed, which are fully connected to the food sources unit of EC.

In the music area, we recycled toilet paper rolls and small

containers for daily use and led the children to make rattles. On the music wall of the Montessori Garden, our little ones liked to explore the beat with the kitchen tools. We have learned to sing the song "Hands of Service", as the song goes, "little by little, day by day, we can make the world a different place" With a small body and a big soul, small members in our community can also contribute to environmental protection.

In the Montessori Garden, we led the children to plant taro. By taking care of the plants, the children know air, water, and soil are the three essential elements of plant growth. After diligent efforts in fertilizing, catching insects, and watering, we can harvest the taro in a few months. In nature, children experience the natural environment firsthand, which promotes their physical and mental health and shapes their healthy personalities. On the lush green grassland, we observed ants and roly polly closely. We carefully lower our bodies to observe these little animals to minimize their disturbance.

As Doctor Montessori said, "The child absorbs knowledge directly into his psychic life... Impressions do not merely enter his mind; they form it." In the Infant Toddler classroom, daily practice helps us develop habits that cultivate awareness and appreciation for the limited resources on Earth. Environmental awareness is more meaningful when we put it into action. By making small efforts every day, we can realize that every bit makes a difference and that we can all contribute by showing our love for Earth.



教师的首要任务便是照顾环境，这是其它一切的前提。环境的影响是间接的，但若安排不当，就得不到有效而持久的效果，无论是在身体、智能或精神方面。

-- 玛丽亚·蒙台梭利博士
《吸收性心智》

教师和班级环境是有准备环境的重要组成部分。作为教师，要留意每个孩子是否专注于自己的工作，随着孩子不同的发展阶段安排不同的活动。竹子班的教学团队精心设计了放在教具架上供孩子使用的相关工作，把环境保护、可持续利用的概念渗透在其中，并且根据季节变化、孩子的兴趣更换工作，以便更好的服务幼儿。

在日常生活领域的工作中，我们实现了变废为宝。例如我们让孩子们收集了家中要丢弃的装不同东西的小容器，为孩子们准备了打开与关上的工作；孩子们使用废弃的纸张用于操作碎

纸机的工作，通过这些工作不仅锻炼了孩子们的精细动作技能，也慢慢了解纸张循环利用的概念。

孩子们轮流带自己精心选择的花朵到教室，为我们创设准备好的环境，不仅提升了孩子的美感和艺术鉴赏能力，也意识到自己为班集体所做出的贡献。

我们也引导幼儿观察室内环境，关注细节，在工作中培养责任感。日常生活领域中，清洗桌子、清洗名卡、拖地、扫地的的工作，不仅锻炼了孩子的秩序感、协调性、专注力以及合作能力，也把尊重和保护身边以及全球环境的概念播种在孩子们的心中。

在感官区域，从大自然中取材的木棍、石块，将平常本该丢弃的木塞、麻绳，在老师的精心设计下，变成了用于给孩子不同触觉体验的感官教具。

在艺术工作领域，我们收集了每张纸能用的边边角角，用在孩子们的艺术创作活动中。这些纸张为孩子练习使用剪刀、粘贴、打孔、揉纸等活动提供了支持。我们还收集了要丢弃的不同蔬菜部位用来创作我们的拓印画，我们分类、观察不同部位拓印出来的不同形状，这也充分与 EC 的食物来源单元相链接。

在教室音乐探索活动中，我们回收了厕纸筒以及生活物品的小容器，带领班级孩子制作了摇铃。在蒙台梭利花园的音乐墙上，我们也看到了孩子们忙碌的背影。我们一起学习了演唱《服务之手》的歌曲，正如歌曲中所唱的“每天做一点，每一天，我们能让世界变得不一样”。小小的身体，大大的精神，我们社区中的小成员也能为环境保护做贡献。

在蒙台梭利花园的种植区，我们带领孩子们种植了毛芋头，让孩子们了解了空气、水、土壤是植物生长的三要素，勤于撒肥、捉虫、浇水的勤劳付出后，我们才能收获果实。在大自然中，孩子们亲身体验自然环境促进了孩子的的身心健康，也塑造了健康人格。在绿油油的草地上，我们近距离观察了蚂蚁和西瓜虫，我们附身趴下，小心翼翼的观察，尽量减少对它们的打扰。

正如玛丽亚·蒙台梭利博士所说的：“孩子将知识直接吸收到他的生命中，印象不仅源于大脑，而是从中产生的。”在学步儿的教室里，日常实践帮助我们养成习惯，成人也以身作则做出榜样。孩子们理解地球上的资源是有限的，并培养珍惜地球资源的意识。环保理念付诸于行动，才更有意义。通过每天做一点，我们意识到每一点行为都改变着世界，人人都可以做出贡献；每个人都可以做一些事情来表达对赖以生存的地球的爱。

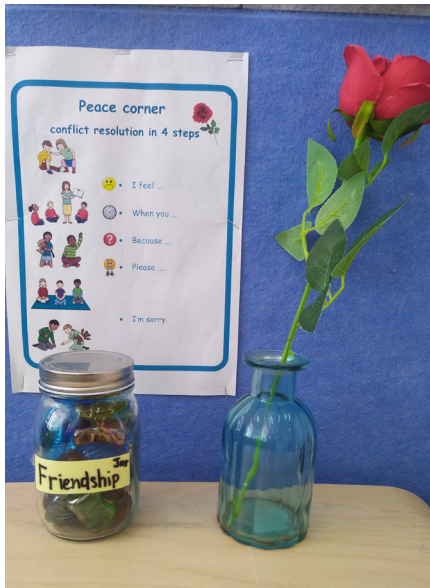
有准备的学步儿教室： 引导学步儿创建一个更 和平的地球



INTERNATIONAL MINDEDNESS

Bogdan Sydoruk, EC Lavender Co-lead Teacher

Krystal Liu, EC Lavender Cottage TA



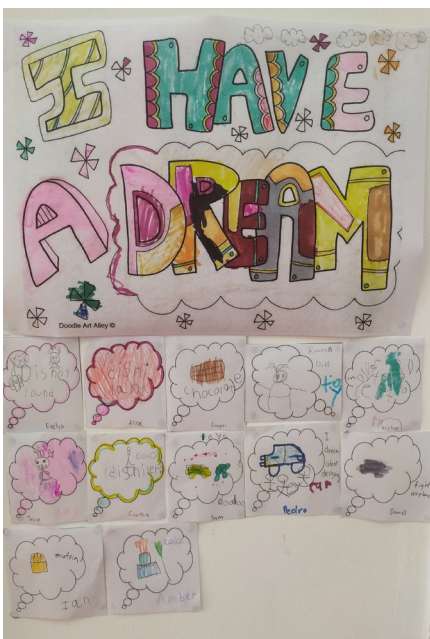
International Mindedness means seeing an opportunity in every encounter to share life with a unique individual and a fellow human being. The greater our individual differences, the more difficult such encounters are likely to be.

It is a dynamic concept that takes a lot of effort to unravel. Nonetheless, it can be summarized as an ability to put things into an international perspective. It is an awareness that other peoples' opinions and experiences can be different from your own. This does not necessarily make you abandon what you already believe in. Rather, it makes you realize that there are more worldviews than your own.

This school year, Lavender Cottage teachers and students inquired about in which ways we are unique and celebrated our differences. Following the concept of Montessori, moving from simple to complex, from concrete to abstract, we talked about physical differences, like height, weight, shoe size first, and then discussed children's likes and dislikes, their favorite food, colors, and most important, what their dreams are. We continued talking about dreams during Literacy Week, and children were able to visualize what they are dreaming about.



Having a Peace corner in our Montessori class allowed children to practice their conflict resolution skills when it was necessary and develop more empathy towards peers. Understanding other people's feelings and opinions led children to become more internationally minded.



A JOURNEY THROUGH THE GLOBE

Steven Wekesa, DP Film & Media Studies

When I first showed film students "*The Last King of Scotland* (2006)" there was confusion and shock on the faces of the students. They had never heard of the Ugandan dictator and his atrocious rule of the Pearl of Africa, better known as Uganda, a small country in East Africa. The scenes from the film exposed the sad experiences of humanity and stirred a conversation around the power of film as a tool of education and exposure. Soon after, we engaged in watching more films, some suggested by the students that have been instrumental in implementing International Mindedness within my classroom.

"*Blood Diamond* (2006)" delves into the atrocities surrounding diamond mining in Sierra Leone. These movies prompted discussions on the consequences of power, corruption, and exploitation,



helping students appreciate the complexities faced by individuals in different global contexts. Through films like "*A Clockwork Orange* (1971)" and "*Vertigo* (1958)" students confronted themes of identity, morality, and societal influence. "*Psycho* (1960)" and "*PK* (2014)" delved into the depths of human psychology and spirituality, respectively. By juxtaposing these films, students gained insight into the intricacies of cultural and religious diversity, promoting a more inclusive and tolerant mindset.

This is what Priscilla had to write about her understanding of international mindedness this year:

|| During this year's film study, I watched eight films from different countries. The films that impressed me most are *The Last King of Scotland* with a Ugandan background, *PK* with an Indian background, and *A Clockwork Orange* with a British background. I came to understand the cultural differences, social and historical backgrounds, and religious beliefs of different countries. These help me to better understand how films transmit and express culture through



direction, cinematography, sound, light, and mise-en-scene."

By studying the perspectives of characters from different cultural backgrounds, students developed empathy and learned to challenge preconceived notions of the world. They developed a broader understanding of global cultures, diverse perspectives, and the interconnectedness of human experiences. We challenged stereotypes, acquired a better understanding of our similarities, gained a deeper understanding of how cultural contexts influence our development as humans, made peace with our histories, and developed a passion to become more intellectual consumers of films.

We look forward to a greater 2023/24.



INCORPORATING THE SDGS INTO THE CHINESE CURRICULUM

Alessia Centamore, PYP & MYP Chinese Language Acquisition

As an educator passionate about global issues, I believe in promoting International Mindedness and fostering a sense of responsibility towards achieving the United Nations' Sustainable Development Goals (SDGs).

The unit *"Protect our Mother Earth"* served as a gateway for students to explore

interconnectedness, sustainable development, and their role as global citizens.

The first step was to introduce the students to the 17 SDGs. Through interactive discussions, visual aids, and real-life examples, students gained a comprehensive understanding of each goal's purpose and significance. They learned about the global efforts to address issues such as climate change and environmental degradation.

To deepen their understanding, students were given the opportunity to choose two SDGs of their interest and create PowerPoint presentations. The presentations consisted of three main sections:

1. How the world implements the chosen SDGs,
2. How China implements the chosen SDGs
3. How our school implements the chosen SDGs.

This activity allowed students to conduct research, critically analyze data, and present their findings in a clear and concise manner. It also encouraged them to explore local solutions and initiatives related to the SDGs.

To reinforce their knowledge of the SDGs and encourage active participation, we introduced a board game centered around the goals. The game incorporated aspects of content review, vocabulary reinforcement, reading comprehension, listening comprehension, and oral comprehension. As students advanced on the board by rolling a die, they encountered spaces representing the 17 SDGs. Landing on an SDG space allowed them to draw a corresponding card with a question related to that specific goal. Correctly answering the question rewarded the player with an extra dice roll. This interactive game fostered friendly competition and provided an enjoyable means for reviewing the SDGs.

The incorporation of SDGs into our Chinese curriculum unit had a profound impact on our students' learning experience. By exploring the implementation of SDGs, students gained valuable insights into the collective efforts required to create a sustainable future and deepened their understanding of China's sustainable development strategies and our school's initiatives to contribute to the SDGs. Through activities such as presentations and a board game, students not only acquired knowledge but also developed critical thinking, research, and communication skills.





魅力纸张的

在馆内老师的指导下，他们不仅深入了解了造纸术的发展，还拿着小木框等工具尽情发挥创意制造了一张独一无二的花草纸。孩子们还跟老师一起学古法装订，做一本古风线装本子。活动结束后，馆内工作人员还为每位同学颁发了研学实践证书。

本学年，三年级的探究主题之一是中国古代文明。同学们来到了青岛时光印记印刷博物馆，以纸为介，开启了中国古代文明的探究之旅。

我们用的纸和蔡伦发明的纸有什么不同？
外国人在纸发明之前是如何记录事情的？
蔡伦在发明过程中遇到过哪些困难？
纸的发明为我们带来了哪些好处？



PAPER STORY

Hailey Chen

Azalea Cottage TA & Grade 3 Chinese Language Teacher

"What is the difference between the paper we use and the paper invented by Cai Lun?"

"How did foreigners record things before paper was invented?"

"What difficulties did Cai Lun have during the invention?"

"What benefits did the invention of paper bring us?"



This year, one of the units of inquiry for PYP 3 was about Ancient Chinese Civilization. To explore ancient Chinese civilization through the development of paper making, the students went to the Qingdao Time Stamp Printing Museum. With the teachers' guidance in the museum, the students did not only deeply understand

the development of papermaking technology but also used tools such as small wooden frames to create unique pieces of floral paper. The children also learned ancient binding methods with their teacher and made an antique-like string-bound book. After the event, the staff in the museum also issued a certificate of research and practice for each student.

INTERNATIONAL MINDEDNESS BEGINS WITH COMMUNITY

Kathleen Scales,
Learning Support Coordinator

I nternational Mindedness often begins right in our own communities. In early May, MYP students, along with some staff members, took a short drive to a local school designed for students with developmental disabilities. As the Learning Support Coordinator, I was keen to visit to better understand how services and programs are provided for students in the local community. Amerasia students engaged with a class of teenage students at the Laoshan Qu Te Shu Jiao School through sports, collaborative activities, and a showcasing of the talents of the students in the class that we visited. Amerasia students learned to slow down activities and scaffold instructions, allowing for a successful collaborative game. Through open-mindedness and reflection, students and staff came to appreciate that learning can happen through different avenues, such as preparing a tea service and baking delicious cookies and bread. I was impressed by the pride and dedication to craft that the students demonstrated in order to create quality products.

We were also impressed by the compassion of the staff toward their students. Later in the month, some of these same students from Qu Te Shu Jiao school were able to attend the Amerasia F.A.M.E. Day and interact in an international atmosphere through the celebration of various countries and cultures, adding to their own understanding of International Mindedness. As we share with each other, we understand each other better, leading to change in our communities and in the world.



HOW DOES THE IB CHINESE B COURSE DEMONSTRATE INTERNATIONAL MINDEDNESS?

Stella Zhao, MYP/DP Language Acquisition HOD, Chinese Language Acquisition Teacher

The IB Chinese B course offered by the International Baccalaureate Organization aims to cultivate students' holistic development and International Mindedness. The design and implementation of this course fully reflect the importance of International Mindedness by helping students understand and respect different cultures, ways of thinking, and social values. The following points elaborate on how the Chinese B course embodies International Mindedness.

Firstly, the IB Chinese B course provides rich and diverse cultural content. By understanding the Chinese people's thoughts and concepts through real-life scenarios and experiencing the differences in customs and traditions of various countries around the world, students can gain deep insights into Chinese and global cultures and values. Through diverse forms of learning and understanding different cultures in the classroom, such as reading cross-cultural literary works like "A Different Sun" and watching videos like "A Bite of China," students can develop cross-cultural understanding and respect, thereby enhancing their International Mindedness.

Secondly, the IB Chinese B course emphasizes the development of students' language and communication skills. Language serves as a bridge for communication and is an important tool for understanding other cultures. The course focuses on the comprehensive development of speaking, listening, reading, and writing skills, enabling students to communicate effectively with people from different countries and regions. Moreover, outside the classroom, students are encouraged to participate in activities such as *International Days*, connecting with university students, and engaging with primary school classrooms and communities, further improving their practical communication abilities and cross-cultural communication skills.

Thirdly, the IB Chinese B course emphasizes the cultivation of global citizenship. The course incorporates global issues and challenges, such as climate change, human rights, and sustainable development into its content. By studying

and researching these issues, students gain in-depth understanding of the complexity of global challenges and develop awareness and problem-solving abilities concerning global issues. This cultivation of global consciousness helps students transcend national boundaries and think about and explore the broader world.

In summary, the IB Chinese B course plays a crucial role in cultivating students' International Mindedness. Through the exploration of different countries and cultures, the development of language communication skills, participation in international projects and activities, and the study of global issues, students gradually develop an open and inclusive international perspective, becoming global citizens with International Mindedness. This International Mindedness lays a solid foundation for students' future development.

IB 中文 B 课程如何体现国际情怀

国际文凭组织的中文 B 课程（语言与习得）旨在培养学生全面发展和具备国际情怀。该课程设计和实施充分体现了国际情怀的重要性，帮助学生理解和尊重不同文化、思维方式和社会价值观。下面将详细介绍中文 B 课程中如何体现国际情怀。

首先，IB 中文 B 课程提供了丰富多样的文化内容。通过生活中的真实场景理解中国人的思想观念，通过学习世界各国风俗传统感受风土人情的不同，学生能够深入了解中国以及世界的文化和价值观。学生在课堂上通过多种多样的形式去学习和理解不同文化，比如通过阅读跨文化题材的文学作品《不一样的太阳》、观看视频《舌尖上的中国》等方式。这样的多元文化学习环境能够帮助学生培养跨文化的理解和尊重，从而增强国际情怀。

其次，IB 中文 B 课程注重培养学生的语言沟通能力。语言是沟通的桥梁，也是了解其他文化的重要工具。课程强调口语、听力、阅读和写作的综合发展，帮助学生能够有效地与来自不同国家和地区的人交流。此外，在课外我们还鼓励学生在国际日、走近大学生、走近小学课堂和社区活动中等，进一步提高他们的实际交流能力和跨文化沟通技巧。

第三，IB 中文 B 课程注重全球公民意识的培养。课程内容中融入了全球性的问题和挑战，例如气候变化、人权、可持续发展等。学生通过学习和研究这些问题，能够深入了解全球性挑战的复杂性，培养对全球问题的关注和解决能力。这种全球意识的培养有助于学生超越国界，思考和探索更广阔的世界。

综上所述，IB 中文 B 课程在培养学生的国际情怀方面起着重要作用。通过对不同国家和文化的探究、语言交流能力的培养、参与国际项目和活动以及研究全球问题，学生将逐渐形成开放包容的国际视野，成为具有国际情怀的全球公民。这种国际情怀将为学生未来的发展奠定坚实的基础。



SUSTAINABLE DEVELOPMENT GOALS IN LOWER ELEMENTARY

Chelo Ravago, PYP Coordinator, Magnolia Cottage Lead Teacher

In lower elementary, students had the opportunity to learn about SDG numbers 14 and 15, which focus on life below water and life on land. These two Sustainable Development Goals (SDGs) are essential for protecting the environment and promoting a sustainable future. Their unit on Biodiversity under the transdisciplinary theme, *Sharing the Planet*, helped them explore the importance of SDG 14, *Life Below Water*, which aims to conserve and sustainably use our oceans, seas, and marine resources. They learned about the different challenges faced by marine ecosystems, such as pollution, overfishing, and habitat destruction. Discussions, group research, and various learning engagements helped deepen their understanding of people's responsibility to maintain and protect the environment.



Additionally, they discovered SDG 15, *Life on Land*, which focuses on the conservation and sustainable management of terrestrial ecosystems. They also explored the effects of deforestation and the loss of biodiversity. Furthermore, students learned about the importance of preserving natural habitats and how people's activities play a vital role in protecting biodiversity. Through storytelling and role-playing, we understood the impact of climate change on land ecosystems and discussed ways to combat it.

The classes didn't just stop at theoretical discussions; they created posters and presentations to raise awareness about the importance of biodiversity conservation and presented them to our school community. By working on SDGs 14 and 15, they realized that even as elementary students, they could contribute to a sustainable future. The students understood the significance of protecting our oceans, seas, and land ecosystems, and we now



actively make efforts to reduce pollution and preserve biodiversity. This experience taught them the value of collective action and the role each one plays in building a better world for us and future generations.



In a rapidly changing world, instilling a sense of global citizenship and empowering young minds to tackle global problems is more important than ever. Grade 5 Amerasia students, with their boundless curiosity and creative thinking, possess an incredible capacity to contribute to developing local solutions for global challenges. As part of their exhibition, through research, collaboration, and innovative thinking, these young changemakers are proving that age is no barrier to positively impacting the world.



GLOBAL PROBLEMS, LOCAL SOLUTIONS

Ken Hall, Grade 5 Teacher



Why does the PYP Exhibition focus on Global problems?

Elementary students have an innate curiosity about the world around them. By introducing them to global issues in age-appropriate ways, PYP teachers can nurture their interest and cultivate a sense of empathy and responsibility. Students are encouraged to research topics such as climate change, poverty, access to education, or environmental conservation and explore how these issues manifest in their local community.

Why is this a group project?

Global problems require collective efforts, and PYP students learn the value of collaboration early on. Teachers mentor the exhibition group to brainstorm solutions, exchange ideas, and build upon one another's strengths. This collaborative process fosters empathy as students learn to

consider different perspectives and understand the impact of their solutions on diverse communities.

Elementary students are a powerful force in shaping the future. By involving them in researching and creating local solutions to global problems, the PYP exhibition nurtures their global citizenship, fosters empathy and collaboration, and ignites their innovative thinking. These young changemakers have the ability to make a lasting impact on their communities and inspire others to take action. As educators and society, we are responsible for providing the support, resources, and platforms that empower them to be the architects of a better and more sustainable world. Together, let us recognize and amplify the voices of these young global citizens who are shaping our future for the better.



PEACE AND JUSTICE

Ta Benz, Magnolia Cottage Co-Lead Teacher

As children leave the Early Childhood classroom and move into the Lower Elementary classroom, they are no longer egocentric. Lessons are no longer presented individually but now in small groups. Children now notice their surroundings more and that others exist around them. This is the beginning of socialization, the age when they start to develop relationships and learn what it means to be a good friend. They begin to develop the social skills that are necessary to be happy and successful in life. Most importantly, it is when they begin to understand, respect, and value other cultures and realize their similarities and differences as they begin to be exposed to different perspectives.

Because this is the children's first introduction to socialization, I believe it is a critical stage to address the 16th sustainable development goal of *Peace, Justice, and Strong Institutions*. Peace and Justice are ongoing work in lower elementary. Conflicts and misunderstandings often occur, from taking someone else's seat to using someone's pencil without permission. The children learn to communicate and resolve conflicts peacefully through grace and courtesy, along with the IB learner profiles. Furthermore, the Montessori materials and lessons were



deliberately designed to support the practice of these social skills and enhance the learner profile attributes. The millions cube of the wooden hierarchical material is purposefully massive not just to emphasize the concrete impression of place value, but to encourage the children to work together.

Also, the racks and tubes used to teach long division require the children to share out and be "fair"; if one person cannot complete their row, no one else can. Such is the education for a peaceful world.





Hui Yuan, PYP Chinese Language HOD

What is education? Education helps students learn how to think independently, make informed judgments, and become responsible citizens. - M. Heinz, "Conflicts in Education"

International understanding is a worldview, way of thinking, living, and behaving, characterized by an open-minded attitude towards the world and recognition of profound interconnections between ourselves and others. (IBO, 2019)

Based on respecting individual development, third-grade students embarked on a journey to explore ancient civilizations, while in their Chinese class, they focused on exploring ancient Chinese civilization. Starting with "Festivals in Ancient Chinese Poetry," the children explored the origins and customs of ancient Chinese festivals and shared their findings with the entire community through video presentations. They then visited an ancient paper-making workshop from the lesson "The Invention of Paper" and personally experienced the ancient paper-making techniques, tried printing paper money, and learned about the techniques used to bind books in ancient times. Through hands-on experience, the children personally experienced the wisdom and intelligence of ancient people.

Back in the classroom, the children also personally explored the Silk Road, learned the origin of its name, and understood that the Silk Road was not just a route for buying and selling silk. They realized that in ancient times, speaking multiple foreign languages was also very important and that many "Hu" and "Xi"-named vegetables and fruits were introduced from foreign countries.

超学科主题探究：古代文明情怀 国际探究

什么是教育？教育就是帮助学生学会自己思考，作出独立的判断，并作为一个负责的公民参加工作。——（美）赫钦斯《教育中的冲突》（IBO, 2019）

以尊重个体发展规律为前提，3 年级的学生们踏上了了解古代文明的探究之旅，而在中文课我们则把探究的重点放在了古代中文文明的探究上。

以《中国古诗中的节日》为探究导入，孩子们探究学习了中国古代节日的由来、习俗，并通过视频展示的方式与全社区的成员进行了分享。之后，孩子们从《纸的发明》一课出发，拜访参观了古法造纸坊，亲身体验古法造纸，尝试了印刷纸币，领略了古代装订书本的技法，在动手体验中亲自感受古代人民的聪明与智慧。回到教室的孩子们又亲自探究了丝绸之路，了解了丝绸之路名字的由来，明白了丝绸之路并不是买卖丝绸的道路，原来在古代会几门外语也是很重要的，这姓、胡、和姓、西、的蔬菜和水果很多都是外来物种……

丝绸之路就是一条与多元文化想接触之路，在这条路上人们一方面以批判的态度欣赏自己文化历史的同时，另一方面接纳他人的价值观和传统，求同存异，通过同理心和不同的体验来丰富自我；此外，国际情怀是认识到个人力量的局限性，但同时又相信自己与他人的合作能产生巨大力量，在反思自己的过程中寻求和他人的合作。



INTERDISCIPLINARY EXPLORATION ON "CHINESE ANCIENT CIVILIZATION" AND INTERNATIONAL UNDERSTANDING



The Silk Road is a path to interface with diverse cultures. On this road, people appreciate their cultural history critically while accepting the values and traditions of others. Seeking common ground while reserving differences, people enrich themselves through empathy and different experiences. In addition, international understanding is realizing the limitations of personal power but also trusting that cooperating with others can produce tremendous power. By reflecting on themselves, they seek cooperation with others.

GLOBAL MINDEDNESS STARTS FROM YOUR OWN SMALL WORLD

Hyacinth Masigman, Plum Blossom Cottage Lead Teacher



"The world is a rainbow, that's filled with many colors. Yellow, black, white, and brown, you see them all around." What a song written by Greg and Steve which reminds children of the beauty of different variants of races within our classroom. In these young kids' minds, acceptance and appreciation are essential elements for them to embrace global diversity. Children are highly visual, concrete, and imitator learners. They watch adults on how we model these fundamental truths to live harmoniously with other nationalities.

During the *"We are Unique"* Unit celebration, the Plum Blossom children learned about embracing their uniqueness and how this world continues to go around with the differences we all have in how we look, our languages, and our cultural practices. To fully see deep transformations in how people look at each other, "the heart of the issue is the heart!" When children are imparted early in life on how being different is beautiful and unique, the high spirit of comparison, which leads to competition, will be reduced. Rejection is damaging to all ages. As adults, we must truly embrace inclusions and break the spirit of separation. We have responsibilities to model and impart to this young generation how to appreciate, applaud and celebrate different cultures and races within our environment. This, in return, children imitate from what they have been modeled that everyone, regardless of

geographical boundaries, is unique and beautiful.

Inside their small international world within our classroom, the children have been prepared for global citizenship. They start to work harmoniously with each other, negotiate when there is conflict, settle tensions, and how to make amends when they offend others. They relate and work with 6 different nationalities (Chinese, British, South African, Russian, German, and Korean) within the bounds of the classroom. Children read many international culture books and shared their thoughts and opinions in response to the stories. They watched global videos of some children from all over the world on issues on how other children feel to be in lack and poverty while the kids in our cottage are in bounty. During the Food Sources Unit of Inquiry theme, Ava highlighted in her video, "Please do not throw away the soya milk I made. Many children in so many parts of the world could not even buy and drink milk." What an amazing realization it was for a 5-year-old little girl. Her global concern starts in her heart, in the classroom, and now in the world!

Needless to say, the Plum Blossom children made many cookies, popcorn, and fresh fruit salad and sold coffee and tea during the 2nd Unit Celebration. The children started having concerns for the people in Turkey who were greatly affected by the earthquake on February 6,

2023. All of our youngsters were in agreement with the Student Council (STUCO) to give the proceeds from the food they sold to the victims of the earthquake. Start soon, start now!

Being internationally minded is not something we create and let children experience only for a moment or for a project or a show. It is a lifestyle that is not stationary only in the classroom. It is breaking through the walls of the beautiful infrastructures children see in their environment. It is for them to see using the global magnifying lens what the world's current situation is and how their little steps can be part of the solutions. Educators assigned in each EC classroom must realize the large opportunities to impart, influence, and impact the love and acceptance we have for many cultures. If we do have biases and preferences in our hearts of our liked races, then we won't be able to influence true International Mindedness.

Let me end with the last stanza of the song, *The World is a Rainbow* again, "The world is beautiful if we live in harmony."



Diana Tolordava, Azalea Cottage Literacy Specialist

To cultivate International Mindedness through literacy, I introduce students to various texts written by authors from different cultural backgrounds. Reading a range of materials that differ in genre and cultural influence helps our brave inquirers to expose different worldviews and helps to understand that no one perspective is absolute. Through critical thinking and endless discussions, students learn to identify the perspectives that shape the texts they read and analyze the implications of these perspectives.

Promoting International Mindedness through literacy can help students better understand different cultures and perspectives. Encouraging the reading of diverse literature, fostering critical thinking, and cultivating an appreciation of the values of equity and social justice can inspire students to be engaged and morally responsible global citizens.

EXPLORATION OF ANCIENT CHINESE CIVILIZATION

Apple Liu, PYP Chinese Teacher

This year, in our unit on "Ancient Civilization," we delved into the splendid ancient Chinese civilization, exploring its characteristics and its connection to the present time. Students learned about the Great Wall through texts and watched a video about its legends. They gained knowledge about its long history, construction, structure, military value, architectural value, and cultural significance.

The Great Wall spans more than two thousand years and has witnessed over 20 dynasties and regime changes. Its construction was a painstaking, excellent, and massive undertaking. Not only does it embody the diligence and wisdom of the Chinese nation, but it also symbolizes the Chinese nation's spirit and serves as a testament to

their diligence, wisdom, will, and strength. The Great Wall reflects the national spirit of the Chinese people, characterized by virtue and perseverance in self-improvement. It has played a crucial role in maintaining the unity and stability of the motherland. The concept of the "unity of the people" is exemplified by the Great Wall, as it unites the Chinese nation into a strong entity. Throughout history, the Chinese people have considered it their sacred duty to maintain the unity of the motherland, and they continue to pass this duty on to future generations. The Great Wall also served as a hub for trade and cultural exchanges among various ethnic groups and facilitated economic and cultural interactions between the Han people and other ethnicities. It fostered solidarity and

cohesion among different ethnic groups outside the Great Wall, leading to the political consolidation of the nation as a centralized feudal state comprising multiple ethnicities.

Therefore, the construction and effective utilization of the Great Wall yielded multiple benefits. It not only minimized the frequency of wars and safeguarded the social, economic, and cultural development of the Central Plains but also facilitated orderly exchanges and harmonious coexistence with neighboring ethnic groups. It successfully promoted ethnic integration and laid the foundation for the formation of a multi-ethnic unified country.



今年，在“古代文明”这个探究单元，我们从灿烂的中国古代文明提出探究问题，我们探索了古代文明的特点、创新、古代文明与现代的联系。同学们通过学习《长城》的文本和观看《孟姜女哭长城》有关长城的传说视频，了解到长城的悠久历史、修筑、结构、军事价值、建筑价值和文化价值。

长城跨越了两千多年，历经了二十多个朝代和政权更迭，修筑是一项艰苦、卓越、浩大的伟大工程，它不仅凝结着中华民族的勤劳智慧，更是中华民族的象征，是中华民族精神的符号，是中华民族勤劳、智慧、意志和力量的结晶。展现了中华民族厚德载物、自强不息的民族精神；长城对祖国的统一安定起了重要的维护作用，所谓“众志成城”正说明长城是中华民族统一意志的体现，它使中华民族凝聚成一个坚强的整体，自古以来中华民族炎黄子孙便将维护祖国统一作为自己的神圣职责并不断传承；长城也是各民族贸易与文化交流的阵地，是汉族与其他民族进行经济、文化交流的秩序线，它促使长城以外的各兄弟民族产生一种对汉族的向心力及凝聚力，使整个民族在政治上凝结成一个权力核心，形成了多民族中央集权的封建国家。

因此，长城的修筑和有效利用，取得一举多得的成效，其不仅将战争频次降至最低水平，有效阻止游牧民族南下杀掠劫掠，保卫了中原地区社会经济文化的发展，而且实现与毗邻民族的有序交往与和睦相处，有力地促进了民族融合，为多民族统一国家的形成奠定了基础。



灿烂的
中国古代
文明探究

INTERNATIONAL MINDEDNESS IN MYP MATH

Kris Kruppa, MYP Mathematics Teacher

International Mindedness is seeking to understand, respect, and embrace cultures, perspectives, and stories that are different from our own. It is the foundation for how we grow not only as individuals but as a global community. Our mathematics classrooms are full of opportunities to practice International Mindedness through the lens of the UN Sustainable Development Goals. This year, students worked on projects related to good health and well-being, zero hunger, clean water and sanitation, life on land, and reduced inequalities.

The MYP 1 students used percentages to compare their daily nutrition with that of refugees around the world, building empathy by imagining what it would be like to eat the food provided in a refugee camp. They also tackled the funding considerations of the UN Refugee Agency (UNHCR), examining how donations and their distribution changed over time.

In MYP 3, students researched deforestation in countries around the world, modeled forest areas using linear equations, and made predictions about what the future might hold for global forests. Most importantly, students explored the reasons behind deforestation in various countries and suggested ways to combat it. Students also demonstrated International Mindedness by working in groups to answer the question, “*What does it mean to be human?*”. While the question may seem philosophical in nature, students were challenged to describe it mathematically. Students collected data on variables such as GDP, lifespan, disease, mental health, and education in different countries, then examined relationships between the variables through linear regression. Finally, each group presented their findings and used them to propose an answer describing our shared global humanity.

The MYP 4 students tackled a challenging real-world issue: *access to clean water*. Students worked in groups to create a business proposal for a fictional nonprofit organization seeking to bring clean, filtered water to impoverished areas around the world. They had to use their knowledge of systems of equations and mathematical inequalities to analyze all aspects of their nonprofit, including cost, logistics, manufacturing, and country-specific considerations. Finally, they held a simulated business meeting with a fictional donor to request the funding they needed to start their nonprofit.

But International Mindedness is not only something to be analyzed in projects; it’s also something to be lived and experienced daily. In our mathematics classroom, students respect their differences and recognize their similarities, practicing empathy through teamwork. Together, we strive to create a welcoming, inclusive classroom where all people feel safe and valued. This goal is the foundation of International Mindedness.



国际情怀不仅是人们对不同观点的简单包容，而是在面对不同观点时，所体现的真诚理解。知者不惑，仁者不忧，勇者不惧！

QGIS 旨在培养学生成为全球公民。具有国际视野的人，能从不同的文化角度看待问题，且了解视角和多样性的意义，只有做到这些才能采取积极行动创建更美好的多元化社区氛围。

IB 有六大跨学科主题，分别是：我们是誰、我們身處的時空、世界如何運作、我們如何組織自己、和共享地球。今年，围绕：我們是誰，这一探究主题，以：人們在不同時期所經歷的變化會影響他們的情緒，為中心，五年級中文母語班的学生完成了，走进他们的童年，探究活动。首先学生学习了课本中关于古代儿童以及现在的童年的生活，并将其与自己童年的生活做了对比，分享讨论产生这种变化的原因及利弊；然后学生们整理设计了自己的调查问卷，明确了不同的年龄段、不同工作的调查对象，在校内及校外进行采访调查。采访结束后学生进行数据整理。最后利用数据制作图表并分享发表。通过此次活动，学生了解到不同年代、不同国家的人们不同的童年生活，同时也了解了不同的民俗文化。

勇者不惧

TO BE A GLOBAL CITIZEN

Gloria Qiao, Grade 5 TA, Grade 2 & Grade 5 Mother Tongue Chinese Language Teacher

QGIS aims to inspire a lifelong love of learning. We strive to develop courageous global citizens.

Global citizens are aware of the importance of perspective-taking and diversity. Internationally-minded individuals can look from different cultural perspectives and consider the impact of a course of action on both the local and global communities.

IB PYP is organized and framed by six transdisciplinary themes:

- Who we are.
- Where we are in place and time.
- How we express ourselves.
- How the world works.
- How we organize ourselves and Sharing the planet.



This year, fifth-grade students in the Chinese native class explored an inquiry activity named *"Their Childhood"*. It was based on our fourth unit, "Who we are." The central idea was *"Changes people experience at different stages of their lives affect their evolving sense of self."*

First of all, the students studied a poem and narrative essay that talks about the childhood of children in ancient times and today. Then they compared the characters' childhoods with their own; sharing and discussing the reasons for this change and its



advantages and disadvantages. The students then organized and designed their own questionnaires, specifying different age groups and different jobs, and conducted interviews and surveys on and off campus. After the interviews, students compiled the data. They used the data to create charts and share them for publication. During this process, students showed many IB learner profiles that we value. Students learned about the childhoods of people in different generations and countries and also learned about different customs and cultures.

And most importantly, students became aware that to be a global citizen means you genuinely understand the different viewpoints that go beyond mere tolerance.

APPEARANCES & STEREOTYPES

Almon Yao, MYP Language Acquisition Teacher



In Grade 7 Language Acquisition: Chinese Class, one of the units was about appearances and stereotypes. In this unit, we focused on exploring personal traits, how appearances influence the emergence of stereotypes and assumptions, and cultural elements we can identify in someone's appearance. The objectives of this unit were:

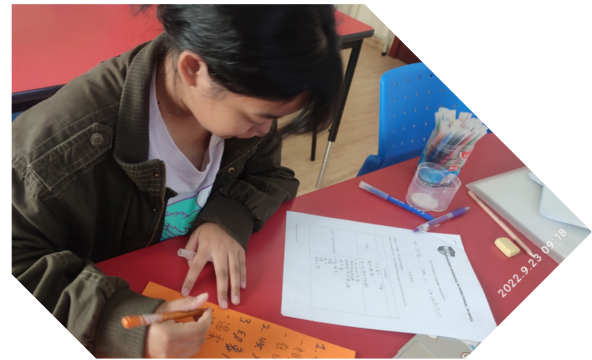
1. Introduce the concept and historical background of appearances: Discrimination and stereotypes
2. Distinguish between appearances and stereotypes.
3. Reflect on how appearances and stereotypes can unfairly impact human relationships, daily lifestyles, and interactions.
4. Understand the power of empathic language.

Students worked independently to research how appearances and stereotypes impact individuals and communities. Through research, students further learned that appearance discrimination and stereotype is triggered by historical factors. Although appearance is not the key factor that is attributed to friendship and relationships, it's an unavoidable factor that affects people's judgment in reality. The findings of the research were:

- Southeast Asians love fair skin.
- Brazilian beauty is famous for her "guitar figure", a symbol of health and wealth.
- Korean women love double eyelid surgery.
- Some European countries advocate natural beauty.
- China's entertainment circle takes thinness as beauty and has a deformed aesthetic view.
- The beauty of Kayan women in Myanmar is the long neck.

- Miss Jumbo in Thailand symbolizes kindness and innocence.
- Japanese sumo is a symbol of society, reputation, and security.
- New Zealand indigenous tattoos symbolize clan, society, and status.
- Fat is the beauty in West Africa as it symbolizes gender power, especially in males.

- Oceanic countries (Fiji, Tonga, Tahiti) advocates the beauty of being fat which is associated with social status, reputation, and wealth.
- The aesthetic standard of the fashion circle has changed, not focusing on thinness but accepting diverse aesthetics and plus-size models.



Students applied their knowledge and understanding through written and oral work to showcase the students' understanding of the relationship between appearances and stereotypes. Students simplified the information they researched and put into the PPT and displayed the outcomes on the bulletin board to promote the awareness of respecting individuals and treating everyone equally and fairly. They also practiced oral communication skills by sharing their findings in the PPT with peers in class.

This unit made the students more open-minded as it helped them increase their awareness and ability to respect individuals, diversity, communication, and interaction, positively shaping their self-image and multicultural cognition.





EARLY CHILDHOOD STUDENTS PRESENT *"THE ENORMOUS TURNIP"*

By Deborah Gan, EC Drama Teacher

Early childhood education is an essential stage in a child's development. It lays the foundation for lifelong learning and growth. One important aspect of early childhood education is fostering International Mindedness, which involves developing an awareness and appreciation of different cultures, languages, and ways of life. Early childhood students can explore International Mindedness by presenting a drama like *"The Enormous Turnip"*.

"The Enormous Turnip" is a folk tale that originated in Russia and has since been adapted and retold in many different cultures around the world. The story centers around a farmer who plants a turnip that grows so large that he cannot pull it out of the ground on his own. He enlists the help of his family, his animals, and eventually, his neighbors, who all work

together to pull the turnip out of the ground. The story teaches children about the importance of cooperation and teamwork and provides a window into the cultural traditions and values of different societies.

Presenting a drama like *"The Enormous Turnip"* allows early childhood students to engage with international mindedness fun and interactively. By acting out the story, students can immerse themselves in the cultural context of the tale and learn about the customs and traditions of different societies. They can also develop an appreciation for the diverse ways in which people around the world solve problems and work together to achieve common goals.

Furthermore, presenting a drama like *"The Enormous Turnip"* can help to build empathy and understanding among early childhood students. As they portray the different characters in the story, they can develop a sense of empathy for the challenges that others face and learn to appreciate each individual's unique contributions to a group.

"The Enormous Turnip" is an excellent way for early childhood

students to explore International Mindedness and develop an awareness and appreciation of different cultures and ways of life. By engaging with the story and its themes of cooperation, teamwork, and problem-solving, students can develop important social and emotional skills and gain a deeper understanding of the cultural traditions and values of different societies. As they grow and continue their education, these early experiences can help them become more open-minded, empathetic, and engaged global citizens.



EXPLORE THE BREADTH OF THE WORLD THROUGH THE DEPTH OF LANGUAGE

Nora Xu, Grade 4 TA & 1st grade Chinese Teacher

International Mindedness is a worldview where people with International Mindedness appreciate and value the diversity of people, cultures, and societies around the world. They strive to understand others, sympathize with and unite them, thereby achieving mutual understanding and respect. (Oxfam 2015; UNESCO 2015)

In the Grade 1 Chinese mother tongue classroom, students cultivate International Mindedness through cross-cultural communication, celebrating diverse festivals, and paying attention to important social issues. This year, we created a "Buddy Class" program with the Grade 3 students of the Chinese Dual Language Immersion Program at Three Falls Elementary School in Utah, USA. We shared and exchanged our achievements in Chinese learning and appreciated each other's wonderful performances at the Spring Festival celebration. We enhanced mutual understanding and aroused the interest and enthusiasm of the students in both classes to learn Chinese.

In Chinese class, we also learned about the cultural connotation behind festivals and improved our understanding and tolerance of different cultures by celebrating different festivals such as *Teachers' Day*, *Mid-Autumn Festival*, *Christmas*, *Spring Festival*, *Women's Day*, *Children's Day*, *Mother's Day*, *Father's Day*, *Dragon Boat Festival* and so on. We made clay mooncakes for the *Mid-*



Autumn Festival, wrote poems for our mothers on *International Women's Day*, made handmade dragon boats on the *Dragon Boat Festival*, and made windmills on *Children's Day*. While trying to understand other people and cultures, we also developed fine motor skills and independent work abilities.

Environmental protection has always been a hot topic of widespread concern for people. On *Earth Day*, with the theme of "Embracing the Blue Sky and Flying Hope," we learned about the origin and significance of *Earth Day*, reflected on the behavior of "harming" the Earth in daily life, and discussed how to protect the Earth by doing small things. We made and flew kites of hope. Through this activity, students established awareness of protecting the environment, enhanced a sense of solidarity among humanity, and a sense of responsibility to jointly protect the Earth.



国际情怀是一种世界观，具有国际情怀的人们欣赏和重视世界上人民、文化和社会的多样性。他们努力了解他人，同情和团结他人，从而做到相互理解和相互尊重。（Oxfam 2015; 联合国教科文组织 2015）

以语言之深，
量世界之宽

在一年级的中文课堂上，学生们通过跨文化交流、庆祝多样性节日和关注社会热点来培养国际情怀。今年，我们与美国犹他州三瀑小学中文沉浸式项目三年级的学生们结成了“兄弟班”，我们分享和交流了各自中文学习的成果，欣赏了彼此在春节庆典上的精彩表演。通过这样的交流增进了相互之间的了解，调动了两个班级学生们学习中文的兴趣和热情。

在中文课上我们还通过庆祝教师节、中秋节、圣诞节、春节、妇女节、儿童节、母亲节、父亲节、端午节等节日了解了每一个节日背后的文化内涵，增进了对不同文化的了解和包容。中秋节的时候我们制作了粘土月饼，国际妇女节的时候我们为妈妈写了诗，端午节的时候我们制作了手工龙舟，儿童节的时候我们制作风车，在努力了解其他人、其他文化的同时也锻炼了动手能力和独立工作能力。

环保一直是人们广泛关注的热点话题，今年地球日，我们以“拥抱蓝天，放飞希望”为主题，了解了地球日的起源和意义，回顾了日常生活中“伤害”地球的行为，讨论了如何从小事入手保护地球，制作并放飞了希望风筝，学生们借此活动树立了保护环境意识，增强了人类休戚与共感和共同守护地球的责任感。

IB 국제 바칼로레아 중등학교의 프로그램은 국제적 감각을 지닌 글로벌 시민으로 성장할 수도 있도록 하는 것을 큰 목표로 삼고 있다. 그 목표 아래 우리 MYP4,5 학년 학생들은 문학과 비문학을 주요 텍스트로 하여 조사, 연구, 발표, 글쓰기의 활동을 진행하였으며 이를 통해 글로벌 이슈와 관련한 다양한 관점과 문화를 체험하고 그 문제점과 해결방안을 강구하려는 노력을 하였으며 더불어 독서의 즐거움을 체험할 수 있었다.

1. 문학 텍스트의 이해

소설, 시, 수필, 희곡과 같은 문학텍스트는 다른 문화, 사회 및 역사적 맥락을 이해하기 위해 수준 높은 통찰력을 요구한다고 할 수 있다. 우리 학생들은 스스로 문학 작품을 선정하고 분석하는 과정을 통해 공감 능력을 함양하기 위해 노력했으며 간접경험을 통해 문학에 대한 깊은 이해가 가능해졌다. 이 단원의 중요가치는 다음과 같다.

공감능력, 다양한 관점에 대한 포용성, 고정관념과 편견에 도전하는 것

2. 비문학 텍스트 읽기

문학작품 외에도, 신문 인터넷 기사, 음악, 영화, SNS 라 같은 비문학 텍스트는 학생들이 다양한 문화와 그에 따른 관점에 대해 생각해 볼 수 있는 많은 기회를 제공한다. 그리고 그런 관점은 국제적 감각을 바탕으로 다음과 같은 능력을 개발할 수 있도록 한다.

문화관계성, 매체언어 읽기 및 비판적 사고

학생들은 문학과 비문학 텍스트의 탐구가 국제적인 마인드를 개발하는 데 필수적인 역할을 한다는 사실을 이해할 수 있다. 학생들은 문학작품을 분석하고 다양한 매체를 분석함으로써 다양한 관점, 문화적 관행, 그리고 역사적 맥락에 대한 더 깊은 이해를 얻을 수 있었다. 또한 고정관념, 편견에 도전하고, 공감능력을 개발하며, 국제적 공동체의 상호 연결성을 높이 평가하는 법을 배웠다. 그렇게 국제적인 사고방식은 육성함으로써, 학생들은 상호보완적으로 세계화를 대처하는 능력의 중요성을 체험할 수 있는 것이다.



DEVELOPING INTERNATIONAL MINDEDNESS THROUGH LITERACY AND NON-LITERACY TEXTS IN MYP 4-5

Joon Park, MYP & DP Korean Language & Literature, Korean College Counselor, Korean Liason

The International Baccalaureate (IB) Middle Years Programme (MYP) aims to foster International Mindedness among students, encouraging them to become compassionate global citizens. One of the ways this goal is achieved is through the exploration of literacy and non-literacy texts. MYP 4-5 students discussed how research on two types of texts can contribute to the development of international thinking skills and help students participate in various perspectives and cultures.

Section 1: Understanding Literacy Texts

Literacy texts, such as novels, poems, and plays, offer valuable insights into different cultures, societies, and historical contexts. Through the exploration of literary works, students can develop empathy and gain a deeper understanding of the complexities of the human experience. Here are some key points to consider:

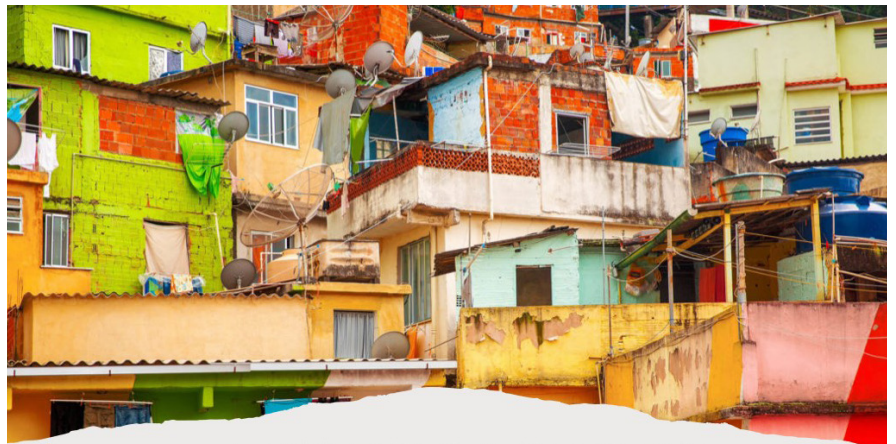
Promoting Empathy and Perspective-Taking, Challenging Stereotypes and Prejudices

Section 2: Exploring Non-Literacy Texts

In addition to literacy texts, non-literacy texts, such as articles, music, films, and SNS provide rich opportunities for students to engage with diverse cultures and perspectives. Here's how non-literary texts contribute to the development of International Mindedness:

Cross-Cultural Communication, Media Literacy, and Critical Thinking

In MYP 4-5, exploring both literacy and non-literacy texts plays a vital role in developing International Mindedness among students. Through literary analysis and engagement with auditory mediums, students gain a deeper understanding of diverse perspectives, cultural practices, and historical contexts. They learn to challenge stereotypes, develop empathy, and appreciate the interconnectedness of the global community. The MYP equips students with the skills and attitudes necessary to thrive in an increasingly interconnected and interdependent world by nurturing International Mindedness.



브라질 파벨라의 불편한 진실

MYP4 송채원, 함도규

MYP 4 and 5 Chinese Language Learners participated in a marvelous debate in Chinese. The passionate students argued their views around the question: *"Which is more conducive to people's growth: Prosperity or Adversity?"* Throughout the debate, the students demonstrated not only the characteristics of the IB learner profiles - *active inquiry, diligent thinking, good communication, and cooperation* but also the *International Mindedness* that the IB curriculum focuses on. In the *"Prosperity or Adversity"* discussion, the students focused on the importance of the environment to a person's growth, and they expressed a strong desire to cherish the prosperity they have, improve themselves, and feed the world. In particular, they suggest that as international citizens, we need to pay attention to the prosperity or adversity caused by the differences in the world: wealth, class status, religious belief, educational background, personal experience, and the like. The students expressed compassion for those in adversity, advocating that we should respect differences and do what we can to help those in adversity so as to bridge the divide and promote world peace.



CARING CONFIDENT COMMUNICATORS

Bowen Li, MYP Chinese Language & Literature



九年级和十年级中文A的课堂上开展了一次精彩的辩论赛，正反双方以“顺境更有利于人成长 VS 逆境更有利于人成长”为题进行激烈的辩论。在整个辩论中，学生们不仅出色展现了IB学习者培养目标的特质——积极探究、勤于思考、善于交流和合作等，而且也充分体现了IB课程重点培养的国际情怀。在“顺境与逆境”的讨论中，学生们关注到了环境对一个人成长的重要性，他们表达了要珍惜所拥有的顺境，努力提升自己，进而反哺这个世界的强烈意愿。他们特别提出了作为国际公民，我们需要关注世界的差异性所造成的顺境或者逆境：如贫富、阶级地位、宗教信仰、教育背景、个人经历等。学生对那些处于逆境的人群表达了同情心，倡导我们应该尊重差异性，并尽自己所能去帮助处于逆境中的人，以达到消除隔膜，促进世界和平的愿景。

BUILDING INTERNATIONAL MINDEDNESS THROUGH CONFLICT RESOLUTION

Christian Kallio

MYP/DP English Language Acquisition Teacher

In the English Language Acquisition class of MYP 1 this year, students demonstrated International Mindedness through our final unit called "Resolving Conflict." This unit aimed to develop students' language skills in discussing worldwide and interpersonal conflicts while also emphasizing the importance of conflict resolution. Through engaging activities and assessments, students explored different approaches to conflict resolution and connected their learning to real-life situations. By incorporating various multimedia resources, such as the audiobook version of *War Horse*, a captivating story that shows the journey of a young horse named Joey during World War I and the conflicts he encounters, as well as his attempts to overcome them, and the film adaptation by Steven Spielberg, students gained a deeper understanding of conflict and its resolutions. As part of their summative assessments, students listened to one of the book's chapters for the Criterion A summative to assess their listening skills. Additionally, they wrote a film review (Criterion D) to demonstrate their ability to summarize a story's plot and provide an overall evaluation of the film.



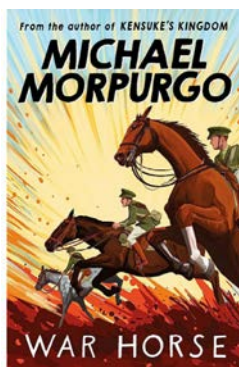
In another activity, students viewed the Pixar short film *Presto!*, which showcased a conflict between a magician and his performing rabbit and how they resolved their differences. Students then created their own script adaptation of the film. Furthermore, students explored the TV



program *What Would You Do?* and employed grammar, particularly unreal conditionals, to envision how conflicts presented in the show could be resolved. This activity encouraged critical thinking and empathy, enabling students to analyze conflicts from various perspectives.

To practice conflict resolution in different contexts, students created and performed two role-plays, exploring how to employ small talk and the "sandwich approach" (providing positive feedback, addressing concerns, and concluding on a positive note) to resolve conflicts in workplace and classroom settings. These role-plays fostered collaboration, communication, and creative problem-solving skills.

The "Resolving Conflict" unit aligns with the United Nations' Sustainable Development Goals (SDGs). Students contribute to SDG 16: Peace, Justice, and Strong Institutions by promoting conflict resolution skills. The ability to address conflicts peacefully and collaboratively is crucial for building harmonious societies and creating a culture of understanding and tolerance.



Through these engaging activities, students honed their language skills while gaining valuable insights into conflict resolution. By connecting their learning to real-world situations and sustainable development goals, they emerged as thoughtful global citizens prepared to address conflicts constructively.



In order to enhance students' scientific skills and build their understanding of key topics in Chemistry while engaging with urgent issues shaping our world, the UN Sustainable Development Goals and International Mindedness have been added to the curriculum. DP Chemistry students have been working on various projects in the 2022-2023 school year. One project, making eco-friendly plastic bags using agar and starch, is an excellent initiative that reflects *Sustainable Development Goal 12: Responsible Consumption and Production*. The project addresses a critical global environmental problem by offering an alternative solution to traditional plastic bags that cause significant harm to the environment. The use of sustainable materials such as agar and starch reinforces the principles of responsible resource use and promotes sustainable production methods. The successful execution of this project highlights the importance of adopting sustainable practices to reduce waste, conserve resources, and promote environmental conservation. This project could inspire others to take responsibility for their consumption

and production strands. It further encourages society to adopt materials and processes that minimize environmental impact. Overall, the project provides excellent insight into sustainable practices and supports the achievement of Responsible Consumption and Production goals.

Also the Class of 2023 graduates' modified a flame test experiment, called 'Rising Phoenix,' performed during their graduation day, reflecting the Sustainable Development Goal 4: *Quality education*. This experiment showcases the school's commitment to providing a well-rounded education, which includes promoting creativity, innovation, and critical thinking. The performed experiment involved the application of scientific principles in a creative manner,

为了提高学生的科学技能，培养他们对化学关键主题的理解，同时参与世界紧迫问题研究，国际意识和联合国可持续发展目标已被纳入课程设计中。2022-2023 学年，DP 化学学生致力开展了一系列项目。

其中，使用琼脂和淀粉制作环保塑料袋的项目，是一个优秀的创举，体现了可持续发展目标 12 号：负责任的消费和生产。该项目提供另一种解决传统塑料袋导致环境所遭受的大量破坏的替代方案。使用可持续材料如琼脂和淀粉，强调了负责任资源使用的原则，同时促进了可持续生产模式。该项目的成功执行，强调了采用可持续实践以减少浪费、保护资源、促进环境保护的重要性。该项目可鼓舞人们，对消费和生产行为做出负责，同时鼓励社会采用可以减弱对环境影响的材料和工艺。总体而言，该项目提供了关于可持续实践的卓越见解，支持实现负责任消费和生产目标。

此外，毕业生在毕业典礼上演出的改良火焰试验，称作“凤凰涅槃”，体现了可持续发展目标 4 号：优质教育。这一实验展示了学校致力于提供全面教育的承诺，包括提倡创造力、创新性和批判性思维。该演出的实验以创造性方式应用科学原理，证明了创造力不局限于艺术。通过将学校的吉祥物和社区精神融入实验，体现了学生对学校价值观的理解，同时促进了团队合作。这个项目是教育系统的一个良好示例，它可以超越标准化测试和传统学习方法，鼓励创造性和自由学习，通过创新和引人入胜的教学技巧，反映出与现实世界的应用。

总体而言，通过这些项目活动，学生学会了如何将国际意识和可持续发展目标融入我们的日常实践中，并成为负责任的全球公民。

SDGs IN DP CHEMISTRY

Jia Jia Li, DP Chemistry

demonstrating that creativity is not limited to the Arts. By incorporating the school mascot and community spirit in the experiment, the students demonstrated their understanding of school values, which aims to promote community and teamwork. This project serves as an excellent example of how the education system can expand beyond standardized tests and traditional learning methods. It encourages creativity and liberty of learning by using innovative and engaging teaching techniques that reflect real-world applications.

The projects taught students how to incorporate International Mindedness and the SDGs into our daily practices and be responsible global citizens.

国际视野

“房子的前生今世”话题属于小学探究课程。我们所处的时空领域。在二年级的中文探究学习过程中，我们以房屋的变革为线索，在房屋的发展史中探讨人类需求与科技发展相辅相成的关系。房屋是历史的缩影，是我们生活必不可少的一部分，也是连通中国文化和世界文化的桥梁，培养孩子的国际视野。

在探究过程中，我们观看房子发展的影片，了解与房子有关的汉字。在人类诞生之前，万物皆生活在自然之中。人类出现之后，为栖身而搭建窝棚、挖掘洞穴，于是便有了最初的建筑。聪明的中国人通过观察房屋的形状，创造了甲骨文“家”。“家”这个字对于我们祖先来说意味着有房子可以住，有充足的食物。孩子们通过讲述汉字的故事，了解汉字的演变史，了解古中国的不同房屋类型在汉字中的不同呈现，逐渐读懂汉字，进而读懂中国文化。

为什么世界个地区的房屋差别如此之大？在问题的驱动下，学生们就世界各地区的气候、地形、环境、社会经济、文化和传统方面的差异展开了系列研究。孩子们在班主任和老师一同去欣赏了古今中外的房子。从帕特农神庙、古罗马斗兽场到埃及金字塔，再到福建土楼……我们通过了解世界各地的房子，来感受建筑背后所蕴藏的历史文化和人文情怀，帮助学生立足中国文化，尊重和欣赏差异，开拓国际视野。

LANGUAGE BUILDING

Daisy Yang, Grade 2 Mother Tongue Chinese Teacher, Magnolia Cottage TA

The topic of "The Past and Present of Houses" belongs to the PYP Unit 4, "Where We Are in Place and Time." During the Chinese exploration learning process in the second grade, we take the transformation of houses as a clue to explore the complementary relationship between human needs and technological development in the history of housing. Houses are a microcosm of history, an essential part of our lives, and a bridge connecting Chinese culture and world culture, cultivating children's international perspectives. During the exploration process, we watched films about the development of houses and learned Chinese characters related to houses. Before the birth of humanity, everything lived in nature. After the appearance of humans, they built shelters and dug caves for habitation, thus giving rise to the earliest form of architecture. The wise ancestors of China, through observing the shape of houses, created the oracle bone script character for "home." For our ancestors, this character meant having a house to live in and sufficient food. Through storytelling about Chinese characters and understanding the evolution of Chinese characters, children learn about the different representations of various types of ancient Chinese houses in Chinese characters, gradually comprehend Chinese characters, and then understand Chinese culture. Why is there such a significant difference in houses across different regions of the world? Driven by this question, students conducted a series of research on the differences in climate, terrain, environment, socio-economics, culture, and traditions in various regions around the world. Children, together with their teachers, enjoyed the exploration of houses from ancient and modern times, both in China and abroad. From



the Parthenon, the ancient Roman Colosseum, to the Egyptian pyramids, and then to the Fujian Tulou... By understanding houses from different parts of the world, we experience the historical and cultural heritage and humanistic sentiment hidden behind architecture. This helps students establish their foundation in Chinese culture and broaden their international perspective by appreciating and respecting the differences in culture and gaining an understanding of how others live.



SDG THROUGH ARTS EDUCATION

Alaa Yousef, MYP Language & Literature,
Language & Literature HOD

Being a public educator in New York City felt like an internationally minded experience because my classroom was full of students from every race, creed, and intersectional identity imaginable. My teaching practice was deeply rooted in the local context and influenced by the cultural dynamics prevalent in America and specifically in New York City. In theory, I understood that the impressions of the East that are disseminated in the West are often inaccurate and limited. In theory, I understood that local cultural issues can seem like the end-all-be-all to the communities affected. It wasn't until I moved out of the West, however, that I really began to understand my responsibility as an educator in a globalized world. It compelled me to reevaluate my teaching approach and infuse it with a more comprehensive understanding of the world, promoting International Mindedness among my students and fostering a deeper appreciation for global interconnectedness.

In my classroom this year, the interconnectedness lesson was embedded in literature's artistic nature. It's no secret that through literature, students can explore the lives of characters from different cultures, backgrounds, and time periods, enabling them to develop empathy and understanding. This year, however, the curriculum developed to draw students' attention to the way that human beings respond to pressure, change, and seemingly impossible circumstances by creating things that are aesthetically beautiful and emotionally moving. By carefully selecting works that emphasize the human condition and its complexities, I aim to broaden students' perspectives and foster a sense of understanding in the way that macro systems influence micro realities.



Some examples:

- MYP 1 students learned the key to breaking abusive cycles is forgiveness, and the way pain and joy can be expressed in epistolary literature. They learned how aesthetic writers in the Victorian era resisted societal and religious expectations by personifying flowers and statues.
- In MYP 2 and 3, students discovered the way poverty and not having a quality education can impact a young boy's view of the sunset. They learned the way expressions of love and gender inequality can be as toxic now as they were in the Elizabethan era when Romeo and Juliet were written.
- MYP 4 and 5 students experienced activism as an art form through verbatim theatre, reenacting someone's exact words to move an audience and raise awareness. They learned the hold that hyper-commercialism can have over a person's sense of self and possible solutions to deep-rooted community conflict.



Every unit has served as an opportunity to show students that literature provides a powerful medium to engage in discussions about social issues and systemic problems. By developing their appreciation for historical contexts and cultural diversity, students learn to analyze literature as a mirror of humanity, enabling them to make connections between stories, historical events, and contemporary issues. Integrating the United Nations' Sustainable Development Goals into my curriculum adds an essential layer of relevance and global awareness. Through literature, we inspire students to face challenges artfully and equip our students with the tools they need to navigate the complexities of the world, contributing to a sustainable and inclusive future.

INTERNATIONAL MINDEDNESS - MYP MATHEMATICS

Chris Lehane-Kendrick, Mathematics Teacher,
Examinations & Data for Teaching & Learning Coordinator



International Mindedness is a concept which runs through all of mathematics, with students in MYP 4 and 5 conducting several explorations into how to use our skills to understand others' perspectives. For MYP 4, these have included projects such as using statistics to investigate the quality of diets in different global regions and investigating the optimal crop ratios to ensure adequate nutrition using linear programming. MYP 5 investigated how best to launch satellites into orbit using circle theorems. They also applied their skills in Pythagoras and right-angled trigonometry to the recent earthquake in Türkiye and Syria.

On February 6th a devastating earthquake hit Türkiye and Syria, causing deaths, homelessness, and large amounts of damage. Using the UN SDG 11, *Sustainable cities and Communities*, as a guide,

MYP 5 investigated how we could use 3D Pythagoras and right-angled trigonometry to improve the structural stability of buildings in earthquake zones. Part of the reason the earthquake was so devastating was that building codes had been weakened over the last decades, so this seemed an area of investigation that could improve understanding of a difficult area.

Students researched internal and wall diagonal supports, using mathematical skills to calculate the amount of metal required for each type of brace for a given number of floors. Once they had established a pattern, they generalised this using technology such as excel for taller buildings up to forty floors tall, using algebra and direct proof to verify their conjectures.

While a mathematical solution to the problem of improving

building stability was in sight, students also had to consider the real-world impact of their solutions, such as cost, or how body-diagonal braces might affect the use of the building. With all this complete, students could recommend a solution to help build structurally sound and sustainable buildings.



GROWING INTERNATIONAL MINDEDNESS THROUGH ART

Sihun Kim, PYP Drama, MYP Music, Band Director

As an IB educator, implementing and developing International Mindedness throughout teaching and learning is important, particularly at an international school where it should be deeply ingrained in the hidden school culture.

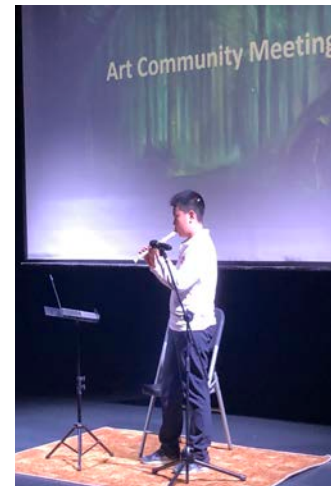
In the MYP 2 Unit, "China and the World," students focused on practicing and developing students International Mindedness. Students were exposed to the characteristics and features of music from various cultures, including Chinese, Japanese, African, American, and Spanish music. They then had the opportunity to create their own folk-style music, drawing inspiration from these diverse cultures.



Students needed to grasp more than just the scale to create a folk-style music piece from a different culture. They learned to understand what truly gives music its distinctive cultural qualities. For instance, two songs with the same pentatonic scale, such as "Oh, Susanna!" and "Mo li hua," can produce completely different sounds. Through this, students realized how the same musical elements can be used diversely in different cultural contexts.



Throughout the process, students demonstrated a strong understanding of and respect for the cultures they explored. They discovered the beauty of unique sounds within each culture, and their horizons in the realm of music were broadened. Music, as a universal language, transcends cultural and national boundaries. To further develop and practice International Mindedness, promoting respect and love for other cultures is crucial.



At Amerasia, we constantly strive to foster International Mindedness and instill a sense of global responsibility in our students. The MYP 3 field trip to Shilaoren Beach provided a valuable opportunity to explore the concepts of International Mindedness and incorporate the United Nations' Sustainable Development Goals (SDGs) into our curriculum. Through direct engagement with the intertidal zone, students gained a deeper understanding of marine ecosystems' interconnectedness and global significance. By observing marine life in its natural habitat, students visualized the importance of preserving and protecting our oceans, a value inherent to International Mindedness.

The students developed a sense of ownership and responsibility towards environmental stewardship through hands-on activities such as transect line surveys. Witnessing the consequences of human actions on marine life allowed them to reflect on their own behaviors and imagine solutions to mitigate negative impacts, and recognize the interdependence between actions and the well-being of communities far from the sources of pollution.

NURTURING INTERNATIONAL MINDEDNESS AND SUSTAINABLE DEVELOPMENT IN THE CLASSROOM: A FIELD TRIP REFLECTION

Evan Brewster, MYP Sciences



While collecting data for the ecological study, students addressed SDG 14: *Life Below Water*, which focuses on conserving and sustainably using marine resources. They understood the relevance of their work in contributing to a larger global agenda. Additionally, discussions and reflections on the field trip enabled students to explore other SDGs, such as SDG 12: *Responsible Consumption and Production*, as they reflected on the impact of plastic pollution on marine ecosystems. Through experiential learning and engagement with the local environment, our students developed a genuine appreciation for global interconnectedness and a commitment to sustainable development. The trip enriched their understanding of marine ecosystems and fostered their personal growth, nurturing skills such as critical thinking, collaboration, and empathy.

As educators, we recognize the transformative power of such experiences in shaping responsible global citizens. By incorporating International Mindedness and the SDGs into our daily practices, we aim to cultivate a generation of students who are aware, engaged, and actively involved in creating a better future for all. The Shilaoren Beach field trip serves as a testament to our dedication in nurturing these values and inspiring our students to become agents of positive change.

A REMARKABLE JOURNEY OF CULTURAL EXPLORATION THROUGH THE VIBRANT SOUNDS OF BRAZILIAN MUSIC

Charla Esser,
BEG Arts Director; PYP Music;
Elementary Arts Department HOD



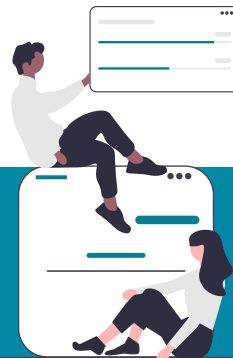
In the world of Grade 4 Music, students embarked on a remarkable journey of cultural exploration through the vibrant sounds of Brazilian music. Guided by the expertise of Mr. Thiago Silva, a dedicated teacher from Brazil, and in collaboration with the Capoeira Martial Arts group from Annie Wright School, the students embarked on memorable "World Music Collaborative Project" presentation and performance. Central to this project were two iconic pillars of Brazilian culture—the captivating Capoeira martial art form and the soul-stirring berimbau instrument. Under Thiago's guidance, the students not only built their own Berimbau but also mastered the unique playing styles and rhythmic patterns associated with it. Their musical prowess was showcased in a remarkable performance supporting the Annie Wright Capoeira martial artists. Their efforts culminated during Amerasia's F.A.M.E. Day this spring, where the students presented their project to the school community. This event served as a testament to their dedication, creativity, and appreciation for the vibrant world of Brazilian music. The Berimbau is an icon of Brazilian musical culture. Originating from Africa and widely used in Brazil, the Berimbau holds a special place in Brazilian musical culture. This single-string percussion instrument, also known as a musical bow, has a rich history and cultural significance. The students learned about Brazilian music's distinctive sounds and rhythms through



the Brazilian Berimbau Instrument Build. The students developed a deep appreciation for the cultural context in which this music was born, fostered their appreciation for the diversity of our world, and forged connections with individuals from different cultures.

The Grade 4 students sincerely appreciated Brazilian culture by engaging with the Berimbau and Capoeira. By learning about these instruments' history and cultural significance, they gained insight into the social and historical context that shaped Brazilian music. This understanding allowed them to connect with the people who created this music and appreciate the social, political, and economic factors that influenced its evolution. Through this journey, the students cultivated cultural empathy and a broader perspective on the world. Through this immersive experience, the students gained a deeper understanding of the cultural heritage embedded within Brazilian music. They discovered the intricate connections between music, martial arts, and cultural expression, fostering a sense of respect and admiration for the diverse forms of artistic communication found worldwide.





WHAT'S IN A NAME?

Mark Brierley, Upper School Dean of Teaching & Learning, MYP Sciences, DP ESS

When I was in primary school, there were four other children in my class with my first name. By the time I got to secondary school, there were seven of us. While teachers had no difficulties identifying us all individually (they used our family names), we had more than a few problems on the football pitch. So, as was typical at that time and place, we all had nicknames and became universally known as Booko, Brillo, Bonno, Diddy, Skid, Stan, and Whitey. For the purposes of suspenseful storytelling, I won't reveal which one I was until the end of this article.

In French class, at the age of 11, we were all given French names. As soon as the name Marc had been given out, the other six of us received different French names, of which I became Didymus. Unfathomably, I had to write this diligently on every piece of work I produced. However, the teacher still referred to me and the other 'Marks' by our family names, and the word 'futility' entered our shared vocabulary.

I'm reminded of this because since coming to China, I have taught John Cena, Dwayne Johnson, Flowerpot, Teapot, a basketful of Apples, a fortune in Jades, and to my boundless happiness, Van Halen.

Now, I can understand this, up to a point, and

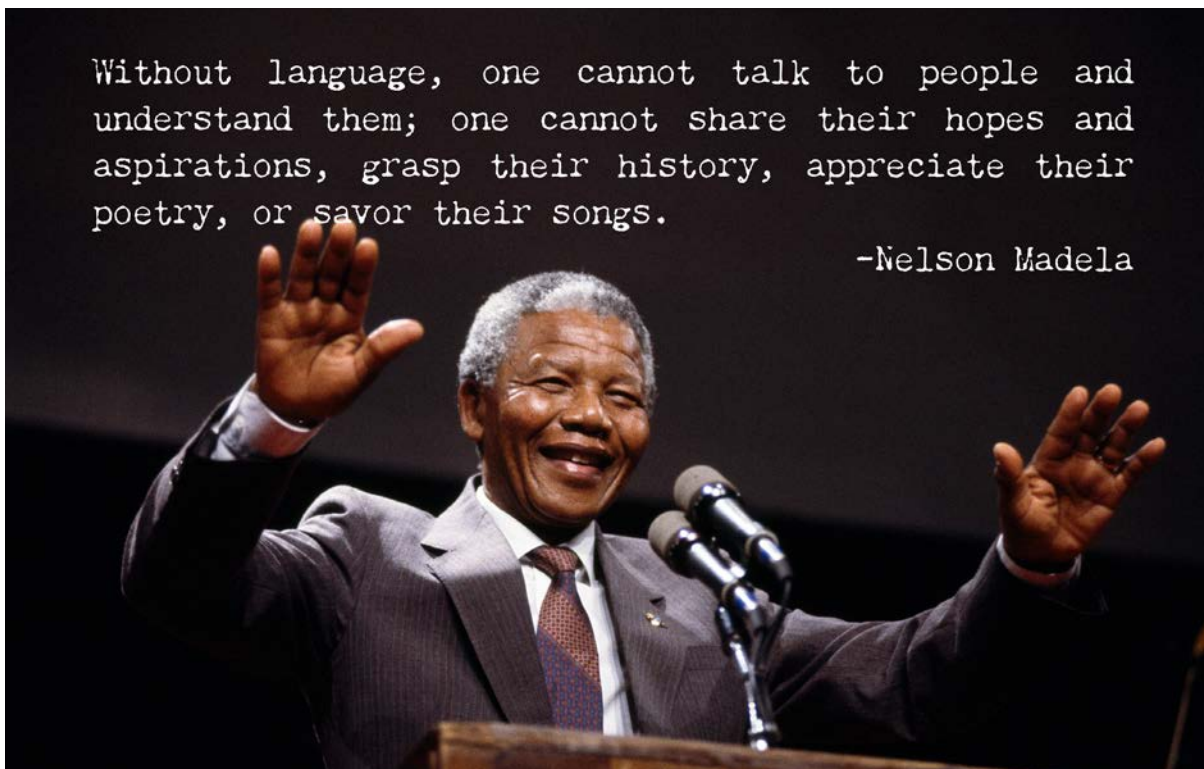
you, as a reader, will know there are many reasons why Asian students may choose to adopt an Anglicized name in an International School with English as its working language. However, I think it's time for all of us to reflect upon this behavior, consider our cultural responsibilities as educators, and encourage students to make better choices with the option of being able to change their minds later. Reciprocity and flexibility must be our guiding mind-frames so that students can choose the novelty of an alternative foreign name, retain their own name, or even ask the students to suggest an appropriate new name for us as teachers if we want to be more radical.

This year, I've been very pleased to see several high school students revert from English names to their own names, and personally, it certainly feels better to be using their real names when speaking to them. Our school has never been dogmatic about any single approach, but I'm certainly advocating we encourage them to use their real names as I feel it speaks to the heart and not to their head (to paraphrase Nelson Mandela).

[To resolve the suspense I introduced earlier, my nickname in school was 'Brillo' after a pan cleaner that was being heavily advertised on TV at that time although today I rather see myself as a piece of French cheese.]

Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savor their songs.

-Nelson Mandela



GLOBAL PERSPECTIVES IN THE HUMANITIES CLASSROOM

Matthew Lufcy, MYP Humanities & STUCO Advisor



As a teacher of Humanities, it falls to me to prepare students for the world in a very different way than, say, a science or math teacher. I often say that “the STEM subjects can teach you HOW to change the world, but the humanities can teach you WHY.” While many students don’t really understand the meaning behind these words, I hope that by the time they walk out of my classroom, they are gaining a greater understanding of the world and the people who live in it.



The importance of teaching International Mindedness cannot be understated, especially in an international school setting, where students come from many different cultures or completely unique, multicultural backgrounds. It would be nearly impossible for me to teach what I teach in a heterogeneous, single-culture setting. By its very nature,



World History and Geography require students to take in other peoples’ cultures, and ideas. This gives me a distinct advantage in making sure that my students leave the classroom with the right mindset to work as a part of a global community. I strive to make sure that everyone has a say and that everyone else listens to the unique viewpoints and perspectives that their peers or their teacher might have.



Every student is a unique person with a family and a culture that is distinct from every other student, and in my classroom, we strive to have discussions and tasks that celebrate those differences. But, it has been my experience that all teenagers have commonalities that can help other teenagers identify with them. No matter where they come from, all students are interested in some of the same things. This makes for a very relatable contrast to our multicultural emphasis. When the students can see that,

despite our differences, there are many things that make us all similar. They are better able to accept viewpoints they might not have once considered.

In this fast-paced, ever-shrinking world, our students will absolutely need to be able to relate to people from vastly different backgrounds. We are no longer living in a world where national culture is exclusive to that nation. Isolation is growing to be a thing of the past, whether people like it or not. By ensuring that our students have a greater appreciation of the humans that make up the global society, we can give them the tools they need to thrive in this new world.



NURTURING INTERNATIONAL MINDEDNESS IN PE: CULTIVATING GLOBAL AWARENESS AND SUSTAINABLE PRACTICES



Victor Lopez, PYP Physical Health Education Teacher

Promoting International Mindedness and sustainable practices is crucial in today's interconnected world. As a Physical Education (PE) teacher, I partnered with Early Childhood teachers to infuse global awareness into our curriculum. Our joint effort centered around a food sources unit, where students actively participated in planting and caring for their own plants. Recognizing food as a universal language, we aimed to expose students to diverse food sources and the process of growing their own food. Gardening became our vehicle for hands-on learning and exploration. By engaging students in the entire process of food production, we sought to cultivate their global awareness and appreciation for cultural diversity, aligning with SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).

Collaboration between the PE and Early Childhood departments was integral to our project's success. We designed an interdisciplinary unit that seamlessly merged elements of physical education, science, social studies, and cultural studies. This approach allowed students to connect different subjects and develop a holistic

understanding of the global significance of food production, contributing to SDG 17 (Partnerships for the Goals).

Students eagerly participated in planting and nurturing their own plants, transforming our school grounds into a vibrant laboratory of international agriculture. Through this hands-on experience, we contributed to SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption and Production).

By infusing International Mindedness into the PE curriculum through collaborative gardening, we witnessed transformative experiences for educators and students alike. By partnering with Early Childhood teachers and integrating gardening, we broadened our students' horizons, fostering cultural understanding, promoting the SDGs, and emphasizing sustainable practices. Our efforts in cultivating International Mindedness prepare students to become responsible global citizens who value and appreciate the richness of our diverse world while actively contributing to a sustainable future.





ART AND INTERNATIONAL MINDEDNESS

Meishan Pan Hutchison, Lower School Art



Art is a universal language that transcends linguistic, cultural, and geographical barriers. It has the power to inspire children to broaden their horizons and gain a deeper understanding of diverse viewpoints. A quality art education fosters an international mindset by exploring various cultures, traditions, and perspectives. Here are some ways in which my teaching practice promotes International Mindedness in our lower school community:

1. Exploring different artists and cultures: Through units of learning about diverse artists, we introduce children to various artistic expressions rooted in different cultures. By studying art forms like Chinese brush paintings, children gain insight into the cultural values and beliefs that influence artistic styles. This understanding nurtures empathy and encourages children to think beyond their own experiences. From early childhood shelf work to Grade 5 artist appreciation lessons, we prioritize art appreciation throughout our curriculum.

2. Encouraging creativity and critical thinking: In our lower school art classroom, we prioritize creativity and critical thinking as integral skills for International Mindedness. Through open-minded exploration of different materials, we empower children to create original artwork with pride. By fostering an environment that promotes creative thinking, children become more willing to explore and appreciate unfamiliar concepts and ideas.

3. Connecting with nature through art: Our students engage in art activities using natural materials, allowing them to connect with the natural world. Whether it's painting with recycled dried flowers or using recycled building materials, our art class encourages children to appreciate the beauty of nature. This promotes a sense of global citizenship, where children develop a connection with the world they inhabit.

4. Collaborative art projects: Our art classes facilitate collaborations between different groups, fostering an understanding of the art community, appreciating our differences, and celebrating our uniqueness. From projects like "We are Unique" in the Early Childhood program to Grade 2-3 group mural projects, students develop an understanding of the diversity within our own community through art. This understanding can inspire children to be inclusive in their local and global communities.

By exposing children to different cultural perspectives, encouraging creativity, exploring and appreciating nature, and fostering a celebration of differences, our lower school art program cultivates International Mindedness. Through the universal language of visual art, our program inspires young children to become global citizens who think beyond their own experiences and work towards creating a better world for all of us.

INTERNATIONAL MINDEDNESS IN AN ECONOMICS CLASS: FOSTERING INTERCULTURAL UNDERSTANDING

Nick Cross, DP Economics Teacher, MYP Humanities, PD Coordinator, EE Coordinator

Introduction

In today's interconnected world, cultivating International Mindedness has become a crucial aspect of education. In an Economics class, it is essential to broaden students' perspectives beyond their own cultural and national boundaries. By encouraging students to explore and understand different cultural perspectives, educators can foster intercultural understanding and promote critical thinking skills. One effective way to achieve this is by analyzing the economic impacts of global events from various national viewpoints. This article explores an approach used in an Economics class, where students delved into the Russia/Ukraine conflict, examined different perspectives, and developed a deeper appreciation for contextual understanding of economic theory.

Understanding Different Cultural Perspectives

To instill International Mindedness, students were assigned an exercise that involved analyzing the economic impacts of the Russia/Ukraine conflict. Initially, they read an article from a UK news source, which provided a Euro-centric and British perspective on the issue. This exercise aimed to highlight the influence of cultural context on the interpretation of economic events. By analyzing the article, students gained insights into how specific cultural lenses can shape economic analysis and policy recommendations.

Identifying Different Perspectives

After grasping the Euro-centric viewpoint, students were tasked with finding an article from their own national press that covered the same topic. This step aimed to expose learners to diverse perspectives and challenge their preconceived notions. Students discovered that different nations often approach the same issue from distinct angles due to their unique political, historical, and economic contexts.

The Joys of Contextual Understanding

The exercise elicited a positive response from the students as it

provoked deep reflections on their own contextual understanding of economic theory. By examining multiple perspectives, students realized the limitations of a singular viewpoint and acknowledged the importance of considering diverse narratives to develop a more comprehensive understanding of complex economic phenomena. This exercise highlighted the dynamic nature of economic analysis and fostered a greater appreciation for the complexity of real-world situations.

Open-Mindedness and Appreciation for Others' Viewpoints

Engaging with diverse perspectives requires an open mind and appreciation for others' viewpoints. Through this exercise, students were encouraged to step outside their comfort zones and challenge their own biases. They developed a greater capacity to empathize with different cultural and economic perspectives, which is a vital skill in today's globalized economy. This exercise nurtured a sense of respect for diverse opinions, promoting intercultural understanding and cooperation.

Separating Politics from Economics

A significant learning outcome of this exercise was the ability to separate politics from economics. Students recognized that economic analysis should be grounded in rigorous economic principles, regardless of political affiliations or national interests. This skill is crucial for developing sound economic



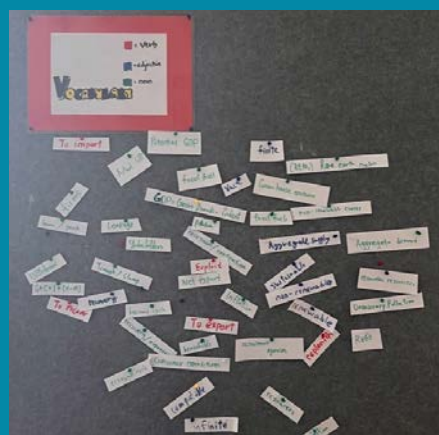
reasoning and avoiding biases that may hinder comprehensive understanding.

Globalizing the Assessment: Economic Commentary Based on International News

Building upon the exercise's success, students were further challenged in their internal assessments. They were required to write an economic commentary based on a newspaper article from across the world. This task pushed them to explore a broader range of perspectives, incorporating insights from various cultural and economic contexts. By engaging with global news sources, students developed critical analysis skills and demonstrated their ability to apply economic theory in a real-world context.

Conclusion

Integrating International Mindedness in an Economics class is essential to foster intercultural understanding and equip students with the skills necessary for the globalized world. By engaging with different cultural perspectives on economic issues, students develop critical thinking abilities, open-mindedness, and the capacity to separate politics from economics. This approach encourages students to appreciate diverse viewpoints and promotes a deeper understanding of economic theory within various contexts. Ultimately, such exercises prepare students to navigate the complexities of the global economy with sensitivity and adaptability, enhancing their academic and professional growth.



EMBRACING INTERNATIONAL MINDEDNESS IN AZALEA COTTAGE

Olanike Kolapo, Azalea Cottage Lead Teacher



Azalea Cottage has played a pivotal role in developing International Mindedness within the Amerasia community by focusing on a line of inquiry centered around the role of art in different cultures and societies. Guided by the transdisciplinary theme of *"How we express ourselves,"* students embarked on a journey of exploration, specifically focusing on the vibrant culture of Africa.

Through their exploration of diverse art forms, including dance, poetry, drama, and music,

sourced from countries such as the Philippines, Brazil, South Korea, South Africa, Russia, and more, students gained a profound appreciation for the diverse perspectives, values, and traditions that shape societies around the world. This immersive experience served as a catalyst for the development of empathy, respect, and a deep understanding of cultural differences.

The line of inquiry fostered International Mindedness by encouraging students to actively engage with art forms from

different cultures, recognizing the interconnectedness of our global society. They discovered that art is a powerful medium for expression and communication, transcending boundaries and facilitating meaningful connections between individuals and communities.

Moreover, the line of inquiry prompted students to reflect on their own cultural identities and artistic expressions, creating an inclusive environment that celebrated diversity and encouraged dialogue. By sharing their backgrounds and experiences, students contributed to a classroom community that valued and embraced the richness of diverse cultures.

The impact of this line of inquiry extended beyond the classroom as students actively engaged with the QAIS community, sharing their knowledge and experiences through cultural events, performances, and exhibitions. This further fostered a sense of curiosity, appreciation, and understanding of diverse cultures in the wider community.

In summary, Azalea Cottage's emphasis on the line of inquiry surrounding the role of art in different cultures and societies has nurtured International Mindedness within the QAIS community. Students have developed a global perspective, recognizing the value of cultural diversity, intercultural communication, and the importance of respect and empathy in our interconnected world. By embracing and celebrating different cultures, students have gained the skills and attitudes needed to become compassionate and open-minded global citizens.





Laki Faamamafa, PYP PE Teacher, High School Coach

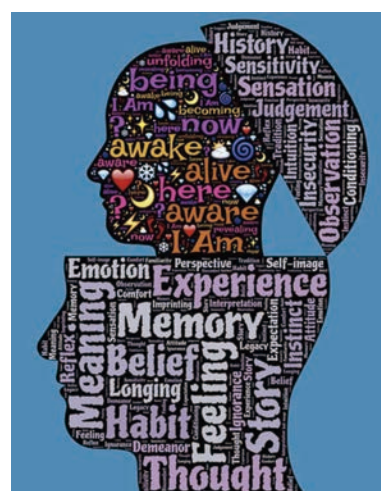
As an international school teacher, open-mindedness is a crucial aspect of fostering a mindset of International Mindedness among students. Open-mindedness goes beyond accepting diverse perspectives and cultures; it encompasses a broader understanding of global issues and a commitment to sustainable development. This mindset aligns closely with the United Nations Sustainable Development Goals (SDGs) and is vital in empowering students to become active global citizens.

Embracing open-mindedness means valuing and respecting different cultural backgrounds, beliefs, and experiences. It involves encouraging students to challenge their preconceived

notions and stereotypes and to approach unfamiliar ideas with curiosity and empathy. By promoting open-mindedness, international teachers create inclusive learning environments where students feel safe to express their opinions, engage in dialogue, and learn from one another.

Moreover, open-mindedness encourages critical thinking and problem-solving skills, which are essential for addressing the complex challenges outlined in the SDGs. By incorporating the SDGs into their curriculum, international teachers can expose students to real-world issues such as poverty, inequality, climate change, and education access. Through open discussions, students can develop a deeper

understanding of these global problems and cultivate a sense of agency to contribute to their solutions.



THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS: THE LED LIGHT DESIGN UNIT AT AMERASIA

Dr. Helen Ding,

MYP & DP Visual Arts Teacher, MYP Design & Technology Teacher, Director of the Phoenix Art Academy

During the past semester, the MYP Design and Technology program has been committed to incorporating the United Nations' Sustainable Development Goals (SDGs) into the LED light design unit at Amerasia. This was done by inspiring students with the work of Piet Mondrian, a Dutch painter known for using geometric shapes and primary colors. His work is often seen as a representation of order and harmony. The Design and Technology program believes that Mondrian's work can help to create LED lights that are both functional and beautiful.

The Design and Technology program hopes that by inspiring students with Mondrian's work, they will be motivated to create LED lights that are both beautiful and sustainable. This semester, LED light design played a role in achieving the SDGs. LED lights are more energy-efficient than traditional light bulbs, which can help to reduce greenhouse gas emissions and save energy. LED lights can also be used to create more comfortable and inviting spaces, which can improve people's quality of life. This unit is committed to using LED light design to impact the world positively. Our students' LED lights projects can help to achieve the SDGs and create a more sustainable future.

The LED light design unit is working on a variety of projects, including:

- *Sustainable cities and communities:* LED lights can be used to create more energy-efficient and sustainable buildings. They can also be used to improve public safety and security.
- *End poverty in all its forms everywhere:* This can be done by designing LED lights that are affordable and accessible to people in developing countries.

- *Zero hunger:* This can be done by designing energy-efficient LED lights, which can help reduce the amount of energy used for lighting, thus reducing the amount of wasted food.
- *Quality education:* This can be done by designing LED lights used in schools and other educational institutions, where they can help improve students' learning environment.
- *Affordable and clean energy:* This can be done by designing energy-efficient LED lights, which can help reduce the amount of energy used for lighting, and thus reduce the amount of pollution emitted into the environment.
- *Responsible consumption and production:* This can be done by designing LED lights that are made from recycled materials, which can help to reduce the amount of waste that is produced.
- *Climate action:* This can be done by designing LED lights that are energy-efficient, which can help to reduce the amount of greenhouse gases that are emitted into the atmosphere.
- *Life on land:* This can be done by designing LED lights that are used in forest conservation projects, such as reforestation projects, where they can help to protect forests and wildlife.

The Design and Technology program is committed to creating a more sustainable future, and LED lights are one way that they can make a difference. By inspiring students with the work of Piet Mondrian and the SDGs, they hope to create a new generation of designers who will use their skills to create LED lights that are both beautiful and sustainable.



FOSTERING INTERNATIONAL MINDEDNESS THROUGH SPORTSMANSHIP

Kimi Tsuchiya, Athletics Director

In today's interconnected world, it is crucial to cultivate a sense of International Mindedness among individuals. This mindset goes beyond cultural appreciation and embraces qualities such as respect, empathy, and cooperation across borders. As an educator, I firmly believe in the power of sportsmanship to instill these values in young minds. This essay explores my experiences promoting sportsmanship and its impact on both my students and the wider athletic community. In every PE class I teach, reciting the sportsmanship code has become a ritual. By emphasizing the importance of fair play, respect, and integrity, I aim to instill these values at an early stage. This commitment to sportsmanship has become an integral part of my educational philosophy, encouraging students to approach competition with a positive outlook and to regard all participants with respect.



As the Athletic Director, I am proud to see the embodiment of sportsmanship among the Upper School Athletics teams. The recognition of receiving five sportsmanship awards out of twelve tournaments is a testament to the dedication of our student-athletes. However, success in competition is not the sole indicator of our achievement. We have also emerged as champions in three tournaments and secured second place in another three, all while maintaining exemplary sportsman-like behaviors.

Sportsmanship thrives when players exhibit qualities such as grit, honesty, and respect. The Amerasia Phoenix basketball team, for instance, demonstrated exceptional sportsmanship during a crucial tournament. When the referees made a wrong call that went our way, we asked the referee to reverse the decision. One of the most rewarding aspects of fostering sportsmanship is witnessing its contagious nature. Our commitment to fair play has inspired other schools to follow suit, resulting in noticeable

improvements in player and coach interactions. Although there is still progress to be made, and not all teams exhibit great sportsmanship, the fact that more schools are embracing these values indicates a positive shift in the athletic community.



Promoting International Mindedness through sportsmanship is essential in today's global landscape. It cultivates a broader perspective, encouraging individuals to respect and appreciate the diverse backgrounds and cultures of others. By fostering an environment where fair play and respect are paramount, we empower our students to become responsible global citizens who can navigate the challenges of an interconnected world. Sportsmanship is a powerful tool for nurturing International Mindedness among young individuals. By reciting the sportsmanship code in every PE class and promoting fair play and respect, we lay a strong foundation for ethical behavior in competitive environments. The success of the Amerasia Phoenix, both in terms of sportsmanship awards and competitive achievements, serves as a testament to the positive impact of this approach. As more schools adopt similar values, we move closer to a future where great sportsmanship becomes the norm, fostering a truly international-minded society.





INTERNATIONAL MINDEDNESS AND INCORPORATING SDGS

Shabina Bastianz, Peony Cottage Lead Teacher

We live in a culturally diverse world, and one of the reasons why people can live in peace with each other is due to International Mindedness. International Mindedness involves learning about, understanding, and respecting other cultural values and beliefs. At Amerasia International Mindedness creates a framework in which children learn values that ensure they embrace diversity and respect other cultures. It also ensures a sense of global awareness (Norman, 2022). In a Montessori environment, International Mindedness is vital, and the curriculum ensures that children get the necessary information to grow this element. One of the key focuses in the Montessori curriculum is culture. Children learn how to respond to different cultures and diversity with respect. They also learn about their social responsibilities in this diverse World.

Over the years, I have strived to ensure International Mindedness in my students in the following ways:

1. Creating and following a system of values based on kindness and respecting other people's opinions and viewpoints. I encourage children to participate in class discussions by sharing their thoughts. In the end, the children get new ideas that open their minds to be critical thinkers. Showing appreciation through clapping also creates awareness in the children that every thought is equally essential, yielding respect.
2. Creating a system of collaboration when handling tasks. I encourage my students to help each other when handling practical tasks in class. The spirit of teamwork and collaboration helps children to realize the importance of different abilities and skills from different children. It builds respect for each other and how people perform tasks differently.
3. I give real-life examples from different cultural backgrounds that keep the children curious and

ask many questions. Teaching by using examples is an excellent way to ensure children relate to and understand a given topic. Using real-life examples from different cultures helps students to have global awareness. They can know what goes on around the World.

4. Covering topics that create International Mindedness in Amerasia for instance, one unit in the IB program is '*We are Unique*'. In this topic, our students learn that we are diverse and have unique characteristics, and with all the differences, we are still uniquely important. Therefore we must appreciate all the diversity and its role in our World to live peacefully.
5. Amerasia observes a Peace Day, and this is very significant in enhancing International Mindedness. Living in peace with each other results from understanding the diversity that exists and accepting that it is important in our daily lives. In observing this day, our children are taught the importance of appreciating each other's opinions, abilities, culture, and beliefs, leading to living in peace.

Diversity and peace are among the critical focus areas in the Sustainable Development Goals (SDGs). Sustainable goal number 16 promotes just, peaceful, and inclusive societies. I have asserted this SDG by ensuring we create International Mindedness among my children. They have grown confident, empathetic, and respectful of each other's cultures. In turn, each child feels respected and can live at peace with each other. We are very interested in SDG goals because we prepare the kids for what lies ahead. We can only live in peace with each other if we respect the existing diversity. It is, therefore, critical that our children learn the concept of diversity, peace, and respect from a tender age so that they may be able to grow into responsible adults with a keen sense of global awareness.

INTERNATIONAL MINDEDNESS IN LANGUAGE LEARNING AND THE CAS PROGRAMME

Dr. Vivian Cui, MYP & DP - Language & Literature:
Chinese A, CAS Coordinator

International Mindedness is a key component of the International Baccalaureate (IB) curriculum. It is one of the attributes of the IB Learner Profile that represents the qualities students should develop to become globally-minded citizens. The language and literature course in the IB emphasizes International Mindedness through a curriculum framework focused on cultural understanding, global engagement, and active citizenship. The program aims to develop open-minded inquirers, thinkers, communicators, and principled, knowledgeable, reflective, and caring learners. These qualities help learners become lifelong learners and responsible citizens of the world. In Amerasia's Chinese A language and literature learning, the curriculum is organized around globally significant themes called "Global Contexts." These themes encourage students to explore issues that affect people worldwide. It also promotes cultural awareness, encouraging students to appreciate diversity and respect different cultural perspectives. I am proud to witness the growth of students not only in knowledge accumulation but also in critical thinking and expression. They learn to connect their book learning to real-life situations and demonstrate deep understanding

and thought. Service as Action and the CAS (Creativity, Activity, and Service) program are also integral components of International Mindedness in the IB program. As the CAS coordinator, I am excited to supervise students' CAS experiences and discuss their CAS plans. Their CAS experiences increasingly expand their vision to the global level, focusing on observing and reflecting on global issues. During this year's Week Without Wall Huangdao trip, students undertook in-depth observations of ocean-related issues such as pollution, seawater purification, fish reproduction, and environmental protection. They conducted extensive research using local context and incorporated global perspectives into their considerations. The team-presented videos left a strong impression on experts and received high appreciation and praise. More and more students and graduates are benefiting from the promotion of International Mindedness through the curriculum framework, language learning, global contexts, service learning, and cultural awareness. This approach to education is essential in fostering cross-cultural understanding and ensuring that students possess the skills and values necessary to address global issues.





国际情怀是 IB 课程的核心组成部分，是 IB 学习者档案的根本，凝聚了学生成为具有全球意识的公民所应培养的素质。IB 教育体系的语言和文学课程以强调文化理解、全球参与和积极的公民身份组成的课程框架为基础。国际情怀的教育理念与培养思想开放、善于探究、勤于思考、勇于沟通、有原则、知识渊博、善于反思和关心他人的学习者一脉相连，有助于学习者成为终身学习者和负责任的世界公民。

在 QAIS 中文 A 语言和文学学习中，课程围绕“全球背景”这一全球重要主题组织，鼓励学生探索影响世界范围内的



的社会问题，促进文化意识，鼓励学生欣赏多样性并尊重不同的文化观点。我很自豪地见证了学生们不仅在知识上的积累，而且在批判性思维和表达上的成长。他们正在学习将书本学习与周围的现实生活联系起来，展示对社会和人生更为深刻的理解和思考。

作为行动的服务和 CAS（创意、活动和服务）项目也是 IB 项目国际意识的关键组成部分。作为 CAS 协调员，我很高兴能监督学生的 CAS 项目，并和他们讨论 CAS 计划。学生们在 CAS 的经历越来越将视野扩展到全世界，关注全球问题的观察和思考。在今年的“无墙周”黄岛之旅中，学生们深入观察了污染、海水净化、鱼类繁殖和保护环境等海洋问题。他们在当地进行了大量研究，并将全球研究纳入考虑范围。学生自主拍摄的视频给专家们留下了深刻的印象，并得到了高度的赞赏和赞扬。



通过课程框架、语言学习、全球环境、服务学习和文化意识，越来越多的学生和毕业生受益于国际意识的培养。这种教育方法对于促进跨文化理解和确保学生拥有帮助解决全球问题所需的技能和价值观至关重要。



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



11 SUSTAINABLE CITIES
AND COMMUNITIES



15 LIFE
ON LAND



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



17 PARTNERSHIPS
FOR THE GOALS





info@QingdaoAmerasia.org

+86 (532) 8388-9900

Baishan Campus, Dongjiang, Shazikou, Laoshan District, Qingdao, China 266102
青島市嶗山區沙子口東姜青島白珊學校