

INTERNATIONAL MINDEDNESS

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



2023-2024



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MISSION STATEMENT

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OUR VISION

To help light the world by becoming the best possible versions of ourselves: Physically, Intellectually, Socially, Emotionally, Spiritually.



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.

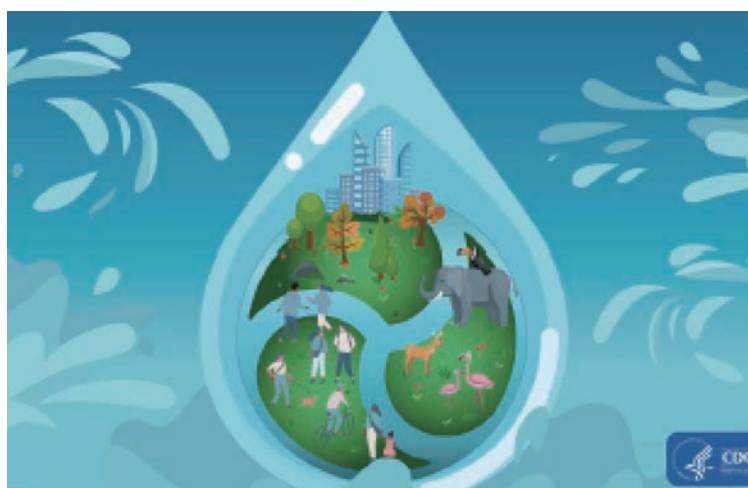
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CELEBRATIONS AROUND THE WORLD

Aisulu Kurmanova

MYP, MYP/DP English Language Acquisition, Community Project and Service as Action Coordinator

Exploring diverse cultures is an important part of the English Language Acquisition class, especially through the lens of unique festivals and celebrations. The unit "Celebrations around the World" allowed MYP 1 students to investigate the dynamic and organic aspects of culture within the English Language Acquisition curriculum. Throughout this unit, students examined various cultural festivals, including coming-of-age ceremonies, birth and death rituals, and other unique global festivities. The primary focus was on enhancing students' language skills by familiarizing them with descriptive texts about these cultures and discussing the cultural significance of these celebrations through diverse activities such as gallery walks and jigsaw-reading.

Unusual festivals around the World - *Gallery walk*

One of the engaging activities was the gallery walk, which introduced students to unusual festivals around the world. This activity featured celebrations like the Bun Festival in Hong Kong, the Snake Festival in Cocullo, Italy, and the Land Diving Festival in Pentecost Island. Students were tasked with identifying specific details about each festival and understanding their cultural meanings. They compared their findings and collaborated to create and present their own unique, unusual festivals in groups. This activity aimed to promote cultural understanding, empathy, and appreciation among students, helping them to see the world from different perspectives.



Coming-of-Age ceremonies - *Jigsaw reading*

Another enriching activity was the jigsaw reading exercise, focusing on coming-of-age ceremonies. Students gained insights into the diversity of human cultures by studying rites of passage such as the Latin American *Quinceañera*, the Amish *Rumspringa*, and the Bullet Ant Initiation of Brazilian Indigenous people. Working in groups, students explored the traditions and peculiarities of these ceremonies. They developed mind maps and took on roles as either "experts" or "researchers" - presenting and exploring each ceremony in depth. This activity aimed to develop students' research and communication skills while promoting respect for cultural differences, contributing to building a more inclusive and harmonious global community.

These practical and language-focused experiences within the language acquisition curriculum provide a great opportunity for MYP classes to realize the global significance of this unit. By encouraging cultural understanding and appreciation for the diverse cultures that surround them, students not only enhance their language skills but also become more culturally aware individuals.

ӘЛЕМДЕГІ МЕРЕКЕЛЕР

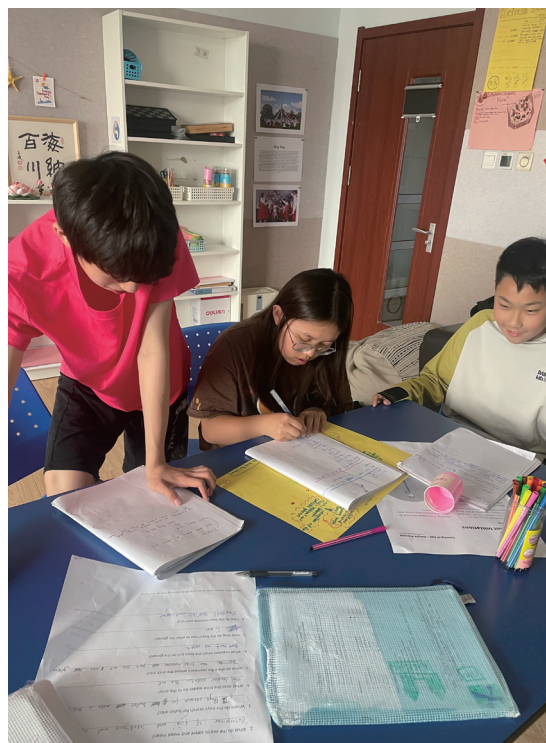
Фестивальдер мен мерекелер арқылы әртүрлі мәдениеттерді зерттеу ағылшын тілі сабағының маңызды бөлігі болып табылады. "Әлемдегі мерекелер" юниті МҰП 1 оқушыларына ағылшын тілі бағдарламасы аясында мәдениеттің динамикалық және органикалық аспектілерін зерттеуге мүмкіндік берді. Осы юнит бойында оқушылар әртүрлі мәдени фестивальдерді, соның ішінде әлемдегі әртүрлі ерекше фестивальдар мен кәмілетке толу рәсімдерін зерттеді. Негізгі назар оқушылардың тілдік дағдыларын жетілдіруге бағытталған, оларды осы мәдениеттер туралы сипаттамалық мәтіндермен таныстырып, осы мерекелердің мәдени маңыздылығын әртүрлі тапсырмалар арқылы талқылауға бағытталды.

Әлемдегі ерекше фестивальдер – Көрмедегі серуен

Оқушыларды әлемдегі ерекше фестивальдермен таныстыру мақсатында өткізілген жұмыстардың бірі – көрмедегі серуен. Бұл Гонконгтегі Нан фестивалі, Италияның Кокулло қаласында өтетін жылан фестивалі және Пентекост аралындағы жерге сүңгу фестивалі сияқты мерекелерді қамтыды. Оқушылар әр фестиваль туралы нақты мәліметтерді анықтап, олардың мәдени мағынасын түсінді. Олар өз қорытындыларын салыстырып, нәтижесінде, топ болып жұмыс істеп, өздерінің бірегей, ерекше фестивальдерін ойлап шығарды. Бұл жұмыс оқушылар арасында мәдени түсіністікті, эмпатияны және құрметтеуді дамытуға, әлемді әртүрлі көзқарастармен танысуға бағытталды.

Кәмілетке толу рәсімдері – Топтық оқу жұмысы

Тағы бір атап өтетін жұмыс кәмілетке толу рәсімдері туралы тексттерді топтық оқу болды. Оқушылар латын америкасының Кинсеанерасы, Амиш Румспрингі және Бразилияның халықтарының құмырсқа инициациясы сияқты өткел рәсімдерін зерттеп, адам мәдениеттерінің алуан түрлілігін түсінді. Топтарда жұмыс істей отырып, оқушылар осы рәсімдердің дәстүрлері мен ерекшеліктерін зерттеді. Олар mind-тар жасап, "мамандар" немесе "зерттеушілер" рөлдерінде әр рәсімді терең зерттеді. Бұл іс-шара оқушылардың зерттеу және коммуникация дағдыларын дамытуға бағыттала отырып, мәдени айырмашылықтарды құрметтеуді ілгерілетуге және неғұрлым инклюзивті және үйлесімді жаһандық қоғам құруға ықпал етті.



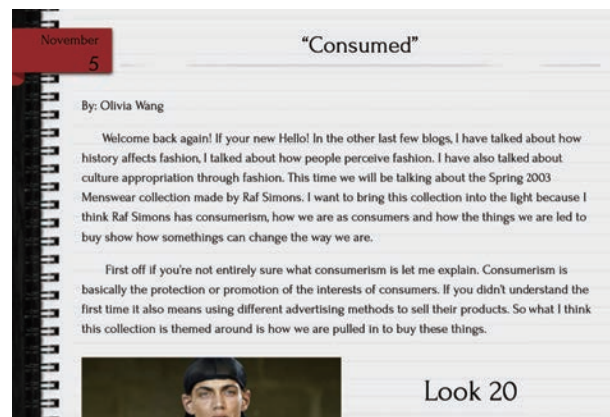
Шет тілі бағдарламасы аясындағы бұл практикалық және тілдік дағдыларды дамытуға бағытталған тәжірибелер МҰП сыныптарына осы юниттың жаһандық маңыздылығын түсінуге тамаша мүмкіндік береді. Оқушыларды қоршаған әртүрлі мәдениеттерді түсінуді, эмпатияны және құрметтеуді ынталандыру арқылы оқушылар өздерінің тілдік дағдыларын жақсартып қана қоймай, сонымен бірге мәдени тұрғыдан хабардар болды.



THREADS OF CHANGE: A UNIT ON EXAMINING FAST FASHION

Alaa Yousef,

MYP Language & Literature, MYP & DP Drama, MYP Language A HOD



Slide from the unit, featuring a photo from "Consumed" by Raf Simons.



3.1 Threads of Change

LESSON 7:

CONSUMERISM

Student Sample #2, Ethical Fast Fashion Blogger Project

I love clothes. And shoes. And bags. And accessories: belts, necklaces—even bowties. On a more serious note, I love fashion for its role in society as a driver of art, innovation, and challenging norms. However, a love of fashion often conflicts with a very important Sustainable Development Goal—Responsible Consumption and Production. A love for clothes in all their glory and variety might seem antithetical to trying to reduce consumption.

But just as the maxim "Being kind to others is being kind to yourself" is true for our relationships, it is also true for the consumption of clothing. A few years ago, I made the decision to look at my relationship with buying clothes, and it changed the way I look at fashion and put me in a better relationship with myself, the environment, and garment workers all over the world.

This year, I decided to take this topic to my classroom, as young people are often the easiest targets of brands advertising a new trend, new lifestyle, new everything all the time. It was one of my favorite units I have taught in my 11-year career as a teacher. Students were engaged because they both understood the urgent need for responsible consumption and the ubiquity of overconsumption in their everyday lives. They had frank conversations about whether knowing the truth would stop them from shopping at their favorite brands and how buying new things makes them feel. We also looked at fashion as an art form—a way to express individuality that brands have co-opted to actually make everyone look the same. Students created blog posts that investigated famous collections like "Consumed" by Raf

Simons, which comments on fashion's role in overconsumption, as well as informational posts designed to raise awareness about the true environmental and human costs of fast fashion.

By educating the next generation about the impacts of fast fashion, we empower them to make more responsible choices and contribute to a more sustainable future. It was an honor and a pleasure for me to use my role as an educator to push us one tiny step in that direction this year.



A sample of one of the collections students examined to learn about fashion as an art form and its effect on self-image: "Lumps and Bumps," by Rei Kawakubo.

Let's break down the psychological cost into two parts: the mental impact on consumers and the mental impact brought to the non-consumers through the environmental cost.

Let's talk about the mental impacts on consumers like us. The constant churning out of new styles makes people feel like buying the latest product is necessary for them to fit in modern society and the inadequacy – as people feel like they are not good enough if they are not wearing the seasonal trends. If the frequency of new trends and styles increased, the frequency of people buying new clothes would increase too.

"Cheap clothes are a "consolation" for you not being able to afford expensive things. They make you feel rich even though you are **not**."

Student Sample #1, Ethical Fast Fashion Blogger Project



NAVIGATING LIFE'S JOURNEYS: THE GLOBAL LENS OF THE "EXPERIENCES" UNIT

Almon Yao,
MYP and DP Chinese Language B



In our interconnected world, understanding the tapestry of human experiences is more crucial than ever. The DP 1 Chinese B "Experiences" unit, through its inquiry statement—"Explore and tell the stories of the events, experiences, and journeys that shape our lives"—equipped students with the tools to engage with global issues and analyze them from diverse cultural perspectives. This unit delved into the personal and communal narratives that defined us, starting with leisure activities, which were not just pastimes but also expressions of culture and identity across the globe. Whether it was soccer in South America or calligraphy in East Asia, these activities revealed the essence of communities.

As we journeyed through holidays and travel, students learned how these experiences were leisurely pursuits and vital connectors in our global society. They bridge distances, fostering understanding and appreciation for different ways of life. Life stories, at the heart of the unit, were individual narratives that collectively form the history of humanity. By examining these stories through an international lens, students gained insights into the struggles and triumphs that resonated across cultures.

Rites of passage were critical to the human experience, marking transitions and growth. The unit encouraged students to explore these rites not in isolation but as universal phenomena, reflecting on their significance in various societies.

Lastly, customs and traditions were the fabric of culture, and the unit prompted students to analyze their role in shaping societies. From weddings in India to festivals in Europe, understanding these practices helped students appreciate the diversity and interconnectedness of global communities.

Through the "Experiences" unit, students developed international mindedness by recognizing the common threads in our human journey while celebrating the rich diversity of cultural expressions. They learned to navigate global issues with empathy, respect, and an open mind, preparing them to become global citizens who could contribute positively to our shared world.

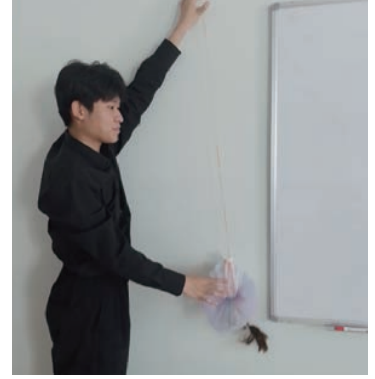
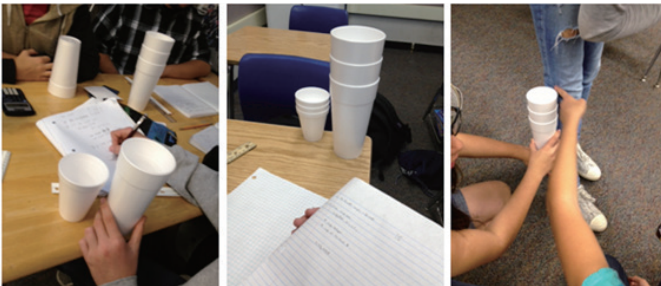
DOĞRUSAL MODELLEME: GERÇEK HAYAT SORUNLARINI ÇÖZMEDE KÜRESEL BİR PERSPEKTİF

Ayşe Tekin,
MYP/DP Math

Giderek daha bağlantılı hale gelen bir dünyada, karmaşık sistemleri anlamak ve tahmin etmek uluslararası işbirliği ve ilerleme için çok önemlidir. İstatistiksel analizlerin temel taşlarından biri olan doğrusal modelleme, tahminler ve gerçekçi karşılaştırmalar yapmamıza ve bilinçli kararlar almamıza olanak tanıyan güçlü bir araç sunar. Bu yıl matematik sınıfında DP-1 öğrencileri, iki farklı etkinlik ile doğrusal modellemeyi öğrendiler: oyuncak bebeği lastik ipe atma ve kağıt bardakları üst üste dizme oyunu.

Oyuncak bebeği lastik ipe atma etkinliğinde, öğrenciler bir bebeği belirli bir yükseklikten güvenli bir şekilde düşürmek için gereken lastik bant sayısını tahmin ederek doğrusal modellemeyi uygulamalı olarak keşfettiler. Bu etkinlik, öğrencilerin bebeği çeşitli yüksekliklerden tekrar tekrar düşürerek ve düşüş mesafesini ölçerek veri toplamalarını içerir. Bu verileri grafiğe dökerek ve doğrusal bir model oturttukları, öğrenciler en iyi uyum çizgisinin eğimini ve eksenlerle kesişimini yorumlamayı öğrendiler. Daha sonra modellerini kullanarak tahminler yaptılar ve matematiksel bilgilerini gerçek bir senaryoya uyguladılar.

Kağıt bardakları üst üste dizme etkinliğinde, öğrenciler pratik ve ilgi çekici bir görev aracılığıyla doğrusal ilişkiler ve eğitim kavramlarını keşfettiler. Öğrenciler, tek bir bardağın yüksekliğini ölçerek başladılar ve ardından her bardak ekledikten sonra toplam yüksekliği kaydederek birden fazla bardağı üst üste dizdiler. Verilerini grafiğe dökerek, ortaya çıkan doğrusal modeli gözlemlediler ve eğimi bardağın eklenen yüksekliği, y-kesimini ise tek bir bardağın başlangıç yüksekliği olarak tanımladılar. Bu etkinlikler, doğrusal denklemlerin gerçek dünya durumlarını nasıl modellediğini gösteren uygulamalı bir deneyim sağladı, öğrencilerin cebirsel ilkeleri anlama ve matematiksel modelleri yorumlama ve oluşturma becerilerini güçlendirdi.



LINEAR MODELING: A GLOBAL PERSPECTIVE ON SOLVING REAL-LIFE PROBLEMS

In an increasingly interconnected world, understanding and predicting complex systems is crucial for international collaboration and progress. Linear modeling, a cornerstone of statistical analysis, offers a powerful tool that enables us to make predictions, valid comparisons, and informed decisions. This year in DP 1, the students of the Mathematics: Applications and Interpretation class learned linear modeling through two different activities—the Barbie bungee challenge and the stacking paper cups game.

In the Barbie bungee activity, students engaged in a hands-on exploration of linear modeling by predicting the number of rubber bands needed to safely drop a doll from a predetermined height. This activity involved students collecting data by repeatedly dropping the doll from various heights and measuring the distance fallen. By plotting this data and fitting a linear model, students learned to interpret the slope and intercept of the best-fit line. They then used their model to make predictions, applying their mathematical understanding to a fun, real-world scenario.

In the stacking paper cups activity, students explored the concepts of linear relationships and slope through a practical and engaging task. Students began by measuring the height of a single cup and then stacked multiple cups, recording the total height after each addition. By plotting their data on a graph, they observed the linear pattern that emerged, identifying the slope as the height added per cup and the y-intercept as the initial height of a single cup. These activities provided a hands-on experience that illustrated how linear equations model real-world situations, reinforcing students' understanding of algebraic principles and enhancing their ability to interpret and construct mathematical models.

启迪国际情怀： 海上丝绸之路与探 索者的教育之旅



作为一名教育者，我时刻关注着学生们的成长和学习过程。最近，学生们通过制作海上丝绸之路的海报以及分享他们扮演的探索者的自传，给我留下了深刻的印象。站在老师的视角，我想探讨一下这个教育项目如何激发学生们的国际情怀，以及我们应该如何引导他们更好地理解 and 融入这个多元世界。

首先，让我们来看看学生们制作的海报。海报上的图画展现了古老的船只在辽阔的海洋上穿行，呈现出一幅生动而震撼的画面。这不仅是对历史的还原，更是对国际贸易、文化交流的一个生动缩影。从这些图画中，我看到了学生们对历史的好奇心和对世界的向往。这种对过去的追溯，对人类文明的尊重，培养了他们对国际事务的敏感性。

作为老师，我认为这个项目不仅仅是一次对知识的学习，更是一次激发学生国际情怀的机会。通过了解古代的贸易路线，学生们拓展了对不同文化、地理的认识。这是培养国际情怀的第一步——开阔视野，理解多元文化。

INSPIRING INTERNATIONAL MINDEDNESS: THE MARITIME SILK ROAD AND THE EXPLORERS' EDUCATIONAL JOURNEY

Apple Liu, PYP Chinese Teacher

As an educator, I am always attentive to my students' growth and learning processes. Recently, I was deeply impressed by their creation of posters on the Maritime Silk Road and their sharing of autobiographies as explorers. From a teacher's perspective, I want to explore how this educational project can inspire students' international mindedness and how we can guide them to better understand and integrate into this diverse world.

First, let's take a look at the posters made by the students. The illustrations on the posters show ancient ships sailing across the vast ocean,

presenting a vivid and striking image. This is a restoration of history and a vivid miniature of international trade and cultural exchange. From these images, I see the students' curiosity about history and their yearning for the world. This tracing back to the past and respecting human civilization cultivates their sensitivity to international affairs.

This project is not only a learning of knowledge but also an opportunity to inspire students' International Mindedness. Students expand their understanding of different cultures and geography by understanding ancient trade routes. This is the first step in cultivating International Mindedness—broadening horizons and understanding diverse cultures.

Next, through sharing their autobiographies as explorers, students demonstrate how they faced the unknown and cooperated with companions from different regions in the virtual world. In this process, they are playing the roles of historical figures and cultivating cross-cultural communication and cooperation skills through this interactive experience. This is the second step in cultivating International Mindedness—establishing connections with others and learning to respect differences.

From an educational perspective, this project also stimulates students' active pursuit of knowledge. Through

接下来，学生们通过分享扮演探索者的自传，展示了他们在虚拟的世界中如何面对未知，如何与来自不同地区的同伴合作。这个过程中，他们不仅仅是扮演了历史中的角色，更是通过这种互动体验，培养了跨文化沟通和合作的能力。这是培养国际情怀的第二步——与他人建立联系，学会尊重差异。

从教育的角度来看，这个项目还激发了学生们对知识的主动追求。通过制作海报和撰写自传，他们不仅仅是在被动地接受信息，更是在主动地挖掘、整理、表达自己对知识的理解。这种主动性培养了他们解决问题、探索未知的勇气和能力。而这正是培养国际情怀的第三步——拥有积极的学习态度，不断成长。

总的来说，海上丝绸之路与探索者的教育项目是一次成功的尝试，它在学生们心中点燃了对国际情怀的火焰。作为老师，我们要善于发现这些闪光点，引导学生在学习的过程中不仅仅是获取知识，更是培养一种全球视野、国际胸怀的精神。只有这样，我们的学生才能真正地融入这个世界，构建更加和谐、美好的社会做出积极的贡献。

making posters and writing autobiographies, they are not just passively receiving information but actively exploring, organizing, and expressing their understanding. This initiative cultivates their courage and ability to solve problems and explore the unknown. This is the third step in cultivating international mindedness—having a proactive learning attitude and continuous growth.

In summary, the educational project on the Maritime Silk Road and explorers is a successful attempt to ignite the flame of international mindedness in students' hearts. As teachers, we are at identifying these shining points and guiding students to acquire knowledge and cultivate a spirit of global vision and international mindedness during the learning process. Only in this way can our students truly integrate into the world and positively contribute to building a more harmonious and beautiful society.



EARTH'S GUARDIANS: STUDENTS SHARE THE PLANET

*Olanike Kolapo, Diana Tolordava, Hailey Chen,
Azalea Cottage (Grades 1- 3) Teachers*

This term, Azalea students immersed themselves in the PYP transdisciplinary theme "Sharing the Planet," exploring the central idea that people consume Earth's resources to sustain life. This unit enhanced their understanding of environmental issues and fostered international mindedness by emphasizing our global responsibility to protect the planet.

Grade 1 students delved into the topic of water, learning about the water cycle, various water bodies, and the importance of conserving this vital resource. Grade 2 focused on resources and waste reduction. They examined the different types of natural resources, the impact of waste on the environment, and ways to minimize waste. Grade 3 tackled the critical issue of extinction, studying endangered species and the factors contributing to their decline.

Throughout the unit, students engaged in various learning activities. They conducted experiments, participated in discussions, created posters, and collaborated on research tasks. These activities helped them develop critical IB Learner Profile attributes such as being thinkers, principled, and caring.



The summative assessment for this unit was a school-wide campaign where students shared their newfound knowledge with the community. They created posters, performed songs, and staged mini role-plays to raise awareness about the importance of conserving resources and protecting our planet. This campaign demonstrated their understanding of the topics and highlighted their ability to take responsible action.

The unit incorporated the United Nations Sustainable Development Goals (SDGs), particularly Goal 6 (Clean Water and Sanitation), Goal 12 (Responsible Consumption and Production), and Goal 15 (Life

on Land), which emphasized the importance of sustainable practices. By addressing these global challenges, Azalea students developed a sense of international mindedness, understanding that their actions can make a difference on a global scale.

In conclusion, the "Sharing the Planet" unit was a powerful educational experience. It empowered our students with the knowledge and skills to address environmental issues, fostered a sense of global responsibility, and inspired them to take action to protect our planet.



GROWING WITH OUR STUDENTS: AN SEN ESSAY

Barry Ahern, BEG EAL Coordinator

International Mindedness, a core principle of the International Baccalaureate (IB) philosophy, involves understanding, respecting, and valuing diverse perspectives and cultures. As a language teacher, I integrate these principles into my teaching, particularly when working with students facing unique challenges. One such student, who has both inattentive and impulsive ADHD, began the year at a pre-A1 level on the CEFR and progressed to an A2 level despite these challenges. This essay highlights how International Mindedness informed my approach in supporting this student's growth.

International Mindedness starts with recognizing and respecting the unique needs of each student. For this student, it was essential to understand how ADHD affected his learning and behavior. I adapted my teaching strategies to accommodate his attention span and impulsivity. Lessons were structured with clear, concise instructions, and

frequent breaks were included to help maintain his focus. I also incorporated as much movement as possible into lessons. For example, when learning about prepositions of place, I brought the student around the school and asked him to locate specific classrooms. These adaptations created a respectful learning environment where he felt understood, supported, and engaged.

Multilingualism is an essential component of International Mindedness. Recognizing the student's initial struggles with language, I became more relaxed

with the usage of Chinese, allowing him to use his native language as a bridge to learning English. This strategy facilitated comprehension and honored his linguistic background, reinforcing his self-esteem and identity. As he gained confidence in English, we transitioned to more immersive language activities, celebrating his progress and encouraging further language development. This celebration of his progress was a testament to the effectiveness of our approach and a source of encouragement for all involved.

Creating an inclusive classroom environment was vital for this student's integration into school. It was a collaborative effort, where I worked closely with other teachers, counselors, leadership, and his family to ensure a holistic support system. Each of us played a crucial role, and our collective efforts made a significant difference in the student's experience.

Incorporating International Mindedness in teaching a student with inattentive and impulsive ADHD required a compassionate, flexible approach tailored to his unique needs. I facilitated his academic and personal growth by promoting global engagement, encouraging multilingualism, building a supportive environment, and continuously reflecting on practices. This journey highlighted the profound impact of International Mindedness in creating inclusive, enriching educational experiences for all students.



CELEBRATING GLOBAL UNITY: TENTH-GRADE STUDENTS SHOWCASE INTERNATIONAL MINDEDNESS AT CHINESE NEW YEAR TEMPLE FAIR

Bowen Li, MYP Chinese Language A

MYP 5 students led a diverse and engaging activity at the Chinese New Year temple fair, where they presented International Mindedness with a harmonious blend of global games, activities, and cuisine. With a focus on inclusivity and cultural diversity, the students curated a vibrant selection of offerings to showcase their International Mindedness.

The event featured Korean fish cakes, Japanese Okonomiyaki, and the traditional Japanese game Kendama, adding a touch of cultural authenticity to the celebration. German sausages and a quiz on German knowledge were also introduced, allowing attendees to immerse themselves in a different cultural experience. Amidst these multicultural offerings, the iconic Chinese Tanghulu symbolized the students' appreciation for their own heritage while embracing global diversity. Fusing flavors and activities highlighted the students' commitment to promoting cross-cultural understanding and unity.

The students' dedication to fostering cultural exchange was evident in their enthusiastic approach to the event, a clear reflection of their unwavering

belief in the power of inclusivity and mutual respect. By embracing cultural pluralism, they emphasized the importance of celebrating differences and building connections across borders, reassuring all who witnessed their efforts about the values of the future generation.

As the temple fair concluded, the students' advocacy for internationalism resonated with attendees, showcasing their proactive readiness to bridge cultural gaps and promote unity through diversity. Their inclusive mindset and genuine appreciation for diverse cultures exemplified a spirit of global citizenship and a celebration of the richness that comes from cultural exchange, encouraging all who participated in the festivities.

The students' involvement in the Chinese New Year temple fair exemplified their commitment to embracing diversity with open hearts and minds. It was a testament to the transformative nature of cultural exchange and the enduring spirit of unity amidst differences, leaving a legacy of goodwill and international understanding for all who participated in the festivities.



在春节庙会上，十年的学生们策划了一场充满国际元素且极具吸引力的活动，展示了他们的全球视野和包容性。为了丰富参与者的体验，他们精心准备了各种国际美食，如韩国鱼糕、日式大福，并引入了日本传统的“剑玉”游戏。此外，学生们还组织了一场德国文化知识竞猜，与中国的传统彩灯活动相呼应，将外国文化巧妙地融入本土氛围中。

在这些丰富多彩的国际元素中，学生们也不忘展示中国的传统文化。标志性的中国糖葫芦成为庙会上的重要体验项目之一，参与者可以亲手制作并品尝这一传统美食，这既体现了学生

们对自己文化的自豪，也展示了他们对全球文化多样性的接纳和尊重。

美食与活动的完美结合，充分展现了学生们为促进跨文化交流与理解所付出的努力。他们对文化交流的热情投入，体现了对包容性和互相尊重的深刻理解。通过拥抱文化多样性，学生们强调了庆祝差异和跨国界建立联系的重要性。

随着庙会的落幕，学生们对国际情怀的倡导引起了与会者的共鸣，展现了他们通过多样性促进团结的愿景。他们的包容性思维和对不同文化的真诚赞赏，彰显了全球公民意识和对文化交流丰富性的高度赞誉。

总的来说，学生们在春节庙会上的表现，展示了他们愿意以开放的心态拥抱文化多样性的承诺。这不仅是对文化交流具有深远意义的实践，也体现了在差异中寻求团结的坚定意志，为所有参与者留下了一份关于友好和国际情怀理解的宝贵遗产。



EXPLORING QINGDAO BUXI MARKET: A JOURNEY OF CHINESE LANGUAGE PRACTICE AND INTERNATIONAL MINDEDNESS

Cecilia Wang, EAL & Chinese Language B Teacher

How can we integrate Chinese language teaching into real-life situations? How can we connect Chinese language teaching with cross-cultural communication? This year, students have studied the 'Celebration' and 'Shopping' units, so why not take them to explore a real Chinese market? Thus, we visited Qingdao Buxi Market.

This unique and unforgettable experience not only allowed students to experience the authentic culture of a Chinese market but also cultivated their International Mindedness, which aligns closely with the United Nations Sustainable Development Goals (SDGs). This was a perfect opportunity for our students to step out of the classroom and immerse themselves in an authentic Chinese environment, enhancing their Chinese communication skills, fostering teamwork, and increasing their understanding and respect for different cultures.

In the market, students were required to complete shopping tasks and ask vendors about various items, such as how to make *zongzi* and the customs of traditional festival celebrations. All the students demonstrated excellent language skills and team spirit, completing their tasks within the allotted time. This ability to engage in cross-cultural communication and cooperation is a crucial part of International Mindedness.

After completing their shopping tasks, our students displayed impressive empathy and kindness. They proactively suggested sharing the purchased items with fellow students and school staff, spreading love and gratitude to more people. This act of care and appreciation reflects their humanistic qualities and aligns with the United Nations Sustainable Development Goals of Quality Education and Reduced Inequalities (SDG 4 and SDG 10).

This activity was a practice of the Chinese language and an experience of cross-cultural exchange. Students stepped out of their comfort zones, interacted with locals, and experienced the unique charm of Chinese market culture. This market trip undoubtedly contributed to cultivating the students' International Mindedness and practicing the United Nations Sustainable Development Goals, laying a solid foundation for their future as global citizens.



探索青岛埠西市场： 学生们的中文交流与国际视野之旅

如何将中文教学落地到实际生活中？如何将中文教学和跨文化交流联系在一起？今年学生们学习了‘庆祝’和‘购物’这两个单元，我以我想，那么为什么不带着孩子们去实地探访中国的市场呢？于是我们来到了青岛埠西市场。

这次独特而难忘的体验，不仅让学生们近距离感受了中国最正宗的市场文化，还培养了他们的国际视野（International Mindedness），这也与联合国可持续发展目标（SGOs）紧密结合。对于我们的学生们来说，这是一个绝佳的机会，脱离课本，置身于真实的中文环境中，锻炼他们的中文交流能力，培养团队协作意识，并增进对不同文化的理解和尊重。

在市场里，学生们不仅需要完成购物任务，还要向摊主们询问有关物品的信息，比如如何制作粽子，传统节日的庆祝形式等。所有孩子们都展现了出色的语言能力和团队协作精神，在规定时间内完成了购物任务。这种跨文化交流和协作能力正是国际视野的重要组成部分。

当购物任务结束后，我们的学生们展现出了令人惊叹的同理心和善良。孩子们主动提议将购买的物品与学生和学校的教职工们分享，将爱与感恩传递给更多的人。这种关爱和感恩的行为不仅体现了他们的人

文素养，也与联合国可持续发展目标中的优质教育和减少不平等（SDG 4 和 SDG 10）密切相关。

这次活动不仅是一次中文实践，更是一次跨文化交流的体验。学生们走出了自己的舒适区，与当地人交流，体验了中国市场文化的独特魅力。这次市场之旅无疑是对学生们国际视野的培养和对联合国可持续发展目标的实践，为他们未来成为全球公民打下坚实的基础。



POETRY AND MONSTERS: CREATIVE INSPIRATIONS FOR MUSIC MAKING

Charla Esser, BEC Arts Director & PYP Music

The Universal Language of Music: Communicating Across Borders

In our recent unit of inquiry in music class, we delved into communication beyond spoken and written language, focusing on how music can serve as a universal medium of expression. This exploration underscored the idea that while we may speak different tongues, music allows us to transcend linguistic barriers and connect on a fundamental human level.

The Language of Music:

Music, often referred to as a universal language, has the power to convey emotions, tell stories, and express ideas without the need for words. In our class, we embraced this notion by using music as a tool to communicate and express ourselves. This approach aligns perfectly with the IB Learner Profile attribute of being communicators, but with a twist; instead of mastering multiple spoken languages, we mastered the language of music.

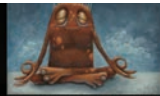
Project Overview:

Monsters, Limericks, and Melodies

Our project began with each student selecting an image of a cute monster. These monsters became the subjects of our creative exploration. The students were tasked with writing a limerick about their chosen monster. A limerick's distinctive rhythm and rhyme scheme provided a structured

CREATIVE PROCESS

Limerick Rubric and Rules				
Line 1	Rhyme A	8 or 9 syllables	Weak beat Pick-up notes before the down beat	3 strong beat stressed syllables DUM da da DUM da da DUM
Line 2	Rhyme A	8 or 9 syllables	Weak beat Pick-up notes before the down beat	3 strong beat stressed syllables DUM da da DUM da da DUM
Line 3	Rhyme B	5 or 6 syllables	Weak beat Pick-up notes before the down beat	2 strong beat stressed syllables DUM da da DUM
Line 4	Rhyme B	5 or 6 syllables	Weak beat Pick-up notes before the down beat	2 strong beat stressed syllables DUM da da DUM
Line 5	Rhyme A	8 or 9 syllables	Weak beat Pick-up notes before the down beat	3 strong beat stressed syllables DUM da da DUM da da DUM



There once was a monster named **Clay**.
He sat peaceful thinking all **day**.
His hairs they did **light**
'Cause his soul felt so **bright**
And now he loves "ZEN" all the **way**..

Turn your POETRY into a song!! Ternary Form



yet creative way to describe and bring the monsters to life.

*"There once was a monster named Zed,
With a big, fuzzy body of red.
He danced through the night,
In the pale moonlight,
And dreamed of the days that he led."*

The next step was to create a melody for their limerick. This was where the students truly explored the language of music. They considered the emotions and characteristics they wanted to convey through their melody. Should it be upbeat and cheerful, reflecting a playful monster? Or should it be slow and mysterious, hinting at a monster with secrets?

The Creative Process

Melody creation involves several musical elements: rhythm, pitch, dynamics, and tempo. The students experimented with these elements to match the tone of their

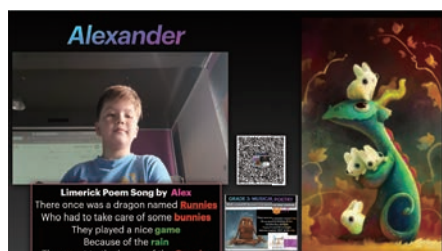
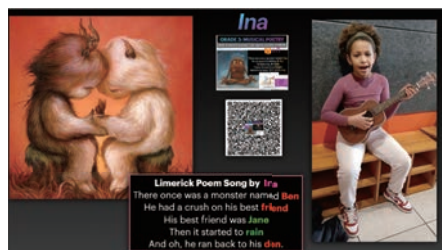
limericks. This process enhanced their understanding of musical composition and their ability to convey complex ideas and emotions through sound. For instance, one student described their monster as shy and gentle. To reflect this personality, they chose soft, slow notes with a gentle rhythm. Another student, whose monster was described as mischievous and energetic, created a fast-paced, lively melody with playful jumps in pitch.

International Mindedness Through Music

This project highlighted how music serves as a bridge across cultures. While each student's limerick and melody were unique, the underlying process of using music to express ideas was universal. This reflects the core of International Mindedness: recognizing and appreciating our common humanity while celebrating our diverse ways of expression.

Conclusion

Through this unit of inquiry, our students demonstrated that being a communicator goes beyond mastering multiple spoken languages. This project reinforced the idea that while we may come from different parts of the world and speak different languages, music is a powerful tool that unites us all.





USING MATHEMATICS TO SUSTAINABLY DEVELOP FARMING AND CITIES

*Christopher Lehane-Kendrick,
Mathematics HOD*

This year, MYP 4 Extended Mathematics students used different methods to investigate sustainability.

They focused on two UN SDGs:

Goal 2: Zero Hunger

Goal 11: Sustainable Cities and Communities

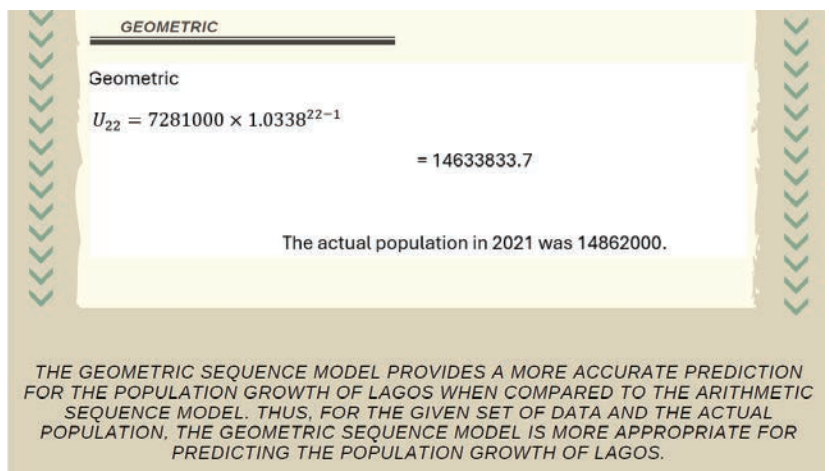
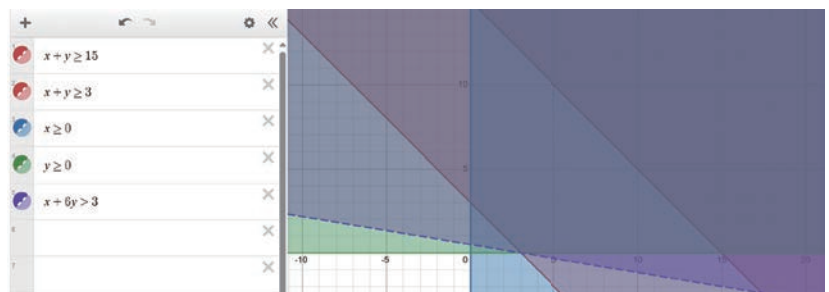
The first goal was used as a lens to explore farming. Students considered a simplified farming scenario where a farmer could choose between two crops, each with different nutrients. The goal was to find the most cost-effective way the farmer could manage their crops to ensure they received the required nutrients.

This was achieved through a practical application of mathematics called linear modeling. Students considered the

requirements and constraints of the problem, converting them to inequalities before graphing them. They then calculated the Object Function which needed to be optimised (in this case, cost). By finding the vertices of their feasible region in their graph, they were able to calculate how many of each crop the farmer should grow.

MYP 4 also considered Goal 11, this time by using sequences to decide if cities were developing sustainably. To do this, they chose a city with an increasing population and a resource the city's residents require. By modeling the population growth and the growth of the resource using arithmetic and geometric sequences, students were able to ascertain whether the city was developing enough of that resource to meet future demand. They researched and discussed real-world examples such as Lagos and electricity production, Beijing and road availability, and Hamburg and housing availability.

By using mathematics to explore global issues such as the UN SDGs, students gained a deeper understanding of how mathematics informs decisions that impact people's lives.





DEVELOPING INTERNATIONAL MINDEDNESS THROUGH MMUN AND HUMANITIES

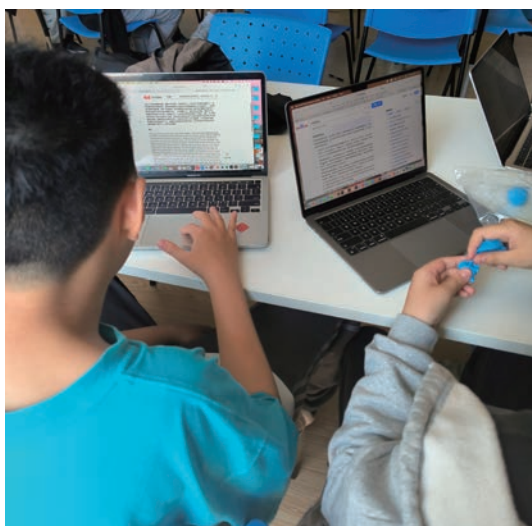
Cynthia Okoth,
MYP Humanities & MMUN Advisor

In the MYP Humanities and Montessori Model United Nations programs, International Mindedness has been seamlessly integrated throughout the year. We delved into diverse topics such as cultures, resource use, belief systems, and global political challenges, including space

threats, desertification, population change, and conflicts. Additionally, we emphasized the significance of Sustainable Development Goals (SDGs) in promoting International Mindedness.

Through the multi-case studies approach in the exploration of these topics, students gained a wealth of knowledge and understanding of the experiences, perspectives, and attitudes of local, regional, international, and global communities. This broad perspective helped students recognize the common challenges faced worldwide and appreciate the different approaches and solutions to these issues. Understanding the SDGs, such as peace, justice and conflict management, and climate action, also reinforced the interconnectedness of global issues and the collective responsibility required to address them. This was crucial in fostering intercultural awareness and empathy, encouraging students to take proactive steps both locally and globally. They were inspired to use social media and other platforms to advocate for community action and positive change, actively promoting global sustainability.

Additionally, students developed a deeper insight into the importance of collaboration and coordinated international efforts in promoting a sustainable world. They learned that individual actions, whether positive or negative, collectively impact the global community. This realization was key in inculcating in them a sense of responsibility to strive to be the best versions of themselves, contributing to a better world. This sense of responsibility is a testament to their commitment to positive change.



EMBRACING INTERNATIONAL MINDEDNESS IN CHINESE LANGUAGE AND LITERATURE STUDY AND CAS PROJECT IN VIETNAM

Dr. Vivian Cui, MYP/DP Chinese A, CAS Coordinator

In an increasingly interconnected world, International Mindedness has become a crucial aspect of education. This concept is not just about understanding different cultures but also about engaging with them actively and thoughtfully. Teaching Chinese Language and Literature with an international mindset involves a delicate balance between honoring the students' native cultures and exposing them to global perspectives. This year, in our Chinese Language and Literature class, the syllabus included more incorporation of multicultural texts. Introducing literature from various cultures alongside traditional Chinese texts can help students appreciate the diversity of thought and expression. To improve students' comparative analysis writing skills, they are encouraged to compare and contrast themes, styles, and cultural references in Chinese literature with those from other cultures, fostering a deeper understanding of cultural nuances.

International Mindedness also means navigating cultural conflicts and conversations. Discussing cultural conflicts within the texts can lead to insightful discussions about how these conflicts are resolved or perpetuated and what lessons can be learned from them. At the same time, encouraging students to explore the fusion of cultures, such as the influence of Western literature on modern Chinese writing, can help them appreciate the dynamic

nature of cultural exchange.

This year, the CAS project in a village near Hanoi offered students a unique opportunity to step out of their comfort zones and engage directly with a different culture. By participating in road construction and repair, students were not only gaining a hands-on understanding of the challenges faced by people in different parts of the world but also making a significant contribution to the local community. Living and working in a Vietnamese village allows students to immerse themselves in the local culture, learning about traditional customs, social structures, and daily life.

Students can undertake research projects that explore the impact of development projects on local communities, the role of infrastructure in economic development, or the cultural significance of community service.

By integrating this mindset into the teaching of Chinese Language and Literature and applying it in real-world community service projects, we can foster a generation of students who are not only knowledgeable about different cultures but also capable of engaging with them in meaningful ways. The journey from the classroom to the village roads of Hanoi is a powerful testament to the transformative power of education to inspire action and change perspectives.



在中文语言文学学习与 CAS 项目中拥抱国际视野

在一个日益互联的世界中，国际视野已成为教育的关键方面。这一概念不仅仅是关于理解不同文化，还涉及到积极和深思熟虑地与它们互动。

以国际视野教授中文语言文学涉及在尊重学生本土文化和向他们展示全球视角之间取得平衡。今年，在我们的中文语言文学课上，课程大纲包括更多地融入多元文化文本。将来自不同文化的文学与中国传统文学一起介绍，可以帮助学生欣赏思想和表达的多样性。为了提高学生的比较分析写作技能，鼓励学生比较和对比中国文学与其他文化中的主题、风格和文化参照，培养对文化细微差别的更深层次理解。

国际视野还意味着导航文化冲突和对话。在文本中讨论文化冲突可以引发有关这些冲突如何得到解决或持续存在，以及从中可以学到什么教训等富有洞见的对话。同时，我鼓励学生探索文化的融合，例如西方文学对现代中文写作的影响，可以帮助他们欣赏文化交流的动态性质。

越南河内附近的村庄社区服务项目为学生提供了一个独特的机会，让他们走出自己的舒适区，直接与不同的文化进行互动。通过参与道路建设和维修，学生们不仅为当地社区做出了贡献，而且还亲身体会到了世界各地人们面临的挑战。在越南村庄生活和工作使学生能够深入体验当地文化，学习了解传统习俗、社会结构和日常生活。学生可以开展研究项目，探索发展项目对当地社区的影响、基础设施在经济发展中的作用，或社区服务的文化意义。

通过将这种思维方式融入中文语言文学的教学中，并将其应用于现实世界的社区服务项目中，我们可以培养出一代学生，他们不仅对不同文化有知识，而且能够以有意义的方式与它们互动。



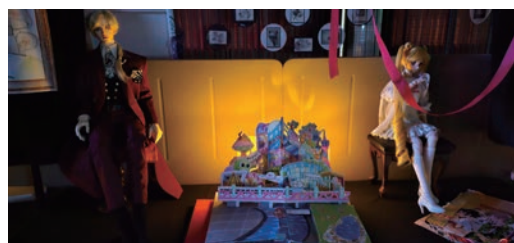
DEVELOPING INTERNATIONAL MINDEDNESS IN THE QAIS COMMUNITY THROUGH ART

Dr. Helen Ding, MYP/DP Art Teacher; Director of the Phoenix Art Academy

The recently concluded IBDP 2 Visual Arts & Phoenix Art Academy Grand Art Exhibition of 2024 was a testament to our students' creative prowess and introspective journey. Under the theme "Who Am I?" students embarked on a profound exploration of identity through the medium of art.

Throughout the exhibition, students showcased their self-portrait artworks in various media and forms, each piece serving as a window into their evolving sense of self. From traditional paintings to digital compositions, the diversity of expressions highlighted the depth and complexity of personal identity. The journey of self-discovery was evident in the artistic evolution displayed by our students. Through meticulous brushstrokes, intricate detailing, and innovative techniques, each artwork revealed a unique narrative of self-exploration and growth. As students delved deeper into the theme, they demonstrated a heightened understanding of self-portraiture and its significance in reflecting individual identity.

One of the exhibition's highlights was the students' focus on refining their cultural identity. With a keen eye on their roots and ancestral heritage, students incorporated elements of their cultural background into their artworks. This integration of cultural motifs and symbolism added layers of depth to their self-portraits, reflecting the richness of their identities and the interconnectedness of past and present.



Moreover, the exhibition encouraged students to reflect on their personality traits and explore diverse artistic styles. By embracing experimentation and incorporating different artistic elements, students expanded their creative horizons and nurtured their artistic voices. This holistic approach fostered personal growth and instilled in them a sense of global citizenship as they learned to appreciate the diverse perspectives and experiences that shape our world.

As we celebrate the conclusion of yet another successful art exhibition, let us applaud the dedication and creativity of our students. Their artworks not only adorn the walls of our school but also serve as mirrors reflecting the multifaceted nature of human identity. Through art, they have embarked on a journey of self-discovery, paving the way for continued growth and exploration.

In the words of Picasso, "Every child is an artist. The problem is how to remain an artist once we grow up." May our students continue to nurture their artistic spirits and embrace the beauty of self-expression as they navigate the intricate tapestry of identity.





FAIRLY ELECTRIC: PROMOTING INTERNATIONAL MINDEDNESS AND SUSTAINABLE DEVELOPMENT IN MYP 3 SCIENCES

Evan Brewster, MYP Science

In our MYP 3 sciences class, we embarked on a unit titled 'Electricity and Magnetism.' The statement of inquiry, 'How fair is the distribution of energy through electricity for the world's population?' not only prompted but empowered students to delve into global issues related to energy access and equity. The global context of fairness and development, along with the key concept of change and related concepts of energy and transformation, provided a rich framework for meaningful discussions and learning experiences, reinforcing the students' role in understanding and addressing these crucial issues.

The unit focused on Sustainable Development Goals (SDGs) 7 and 10, which aim to ensure affordable and clean energy for all and to reduce inequalities. The idea is that equitable access to energy is crucial for sustainable development. Our unit questions included:

- ***What are the current disparities in energy access worldwide?***
- ***How does the lack of energy access affect communities and their development?***
- ***What changes can be made to ensure fair distribution of energy?***

To help students understand the global disparities in energy distribution, we started with an analysis of a map of the Earth at night. This map vividly illustrated the uneven distribution of artificial light

across the planet, highlighting areas with abundant electricity and those with little to none. This visual tool served as a powerful entry point for discussions on energy equity.

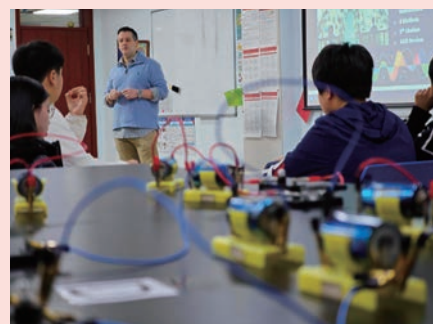


Students then engaged in an assessment that involved examining global electricity distribution data. They calculated the average electricity consumption per person for various countries and compared this with the percentage of the population that has access to electricity. This activity allowed students to identify patterns and anomalies in the data, fostering a deeper understanding of how energy availability impacts daily life in different regions.

Students also reflected on the IB Learner Profile attributes they developed during the unit. They highlighted how being knowledgeable, principled, and open-minded not only helped them understand but also enlightened them about the importance of

equitable energy distribution and the need for sustainable solutions. This growth in understanding and enlightenment was a significant accomplishment for each student.

By integrating the concepts of International Mindedness and SDGs into our curriculum, students gained a deeper understanding of global issues and the importance of fairness in energy distribution. This unit not only enriched their scientific knowledge, making them feel more knowledgeable, but also fostered a sense of global responsibility and commitment to making a positive impact in the world.



SUSTAINABLE GOALS IN DESIGN

Gannett Cassidy,
G4-5 STEAM and MYP Design Teacher

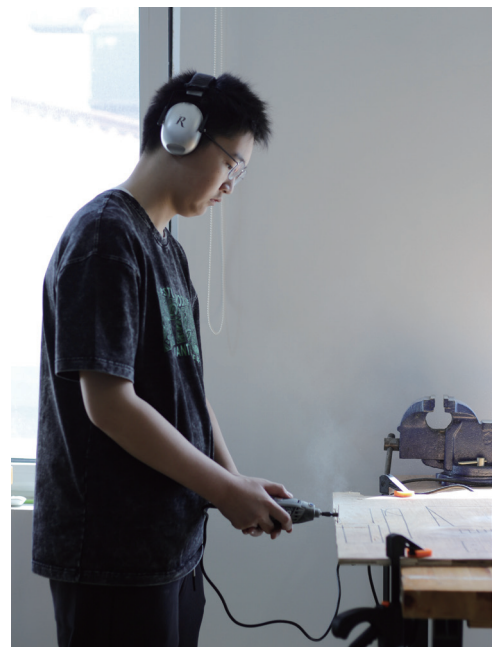
The Design curriculum at Qingdao Amerasia International School is a vibrant and dynamic program that intricately weaves the principles of design with the UN Sustainable Development Goals (SDGs). By aligning each unit with specific SDGs, the curriculum enhances students' design and technological skills and instills a sense of responsibility and global citizenship. Through projects emphasizing sustainability, innovation, and quality education, students learn to see the broader impact of their work and are encouraged to think critically about how they can contribute to a more sustainable and equitable world.

In MYP 1, the "Community Action through Design" unit empowers students to choose and address an important local issue in Qingdao, such as gender equality (SDG 5) or air pollution (SDG 13). Students engage deeply with real-world problems and develop practical, impactful solutions by selecting topics that resonate with their immediate environment and community. This project focuses on communicating their chosen issues through abstract or realistic sculptures, creating models that effectively convey their message to the community. Students learn to connect their design work to broader societal impacts, making tangible contributions to their community while aligning with the SDGs.

As students progress to MYP 2 and MYP 3, the focus shifts to more sophisticated aspects of design and its impact on society. In MYP 2, the "Make:Able" unit connects with SDG 3, which focuses on good health and well-being. In this unit, students design assistive devices, learning to create solutions that improve the quality of life for people with disabilities. This hands-on project emphasizes empathy and innovation, teaching students how design can be used to meet the needs of diverse populations. Seeing the students' commitment to developing these assistive devices is inspiring as they engage deeply with the real-world implications of their designs.

MYP 3's "Sustainable Sounds" unit supports SDG 12, responsible production and consumption. Students used recycled materials and Dreamlab tools to create their own musical instruments inspired by the Recycled Orchestra of Paraguay. By the end of the project, students recognized how difficult, yet important, it is to repair and reuse old materials instead of purchasing new products.

Overall, it's incredibly rewarding to see our students at Amerasia use their design skills to address global issues and contribute positively to society. By linking their projects to the SDGs, they gain valuable insights into how their work can make a real difference. It's not just about learning design principles but about shaping compassionate, innovative thinkers ready to tackle the challenges of tomorrow. Watching them grow and develop these skills fills me with optimism for the future they will help create.



WANDERING IN QINGDAO

Gloria Qiao, Grade 4 TA & Chinese Teacher

This year, third-grade students in the Chinese native class explored an inquiry activity named "Wandering in Qingdao -City Walk."

Strolling through the beautiful coastal city of Qingdao, you can feel the weight of history and the blend of cultures. The architecture of Qingdao is a witness to its historical changes, with each building telling a different story. Starting from the old town, more than ten German-style buildings were presented to the students. The red brick walls, gray tiles, and green roofs gently narrate Qingdao's century-old changes.

Third-grade students gathered at the train station. They observed the architecture of the train station and compared it with pictures of the old Qingdao train station. Through this comparison, they appreciated the Gothic-style southern corner bell tower and felt the modern atmosphere of the station.

Walking through the streets of the old city, surrounded by the colors of green and blue, we arrived at the old Qingdao municipal government. The students touched the brick walls full of historical significance, stepped on the granite steps, and listened to the stories about the old municipal government.

The students have gained a deeper understanding of Qingdao's architecture through this study tour. At the same time, they also have a deeper appreciation for the city of Qingdao, where we live.



漫步青岛，感受历史变迁

高阁古道纵横
千年文化久长

在跨学科探究单元——建筑与结构学习中，三年级的学生为了深入了解青岛的建筑历史，进行了实地探究学习——漫游青岛。

漫步于青岛这座美丽的海滨城市，你可以感受到历史的厚重和文化的融合。青岛的建筑是其历史变迁的见证者，每一座建筑都诉说着不同的故事。从老城区开始，十多栋德式建筑展现在学生的眼前，红色的砖墙、灰色的瓦砾、绿色的屋顶，无不在向学生娓娓道来青岛的百年变迁。

三年级的学生在火车站集合。学生们观察了火车站的建筑和老青岛火车站的图片。通过对比，既欣赏了哥特式风格的南角钟楼，又感受到了充满现代气息的车站。

穿过旧城区的街道，在带青带绿的色彩之中，我们抵达了青岛老市政府。学生们抚摸着充满历史意义的砖墙，踩在花岗岩的台阶上，听着关于老市政府的故事。

通过此次研学，学生们对青岛的建筑有了更加深入的了解。同时，也对青岛这座我们生活的城市有了更深入的理解。



CONFLICT RESOLUTION THROUGH INTERNATIONAL MINDEDNESS

*Coleten Tillett, Gloria Qiao, William Liu,
Grade 4 Teachers*

A group of fourth-grade students embarked on a transformative educational journey during their first Unit of Inquiry. Their mission: to understand and apply International Mindedness and the United Nations' sustainability goals through the lens of conflict and resolution. The classroom buzzed with excitement as they delved into their central idea: "Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved."

The exploration began with an inquiry into the causes of conflict. Through stories, historical events, and current global issues, the students identified various triggers of disputes. They examined how misunderstandings, competition for resources, and differing beliefs could escalate into larger conflicts. This inquiry broadened their understanding of the world and helped them empathize with those facing conflicts daily.

Next, the young learners tackled conflict resolution and management strategies. They learned about negotiation, mediation, and the importance of communication in resolving disagreements. Role-playing activities allowed them to practice these skills, stepping into the shoes of peacemakers. By analyzing successful resolutions in history and their immediate environment, the students saw firsthand how positive actions and reactions could lead to peaceful outcomes.

The lessons on conflict resolution were timely as they coincided with the UN's International Day of Peace. The students explored the significance of this global observance, understanding it as a day dedicated to strengthening the ideals of peace within and among all nations and peoples. They reflected on what peace means to them personally and collectively, creating art, writing essays, and engaging in discussions about why a peaceful world is vital.

Another critical line of inquiry was the consequences of conflict resolution. Students learned that resolving conflicts peacefully can lead to stronger relationships,



enhanced cooperation, and a more harmonious community. They also discussed the negative impacts of unresolved conflicts, such as ongoing violence, displacement, and social unrest. These discussions tied back to the UN's sustainability goals, particularly those focusing on peace, justice, and strong institutions. By integrating these global concepts into their learning, the fourth graders developed a deep appreciation for each individual's role in fostering peace. They understood that their actions and reactions could contribute to a more peaceful world. This newfound awareness was not limited to their classroom; the students were inspired to bring these principles into their homes, communities, and beyond.

In celebrating the International Day of Peace, the fourth-grade class honored the day's essence and internalized its message. Their journey in understanding conflict and resolution through International Mindedness and the UN sustainability goals has planted seeds of peace that will continue to grow, shaping these young minds into thoughtful, compassionate global citizens.



A GLIMPSE INTO PYP G1'S CHINESE CLASS

Judy Li, Grade 5 TA & Chinese Teacher

Education in the PYP lays an important foundation for students' growth and learning. Starting from grade 1, we continue to develop children's inquiry and interdisciplinary skills within the IB curriculum. Chinese is one of the core courses here at QAIS. We believe that language learning, especially Chinese language learning, enriches our students by empowering them, breaking down barriers, and instilling International Mindedness.

At QAIS, our Chinese class plays a crucial role in fostering a multicultural mindset and solid Mandarin language skills. Unlike traditional Chinese schools that emphasize repetition and practice, we believe in student voice and choice. Our student-centered grade 1 Chinese courses are integrated with the different unit of inquiry (UOI) themes, designed to meet the needs of our students. This approach ensures that our students become culturally aware, lifelong learners, enriched with a multicultural mindset and solid Mandarin language skills.

The past theme of the UOI, "How We Express Ourselves," was an engaging and thought-provoking learning experience for the grade 1 students. This unit aimed to create a poster that showcased students' understanding of the unit and expressed their creativity. Mainly the posters were designed to welcome guests to the unit celebration. Throughout the unit, students were actively engaged in activities that allowed them to explore and understand how words and images can be used to express ideas, such as a "poster hunt" on campus and in their community. After weeks of preparation and learning, our grade 1 Chinese learners proudly displayed their posters during the celebration, allowing visitors to appreciate their hard work and dedication. The posters included Chinese characters, beautiful images, and the students' unique self-expression. The posters not only added a touch of beauty to the event but also served as an educational tool for other students and parents to learn more about the unit of inquiry.

Using units of inquiry in the G1 Chinese class, the students are guided to take responsibility for their learning and have a voice in the classroom. Using students' interests to help guide our program ensures that students are engaged and Experience life through knowledge. Under the influence of QAIS Chinese courses, students can not only fluently master a language full of beauty and artistic conception, but also carry the concept of "Holding a Chinese heart and being a global citizen", so as to better go out into the world and enter a more open and inclusive world.

培养世界眼 中国心

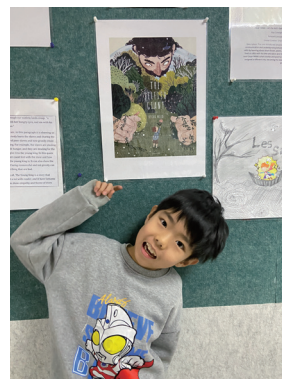
小学教育是学生成长学习中的一个关键时期。QAIS 通过 IB 课程体系不仅培养孩子们跨学科探究、终身学习的能力，还注重培养学生在不同学科的知识基础。中文课程正是 QAIS 的核心课程之一。当我们谈论国际情怀时，总是先想到学习语言，虽然国际情怀的内涵不止关于语言。学习多门语言的人，会意识到语言 and 思想是联系紧密的。多一门语言，便又打开了了解更多一个世界的机会。也才有可能与更多的人交流和连结。通过学习其他语言可以让我们更

加全面地了解现实，帮助我们以不同的方式思考，并从不同的角度为同一问题提供解决方案。

传统的中文学习强调重复和练习，而在 QAIS，我们鼓励学生在学习中发挥主观能动性。我们的一年级中文课以学生为中心，与不同的探究单元 (UOI) 主题相结合，进行从口头语言、视觉语言、书面语言等方面深入渗透学习。既注重培养学生的汉字读写能力、对中国文化的兴趣，也注重培养学生的阅读和语言、写作表达能力等，并根据学生的认知水平和能力为其设置不同的教学内容。其跨学科结构旨在满足学生的需求，使他们成为具有多元文化思维和扎实中文语言技能的跨文化终身学习者。

在上一个中文探究单元，一年级的学生们进行了“我们如何表达自己”的主题探究。对于一年级的学生来说，这是一次将课程和生活实践相结合，轻松活泼又充满收获的学习经历。本单元旨在制作一张单元庆典邀请海报，展示学生对单元的理解并表达他们的创造力。经过数周的准备和学习，我们的一年级中文学生在单元庆典中自豪地展示了他们的海报，作为单元探究的成果。这些海报不仅包括汉字、美丽的图像，还有学生们独特的自我表达。这些海报不仅为单元庆典增添了一丝艺术气息，也让其他学生和家长们更多地了解这个探究单元。

我们在探究单元框架下，通过各种不同的学习策略让学生探索研究，不断发掘和发展自己的能力和技能。同时利用学生的兴趣来指导我们的课程，确保学生从生活中理解到知识，从知识中体验生活。在 QAIS 中文课程的浸润下，学生们不仅能够流利掌握一门充满美和意境的语言，更能够携带“怀中国心，做世界人”的理念，更好地走向世界，进入更开放包容的世界。



CORRELATION VS CAUSATION: HACK JOURNALISM

Harry Phillips, MYP Mathematics

Recently, MYP 3 students completed a unit on bivariate data, including plotting and interpreting scatter graphs, lines of best fit, and R-values. The unit culminated in an examination of correlation vs causation. This topic focused on UN SDG 16: 'Peace, Justice, and Strong Institutions,' specifically the institution of the press. To better understand how this institution may be undermined, the MYP 3 students wrote tabloid-style articles. They selected data that appeared to show a connection between two unrelated phenomena, then connected this data and politicized or commercialized their solution.

Many interesting and varied phenomena were observed. Two students suggested a ban on ice cream in Spain to prevent drowning deaths while simultaneously trying to sell their new range of fridges—the cold drinks could replace the lost ice cream. Another suggested that US Democrats were funding the Thai gas industry in an attempt to summon an alien invasion. Yet another proposed a mass cull of cats to boost the reliability of our computers.

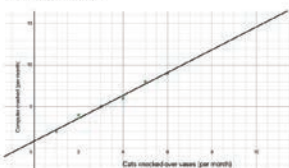
Despite the satirical nature of the students' articles, the important life-long lesson—that *data can be manipulated to nefarious ends*—was well learned by the students. Their articles poked fun at this element of poor journalism and will prepare them for the future with a better ability to spot and understand intentional or inept misrepresentations of data.

Cats that knock of vases vs Computers that crashed Kelly Wang

In the world of pet ownership, there are many mysteries that confuse cat and computer fans. For example, there is a peculiar relationship between cats knocking over vases and computers crashing. At first glance, these two variables seem entirely unrelated, but a deep dive into the data reveals a surprising correlation that has both cat enthusiasts and tech support scratching their heads. After surveying 100 households with both cats and computers, we discovered a strangely consistent pattern.



Here is the graph:



Problem

Clearly, there is a cat-astrophic problem. As the number of vases knocked over by cats

increases, the number of computer crashes also rises. This peculiar phenomenon has stimulated the curiosity of scientists and IT professionals. Are these felines secretly cyber saboteurs, or is there a more accurate explanation?

Solutions

Given the absurdity of the problem, it seems only fitting that the solutions should be equally whimsical.

1. Cat-puter Training Programs

We should take actions by educating our furry friends. Introducing "By introducing this program, cats learn the basics of household etiquette. This program includes modules like:

- "No Walking on vases 101"
- "Understanding the importance of Stability in Household Items"

We could potentially reduce the number of computer crashes caused by these curious creatures by forcing them to stay away from vases.

2. MURDER THEM !!!

Another innovative solution is to murder all the cats around the world. Their fate is extinction if they cannot follow norms and rules related to household etiquette. After all the cats disappeared, there should be no cause further to computer destructions. WONDERFUL!

September 2020, Vol. 5

DEMOCRACY DAILY

THAI ALIENS ATTACK USA

DEMOCRATS MIGHT BE RESPONSIBLE

But if you look here, the UFO sightings dropped drastically during president trump's term in office, but the data starts to upturn as Joe Biden gets elected. Our great nation is at risk again, at the hand of those democrats! So ignore the liberal propaganda and VOTE TRUMP 2024, spread the news before those purple-haired commies get us! #trump2024#votetrump

Keep your eyes peeled folks! the US has lost another ally with this major scientific discovery. The greatest minds of our nation has found a correlation between UFO sightings in Maryland and Liquefied petroleum gas used in Thailand (shown in the graph on the right). This can only mean one thing, the Thai are producing fuel for those democrat aliens to destroy America!

ANTI-BROOKLYN DAILY

NO MORE BROOKLYNS

THE BROOKLYNS ARE RESPONSIBLE

Have you noticed more UFOs recently? Well, that just might be because of the abundance of Brooklyn in this world. Do you have a daughter named Brooklyn? or a neighbor? of maybe you're married to a Brooklyn. But either ways, you HAVE TO ELIMINATE THEM. Recent studies show that the more Brooklyns there are, the more UFO sightings there are so it's time to get ready and delete all the brooklyn's to protect this world from being over taken by evil outsiders. WE HAVE TO PROTECT THIS WORLD!! STOP THE BROOKLYN INVASION!!!!!!

DR. DATA BLANE

Ice cream sales go up but so does death rates

Ban Spanish people from eating ice creams from March to September!!!!!!

Welcome people to the serious issue that ice cream has caused to humanity. Studies show that the consumption leads to more people drowning in water. As you can see, in the months from March to September, death rates increase, and so does the amount of ice cream consumed.

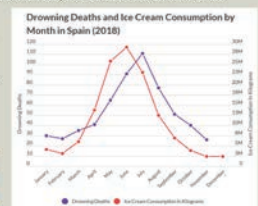
This is the graph that I have made to show how much the deaths and ice cream have increased over these few months. Millions of ice cream consumption has led to about more than 100 deaths over the spring & summer months. It is not safe to eat ice cream at all during these months so beware about ice cream kids!



Discover the Heiron Fridge - Your Ultimate Juicing Companion

Experience the next level of satisfaction with the Heiron Fridge. Say goodbye to ordinary juice and hello to extraordinary smoothies. This cutting-edge fridge is designed to provide the perfect temperature for transforming your favorite juice into a delightful smoothie. With its advanced cooling technology, the Heiron Fridge offers the same level of satisfaction as indulging in ice cream, but with various juices. Elevate your juicing game and treat yourself to the ultimate juicing experience with the Heiron Fridge.

By: Danita Booshay



The only good solution to solve this big problem is to avoid eating ice cream around March, April, May, June, July, August, and September. I am warning you, Mothers and Fathers, don't feed your children ice cream in the next coming months if you don't want your child to drown because it is more likely that they will day instead of fully grown adults. Another solution we band the entirety of Spain from eating ice cream so that there will be less increase in deaths. These two are the solutions that I suggest that people need to listen to if you want to survive the up coming months.



跨越边界， 感知世界

IB 国际情怀不仅是一种意识，更是一种深刻的人文精神，涵盖着对全球化世界的理解、对文化多样性的尊重以及对全球公民责任的认知。

跨越边界，感知世界，这是我们三年級移民探究单元的精髓。在这个过程中，我们深入学习了青岛本地的移民现象，揭示了移民作为一种历史悠久的社会现象的各种原因。移民不仅仅是简单的地理迁徙，更是一场文化的碰撞和融合。每一位移民都是一座行走的桥梁，连接着不同的文化，传承着历史的记忆，这让我们领略到一个个鲜活而丰富的移民故事。

分享移民经历成为我们探究单元中的一大亮点。通过同学们的故事，我们发现原来我们的班级是一个国际大家庭，同学们来自不同的国家和地区。这种多元背景让我们更深刻地理解到，世界是如此广阔，充满了各种各样的文化。我们的心灵在这个过程中变得更加开阔，接纳了更多不同的思想和观念，形成了一种相互尊重的氛围。

在探究单元中，我们采用了多种方式，如观看视频、阅读书籍等，深入了解其他国家的生活方式和风俗习惯。我们感受到了不同文化的独特魅力，这使我们在日常生活中更加尊重和理解不同文化的差异。同时，我们进行了青岛徒步旅行活动，实地了解青岛的建筑地域特色。这将是我们的国际情怀的延续，通过亲身体验，更深刻地感受本地地域的文化，为成为更有国际视野的人而不懈努力。

In our third-grade journey, we engaged in a distinctive exploration during the Immigration Inquiry Unit, delving into the local immigration dynamics of Qingdao. This unit not only unraveled the historical roots of immigration but also revealed its profound implications as a social phenomenon. Immigration, we discovered, transcends mere geographical relocation; it is a collision and fusion of cultures. Each immigrant becomes a bridge, traversing different cultures and carrying the memories of history, weaving a tapestry of vibrant and diverse immigration stories.



ACROSS BORDERS, UNDERSTANDING THE WORLD

Hui Yuan, Lower School Chinese Department Chair



The sharing of personal immigration experiences emerged as a focal point of our inquiry unit. Through our classmates' narratives, we uncovered the realization that our class is essentially an international family, with students originating from various countries and regions. This diverse background allowed us to grasp the vastness of the world, teeming with a rich tapestry of cultures. Our hearts expanded, becoming more inclusive and embracing a multitude of thoughts and perspectives, fostering an atmosphere of mutual respect.

Throughout the unit, we employed various methods, including watching videos and reading books, to gain a profound understanding of the lifestyles and customs of other countries. We felt the unique charm of different cultures, leading us to respect and comprehend the differences in our daily lives. Simultaneously, we embarked on a walking tour of Qingdao, immersing ourselves in the local architectural and regional characteristics. This extension of our international outlook, through firsthand experiences, provided us with a deeper understanding of the local culture, contributing to our ongoing efforts to become individuals with a more global perspective.



"Across Borders, Understanding the World" encapsulates the essence of our third-grade immigration inquiry unit. Through this process, we not only enriched our understanding of local immigration phenomena but also embraced the core values of the IB international outlook. Our hearts are now more open, our minds more accepting, and our commitment to global citizenship more profound. As we continue to cultivate our international awareness, we are confident that these experiences will shape our future, making it more colorful and full of possibilities.



Mangroves are resilient shrubs and trees that thrive in saltwater environments, equipped with specialized adaptations to withstand the dynamic conditions of intertidal zones along marine coasts.

Mangrowce to odporne krzewy i drzewa, które doskonale radzą sobie w środowiskach słonowodnych, ich specjalne adaptacje umożliwiają przetrwanie w dynamicznych warunkach stref wodnych wzdłuż morskich wybrzeży.

INTERNATIONAL MINDEDNESS AND SUSTAINABLE DEVELOPMENT GOALS IN DP BIOLOGY

Jakub Grzeszczuk, DP Biology & Sciences HOD



Ranunculus glacialis, an Arctic-alpine species, thrives in high mountain regions and is one of the highest-ascending plants in the Alps.

Jaskier lodnikowy (*Ranunculus glacialis*), gatunek arktyczno-alpejski, rozwija się w wysokogórskich regionach i jest jednym z najwyższej rosnących gatunków roślin w Alpach.

At Qingdao Amerasia International School, fostering International Mindedness and integrating the United Nations' Sustainable Development Goals (SDGs) are central to our educational approach. In the DP Biology unit "Adaptation to Environment," students explored how organisms adapt to their habitats, linking this understanding to global ecological challenges.

In this unit, students examined how species adapt to various abiotic factors such as temperature, light, and water availability.

They researched different habitats and deepened their understanding of species adaptations, gaining insights into the diversity of life and global ecological factors. This fostered a sense of global citizenship and environmental stewardship.

The unit aligned with SDG 13 (Climate Action) and SDG 15 (Life on Land). Students studied the impact of climate change on biodiversity and the importance of conservation efforts. They explored how human activities like deforestation and pollution affect species' survival, emphasizing the need for sustainable practices. Students discussed the ethical implications of biodiversity loss and the need for its conservation. These discussions encouraged critical thinking about the balance between innovation and sustainability.

Through the "Adaptation to Environment" unit, students at Qingdao Amerasia International School deepened their understanding of International Mindedness and the mentioned Sustainable Development Goals. By exploring the connections between organism adaptations and global ecological challenges, they

gained valuable insights into becoming more responsible global citizens.



Students engaged in class discussion.

Uczniowie zaangażowani w dyskusję klasową.

W Qingdao Amerasia International School kładziemy ogromny nacisk na rozwijanie międzynarodowej mentalności oraz integrację Celów Zrównoważonego Rozwoju (SDGs) ONZ w naszej edukacji. W ramach działu „Adaptacja do środowiska” w programie biologii DP, uczniowie zgłębiali, jak organizmy dostosowują się do swoich siedlisk, łączyąc tę wiedzę z globalnymi wyzwaniami ekologicznymi.

Podczas tego działu uczniowie badali, jak gatunki adaptują się do różnych czynników abiotycznych, takich jak temperatura, światło, czy dostępność



Fennec foxes (Vulpes zerda) are small desert foxes native to North Africa, with large ears adapted to dissipate heat and detect prey underground.

Lisy fennek (*Vulpes zerda*) to małe lisy pustynne z Afryki Północnej, posiadające duże uszy przystosowane do rozpraszania ciepła i wykrywania zdobyczy pod ziemią.

MIĘDZYNARODOWA MENTALNOŚĆ I CELE ZRÓWNOWAŻONEGO ROZWOJU (SDGS) W BIOLOGII DP

wody. Analizowali różne siedliska i zgłębiali adaptacje gatunków, zdobywając w ten sposób wgląd w różnorodność życia i globalne czynniki ekologiczne. To z kolei rozwijało w nich poczucie globalnego obywatelstwa i odpowiedzialności za środowisko.

Dział był powiązany z SDG 13 (Działania w dziedzinie klimatu) i SDG 15 (Życie na lądzie). Uczniowie badali wpływ zmian klimatycznych na bioróżnorodność oraz znaczenie działań na rzecz ochrony przyrody. Przeanalizowali, jak działalność człowieka, taka jak wylesianie i zanieczyszczenia, wpływa na przetrwanie gatunków, podkreślając potrzebę zrównoważonych praktyk. Dyskutowali nad etycznymi implikacjami utraty bioróżnorodności i potrzebą jej ochrony. Te dyskusje zachęcały do krytycznego myślenia o równowadze między innowacjami a zrównoważonym rozwojem.

Poprzez dział „Adaptacja do środowiska” uczniowie w Qingdao Amerasia International School potębili swoje zrozumienie międzynarodowego myślenia i wspomnianych Celów Zrównoważonego Rozwoju. Dzięki zgłębianiu powiązań między adaptacjami organizmów a globalnymi wyzwaniami ekologicznymi, uzyskali cenne wglądy, które pomogły im stać się bardziej odpowiedzialnymi obywatelami świata.

THE JOURNEY WITH INTERNATIONAL MINDEDNESS AND SDGS IN DP CHEMISTRY

Jiajia Li, DP Chemistry

At Amerasia, we've embarked on a journey to integrate the UN Sustainable Development Goals (SDGs) into our curriculum, fostering a new generation of global citizens. This year, I introduced a project-based learning unit focused on 'Sustainable Cities and Communities' (SDG 11).

Under my guidance, my DP 1 students took the lead in an innovative project. This project not only engaged them in scientific exploration but also extended their learning to the wider school community. They taught EC students about the chemistry behind fermentation, using fruit peels as a medium. This initiative not only promoted scientific literacy but also highlighted the importance of sustainability, aligning with SDG 12: Responsible Consumption and Production.



To deepen our commitment to the SDGs, we invited a composting expert to guide our students in transforming kitchen waste into valuable resources. This hands-on application of waste management principles brought SDG 11: Sustainable Cities and Communities to life, showing students the tangible impact they can have on environmental conservation.

Our efforts to cultivate International Mindedness and integrate the SDGs into our curriculum have been both challenging and rewarding. The noticeable impacts on individual students, from enhanced global awareness to a deeper understanding of their role as global citizens, have been profoundly gratifying. As we look to the future, we remain committed to nurturing a generation of students who will create a more sustainable and inclusive world.



在美亚，我们将联合国可持续发展目标（SDGs）融入我们课程的旅程，培养新一代的全球公民。今年，我引入了一个以“可持续城市和社区”（可持续发展目标 11）为重点的项目式学习单元。

我的 DP1 学生在一个创新项目中发挥了主导作用，这不仅让他们参与了科学探索，还将他们的学习扩展到了更广泛的学校社区。他们使用果皮作为媒介，向 EC 学生教授了发酵背后的化学知识。这一举措不仅提升了科学素养，还强调了可持续性的重要性，与可持续发展目标 12：负责任的消费和生产相一致。

为了加深我们对 SDGs 的深刻理解，我们邀请了一位堆肥专家指导学生将厨房垃圾转化为有价值的资源。这种对废物管理原则的实际应用使可持续发展目标 11：可持续城市和社区变得生动起来，向学生展示了他们在环境保护上可以产生具体影响。

我们在培养国际视野和将 SDGs 融入我们课程的努力既具挑战性又有回报。从提高全球意识到加深对自己作为全球公民角色的理解，对学生产生的明显影响，一直是极其令人满意的。展望未来，我们依然致力于培养一代将引领创造更可持续和包容性世界的学生。



NAVIGATING CULTURAL PRESSURES: FOSTERING INTERNATIONAL MINDEDNESS IN MYP 2/3 LANGUAGE ACQUISITION

Jessica Tsuchiya, Language Acquisition, Personal Project Coordinator

In onze MYP 2/3 Engels B klas zijn studenten voortdurend op zoek naar manieren om betrokken te raken bij betekenisvolle discussies die verder gaan dan traditionele academische onderwerpen. Onze recente studie-eenheid, getiteld "Onder Druk!", bood een platform voor studenten om diep in te gaan op de complexiteiten van culturele verwachtingen, sociale dynamiek en persoonlijke identiteit, terwijl ze tegelijkertijd een gevoel van wereldburgerschap bevorderen. Gedurende deze eenheid hebben studenten een uitgebreide verkenning gemaakt van verschillende drukken, waaronder culturele normen, vriendschappen en datingdynamiek. Deze discussies boden waardevolle kansen voor studenten om te reflecteren op hun eigen ervaringen en diverse perspectieven van over de hele wereld te overwegen.

Een bijzonder verlichtend aspect van deze eenheid was de analyse van mode-druk. Erkennend de significante invloed van modetrends op het gedrag en zelfperceptie van studenten, hebben we onze studenten uitgedaagd om dieper in dit onderwerp te duiken. Als onderdeel van hun verkenning kregen studenten de opdracht om PechaKucha-presentaties te maken - een innovatief presentatieformaat dat beknopte maar impactvolle communicatie aanmoedigt. Door deze oefening hebben studenten hun communicatievaardigheden aangescherpt en geleerd complexe ideeën effectief te articuleren. Door de maatschappelijke invloeden op mode kritisch te analyseren en de kracht van individuele expressie te onderzoeken, hebben studenten waardevolle inzichten verkregen in het belang van authenticiteit en zelfvertrouwen. Bovendien ontwikkelden ze een dieper respect voor de rol van mode als een vorm van culturele expressie en persoonlijke identiteit.

Als docenten is het doel niet alleen om studenten te voorzien van academische kennis, maar ook om hun persoonlijke groei en wereldwijde bewustzijn te koesteren. Door studenten de kans te geven om verschillende druk in een ondersteunende omgeving te verkennen en bespreken, willen we empathie, openheid en respect voor culturele diversiteit bevorderen. Terwijl we onze reis naar het bevorderen van internationale gerichtheid voortzetten, laten we ons inzetten voor het creëren van inclusieve leeromgevingen waar studenten zich empowered voelen om zichzelf authentiek uit te drukken en hun unieke identiteiten te omarmen.

In our MYP 2/3 Language Acquisition classroom, students are constantly exploring ways to engage in meaningful discussions that go beyond traditional academic subjects. Our recent unit, titled "Under Pressure!", provided a platform for students to delve into the complexities of cultural expectations, social dynamics, and personal identity, all while fostering a sense of global citizenship. Throughout this unit, students engaged in a comprehensive exploration of various pressures, including cultural norms, friendships, and dating. These discussions provided valuable opportunities for students to reflect on their own experiences and consider diverse perspectives from around the world.

One particularly enlightening aspect of this unit was the examination of fashion pressure. Recognizing the significant influence of fashion trends on student behavior and self-perception, we challenged our students to delve deeper into this topic. As part of their exploration, students were tasked with creating PechaKucha presentations—an innovative presentation format that encourages concise yet impactful communication. Through this exercise, students honed their communication skills and learned to articulate complex ideas effectively. Students gained valuable insights into the importance of authenticity and self-confidence by critically analyzing the societal influences on fashion and exploring the power of individual expression. Furthermore, they developed a deeper appreciation for the role of fashion as a form of cultural expression and personal identity.

As educators in MYP 2/3 Language Acquisition, our goal is to equip students with academic knowledge and nurture their personal growth and global awareness. By providing opportunities for students to explore and discuss various pressures in a supportive environment, we aim to cultivate empathy, open-mindedness, and respect for cultural diversity. As we continue our journey towards fostering International Mindedness, let us remain committed to creating inclusive learning environments where students feel empowered to express themselves authentically and embrace their unique identities.



세상에는 무슨 일이 일어나고 있나요?

“선생님, 제가 그곳에 학교를 만들어 주고 싶어요.” 올해 MYP 1의 첫 단원에서 UN의 17가지 지속가능한 발전 목표 (SDGs)에 대해 학습하며 한 학생이 한 말이다.

중등 한국어: 언어와 문학 수업에서 아이들은 UN의 17가지 SDG를 다 함께 살펴본 후 그중 한 가지를 골라 더 깊이 탐구하고 더 많은 사람들이 관심을 가지고 문제 해결에 기여할 수 있도록 보다 자세한 정보를 전달하는 임무를 갖게 되었다. 이 과정에서 이해 다툼에서 생겨난 열악한 환경 혹은 위험한 환경에 처한 많은 사람들이 있다는 것을 알고 함께 분노하거나 문제 해결 방법을 두고 열띤 토론을 벌이기도 하며 우리 주변, 혹은 세상에서 일어나고 있는 일에 대한 관심을 더욱 높이는 계기가 되었다. 그뿐만 아니라 자신만의 창의적인 해결책을 제안하고 지금 바로 우리가 책임감을 가지고 할 수 있는 여러 행동들을 공유했다. 마지막으로 자신이 정리한 내용을 파워포인트로 만들어 소개하며 이 과정을 마무리했는데, 이를 통해 학생들은 자신의 언어 교육적 여정을 더욱 풍부하게 만들었을 뿐 아니라 글로벌 시민에 걸맞은 책임과 역할을 준비하는 데 중요한 기반을 다지는 시간이었다.

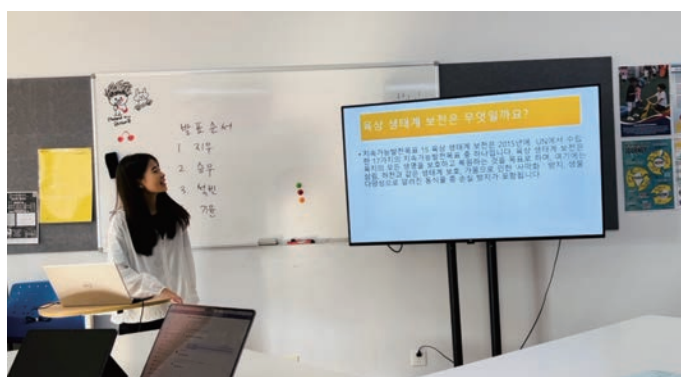
WHAT'S HAPPENING AROUND US IN THE WORLD?

Jinyeong Kang, MYP Korean Language & Korean College Counselor



"I want to build a school there." These were the words of a student during the first unit of MYP 1 this year, where they learned about the UN's 17 Sustainable Development Goals (SDGs).

In their Korean Language and Literature class, students examined the UN SDGs together, and then each chose one to explore in depth. They were tasked with providing detailed information to raise awareness and encourage more people to help solve these issues. Through this process, they became aware of the harsh or dangerous conditions many people face due to conflicts and misunderstandings. This led to passionate discussions about solutions, igniting their interest in global and local events and making them more engaged and interested in the world around them. Moreover, they proposed creative solutions of their own and shared various actions we can take responsibility for right now. Finally, they concluded the process by creating PowerPoint presentations to showcase their findings. This initiative enriched their language education journey, deepened their understanding of global challenges, and laid a crucial foundation for preparing them to embrace the responsibilities and roles of global citizens.



International Baccalaureate (IB) programs are about embracing different cultures and helping everyone feel included. Qingdao Amerasia International School wants students to not just know about the world but really understand and appreciate all the different ways people live and think. Because of the differences, both in our school and outside the walls, differentiation and inclusion practices are essential to the learning and school culture at QAIS.

At Amerasia, learning is purposefully structured to help each student learn in the way that works best for them. This is called differentiated instruction. It means teachers find different ways to teach and support students based on their needs and strengths. For example, if someone learns better through hands-on activities, they might have more opportunities to engage in learning that way. Perhaps a student is great at writing but struggles with math, then extra help is provided.

Another strong example is differentiated work time in elementary school. Students across the grade levels gather in small groups to learn literacy skills at levels that are just right for their growth. These purposeful

practices lead to International Mindedness as we care and learn to understand each other at school and in our community. Amerasia is preparing students to be citizens of the world, ready to tackle challenges that come their way by working alongside others.

In an IB classroom at Amerasia, it's not just about getting good grades. It's about feeling like you belong and that your voice matters. No matter where our students and staff are from or what their strengths and challenges are, the vision, mission, and values at QAIS support development academically, socially, emotionally, physically, and spiritually. Our school is a place where everyone is welcomed, supported, and encouraged toward growth.

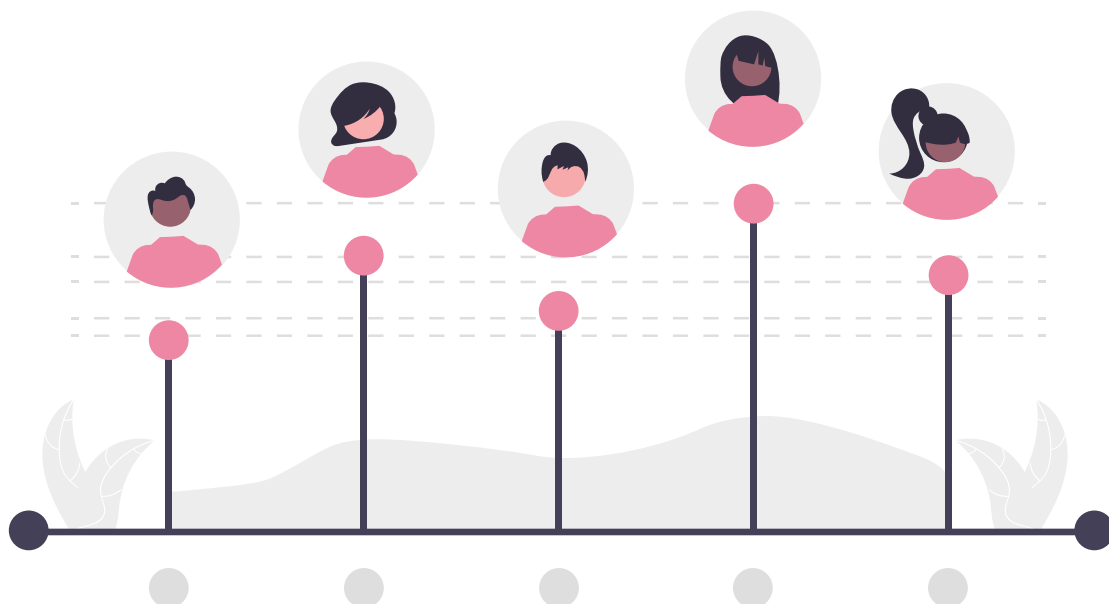
By uniquely blending inclusion and differentiated instruction as essential ingredients of International Mindedness approaches, Amerasia IB programs are creating a space where students can learn, grow, and become the best versions of themselves. The practices of differentiation, inclusion, and International Mindedness are shaping future world citizens who value diversity, fairness, and making the world a better place for everyone.

INCLUSION AND DIFFERENTIATION: ESSENTIAL INGREDIENTS OF INTERNATIONAL MINDEDNESS

Kathy Scales, Learning Support Coordinator



"Differentiated Work Time" small group with a common goal of developing literacy skills





INTERNATIONAL MINDEDNESS IN LAVENDER COTTAGE

Bogdan Sydoruk, Krystal Liu, Lucy Qu,
Lavender Cottage Early Childhood Teachers

In Lavender Cottage, fostering International Mindedness among our children is a fundamental aspect of our educational philosophy. Recently, our young learners embarked on an inquiry about the solar system, focusing on Earth's rotation and its various cycles, such as life cycles, the change of seasons, weather patterns, and the water cycle. This exploration was not just a scientific endeavor but a journey toward a broader understanding of our shared responsibilities on this planet.

The children were particularly intrigued by the water cycle. Using their research skills, they closely observed the process of evaporation, conducted experiments, and engaged in discussions that led to profound conclusions about the necessity of water conservation. They discovered that water, a vital resource, is not infinite and must be protected globally.

Their investigations revealed that water constantly moves through a cycle of evaporation, condensation, and



precipitation. This understanding spurred them to action. Recognizing the importance of preserving this precious resource, the children adopted practices to save water, ensuring it was not wasted in their daily activities. They extended their learning beyond the classroom by sharing their insights during one of our unit celebrations, emphasizing the importance of keeping water clean and safeguarding it for future generations.

This initiative demonstrated a remarkable level of International Mindedness among our students. They have taken meaningful steps toward environmental stewardship by understanding that we all share one planet and acknowledging our collective responsibility to care for it. The children of Lavender Cottage have shown that they are aware of the world's interconnections and are proactive in making a positive impact.

We are immensely proud to see our young learners develop a profound understanding of global issues. Their journey through the inquiry of the solar system and the water cycle has enriched their knowledge and instilled in them a sense of duty to protect our Earth. This is a testament to the power of education in nurturing globally conscious citizens.



This year, I dedicated significant time to applying for Amerasia to become a Round Square candidate school. Round Square is a global network that values holistic education through experiential learning; connecting over 250 schools in more than 50 countries. Membership will not only enable Amerasia to participate in student exchange programs, international conferences, service projects, online meetings, and classroom collaborations, but also to be part of a larger community, limited only by our imagination.

To become a candidate school, I needed to demonstrate that Amerasia aligns with Round Square's ethos and is committed to developing students in six core values: Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. During my research, I discovered that Amerasia students already engage in these values through various school events such as Week Without Walls trips, F.A.M.E. Day, integrated classroom lessons, community projects, and Montessori Grace and Courtesy.

ROUND SQUARE AND AMERASIA

Kimi Tsuchiya,
Experiential Learning and Activities Coordinator



The application process itself brought valuable connections. Round Square linked us with Keystone Academy in Beijing, a well-established Round Square school. I connected with Chris Cartwright, Keystone's Director of Experiential Learning, who has over 40 years of experience in Round Square schools. In September 2023, I visited Keystone to learn from Chris. Then, in early 2024, four Keystone students and two chaperones visited Amerasia, staying with our families and introducing our students to Round Square. Later, 13 Amerasia students and two chaperones visited Keystone Academy, exchanging ideas and learning that "We don't do RS, we are RS."



While we are not yet ready to claim that "we are RS," we are certainly moving in that direction. The most important aspect of the application process was identifying areas for improvement, particularly in Adventure and Service. Next year, we plan to provide more opportunities for our students by introducing new events and activities, including an Outdoor Education Program, a student exchange program, five distinct Passion Trips, Umuganda Saturdays, and Weekly Service Visits. These experiences aim to push students out of their comfort zones, enhance their sense of community, deepen their global understanding, and foster empathy. As Round Square becomes part of our DNA, I anticipate more ideas emerging from students, staff, and parents, which will undoubtedly help our students fully embrace the Round Square ethos.

In EC Lotus Cottage, our students embarked on an enriching journey this year through the International Baccalaureate (IB) curriculum, delving into units of inquiry that fostered International Mindedness and holistic development. Our explorations ranged from community dynamics to storytelling across cultures and the intricate cycles of our planet.

Our vibrant learning experience on 'Spaces' had students creatively constructing 'Lotus City' using recycled materials, culminating in a comprehensive map. This hands-on activity enhanced their spatial awareness, understanding of community roles, and shared responsibilities in communal spaces. As we explored outdoor and indoor learning environments on our Baishan campus, students displayed a sense of belonging and understanding of their place in the community. This underscored the importance of adaptability and becoming familiar with community helpers, appreciating the different roles of people in our community, and promoting diversity and inclusion.

We immersed ourselves in the diverse ways humans share stories, from ancient cave paintings to modern films. Students engaged in role-playing Native American songs, creating marks in "caves," and dramatizing well-known fairy tales. This exploration extended to painting, writing, storytelling, dancing, and filming, fostering connections between different cultures and sensory experiences. At the end of our inquiry, the EC cottages came together as older students from each class demonstrated leadership by creating original stories and collaborating on group projects, showcasing their growth in creativity and agency.

Our inquiry into Earth's cycles began with understanding the seasons through role-playing the Earth's orbit around the sun. Students observed and recorded the growth of plants, learning the essential needs of living things. Earth Day celebrations included activities focused on environmental protection, emphasizing our responsibility towards nature. During

INTERNATIONAL MINDEDNESS IN ACTION: A YEAR OF DISCOVERY IN EC LOTUS COTTAGE

*Lili Morales, Serene Du, Mia Xiao,
Lotus Cottage Early Childhood Teachers*

nature walks, students collected data and became aware of the effects of pollution through storytelling, deepening their understanding of the interconnectedness of natural habitats and human impact.

This year at EC Lotus Cottage has been one of discovery, diversity, and unity. Our students have blossomed into mindful individuals, eager to learn and contribute to their world. They practiced respect and kindness, from interrupting politely to sharing snacks and helping peers complete projects. These activities aligned with our IB curriculum, building a strong sense of International Mindedness and appreciating the unique qualities each member brings to our community. Our lessons on Grace and Courtesy, conflict resolution, and Peace Education were seamlessly integrated into each unit of inquiry, paving the way for students to continue to foster an inclusive environment. Our young students are prepared to embrace their roles as global citizens with love, respect, and understanding.

We are proud of their growth and look forward to the continued journey of learning and exploration next year!



MENTALIDAD INTERNACIONAL EN ACCIÓN: UN AÑO DE DESCUBRIMIENTOS EN EC LOTUS COTTAGE



En EC Lotus Cottage, nuestros estudiantes se embarcaron en un enriquecedor viaje este año a través del currículo del Bachillerato Internacional (IB), profundizando en unidades educativas que fomentaron la mentalidad internacional y el desarrollo holístico. Nuestras exploraciones abarcaron desde la dinámica comunitaria hasta la narración de historias compartidas a través de diferentes culturas, terminando en la adquisición de conocimiento sobre los ciclos de nuestro planeta.

Nuestra vibrante experiencia de aprendizaje sobre 'Espacios' permitió a los estudiantes construir su propia 'Ciudad Lotus' usando materiales reciclados, culminando en un mapa comprensivo. Esta actividad práctica mejoró la conciencia espacial, ayudó a la comprensión de los roles comunitarios y las responsabilidades compartidas en los espacios comunales. Los estudiantes exploraron los entornos de nuestro campus de Baishan al aire libre e interiores, creando un sentido de pertenencia y subrayando la importancia de la adaptabilidad. Se familiarizaron con distintas profesiones y apreciaron los diferentes roles de los trabajadores, promoviendo así la inclusión y diversidad.

Nos sumergimos en las diversas maneras en que los humanos compartimos historias, desde pinturas rupestres hasta películas modernas. Los estudiantes participaron en la representación de canciones nativo-americanas y dramatizando historias de ficción populares. Esta exploración se extendió a la pintura, la escritura, la narración, el baile y la filmación, fomentando conexiones entre diferentes culturas y experiencias sensoriales al compartir historias. Al final de nuestra indagación, las clases de EC se unieron mientras los estudiantes de cada clase demostraron liderazgo creando historias originales y colaborando en proyectos, mostrando su autonomía y creatividad.



Nuestra indagación sobre los ciclos de la Tierra comenzó con la comprensión de las estaciones mediante la representación de la órbita de nuestro planeta alrededor del sol. Los estudiantes observaron y registraron el crecimiento de las plantas, aprendiendo las necesidades esenciales de los seres vivos. Las celebraciones del Día de la Tierra incluyeron actividades centradas en la protección ambiental, enfatizando nuestra responsabilidad hacia la naturaleza. Enriquecimos el tiempo al aire libre con actividades fuera de nuestro campus y motivamos a los estudiantes a observar y recolectar datos sobre el clima, el cuidado de plantas y nuestras mascotas. Los niños tomaron conciencia de los efectos de la contaminación, profundizando en la comprensión de la interconexión del impacto humano en los hábitats naturales.

Este año en EC Lotus Cottage ha sido uno de descubrimiento, diversidad y unidad. Nuestros estudiantes han florecido en individuos conscientes, deseosos de aprender y contribuir a su mundo. Los estudiantes practicaron el respeto y la amabilidad, desde aprender cómo interrumpir cortésmente hasta compartir una comida y ayudar a sus compañeros a completar proyectos del currículo IB, contribuyendo a una mentalidad internacional y apreciando las cualidades únicas que cada miembro aporta a nuestra comunidad. Nuestras lecciones sobre gracia y cortesía, resolución de conflictos y educación para la paz se integraron naturalmente en cada unidad, allanando el camino para que los estudiantes continúen fomentando un ambiente inclusivo. Nuestros estudiantes están preparados para asumir sus roles como ciudadanos globales con amor, respeto y comprensión.

Estamos orgullosos de su crecimiento y esperamos con ansias el continuo viaje de aprendizaje y exploración el próximo año.





WEEK WITHOUT WALLS – WITH AN INTERNATIONAL TWIST

Lwazi Zakumba, DP Coordinator

It had been over three years since the last time we embarked on an international trip with our students, and the Week Without Walls DP trip last traveled internationally in 2019 before the dreaded Covid-19 made any thought of international travel out of the question. For three years, our students did what they could within the borders of China. While we felt safe and protected by the measures placed by the authorities, even with the multitude of daily and weekly Covid tests, the lack of traveling limited our growth as a community in a number of ways.

Many could ask, 'What is the benefit of doing an international trip for Week Without Walls?' By our school's definition of International Mindedness—multilingualism, intercultural understanding, and global engagement—international trips, especially Week Without Walls, offer our students an opportunity to grow in these three areas.

The DP group traveled to Vietnam, spending two nights in Hanoi and three nights in a small village called Mai Chau. On our way there, we spent a lot of time learning basic phrases like greetings, please, and thank you, as well as basic introductions. The moment we landed, the students immediately put their newly learned language skills to use as they communicated with locals at the hotel and the shopping area.

The highlight of the trip was our service component in the small village of Mai Chau, a four-hour drive from Hanoi. It was here that we began to understand the differences in our general shared culture with those of the small village we visited. For our service, we helped build a road between the small village and a town so that the locals of the village could easily trade and transport their goods to the town. The ultimate lesson, though, was not the language nor the understanding of this new



culture but how our local guide had used his influence and experience as a tour guide to help uplift another community by selling their wares in the city of Hanoi. This story truly impacted all of us, teachers and students alike, as we learned how this tour guide approached women from small villages with the heart to help them sell their items to tourists like us and the many millions of tourists that visit Hanoi.

By the end of the trip, we had all learned a few phrases of a new language, fell in love with some local food, and interacted with the local community in a way that was enriching to us and to them. Ultimately, it grew our thinking as a group.



ENVIRONMENTALISM IN MAGNOLIA

Consuelo Ravago, Kandice Jeffers, Shabina Bastiansz, and Daisy Yang
Magnolia Cottage (Grades 1-3) Teachers



In Magnolia Cottage, we started the year by looking at the big picture. Our students dove into our theme of “Sharing the Planet” enthusiastically and determined, each grade focusing on a different aspect of environmental stewardship. Their conceptual understanding reached far beyond the confines of the classroom, delving into topics like melting ice caps, overflowing garbage dumps, and the plight of endangered species.

of food waste. Students began collecting waste in hopes of creating compost for the Early Childhood classrooms’ Montessori Garden. They were each eager to make a tangible difference in their own community. Real sustainability is rarely quick, but students enjoyed every step along the way! It began a familiar refrain in Magnolia—“Can we go check the compost?”



First graders explored the importance of water, learning about its role in sustaining life and the need to keep it clean. Third graders examined the impact humans have on the environment and what happens when we don’t do anything to protect our most vulnerable creatures, leading to extinction. They grappled with tough questions about our responsibility to both the planet and its many inhabitants, emerging with a commitment to make a difference.

Meanwhile, our second graders decided to take action here at home. They learned about the process of composting and the responsible use

of food waste. Students began collecting waste in hopes of creating compost for the Early Childhood classrooms’ Montessori Garden. They were each eager to make a tangible difference in their own community. Real sustainability is rarely quick, but students enjoyed every step along the way! It began a familiar refrain in Magnolia—“Can we go check the compost?”



INTERNATIONAL MINDEDNESS WITH VISUAL ART

Meishan Hutchison, Lower School Art

In Amerasia's Lower School art classes, we emphasize International Mindedness through holistic learning by integrating various subjects to foster a comprehensive understanding of the world. For example, Grade 3 students delved into poetry from diverse cultures through visual mediums and Grade 5 students study the impact of colonization on art across different regions, creating personal map projects that express historical influences from a global perspective. These interdisciplinary activities deepen students' understanding and encourage critical thinking, connecting concepts to real-world applications and fostering an appreciation for diverse cultural contexts.

We prioritize artistic ownership and lifelong learning by offering open-ended art projects that allow students to explore their interests and passions. By providing choices in their artistic pursuits, students develop a sense of responsibility for their learning, fostering a lifelong love of art. This approach encourages them to embrace challenges, seek feedback, and continuously improve their skills, preparing them to adapt and thrive in an ever-changing world. Our commitment to incorporating the United Nations' Sustainable Development Goals (SDGs) into our curriculum is evident in projects



that address global issues, such as environmental concerns. For example, our young artists create artworks that raise awareness about sustainability and recycle art materials to recreate art that fosters a sense of global responsibility.



Our art program also promotes global citizenship and International Mindedness by exposing students to diverse art forms and cultural traditions. Students gain an appreciation for diverse perspectives by studying art history and multicultural artworks. Projects like Grade 3's exploration of Jacob Lawrence's "Migration Series" and Grade 5's collaborative artworks on shared values help students understand and appreciate their cultural backgrounds. Additionally, students engage in global dialogues by addressing global issues through art. We have observed noticeable



impacts on individual students, who develop a deeper understanding of their role in the global community and a heightened sense of empathy and responsibility. These experiences encourage students to see themselves as active contributors to their communities and the wider world.



BUILDING MUSIC: *FROM THE GROUND TO OUR EARS*

Michael Sobolak, PYP/MYP Band Teacher

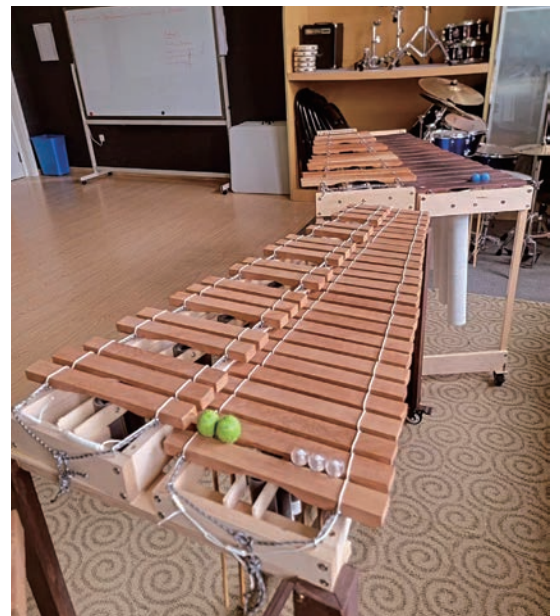
The Maker Movement has been around for a few decades but only came into prominence recently. Maker classrooms are often equipped with 3D printers, soldering irons, laser cutters, CNC machines, and of course, hammers. These are spaces for innovation, experimentation, and creativity, and in the case of this music teacher - MARIMBAS!



I did not initiate this marimba building project; it was a project that had been started previously but was left for a future generation of musician-engineers to bring into the QAIS community. Through the research into materials, blueprints, dimensions, and utility, I became very aware of the journey each piece of the project had been on to be together in the Dream Lab as part of this project. Two huge beams of maple and cherry wood grew for decades in a forest with more years on this earth than me. The rosewood came to Qingdao from a jungle in Africa. The more time I spent with the materials, the more driven I was to make the most of their qualities and give them another life as a beautiful tool of music and expression for years to come.

At risk of being a "hoarder," I saved all the scrap pieces, no matter how oblong, short, or oddly shaped. Much like a room full of monkeys with typewriters would, mathematically speaking, produce a work of Shakespeare, if I waited long enough, there would be a use for each would-be-scraped piece of wood. While many scraps still await their final use, many pieces ended up in student projects as the perfect fit for an odd space, finishing touch, or extra support.

The wood continues its journey now, in the music rooms, on stage, and in practice rooms, reminding us of the many ways our earth supports life, love, learning, and growth.



INTERNATIONAL MINDEDNESS AND SOCIAL ENTREPRENEURSHIP

Nick Cross, DP Economics, MYP Humanities, PD Coordinator

International Mindedness encompasses the vital components of multilingualism, intercultural understanding, and service. While all three areas support the young economist in contextualizing economics and the responsibilities of a global citizen, service has recently played a particularly important role in the local economy and the national economy.

With the global economy rebounding from the Covid-19 pandemic, the role of the social entrepreneur—an individual who combines entrepreneurship with a strong social mission—has become increasingly relevant. They create innovative business models to address social and environmental challenges, striving to positively impact society while ensuring financial sustainability. Take, for example, the increase in prominence of food banks that battle food insecurity or those that foster community connection in their endeavors to provide support systems for isolated individuals. Social entrepreneurs leverage their creativity and compassion to address the physical and emotional well-being of

individuals and combat the detrimental effects on society and, importantly, the local economy. Creating community cohesiveness boosts consumer confidence, a hugely important factor in the success of any economy.

From a more traditional economic perspective, the approach of social entrepreneurs supports the development of human capital, a crucial aspect of any economy: its productivity and efficiency. It also ensures that incomes remain stable, helping low-income households attain minimal living standards and enabling businesses to receive spending on goods and services. Thus, the traditional circular flow of income works effectively to support the success of the national economy.

From the perspective of the young economist, it is doubly important to recognize the role that social entrepreneurs play in both the local and national economies.



EMBRACING INTERNATIONAL-MINDEDNESS THROUGH ROUND SQUARE: A JOURNEY OF DISCOVERY AT KEYSTONE ACADEMY BEIJING

Ryan Kalb, DP English and DP TOK, TOK HOD, Humanities HOD

Recently, a group of MYP 3 to DP 1 students from Amerasia embarked on a transformative three-day camping trip at Keystone Academy Beijing to delve into the essence of Round Square. This global organization epitomizes the values of Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. This immersive experience not only provided an opportunity to witness Round Square principles in action but also served as a catalyst for exploring International Mindedness within the school community.

The visit to Keystone Academy was a stepping stone in Amerasia's endeavor to join the prestigious network of Round Square schools. Throughout the stay, the students were exposed to a myriad of activities and engagements that showcased how Keystone seamlessly integrates the IDEALS of Round Square into its educational ethos.



Under the guidance of Mr. Chris Cartwright, the Director of Experiential Education at Keystone, the QAIS students delved into a workshop where they actively participated in discussions with Keystone students, gaining insight into the practical application of Round Square principles within the school environment. This interactive session was followed by an enlightening executive meeting where leaders of various IDEALS groups shared their ongoing projects and future aspirations, highlighting the significant impact of these values on fostering a holistic educational experience.

The cross-cultural exchange reached its pinnacle as the QAIS students shadowed their Keystone counterparts in MYP and DP classes, immersing themselves in a blend of familiar and unfamiliar educational practices. The day unfolded with enriching experiences, such as witnessing a captivating theatre production and engaging in recreational activities like mahjong, pool, volleyball, and basketball. These served as a testament to the cultural diversity and educational vibrancy embedded within the Round Square framework.



Saturday saw the culmination of the cultural exchange with spirited sports competitions, fostering a strong sense of camaraderie through games like volleyball, ultimate frisbee, basketball, and archery. The evening was marked by shared moments of joy and bonding over a Korean BBQ feast at Shine Hills outdoor mall, accentuating the beauty of cultural exchange and shared experiences, and reinforcing the sense of belonging within the Round Square community.



As the Amerasia students bid farewell to Keystone Academy on Sunday, they carried with them not only memories of a transformative journey but also a renewed commitment to incorporating Round Square values into their own school community. The words of Mr. Cartwright resonate deeply: "We don't do Round Square, we ARE Round Square." This sentiment encapsulates the essence of International Mindedness and the collective aspiration to foster a global perspective within educational settings.



The expedition to Keystone Academy Beijing was not just a mere camping trip but a profound exploration of International Mindedness and the power of experiential learning in shaping well-rounded global citizens. It stands as a testament to the transformative impact of cultural immersion and collaboration in fostering a community driven by the ideologies of Round Square.



International Mindedness is about recognizing our common humanity, regardless of where we come from. In today's world, nothing greater must bind us closer together as a human race than the fight to save our planet. It's not the activity of the bad but the inactivity of the good worsening the environment around us. More than ever before, it has become evident how quickly the conditions on Earth have changed, unfortunately not for the better. Natural disasters have increased year by year throughout the world. If urgent interventions are not made now, it may be too late to stop these natural disasters' effects on humans and other life forms. In the IBDP ESS class, students are made aware of the problems at hand today through case studies, news articles, vlogs, travelogues, and personal experiences. The first step of being change-makers starts within us, and that's what we are learning day by day as individuals. We all need to lead by example by acting at local levels and trying to get others involved to make it a global movement.

Climate change is a global crisis, but it's also one that can be addressed through small, everyday actions. Minor

CLIMATE WARRIORS: SMALL CHANGES CAN GO A LONG WAY IN REDUCING THE IMPACT OF CLIMATE CHANGE

Sandeep Thakur, MYP Sciences & DP ESS



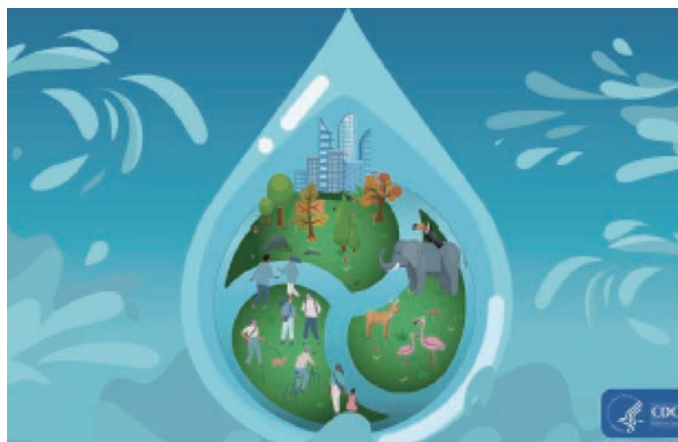
lifestyle adjustments can make a significant difference in reducing our carbon footprint and mitigating the effects of climate change. We can all practice these at home and take on the responsibility of spreading awareness among our family and friends. Switching to energy-efficient appliances and light bulbs can cut down on electricity usage. Simple gestures like turning off lights when not in use and unplugging electronics can also save energy. Reducing car use and opting for public transport, cycling, or walking not only lowers carbon emissions but also promotes a healthier lifestyle. Carpooling and using electric or hybrid vehicles when necessary are other effective ways to reduce our carbon footprint.

Being conscious of what we buy can have a profound impact. Choosing products with less packaging, supporting local and organic farming, and reducing meat consumption can lower our carbon footprint. The production of meat, particularly beef, is a significant

source of greenhouse gases. Using water wisely is crucial, as it saves energy in treating and pumping water. Simple actions like fixing leaks, taking shorter showers, and using a broom instead of a hose to clean outdoor spaces can conserve water. Cutting down on single-use plastics, composting food waste, and recycling paper, glass, and aluminum can significantly

decrease the amount of waste in landfills, which are significant sources of methane, a potent greenhouse gas. Participating in community initiatives like tree planting, clean-up drives, and local sustainability projects can create a ripple effect, inspiring others to join the fight against climate change.

While individual actions may seem small, they are not insignificant. When multiplied by millions of people, they can lead to substantial change. It's about starting with what you can do and inspiring others to join in. Every bit counts in the battle against climate change, and each of us has the power to make a difference.



EMBARKING ON A JOURNEY THROUGH TIME AND SPACE: IGNITING INTERNATIONAL MINDEDNESS IN STUDENTS' HISTORICAL NARRATIVES

Stella Zhao,

*PYP Chinese A, DP Chinese Language B,
Language Acquisition HOD*

在这个多元交融的时代，我的学生们以世界各国的探索者身份展开了一场奇妙的冒险。他们不仅仅是在历史的长河中寻找答案，更是通过扮演不同国家的探险者，制作名片展示贡献，编写奇闻轶事，深度挖掘历史人物的多面性。这场探险活动，不仅唤起了观众们对历史的好奇心，更激发了学生们对国际情怀的追求，以及对未知世界的渴望。

首先，学生们通过名片的制作，将自己扮演的探险者的贡献展现得淋漓尽致。每张名片都是一本打开的历史书，记录着这位探险者所取得的成就和对世界的探索。观众们透过这些名片，仿佛穿越到历史的长廊，感受到不同文化间的交流和合作。这样的展示不仅仅是对探险者的致敬，更是对国际合作与理解的致敬，呼唤着全球化时代的共同奋斗。

穿越时空的探险心—— 激发国际情怀与学子的 历史奇谭

而奇闻轶事的编写更是为这场探险活动增添了趣味和想象力。比如，张骞成为代购的鼻祖，这个别开生面的创意让历史人物变得更加亲切和有趣。观众们在笑声中深入思考，历史原来可以如此风趣。同时，对于马可波罗是否真的到过中国，刘易斯和克拉克的结识等问题的探讨，激发了学生们对历史真相的追问欲望，培养了他们对批判性思维的锻炼。历史并非一成不变的定论，而是充满了各种可能性和未解之谜。

更为引人注目的是，有些学生选择讲述自己扮演的探索者的自述故事。其中，一位学生深入挖掘了阿比·森德兰的故事，通过第一人称的视角，将自己融入历史的情境中。这样的深度体验不仅让学生更好地理解所扮演角色的内心世界，也培养了他们的同理心和情感表达能力。这种亲身经历的故事分享，让学生们不仅仅是历史的观察者，更是历史的创作者。

作为老师，我深感这场国际化的历史探险旅程，不仅仅是一次知识的传递，更是对国际情怀和人文关怀的呼唤。每一位学生都如同一颗星星，照亮着历史的夜空。这样的国际化视野，将激发学生们更广阔的未来愿景，使他们成为具备全球意识的公民。在这个特殊的时刻，我由衷地希望我的学生们能够继续怀揣着对世界的好奇心，勇敢地追求知识，成为推动国际交流与合作的先锋者。

让我们共同感受这场穿越时光的探险，用国际情怀和探索的精神，共同书写属于我们的历史奇谭。在这个充满可能性的未来，愿每个学生都能成为探险家，勇敢地航向知识的海洋，开启属于自己的国际化冒险之旅。

In this era of cultural diversity, my students have embarked on a fascinating adventure, assuming the roles of explorers from various countries worldwide. They are not merely seeking answers in the river of history but are actively participating by portraying different historical figures, crafting informative name cards showcasing their contributions, and narrating whimsical tales. These anecdotes range from portraying Zhang Qian as the pioneer of online shopping to exploring whether Marco Polo indeed visited China and delving into the encounter between Lewis and Clark. These extraordinary stories have captivated both the audience and the students, fostering a profound interest in these explorers and a fervent desire to delve deeper into their tales. Some students even shared personal narratives as the explorers they portrayed.

As an educator, I find this interdisciplinary unit on exploration and international understanding profoundly enriching. The creation of name cards serves as a brilliant medium for students to present their chosen explorer's contributions. Each card unfolds as a captivating chapter in the historical journey, encapsulating the achievements and explorations of these remarkable individuals. Through these name cards, the audience is transported through time and space, witnessing the interconnectedness of different cultures. This presentation pays homage to the explorers and also underscores the importance of global collaboration and understanding, echoing the spirit of our globalized era.

The incorporation of whimsical tales adds an element of humor and imagination to this adventure. For instance, depicting Zhang Qian as the pioneer of online shopping injects creativity into portraying historical figures, making them more relatable and entertaining. The audience's laughter becomes a gateway to more profound reflections, revealing that history can be informative and amusing. Simultaneously, exploring historical mysteries, such as whether Marco Polo indeed visited China and the friendship between Lewis and Clark, sparks a curiosity in students to question historical truths and cultivates their critical thinking skills. As presented by these narratives, history is a tapestry of possibilities and enigmas.

The personal narratives shared by students as the explorers they portrayed elevate this activity to a new level. By immersing themselves in the first-person perspective, students integrate into the historical context, becoming an integral part of the explorers' stories. This experiential learning not only enhances their understanding of historical events but also nurtures empathy and international awareness. Each personal narrative becomes a captivating exploration of history, allowing students to feel the enchantment of time travel and the personal connection to the past.

"On this special occasion, I extend heartfelt wishes to my students! Over the past year, you have not only begun to understand and appreciate the rich tapestry of history but also to embody the spirit of the explorers you have studied. Your journey through time and space has only just begun, and I am immensely proud of the growth and achievements you have made. I look forward to seeing where your curiosity and creativity will take you next."



MAN IN THE MIRROR - PEACE, JUSTICE AND STRONG INSTITUTIONS

Steven A. Wekesa, DP Film; MYP Media Studies; Arts HOD



"Why did Michael Jackson sing 'Man in the Mirror'?" This iconic song became an anthem in our MYP Media classroom, inspiring many of the experiences we had while exploring how media can influence change in society, aligning with UN SDG 16: Peace, Justice, and Strong Institutions. Indeed, the media, as an institution, is a powerful influencer of how the world relates, fostering peace and understanding among communities. The students researched art movements and how they demonstrated the world's interconnectedness. The music videos we watched as part of our inquiry into the first unit centered on peace and justice, including "Where is the Love" by the Black Eyed Peas. Students learned to decode the world through the lens of media, realizing the universality of stories and struggles.

In DP Theatre, students took a global tour through World Theatre Traditions, from Noh theatre's disciplined elegance to Kathakali's vibrant expressiveness and

Kecak Theatre's imagery. They read plays about political struggles, like "The Island" by Athol Fugard, which discusses apartheid and political prisoners. They also read the classic "Antigone" and related the cultural context to the socio-political issues of the day. They saw how these art forms, despite their geographical roots, tackle universal matters like politics and religious intolerance. DP Film students also navigated the unbridled waters of film movements and theories, watching "The Conformist" (1976), a film about fascism in Italy under dictator Benito Mussolini, "West Side Story" (2021), which captures the Puerto Rican struggles in the US, and "Parasite" (2019), which addresses classism and societal injustices. Though diverse in origin, the films united them in a shared understanding of how art reflects and critiques societal issues.

They reflected on their understanding of International Mindedness and SDG 16. Most of them were amazed at how dynamic the arts are in remaining a relevant tool for societal awakening. They saw themselves as part of a larger, interconnected global narrative. Inspired by Michael Jackson's call to action, they understood that true change begins with looking at the person in the mirror.





SUNFLOWER COTTAGE: GROWING GLOBAL CITIZENS

Li Yan, David Nazari, and Veronica Huang
Sunflower Cottage (Grades 1-3) Teachers

Welcome to Sunflower Cottage, where every day is an adventure in learning and embracing the world around us! As educators in the Primary Years Programme (PYP) of the International Baccalaureate (IB), we are dedicated to nurturing young minds that are not only academically proficient but also culturally sensitive and globally minded.

In Sunflower Cottage, we believe in the power of diversity and the importance of fostering a deep understanding of different cultures and perspectives. Our approach to International Mindedness encompasses a variety of enriching experiences designed to immerse our students in the global community.



One of the most exciting initiatives we've implemented is our Multilingual Storytime sessions. These sessions provide a unique opportunity for parents from diverse cultural backgrounds to share stories from their home countries in their native languages. Picture the awe on our students' faces as they listen to tales from distant lands, narrated in languages they may have never encountered before. From Spanish to Mandarin, Hindi to French, each story unlocks a new world, sparking curiosity and igniting a passion for

language and cultural exploration.

These Multilingual Storytime sessions expose our students to the beauty of different languages and celebrate our school community's rich diversity. They learn to appreciate the unique customs, traditions, and storytelling styles of cultures around the world, fostering empathy, respect, and a sense of global citizenship.

But our commitment to International Mindedness extends beyond language and cultural appreciation; it also encompasses a deep understanding of global issues and a commitment to making a positive difference in the world. Take, for example, our exploration of the Israel-Palestine conflict. While this topic may seem complex and daunting for young learners, we believe engaging our students in meaningful discussions about real-world issues is essential. Through carefully curated resources, age-appropriate discussions, and hands-on activities, we guide our students in understanding the historical and cultural context of the conflict. We encourage them to ask questions, express their thoughts and feelings, and engage in critical thinking about possible solutions. By approaching the Israel-Palestine conflict with sensitivity, empathy, and an open mind, our students develop valuable skills in conflict resolution, peacebuilding, and global citizenship.

In addition to exploring global issues in the classroom, we also empower our students to take action and make a positive impact in their communities and beyond. Whether

through fundraising initiatives for international charities, environmental projects to promote sustainability, or advocacy campaigns to raise awareness about social justice issues, our students are encouraged to use their voices and talents to effect meaningful change in the world.



As we continue our journey toward cultivating global awareness at Sunflower Cottage, we invite you to join us in celebrating the beauty of diversity, the power of empathy, and the limitless potential of our young learners. Together, we can inspire a new generation of global citizens who embrace the world with open hearts and minds, making a difference wherever they go.



BUILDING PEACE AND UNITY IN THE INFANT TODDLER CLASSROOM

Rita Miao, Bamboo Cottage Lead Teacher

As Amerasia's Infant Toddler teachers, we are aware of the important role we hold. It is our responsibility to help the youngest humans and their families transition from a small home environment to the world environment, which starts here in our Bamboo Cottage. Our goal is to instill grace and courtesy, peace, various skills, and knowledge in our youngest members' hearts and minds. They are our future—our future builders of Peace, Justice, and Strong Institutions.

To achieve peace in this world, we must celebrate our differences, seek commonalities, address each others' fears, find peaceful ways to live together and recognize that we are more alike than we are different. After all, we are all human.

So, we start here in the Toddler Classroom by understanding our toddlers better and planting the seeds to raise beautiful, curious, and responsible human beings. The toddler classroom environment invites us to open ourselves to new experiences and the discovery of differences in culture, language, and customs. It is beautiful to see how multiculturalism spreads here. The young children are so pure and so open to accepting differences. Parents are flexible to changes as well.

Diversity encompasses a wide spectrum of characteristics, including ethnicity, religion, language, gender, and more. These differences contribute to a tapestry of perspectives and experiences that can fuel innovation, creativity, and progress.

The Language and Culture areas of our classroom are where we celebrate multiculturalism and practice grace the most. Let's take a sneak peek at our birthday celebrations.

Before the Montessori Birthday Circle, the child having a birthday is guided to bake their birthday cake to share later with everyone in the classroom. All of the children make a large circle around the sun placed on the floor. The birthday child stands beside the label that has their birth month on it. The parent or teacher lights the candle to signify the moment the child is born. The parents share the life story of the child. At that point, the birthday child begins the journey, walking slowly around the sun once, with the globe in their hands. The child stops when they reach their birth month again. While the birthday child walks, the children in the outer circle sing the song "The



Earth Goes Around the Sun." This process is very meaningful and special for celebrating a human's birth and presence in the world. After blowing out the sun's candle, we sing "Happy Birthday" in all the languages we have in our classroom. Currently, these are English, Chinese, Lithuanian, Korean, Brazilian, Swahili, Danish, and more. The experience is so special and so concrete for our young members of the world.

Kaip Amerasios mokyklos jauniausių vaikų mokytojai, mes žinome, koki svarbų vaidmenį atliekame jų gyvenimuose. Mūsų pareiga padėti patiems mažiausiems žmonėms ir jų šeimoms pereiti iš namų aplinkos į pasaulinę aplinką, kuri prasideda čia, mūsų Bamboo klasėje. Mūsų tikslas – įsėti į jauniausio nario širdis ir mintis malonę ir mandagumą, ramybę, įvairius įgūdžius ir žinias. Nes vaikai yra mūsų ateitis. Jie yra mūsų Taikos, teisingumo ir stiprios institucijos ateities kūrėjai.

Šiame pasaulyje pasiekti taiką reiškia švęsti savo skirtumus, ieškoti bendrumų, spręsti kitų baimes, rasti taikius būdus gyventi kartu ir pripažinti, kad esame labiau panašūs nei skirtingi. Juk visi mes esame žmonės.



“

I beg the dear all-powerful children to unite with me for the building of peace in Man and in the World.

— Maria Montessori

”

Taigi mes pradėdame čia, mažiausių vaikų klasėje. Suprasdami mūsų mažylius geriau. Sėjame sėklytes, kad užaugintume gražius, smalsius ir atsakingus žmones.

Vaikų klasės aplinka kviečia atsiverti naujai patirčiai ir atrasti kultūros, kalbos ir papročių skirtumus. Gražu matyti, kaip čia plinta multikultūrizmas. Maži vaikai yra tokie tyri ir tokie atviri skirtumams priimti. Tėvai taip pat yra lankstūs pokyčiams.

Įvairovė apima daugybę savybių, įskaitant etninę





INTERNATIONAL MINDEDNESS & SDGs IN PHYSICAL AND HEALTH EDUCATION

Victor Lopez, Athletics Director



In today's interconnected world, fostering International Mindedness in students is crucial. In my Physical and Health Education (PHE) classes, I strive to bring global perspectives and the United Nations' Sustainable Development Goals (SDGs) into our daily activities and discussions.

International Mindedness in Daily Lessons

International Mindedness in PHE begins with recognizing and respecting diverse cultures and their approaches to physical activity and health. For instance, I incorporate games and sports from various cultures into our curriculum. These activities not only enhance physical skills but also teach students about the cultural significance and origins of these sports, fostering a sense of global awareness and appreciation.

Integrating SDGs into PHE

The SDGs are a blueprint for a better and more sustainable future, and they are integral to my teaching philosophy. In PHE, I focus on several key SDGs:

Good Health and Well-being (Goal 3): My curriculum emphasizes the

importance of physical activity in maintaining good health. We discuss healthy lifestyle choices, the benefits of regular exercise, and the impact of physical activity on mental health.

Quality Education (Goal 4): I ensure that my lessons are inclusive and accessible to all students, regardless of their abilities or backgrounds. This promotes equal opportunities and encourages lifelong learning.

Gender Equality (Goal 5): We address gender stereotypes in sports and promote equality by encouraging both boys and girls to participate in all activities. Highlighting female athletes and their achievements is also a regular part of our discussions.

By embedding International Mindedness and the SDGs into my PHE curriculum, I aim to equip students with the knowledge and skills they need to thrive in a globalized world and contribute positively to society. This holistic approach enhances their physical health and nurtures their development as compassionate, informed, and active global citizens.



INTERNATIONAL MINDEDNESS: HOW DO WE PREPARE EARLY CHILDHOOD LEARNERS TO BE GLOBALLY MINDED?

Hyacinth Masigman, Plum Blossom Cottage Lead Teacher

In our first Unit Celebration themed "Spaces," the Plum Blossom children were exposed to various "spaces" outside their own. They inquired about the characteristics and arrangements of physical spaces, how people use different spaces, and our responsibility in sharing spaces with others. The children were amazed, wondering how people from other countries could ever survive and thrive in their living spaces. They explored and reasoned how to have a safe and peaceful environment. When one of our kid presenters was asked why the police station was placed near the bank, he courageously answered, "Well, if there's a robbery, it is easier for the policemen to catch the thieves!" What a witty answer that was. These children made, built, and designed their "Dream City" on what a peaceful community must look like.

The floating villages of Vietnam and Cambodia, where locals move around in their community on the water, were another eye-opener for them. When the Plum Blossom children were asked if they would like to live in this community, many said "Yes!" and "No!" They had their profound reasons.

Another group of kids presented what living in a desert community looked like. Scarcity of water, extreme heat, lack of green plants, and so on—these kids couldn't imagine living in an all-year-round hot place. Their young minds started to see the world

through their empathetic lenses.

So, how do we prepare EC learners to be globally aware and involved?

Preparing a child to be internationally minded involves:

- Fostering a broad understanding of the world.
- Cultivating empathy and respect for diverse cultures.
- Promoting a sense of global citizenship.

They experience this firsthand inside the Plum Blossom classroom, where 11 countries are represented.



They practice:

- **Cultural Exploration:** Exposure to various cultures through books, stories, music, art, and food.
- **Language Learning:** Introduction to different languages through songs, music, and movements. Bilingual books opened doors to understanding and connecting with people from different backgrounds.
- **Global Awareness:** Learning about world geography, current events, and global issues in age-appropriate ways.



- **Critical Thinking and Open-mindedness:** Asking questions about different cultures and seeking understanding through dialogue and respectful engagement.
- **Service Learning:** Encouraging children to take action locally while thinking globally, fostering a sense of responsibility and compassion towards others.

As adults, we must be positive role models by embracing diversity, demonstrating cultural sensitivity, and fostering curiosity about the world. Show children that being internationally minded is about celebrating differences and building bridges of understanding across cultures.

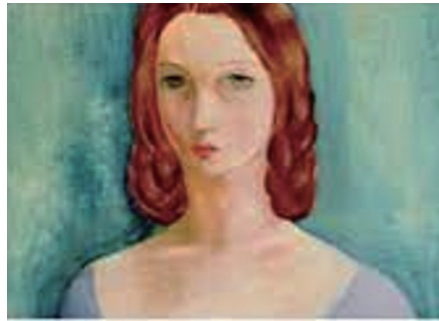
By providing children with experiences and opportunities, we can help them develop the attitudes, skills, and knowledge needed to thrive in an interconnected world and become responsible global citizens.



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In an innovative educational approach, the DP 1 class embraced International Mindedness by integrating classic literature into their curriculum, closely aligning with the United Nations' Sustainable Development Goals (SDGs). A standout example is the inclusion of Henrik Ibsen's "The Doll's House" into the Korean language arts program, which serves as a catalyst for exploring gender roles and societal norms within a global context, including Europe, Asia, and specifically South Korea.

"The Doll's House," a seminal work in modern drama, offers a platform for challenging traditional gender roles and expectations. DP 1 students were encouraged to draw parallels between Nora's journey in 19th-century Norway and contemporary



discussions on gender equality, a focal point of SDG 5: Achieving Gender Equality and Empowering All Women and Girls.

The curriculum is meticulously crafted to enable comparative analysis between Ibsen's work and the cultural narratives and social constructs of South Korea. This comparative study allows students to critically evaluate the strides and ongoing challenges toward gender equality across different cultural contexts. For instance, despite

South Korea's significant progress in education and female workforce participation, traditional gender roles and societal pressures persist, providing a rich context for discourse.

This educational strategy underscores International Mindedness by creating an environment where DP 1 students can actively engage with global issues. The initiative reflects a commitment to the SDGs, aiming to cultivate students into empathetic global citizens who can appreciate and contribute meaningfully to our world's diverse cultural narratives.

Incorporating "The Doll's House" into the Korean language curriculum for DP 1 students transcends academic study, fostering a nuanced understanding of the SDGs, especially SDG 5. It prompts students to reflect on their potential roles in advocating for gender equality and sustainable development at both the local and global levels.

FOSTERING GLOBAL PERSPECTIVES: 'THE DOLL'S HOUSE' INTEGRATED INTO KOREAN LANGUAGE CLASS TO ADDRESS SDGS



제목 : 헨리크 입센의 희곡 '인형의 집' 을 통해 배우는 국제적감각 .

DP1 두 번째 단원에서 우리는 유럽의 고전문학을 다루면서 국제적 감각을 키우고, 유엔의 지속 가능 발전 목표 (SDGs) 중 성평등에 대해 조사하고 발



표, 토론하였다. 특히 헨리크 입센의 '인형의 집' 을 읽고 분석하면서 학생들이 유럽, 아시아, 특히 한국을 포함한 세계 각지의 성역할과 사회적 가치관의 변화를 탐구할 수 있는 계기가 되었다.

서구 연극사조에서 중요한 작품 중 하나인 '인형의 집' 은 우리에게 전통적인 여성의 성역할에 대한 다양한 문제점을 시사한다. DP1 학생들은 등장인물 노라의 대사와 행동을 통해 당시의 사회적 편견에 대해 배우는 동시에 성평등과 여성의 권익을 재고할 수 있는 기회를 얻을 수 있었다.

학생들은 한국의 문화적 특징과 사회구조를 입센의 작품과 비교 분석할 수 있었으며 다양한 문화적 맥락에서 성

평등에 대한 발전과 도전적 과제를 비판적인 시각으로 평가할 수 있었다. 한국은 교육과 여성의 직장 참여에서 상당한 발전을 이루었지만 전통적인 성역과 사회적 압박이 지속되는 등 많은 토론의 여지를 제공한다는 사실을 학생들은 문학과 비문학자료를 통해 인식하는 계기가 되었다.

이러한 교육 과정은 DP1 학생들이 세계적인 문제에 참여할 수 있는 환경을 조성하여 국제적 감각을 키울 수 있도록 돕는다. 또한 학생들에게 세계 각지의 다양한 문화적 이야기에 공감하고 변화를 촉구하는 세계 시민으로 양성하기 위해 밑거름이 될 수 있다는 믿음을 갖게 하는 의미 있는 교육과정이었다.



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