

INTERNATIONAL MINDEDNESS

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



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MISSION STATEMENT

QAIS strives to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach and to nurture courageous global citizens who help build a peaceful world.

OUR VISION

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

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EXPLORATION KNOWS NO BOUNDS

Kenneth Hall, Judy Li
Grade 4K Team

The 4th-grade Living Museum transformed our classroom into a vibrant tapestry of global discovery, spanning past, present, and future. In this celebration of International Mindedness, students donned the personas of renowned explorers, from the Silk Road journeyer Marco Polo and the intrepid navigator Zheng He, to pioneering aviator Amelia Earhart and even astronauts charting the cosmos. As family and classmates meandered through the "exhibit," each young scholar stood proudly beside a backdrop of maps, artifacts, and multimedia displays, ready to share their explorer's legacy.

Preparation for the event was itself an exercise in cultural empathy and research. Working in small, diverse teams, students delved into historical accounts, watched documentaries, and examined primary-source letters. They practiced public speaking, edited scripts for clarity and accuracy, and created visual aids that highlighted each explorer's challenges and contributions. In dressing as Ibn Battuta, one student explained how the 14th-century traveler bridged North Africa to India, emphasizing both geographic distance and cultural exchange. Another embodied Sally Ride, America's first woman in space, drawing connections between earthly exploration and the quest for scientific

knowledge beyond our planet. Beyond simply "visiting" different corners of the world, the Living Museum invited students to reflect on the true essence of exploration: a pursuit of new ideas, fresh perspectives, and deeper understanding. Conversations flourished as visitors asked questions about navigation tools, language barriers, and the ethics of encountering new cultures. Explorers of all eras shared tales of collaboration—how meeting unfamiliar peoples led to the exchange of art, cuisine, and inventions that enriched civilizations on every continent.

By uniting history, science, and empathy, the Living Museum fostered a spirit of curiosity and respect. Fourth graders discovered that to explore is not only to chart unknown lands but to open one's mind to diverse ways of knowing. As one student aptly concluded, "Every new idea is an adventure—sometimes even more exciting than the next uncharted island." In embodying explorers from time and space, our young learners embraced the interconnected world and the boundless possibilities of discovery.



今年，四年级的“博物馆真人秀”将我们的教室变成了一幅生动的全球探索画卷，承载着过去、现在与未来。在这场国际理解的庆典中，学生们化身为著名探险家——从丝绸之路的行者马可·波罗和勇敢的航海家郑和，到开创性的女飞行员阿梅莉亚·埃尔哈特，甚至还有遨游太空的宇航员。当家长和同学们漫步于“展区”时，每位小探险家都自豪地站在地图、文物和多媒体展示的背景前，准备分享他们所扮演探险家的传奇。

活动的准备过程本身就是一次文化共情与研究能力的锻炼。学生们分成小组，深入研读历史记载、观看纪录片，并分析原始信件；他们练习公众演讲，修改讲稿以确保清晰准确，并制作可视化辅助材料，突出探险家的挑战与贡献。一位同学扮演伊本·白图泰，讲解这位十四世纪旅行者如何连接北非与印度，强调地理距离与文化交流；另一位同学则扮演美国首位女宇航员莎莉·赖德，探讨地球探索与对宇宙科学知识的追求之间的联系。

“博物馆真人秀”不仅让学生“游览”世界各地，还邀请他们反思探索的真正意义：追寻新思想、新视角与更深刻的理解。参观者们踊跃提问，讨论导航工具、语言障碍，以及与新文化接触时的伦理考量。各个时代的探险故事中，都蕴含着合作精神——在与陌生民族相遇时，艺术、美食和发明的交流丰富了各大文明。

通过融合历史、科学与同理心，活体博物馆激发了好奇心与尊重的精神。四年级学生们认识到，探索不仅仅是绘制未知土地的地图，更是以开放的心态接纳多元的认知方式。正如一位同学精彩总结：“每一个新想法都是一次冒险，有时甚至比发现下一个未知岛屿更令人兴奋。”在扮演时空探险家的过程中，我们的学生拥抱了相互关联的世界，以及那无限的探索可能性。”



BETWEEN WORDS AND WORLDS: LIVING CHINESE WITH PURPOSE

Chloe Fu

Grade 5 TA/G5 Chinese B teacher

In our Chinese B class, language learning is no longer confined to textbooks or isolated vocabulary drills. This year, we brought Chinese into real life—where it belongs—through meaningful, creative, and purposeful engagements that foster International Mindedness and develop key competencies aligned with the United Nations Sustainable Development Goals (SDGs).

One of the highlights was our role-play series, in which students took on roles such as customers, shopkeepers, and restaurant servers. They practiced scenarios such as ordering food, shopping for groceries, and asking for assistance. Through these interactions, students learned how to clearly and naturally express their needs, a key skill

not only for communication, but also for developing empathy, respect, and global competence. When students role-played choosing eco-friendly products or ordering plant-based meals, we connected the language content to SDG 12: *Responsible Consumption and Production*, encouraging students to reflect on their impact as global citizens.

We also integrated Chinese B with our UOI science themes. In our unit on physical and chemical changes, students conducted simple hands-on experiments and narrated their observations in Chinese. Then, they used their new vocabulary and structures to write and perform creative short stories. These playful tales brought abstract concepts to life while reinforcing

scientific literacy and expressive confidence in Chinese.

The assessed curriculum included storybooks, presentations, and peer feedback. Students demonstrated not only linguistic growth but also curiosity, creativity, and collaborative skills, embodying the IB learner profile in authentic ways.

Through these experiences, our classroom became a stage where language was more than words—it was action, imagination, and connection. As a Chinese language educator, I believe in making every unit a window to the world, and every word a tool for both understanding and transformation.



字里行间见世界， 语中情境塑未来

在我们五年级的Chinese B课堂中，语言学习不再是孤立的词汇记忆或教科书练习，而是一次次走入生活、连接世界的真实旅程。通过有意义、有创意、有目标的课堂设计，我们不仅提升了学生的语言表达能力，更引导他们以国际视角看待现实，落实联合国可持续发展目标（SDGs）。

本学期的亮点之一是情景角色扮演系列。学生扮演顾客、店员或餐厅服务员，练习如点餐、购物、寻求帮助等真实生活情境。在不断模拟中，孩子们学会了自然、清晰地表达自己的需求，同时也在对话中体会到了沟通的艺术与尊重他人的 important。这些场景我们结合了SDG12 “负责任的消费与生产”，例如学生在点菜时选择素食、在购物时选择环保商品，引发他们对全球公民身份的深度思考。

我们还将Chinese B课程与探究单元中的科学主题结合。在学习物理与化学变化的过程中，学生通过小实验探索现象，并用中文记录与讲解。随后，他们将语言与创意结合，创作属于自己的小故事。这些充满童趣的故事既加深了对科学概念的理解，也激发了他们用中文自信表达的能力。

学生通过绘本创作、小组展示、互评反馈等形式进行评估，不仅展现了语言能力的提升，更体现了他们的好奇心、创造力与合作精神，真实地活出了IB学习者的模样。

在我们的课堂中，语言是桥梁，是表达，是想象，也是行动。我始终相信：每一个单元都是通向世界的一扇窗，而每一个词汇，都是理解世界与改变世界的工具。

THE BEAUTY OF STRUCTURE, THE LIGHT OF CIVILIZATION – A REFLECTION ON THE GRADE 3 UNIT OF INQUIRY ON "STRUCTURES"

Hui Yuan

Chinese Teacher & Lower School Chinese Department Chair

In the recent Unit of Inquiry on "Structures," Grade 3 students embarked on a meaningful journey of exploration. Starting from central questions and moving through in-depth investigation to creative expression, students gained not only an understanding of architectural wisdom but also nurtured seeds of cultural awareness and a global perspective.

Through multimedia resources and targeted reading, students developed a comprehensive understanding of the Great Wall of China—its historical background, structural components, military function, and profound cultural significance. They deepened their grasp of how structure influences function while gradually appreciating the spirit of a civilization embedded in its architecture.

As part of their summative assessment, students wrote expository texts about the Great Wall. Their writing was clear and logical, demonstrating an increasing mastery of academic language and the ability to present ideas with evidence. Furthermore, through collaborative group work, students constructed miniature models of the Great Wall, transforming knowledge into tangible creations. These hands-on experiences not only reinforced their understanding but also cultivated teamwork and creativity.

Notably, throughout the unit, students demonstrated growing international mindedness. They extended their inquiry beyond the Great Wall, exploring and comparing iconic structures from other parts of the world. In doing so, they began to understand that every structure is a crystallization of cultural values and human wisdom. Each piece of architecture tells a silent story of the civilization it belongs to.

True education lies not only in the acquisition of knowledge, but also in the expansion of vision and the development of critical thinking. Through this unit, students not only mastered structural concepts but also built their capacity to observe the world, understand others, and appreciate diversity. This embodies the core mission of the International Baccalaureate (IB): to cultivate internationally minded, well-rounded lifelong learners.



在本学期“三年级‘结构’探究单元”中，学生以结构为切入点，展开了一场跨越时空的学习之旅。从最初的问题引发，到深入的探索实践，再到最终的创造表达，孩子们在理解人类建筑智慧的过程中，也悄然播下了文化理解与全球视野的种子。

围绕本单元核心概念，学生通过观看多媒体资料、阅读信息文本，系统了解了中国古代伟大工程——长城的形成背景、基本结构、军事功能及其深远的历史文化价值。他们不仅对“结构如何影响功能”有了更具象、更深刻的认识，也逐步体会到建筑背后所蕴含的民族精神与时代印记。

在总结性评估环节，学生撰写了关于长城的说明文，条理清晰，逻辑严谨，语言表达逐步趋于规范。他们学会了在写作中运用事实支撑观点，用精准的语言传递信息，体现了思维的条理性与表达的学术性。此外，小组合作建构“微型长城”模型的实践活动，更

是将认知转化为创造，将想象付诸于实践，在合作中深化理解，在动手中建构知识。

值得一提的是，在本单元的学习过程中，学生逐步展现出日益增长的国际理解能力。他们不仅关注长城本身，更将目光延伸至世界范围内的其他著名建筑，比较不同文化中对“结构”这一共通概念的独特诠释与创新实践。正是在这样的探究中，学生开始理解：每一种结构，皆是文化与智慧的结晶；每一段历史，皆在沉默中诉说文明的声音。

教育的意义，不止于知识的积累，更在于视野的开拓与思维的提升。通过本单元的学习，学生不仅掌握了结构的基本概念，更在多角度、多维度的探究中，培养了观察世界、理解他人、欣赏多元的能力。这正是国际文凭课程（IB）所倡导的核心理念：培养具有国际情怀、全面发展的终身学习者。

结构之美，
文明之光 ——
三年级“结构”探
究单元学习纪实

INTERNATIONAL MINDEDNESS AND THE SGDS IN THE MYP HUMANITIES CLASSROOM

Rafael Verdu

MYP Humanities,
MMUN Coordinator, DP Spanish B



LA MENTALIDAD INTERNACIONAL Y LOS ODS EN EL AULA DE HUMANIDADES DE MYP

En el aula de Humanidades, promover la mentalidad internacional e incorporar los Objetivos de Desarrollo Sostenible (ODS) de las Naciones Unidas son pilares fundamentales de nuestra práctica educativa. Invitamos a los estudiantes a analizar los desafíos globales desde múltiples perspectivas y a reflexionar sobre su papel como ciudadanos del mundo informados y responsables.

Durante este semestre, los estudiantes exploraron a fondo temas de actualidad como la guerra en Ucrania, el conflicto en Gaza y Palestina, y acontecimientos políticos recientes como la reunión entre Donald Trump y Volodímir Zelenski. Estos temas se analizaron dentro del contexto de la justicia, el liderazgo global, la paz y la desigualdad, fortaleciendo su pensamiento crítico y su empatía.

Una de las experiencias más significativas fue la simulación interna del Modelo Montessori de las Naciones Unidas (MMUN), organizada por el departamento de Humanidades. Los estudiantes

In the Humanities classroom, fostering International Mindedness and embedding the United Nations Sustainable Development Goals (SDGs) are essential parts of our teaching practice. Students are encouraged to explore global challenges from multiple perspectives and to consider their roles as informed and responsible global citizens.

This semester, our students engaged deeply with current events, including the war in Ukraine, the Gaza-Palestine conflict, and recent political developments such as the meeting between Donald Trump and Volodymyr Zelensky. These topics were discussed in the context of global leadership, justice, inequality, and peace, allowing students to build critical thinking skills and empathy while staying connected to the world around them.

One of the most meaningful experiences was the in-house Montessori Model United Nations (MMUN) simulation organized by the Humanities department. Students represented various countries, debated real global issues, and drafted resolutions aligned with the SDGs. This experience empowered students to practice diplomacy, collaboration, and advocacy – all within a framework of peace and sustainability.

Students also reflected on their personal impact through research on global consumption habits and sustainability. Discussions around responsible production and ethical decision-making helped students make connections to SDG 12 and others.

By consistently integrating current affairs, global debates, and the SDGs, our Humanities classroom aims to develop learners who are curious, compassionate, and committed to making a difference.



representaron países, debatieron sobre problemáticas globales reales y redactaron resoluciones alineadas con los ODS. Esta actividad les permitió desarrollar habilidades diplomáticas, trabajo en equipo y una visión global basada en la paz y la sostenibilidad.

Además, reflexionaron sobre el impacto personal y colectivo mediante investigaciones sobre el consumo global y la producción responsable, conectando su aprendizaje con el ODS 12.

A través del análisis de noticias actuales, el debate internacional y los ODS, el aula de Humanidades busca formar estudiantes curiosos, comprometidos y conscientes de su capacidad para transformar el mundo.



PROMOTING INTERNATIONAL MINDEDNESS AND GLOBAL WELL-BEING IN PHE

Victor Lopez

Athletic Director; PYP/MYP PHE,
PHE Department HOD

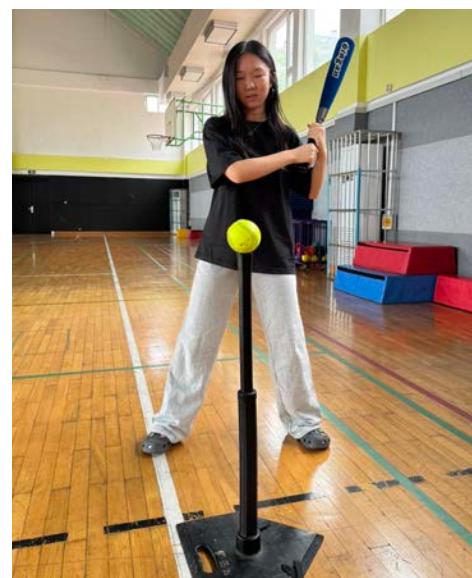
In our MYP 4-5 Physical and Health Education (PHE) class, students have explored the value of International Mindedness through both sport and health. This year, we've participated in a wide variety of sports that originate from different countries and cultures, from football and floorball to volleyball and softball. Each unit provided students with the opportunity to learn the rules, techniques, and cultural significance behind each sport, enabling them to appreciate the diversity of physical activity around the world.

We also made connections to Sustainable Development Goal 3: Good Health and Well-Being, especially during our health and fitness units. Students analyzed personal fitness levels, created individualized workout plans, and discussed the physical and mental benefits of regular exercise. Through this process, they gained a deeper understanding of how access to health education and opportunities for physical activity can impact quality of life in different global contexts.

Our classroom discussions often focused on how health and sport are not only personal goals, but also collective responsibilities. Students explored questions like: How can sports

bring people together across borders? How can promoting fitness contribute to stronger communities? How do different countries approach wellness?

By combining skill-building with global awareness, our MYP 4-5 students are developing into more thoughtful, active, and internationally minded individuals—ready to make healthy choices and contribute positively to their communities, both locally and globally.



FOMENTANDO LA MENTALIDAD INTERNACIONAL Y EL BIENESTAR GLOBAL EN EDUCACIÓN FÍSICA

En nuestra clase de Educación Física y Salud para MYP 4-5, los estudiantes han desarrollado una mentalidad internacional a través del deporte y la salud. A lo largo del año, hemos practicado una variedad de deportes individuales y en equipo originarios de diferentes países, como el fútbol, el floorball, el voleibol y el sóftbol. Cada unidad permitió a los estudiantes aprender no solo las reglas y técnicas, sino también el contexto cultural de cada deporte, valorando así la diversidad de la actividad física en el mundo.

Además, conectamos este aprendizaje con el Objetivo de Desarrollo Sostenible 3: Salud y Bienestar, especialmente en nuestras unidades de salud y condición

física. Los estudiantes analizaron su nivel de forma física, crearon planes de entrenamiento personalizados y discutieron los beneficios físicos y mentales del ejercicio regular. A través de este proceso, comprendieron cómo el acceso a la educación en salud y a oportunidades de actividad física puede influir en la calidad de vida en diferentes contextos globales.

En clase también reflexionamos sobre cómo la salud y el deporte no son solo metas personales, sino responsabilidades colectivas. Los estudiantes debatieron preguntas como: ¿Cómo pueden los deportes unir a las personas más allá de las fronteras? ¿Cómo puede la promoción del ejercicio fortalecer las comunidades?

¿Cómo abordan diferentes países el bienestar?

Al combinar el desarrollo de habilidades físicas con la conciencia global, nuestros estudiantes de MYP 4-5 están creciendo como personas activas, reflexivas y con mentalidad internacional—preparados para tomar decisiones saludables y contribuir positivamente a sus comunidades, tanto a nivel local como global.





A JOURNEY THROUGH HOMES: HOW PLUM BLOSSOM COTTAGE EXPLORED SOUTHEAST ASIA AND GREW AS GLOBAL CITIZENS

Hyacinth Jamis Masigman, Kristen Li, Daisy Pang
Plum Blossom Cottage Team

This year in our Plum Blossom cottage at QAIS, we took a special journey across Southeast Asia through the homes people live in and the journeys they take. Our unit celebration on Homes & Journeys was more than just fun—it helped our young learners understand different cultures, environments, and ways of life while developing International Mindedness.

Our learning was guided by the IB Primary Years Programme's theme, "Where We Are in Place and Time." The central idea we explored was that the diverse homes showcase distinct adaptations and values tailored to specific environments.

This sparked many questions from our curious children, like, "Why do some people live in boats?" and "How do homes change when people move?" These questions helped us explore change, connection, and perspective, encouraging the children to think about how different people live around the world.

We focused on five types of homes in Southeast Asia: the cozy huts in Indonesia, the floating boat houses of Vietnam, the sturdy Thulo houses in China, the portable tents in Inner Mongolia, and the mysterious caves in the Philippines. To bring these homes

to life, we built miniature models, drew maps of journeys between places, and shared stories about our own homes and travels. Children learned that homes reflect people's culture, needs, and environment.

The unit celebration was a joyful event where students proudly showed their projects to family and friends. They presented models and told stories about the homes they studied. This helped them practice being confident communicators, a key part of the IB learner profile, along with being inquirers and open-minded thinkers.

Our learning is also connected to the United Nations Sustainable Development Goals (SDGs). We focused especially on Goal 11: Sustainable Cities and Communities, by exploring how communities create homes suited to their environment. We also supported

Goals 4: Quality Education and 16: Peace, Justice, and Strong Institutions by fostering respect for cultures and promoting peaceful attitudes.

One of the most wonderful parts of this unit was how our diverse class shared personal stories, enriching the learning experience. Children listened with curiosity and respect, building friendships and a sense of belonging to a bigger world. Many students grew in confidence and showed a deeper appreciation for cultural diversity.

The Homes & Journeys unit was more than just a study of houses—it was a celebration of diversity, empathy, and curiosity. Through this, our Plum Blossom class took essential steps toward becoming thoughtful global citizens, ready to explore the world with open hearts and minds.



INSTILLING INTERNATIONAL MINDEDNESS THROUGH GLOBAL PERSPECTIVES IN GRADE 4J

Gloria Qiao and Joseph Peter Reynolds Acland
Grade 4J Team

At Amerasia, nurturing International Mindedness means helping students understand the world, not only through a global lens but also by connecting it to their local context in China. In Grade 4, we have focused on exploring global issues on a local scale to encourage empathy, innovation, and a sense of shared responsibility. Through our transdisciplinary units, we consistently asked, 'How are we connected to the rest of the world?' and 'What can we do to make a difference where we are?'

In our "Exploration" unit under the theme Where We Are in Place and Time, students learned how historical and modern explorers from diverse cultural backgrounds made discoveries that shaped the world. We explored the motivations behind exploration and its consequences, both positive and negative. Our class discussions included explorers from China, Europe, Africa, the Middle East, and the Americas, helping students recognize multiple perspectives and understand how curiosity can lead to both opportunity and conflict. This supported SDG 4: Quality Education and SDG 16: Peace, Justice, and Strong Institutions, as we developed empathy by exploring the impact of exploration on indigenous peoples and cultures.

During our "How the World Works" unit on electricity, we were inspired by The Boy Who Harnessed the Wind, the true story of William Kamkwamba, a Malawian boy who built a windmill from scraps to bring electricity to his village. This story became a springboard for investigating renewable energy, innovation, and resilience in the face of adversity. Students designed and presented their own renewable energy inventions to solve local problems in our school science fair. This unit deeply engaged students with SDG 7: Affordable and

Clean Energy and SDG 9: Industry, Innovation, and Infrastructure, showing how global challenges can be tackled through local action and creative thinking.

In our unit on Earth Processes, we studied natural disasters such as typhoons, volcanoes, and earthquakes—many of which affect China and other countries in the Pacific region. Students investigated how communities can use knowledge and technology to reduce the impact of these events, connecting their understanding to SDG 11: Sustainable Cities and Communities and SDG 13: Climate Action. Students created posters, books, and action plans showing how coastal cities like Qingdao can prepare for and respond to erosion and storm surges.

Across all our units, we developed key IB Learner Profile attributes such as caring, knowledgeable, and open-minded. Our class - Composed of students from diverse cultural and linguistic backgrounds - shared stories and ideas that made our inquiries richer and more meaningful.

By connecting global issues to local realities, we hope to equip our students not only with knowledge, but with the mindset to act with compassion and purpose in our interconnected world.

在美亚,培养国际情怀不仅意味着引导学生以全球视角理解世界,更注重将这种认知与中国本土情境相联结。在四年级里,我们着力于在本地化层面探讨全球议题,以培养同理心、创新精神及责任共担意识。通过跨学科探究单元,我们不断追问: "我们如何与世界相连?" 以及"立足当下,我们如何改变现状?"

在"我们所处的时空"主题下的"探索"单元里,学生们研习了来自中国、欧洲、非洲、中东及美洲等不同文化背景的古今探险家如何通过发现塑造世界。我们深入探讨探索行为的动因及其正反两面影响,课堂讨论涉及原住民文化受到的冲击,由此帮助学生建立多元视角,理解好奇心如何既能创造机遇也可能引发冲突。这一单元呼应了联合国可持续发展目标SDG4(优质教育)和SDG16(和平正义与强大机构),通过培养同理心深化学习成效。

在"世界如何运转"电力单元中,马拉维少年威廉·坎宽巴用废料建造风车为村庄供电的真实故事《驭风少年》启发了我们。以此为切入点,学生们探究可再生能源、创新精神与逆境韧性,并在校园科学展上设计展示了解决本地问题的可再生能源发明。该单元深度关联SDG7(经济适用的清洁能源)和SDG9(产业创新与基础设施),展现了如何通过本土行动应对全球挑战。

在地质活动单元,我们研究了台风、火山、地震等自然灾害——其中许多正影响着中国及环太平洋国家。学生们探索社区如何运用科技知识降低灾害影响,并将其理解与SDG11(可持续城市和社区)及SDG13(气候行动)相联系。通过制作海报、书籍及应急预案,学生们展示了青岛等沿海城市如何应对侵蚀与风暴潮。

所有单元都着力培养IB学习者素养,特别是"懂得关爱""知识渊博"和"胸襟开阔"等特质。我们这个由多元文化语言背景学生组成的班级,通过分享各自故事与观点,使得探究过程更富深度与意义。

通过将全球议题与本土现实相联结,我们期望赋予学生的不仅是知识,更是在互联世界中秉持同理心与目标感积极行动的心智模式。

在四年级J班通过全球视野培养国际情怀



EMBRACING INTERNATIONAL MINDEDNESS THROUGH ART FOR SERVICE AT QINGDAO AMERASIA INTERNATIONAL SCHOOL

Richard Jones

MYP/DP Physics and CAS Coordinator

Merry Christmas



At Qingdao Amerasia International School, we believe that art has the power to transcend boundaries and foster a sense of global community. This year, our students have taken this belief to heart through a series of CAS (Creativity, Activity, Service) initiatives centered around "Art for Service." These projects, led by our dedicated DP1 students and supported by MYP4 students, have not only showcased creativity but also promoted International Mindedness and a spirit of service.

Our first initiative was launched during the International Day celebration in November. Following the floods in Thailand, which led to the cancellation of our DP1 and DP2 Week Without Walls, we decided to redirect our energy towards raising funds for The Mirror Foundation in Thailand. This organization is dedicated to helping disadvantaged individuals in Thailand, and we wanted to contribute in a meaningful way. Our project involved setting up a stall selling Thai-inspired goods and student-designed Christmas cards. The cards, created by Viola Vianio, DP1, featured an elephant adorned with a Christmas hat and twinkling lights, symbolizing the festive spirit and our connection to Thai culture. The response from the school community was overwhelming, and we were able to send a significant donation to The Mirror Foundation.

The second project was a collaborative art piece titled "Family Tree." Led by our DP1 students and supported by Ms. Gannett and Ms. Aisulu, this initiative involved creating a tree glass window during the "Family Fun Run." Members of the school community were invited to write messages on colored leaves and attach them to the tree. These messages, written in the home languages of our diverse community, celebrated our shared humanity and promoted International Mindedness. The "Family Tree" became a symbol of our interconnectedness and the beauty of our cultural differences. Our third initiative was an art scavenger hunt featuring famous 3D printed and laser-etched artworks from renowned artists around the world. Designed by Mr. Rich, Ms. Gannett, and Ms. Aisulu, with support from Alisa Xin and Alisa Rajkovic, M4, this project encouraged students of all ages to explore the Art Exhibition. The scavenger hunt was a fun and educational way to engage with art from different cultures and time periods, fostering a deeper appreciation for the global art community. These projects exemplify the spirit of "Art for Service" at Qingdao Amerasia International School. By combining creativity with a commitment to service, our students have demonstrated that art can be a powerful tool for positive change. Through these initiatives, we have not only raised funds for those in need but also strengthened our sense of community and International Mindedness. As we look forward to future projects, we remain inspired by the potential of art to unite people and make a positive impact in the world.

INTERNATIONAL MINDEDNESS THROUGH

Hanna Siankevich

Lower School Art, ESL Teacher



ART

As an art teacher, I believe that creativity transcends borders, and my goal is to nurture International Mindedness in my students by exposing them to diverse cultures, perspectives, and global issues. One way I achieve this is by integrating artists from around the world into our curriculum. For example, in the unit "How We Express Ourselves," first-grade students explored Pablo Picasso's Cubism and created masks inspired by his style. Through this, they not only learned about Spanish art but also discussed how different cultures use masks in traditions, ceremonies, and storytelling. Students were encouraged to share their own cultural experiences, fostering a classroom environment where diversity is celebrated.

Як настаўнік мастацтваў, я веру, што творчасць не ведае межаў, і мая мэта – выхоўваць у сваіх навучэнцаў інтэрнацыянальны светапогляд, знаёмыя іх з рознымі культурамі, поглядамі і глабальнымі праблемамі. Аднаў з гэтага я дабіваюся, інтэгруючы ў праграму творчасць мастакоў са ўсяго свету. Напрыклад, у модулі «Як мы выяўляем сябе» вучні першага класа вывучалі кубізм Пабла Пікаса і стваралі маскі, натхнёныя яго стылем. Так яны не толькі пазнавалі іспанскіе мастацтва, але і аблімкоўвалі, як розныя культуры выкарыстоўваюць маскі ў традыцыях, абрадах і апавяданнях. Вучні заахвочваліся дзяліцца ўласным культурным досведам, што стварала ў класе атмасферу, дзе разнастайнасць шанавалася.

На ўроках мастацтва мы таксама звязваем творчасць з Міжнароднымі мэтамі ўстойлівага развіцця ААН (SDGs), каб дапамагчы навучэнцам бачыць сувязь мастацтва з рэальнымі выклікамі. Падчас PYP-выставы вучні пятага класа стваралі карціны алейнымі фарбамі, якія адлюстроўвалі розныя мэты SDG, напрыклад, «Барацьба з змяненнем

клімату» (SDG 13), «Жыццё пад вадой» (SDG 14) і «Змяншэнне няроўнасці» (SDG 10). Іх творы сталі магутным інструментам прыцягнення ўвагі грамадства да важных сусветных праблем. Дыскусіі і творчая самавыява дапамаглі вучням зразумець, як мастацтва можа натхніць на змены і прапаноўваць рашэнні.

Акрамя канкрэтных праектаў, я заклікаю вучняў крытычна асэнсоўваць, як мастацтва адлюстроўвае каштоўнасці грамадства і культурную ідэнтычнасць. Вывучаючы японскія гравюры ўкіё-э, аўстралійскія точечныя жывапіс абарыгенаў альбо дынамічныя карціны Джэксана Поллака, навучэнцы знаёмыца з рознымі мастацкімі традыцыямі, развіваючы эмпатыю і глабальны светапогляд. Гэта дапамагае ім стаць адказнымі грамадзянамі свету, здольнымі ўнесці ўклад у лепшую будучыню.

Мастацтва – універсальная мова, якая збліжае культуры і натхніе на дзеянні. Знаёмыя вучняў з творчасцю мастакоў з розных краін і звязваючы мастацтва з мэтамі ўстойлівага развіцця, мы выхоўваем інтэрнацыянальна мыслячых навучэнцаў.

In art classes, we also incorporate the United Nations Sustainable Development Goals (SDGs) into the lessons to help students connect art with real-world challenges. During the PYP Exhibition, fifth-grade students created acrylic paintings that reflected various SDGs, such as Climate Action (SDG 13), Life Below Water (SDG 14), and Reduced Inequalities (SDG 10). Their artwork served as a powerful tool to raise awareness in the community about pressing global issues. Through discussions and creative expression, students explored how art can inspire change and propose solutions.

Beyond specific projects, I encourage students to think critically about how art reflects societal values and cultural identity. Whether studying Japanese ukiyo-e prints, Aboriginal dot painting, or Jackson Pollock's action painting, students gain an appreciation for different artistic traditions while developing empathy and a global perspective. This helps them to become responsible global citizens who can contribute to a better world.

Art is a universal language that bridges cultures and inspires action. By exposing students to diverse artists and connecting creativity with the SDGs, we cultivate internationally minded learners who use their talents to make a meaningful impact.





THIS IS THE WAY WE DO IT

Rita Miao, Suzy Cui, Jessica Wang

Toddler Bamboo Cottage Team

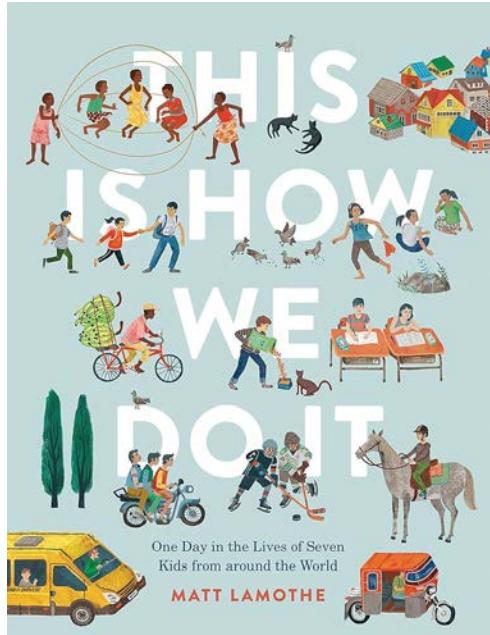
The story of toddlers from around the world began the day they all gathered here at Bamboo Cottage. For our young members, still discovering their own identities, joining a social circle is a significant milestone. It's a wonderful opportunity for these little ones to enter a truly international environment, where they can grow, explore, and form genuine friendships across cultures naturally.

The toddlers eagerly observe each other's appearances—hair, eyes, and skin—and hear a variety of languages spoken, including English, Chinese, Russian, Lithuanian, Danish, Portuguese, and more. Our young members are pure and open-hearted. They accept others without judgment or preference, simply absorbing the world around them with innocence and curiosity.

To learn more about their differences, parents shared pictures of the meals they prepare at home. The families at Bamboo Cottage actively foster

a friendly and curious environment. In addition to sharing photos, we read books in the classroom that tell stories of seven children from different continents. The most engaging conversations often revolve around food, as the children delight in exploring how various cultures nourish their traditions through cuisine. Philippa shared her favorite Brazilian dish, "egg fried rice with minced meat," while Jenny discussed Ukrainian meatballs, buckwheat, and salad. Aegon fondly shared about his laolao's Chinese dinners, and Yu-Ming was happy to discuss his Asian meals. These interactions help the children appreciate diversity and deepen their understanding of the world around them.

The more we learn about people from different backgrounds, the more we see ourselves in them, and the more accepting we become. Surprisingly, we find not only our similarities but also our differences, enriching our view of the world.





BREAKING BOUNDARIES THROUGH BASKETBALL: A COMMUNITY PROJECT ROOTED IN INTERNATIONAL MINDEDNESS

Joon Yeong Park

MYP and DP Korean Language and Literature; Korean Liaison



In a powerful demonstration of International Mindedness, three MYP 4 students—Walter, Allen, and Joseph—embarked on a meaningful journey that bridged two distinct educational communities. As part of their Community Project, they volunteered to teach basketball to children at a local school for students with autism. This initiative brought together individuals of various cultural backgrounds: myself as a Korean supervisor, a Kazakhstani project coordinator, and the three Chinese students. Over six months, these students committed themselves to weekly visits, building trust and rapport through basketball. This project became a beautiful expression of empathy, collaboration, and open-mindedness.

As the supervisor, I had the opportunity to visit the local school with the Kazakhstani coordinator. Seeing our students interact so sincerely with the children was deeply moving. The boundaries between international and local, between neurotypical and neurodiverse, gently faded—replaced by laughter, encouragement, and teamwork.

What made this experience even more impactful was the way I was able to bring it into my Korean language classes. I used the students' journey as a living example of community, diversity, and empathy—values central to International Mindedness. Whether we were discussing social issues, writing reflections, or analyzing texts about human connection, this real-

world project helped ground abstract ideas in authentic action.

This project reminded us all that International Mindedness is not just about languages or passports; it is about stepping outside of ourselves, seeing the world through others' eyes, and acting with heart. Walter, Allen, and Joseph's work stands as a true example of the transformative power of youth-led initiatives rooted in compassion.



농구를 통해 경계 넘기 : 국제적 시야를 기초로 한 커뮤니티 프로젝트

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무엇보다 이 경험이 더욱 의미 있었던 이유는, 제가 한국어 수업 시간에 이 프로젝트를 다양한 예시로 활용했기 때문입니다. 공동체, 다양성, 공감이라는 주제를 다룰 때 이 경험을 학생들과 공유하며 실질적이고 생생한 학습의 기회로 삼았습니다. 사회적 이슈를 논의하거나 인간 관계에 대한 글을 쓸 때, 이 프로젝트는 추상적인 개념을 구체적인 현실 속 이야기로 연결해 주는 훌륭한 학습 자원이 되었습니다.

국제적 시야란 단순히 국적이나 언어의 차이를 넘는 것이 아니라, 자신을 넘어 타인의 시선으로 세상을 바라보는 태도입니다. 월터, 앤런, 조셉의 프로젝트는 그러한 태도를 실제로 구현한 청소년 리더십의 모범이라 할 수 있습니다.

MYP 4 TRY FOREX TRADING

Harry Phillips
MYP Math

One of the United Nations Sustainable Development Goals (SDGs) is Goal 8: Decent Work and Economic Growth. As part of their Unit 3 project, MYP 4 mathematics students explored the role of currency exchange rates in economic growth. Currency value is a critical factor in a country's economic health, and many nations, including China, invest significant time and resources in managing their currency's value.

In this project, students investigated how the value of a specific currency fluctuated over a five-year period. They analyzed the currency's exchange rate at different points in time and calculated how much \$10,000 USD would be worth in that currency during those periods. For example, if a student chose the Euro, they might have compared its value in 2020 to its value in 2025, noting how the exchange rate changed and what that meant for the purchasing power of \$10,000 USD.

Beyond the mathematical calculations, students also researched news articles to understand the real-world

events that influenced these currency fluctuations. They discovered how factors such as political stability, economic policies, global trade, and even natural disasters could cause a currency to rise or fall in value. This part of the project helped students connect abstract mathematical concepts to tangible, real-life scenarios.

The activity not only deepened their understanding of exchange rates but also highlighted how interconnected the global economy is. By seeing how current events directly impact currency values, students moved beyond viewing money as just a tool for holiday spending. Instead, they began to appreciate its role as a reflection of a country's economic strength and stability.

Overall, the project aligned with the broader goals of the UN SDGs by fostering awareness of economic growth and its complexities. Through hands-on research and analysis, students gained valuable insights into how currencies function in the global marketplace, preparing them to think critically about the world of finance and economics.

Forex Trading- USD & PKR-maximum return on investment

Date	1 USD buys	10,000 USD buys
May 2021	153.4	1534,000
September 2021	168.2	1682,000
October 2022	228.1	2281,000
February 2023	231.2	2312,000
September 2023	307.5	3075,000
June 2024	278.6	2786,000

Figure 1: USD to PKR currency conversion for select data



Figure 2: USD to PKR currency conversion chart for May 2021 to January 2024

Best days for trading:

To see a maximum return on investment using the dates above, \$10,000 should be converted into Rupees on September 7th, 2023. This would buy 3075,000 Rupees.

To maximize the dollar, return this should be sold on June 24, 2024. $3075,000 \div 278.6 = \$11037$ to the nearest dollar. $\$11,037 - \$10,000 = \text{total profit of } \$1,037$ over waiting a course of 9 months.

Accuracy of calculations:

I rounded all PKR values to one decimal place. It can give a more accurate value as some of the values are too similar throughout the months. It also makes it easier to convert and compare as they all end with "000"

Significant events that led to currency changes:

On October 28, 2022, was the peak of Pakistan's currency crisis. Due to a massively destructive flood the currency became weaker and inflation rates rized. This massive currency crisis estimated economic losses reaching up to USD 15.2 billion, giving a perfect opportunity to buy, holding onto the PKR for too long will not be good as the PKR currency is planning on weakening even more making the purchase meaningless with no profit.

MYP 5 STUDENT PROJECT ON THE UN SDGS – BRIDGING TO DP AND COLLEGE-LEVEL STUDIES

Ryan Kalb

DP English A + DP TOK + Humanities
HOD+Student Council Coordinator

Following the conclusion of eAssessment, MYP 5 students – in tandem with Dr. Kierstan Connors and myself – embarked on a project focused on the UN Sustainable Development Goals to serve as a bridge to their future DP studies and, ultimately, their university applications. In pursuing their interests within global and local contexts, this project functions as a strong foundation for both DP-level readiness and research in fields like public health, environmental engineering, the fine arts, and sustainable development.

In providing a taste of some of the

internationally minded endeavors, Ayumi's proposed project detailed how modifications and upgrades to the QAIS school football pitch could improve students' well-being (SDG 3) and attract more sports players. The renewable energy awareness campaigns (SDG 7) envisioned by Tudor and Peter could transition into engineering projects, such as optimizing solar grids, geothermal heating, or conducting cost-benefit analyses for communities—aligning with realistic energy capstones. Esteria and Jim's sustainable community model (SDGs 11 and 12) establishes the foundation for a localized circular economy by optimizing paper and plastic upcycling. This initiative not only

supports student-led environmental clubs and recycling drives but also provides valuable materials for school-wide art projects. Together, as a capstone presentation, MYP5 students articulated their projects to their peers and teachers, tying them to actionable solutions within well-defined communities, as well as next steps to transfer and ideally realize the projects during their DP studies.

While these MYP 5 projects are a work in progress that will continue into their DP educational experience, they support important goals at QAIS such as international-mindedness and the cultivation of courageous global citizens. This project will not only serve as a bridge to students' future careers but also harness numerous skills necessary in higher education, such as research methods, interdisciplinary thinking, creativity, advocacy, and real-world impact.

As students move into university studies, the dual goals of addressing the UN SDGs through rigorous academic research make this a strong portfolio piece for college applications in STEM, social sciences, fine arts, and public policy. When applying to college, this project could potentially be highlighted in personal statements or interviews to showcase problem-solving, leadership in sustainability, and interdisciplinary curiosity—qualities that top universities actively seek."



SHARING A LOVE OF MATHEMATICS THROUGH CULTURAL AND GLOBAL LENSES

Christopher Lehane-Kendrick

MYP/DP Math; Data for Teaching and Learning Coordinator +
Math HOD



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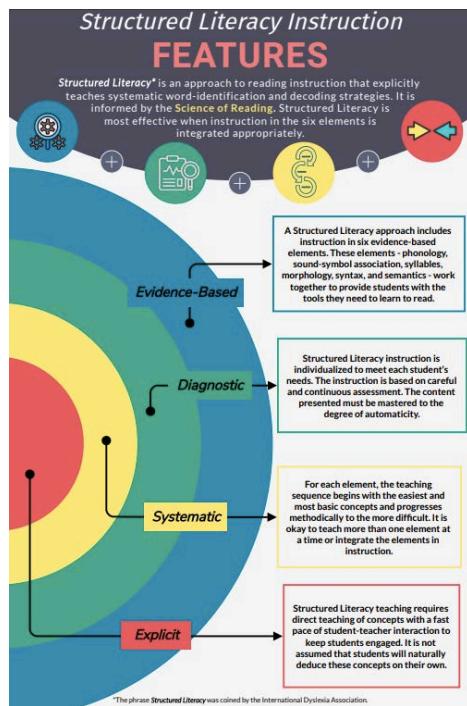
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Overall, the project aligned with the broader goals of the UN SDGs by fostering awareness of economic growth and its complexities. Through hands-on research and analysis, students gained valuable insights into how currencies function in the global marketplace, preparing them to think critically about the world of finance and economics.

THE SCIENCE OF READING AND THE SDGS: BRIDGING LITERACY AND GLOBAL PROGRESS

Krista Sifton

BEG Director of Learning Support



The science of reading is an interdisciplinary field that integrates five decades of research from cognitive psychology, neuroscience, linguistics, and education to explain how individuals learn to read. Unlike spoken language, which develops naturally, reading is a learned skill that requires systematic and explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension (National Reading Panel, 2000). These findings are especially relevant in the context of the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education.

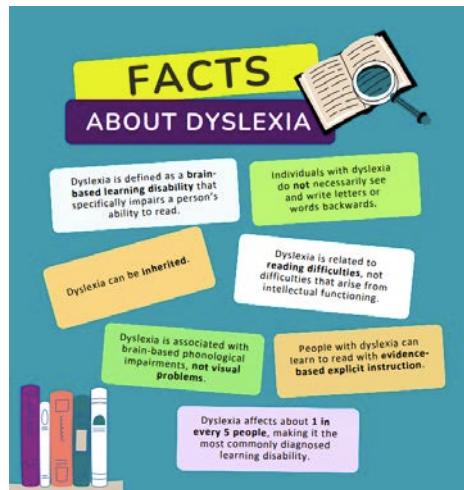
Global statistics highlight a persistent literacy crisis. More than half of children in low- and middle-income countries are unable to read and understand a simple story by age 10—a phenomenon the World Bank (2019) refers to as “learning poverty.” This crisis not only undermines educational progress but also impedes broader development objectives. Literacy is a foundational skill that affects lifelong learning, employment, health, civic engagement, and gender equity.

Aligning education systems with the science of reading is essential to achieving SDG 4, which calls for inclusive and equitable quality

education. Instructional methods that neglect the evidence—such as those relying on whole language or balanced literacy approaches, such as Fountas & Pinnell—fail to meet the needs of struggling readers, especially those from disadvantaged backgrounds and language learners. By contrast, evidence-based practices have been shown to significantly improve early literacy outcomes when implemented with fidelity (RTI International, 2020).

Beyond SDG 4, literacy supports numerous other development goals. For instance, higher literacy rates are correlated with lower poverty levels (SDG 1), better health outcomes (SDG 3), increased gender equality (SDG 5), and improved job prospects (SDG 8). Programs like Room to Read and USAID’s Early Grade Reading Program have demonstrated how structured literacy approaches informed by scientific research can yield measurable improvements across diverse global contexts (Room to Read, 2022; RTI International, 2020).

To leverage the full potential of reading science, governments and international organizations must prioritize teacher training, curriculum development, and assessment frameworks grounded in research. Investment in high-quality instructional materials and ongoing professional development is also critical. Moreover, early identification of reading disabilities, such as dyslexia, through universal screening can ensure timely interventions and targeted support, further mitigating reading difficulties.



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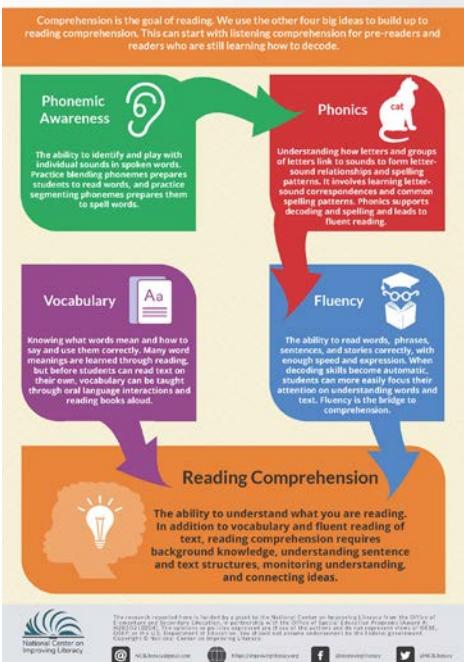
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The 5 Big Ideas of Beginning Reading



DEVELOPING INTERNATIONAL-MINDEDNESS: AN IMMERSIVE JOURNEY OF CROSS-CULTURAL AND SUSTAINABLE LEARNING



Stella Zhao

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

After their final exams, Amerasia's DP students quickly embarked on a transformative "Week Without Walls" journey. The trip led students through Hohhot, Dalat Banner, and the Xilamuren Grasslands in Inner Mongolia, blending cultural immersion, ecological engagement, and team building into a unique learning experience.

1. How Class Diversity Fostered International-Mindedness

The diverse makeup of the DP class played a key role in deepening this learning experience. Students from different cultural backgrounds brought varied perspectives when discussing topics such as sustainable cities, cultural heritage, and ecological protection. These differences broadened the scope of understanding around the UN Sustainable Development Goals (SDGs), especially Goal 11 (Sustainable Cities and Communities) and Goal 15 (Life on Land). Through tree-planting activities and visits to nomadic communities, students experienced firsthand how global goals connect with local realities.

2. Noticeable Impacts on Individual Students

Many students demonstrated significant personal growth during their immersive experience with Mongolian culture. For most, this was their first time deeply engaging with grassland heritage. Building yurts, practicing traditional archery and wrestling, and communicating with herders sparked curiosity and a newfound respect for cultural difference. Quiet students took initiative in organizing the group prairie dinner, while others who were once hesitant in intercultural communication gained confidence in expressing

培养国际情怀: 一次跨文化与可持续发展的沉浸式学习之旅

themselves and collaborating with others.

3. Commitment to the SDGs in Curriculum Design

This trip was not just an excursion—it was an intentional extension of our curriculum that aligned closely with the SDGs. Students investigated how Inner Mongolia balances economic development with environmental sustainability and explored global issues such as desertification, biodiversity loss, and land restoration. Through research, field activities, and reflective sharing, they developed a deeper understanding of the relationship between humans and nature, and the role they play as global citizens.

4. Conclusion: Global Awareness Begins from the Heart

The "Week Without Walls" was more than a journey—it was a transformative experience of self-discovery and global connection. Beneath the starlit sky of the grasslands, students built trust, embraced cultural traditions, and connected with the world beyond the classroom. We express heartfelt gratitude to the Class of 2025 for their support and inspiration. As we move forward, we carry with us a renewed international mindset and a shared sense of responsibility for building a more sustainable and compassionate world.

在期末考与毕业考结束后，美亚DP学子迅速踏上了“无墙周”的旅程。本次行程在碧山教育的精心组织下，深入探索了内蒙古的呼和浩特、达拉特旗与希拉穆仁草原，开启了一段融合文化体验、生态保护与团队建设的独特学习旅程。

一、班级多样性如何促进国际情怀的形成

本次行程的学习效果离不开DP班级本身的多样性。学生们来自不同的文化背景，在讨论可持续城市、民族传承与生态保护等议题时展现出多元观点。正是因为这些差异，同学们在理解和诠释联合国可持续发展目标（SDGs）方面展现出更宽广的视野，尤其是在第11项“可持续城市与社区”和第15项“陆地生物”目标上，通过植树、探访牧民部落等实践，真正做到了“知行合一”。

二、学生的成长与变化

在亲身体验蒙古族文化的过程中，许多学生表现出显著的成长。对多数同学而言，这是第一次如此深入地接触草原民族文化，亲手搭建蒙古包、体验摔跤射箭、与牧民对话，这些经历激发了他们的好奇心与尊重他者的意识。一些平日较为安静的学生在集体晚餐筹备中主动承担责任，原本对跨文化交流感到陌生的同学也展现出越来越强的表达与合作能力。

三、将可持续发展目标落实于课程设计中

本次“无墙周”不仅是一次旅行，更是课程的一部分，明确对接联合国可持续发展目标。学生深入研究内蒙古如何在经济发展与生态保护之间寻找平衡，讨论土地沙化、草原退化与生态修复等全球性议题。在生态调研与反思分享环节中，学生们对人与自然、城市与社区之间的关系有了更深刻的认知，也理解到作为全球公民所应承担的责任与角色。

四、结语：走向世界，从心出发

这次“无墙周”不仅是一段学习旅程，更是一次心灵成长之旅。在草原的星空下，我们收获了团队的信任、文化的认同与世界的连接。感谢2025届毕业班学长学姐的陪伴与鼓励，未来，我们也将带着这份国际视野与责任感，走向更广阔的学术与人生舞台。





ADVERTISING AND ETHICAL AUTONOMY: A TRANSDISCIPLINARY INQUIRY

Bowen Li

MYP/DP Chinese A

WRITTEN CURRICULUM INTEGRATION

This unit centered on the provocative inquiry question: "Do advertisements dominate our world?" within the transdisciplinary theme **How We Express Ourselves**. Key concepts included **perspective**, examining advertisers' intentions, **connection** (linking media to cultural values), and **responsibility** (ethical consumption). The central idea emphasized that advertising shapes perceptions through multimodal texts, requiring critical analysis to foster informed autonomy.

TAUGHT CURRICULUM: NURTURING INTERNATIONAL MINDEDNESS

Throughout the unit, students systematically:

- Investigated advertising techniques across cultures, comparing Chinese and global campaigns
- Analyzed how visual and textual rhetoric exploits psychological vulnerabilities
- Created anti-manipulation posters advocating SDG 12.8 (Promoting sustainable lifestyles)

- Produced and performed original skits exposing predatory marketing tactics
- Their final performance crystallized the unit's ethos with the slogan: "We reject anxiety-peddling - we are inherently enough!" This became a powerful assertion of self-worth against capitalist pressures.

ASSESSED CURRICULUM & LEARNER PROFILE DEVELOPMENT

Summative Task: Students designed ethical advertising campaigns incorporating **SDG 4.7** (Education for sustainable development) principles.

KEY PRODUCTS INCLUDED:

- Analytical essays decoding cross-cultural advertising narratives (**ATL: Critical Thinking**)
- Bilingual posters promoting body positivity and conscious consumption
- Theater performances demonstrating **Caring** (protecting vulnerable consumers) and **Principled** (rejecting manipulation) attributes

SDG IMPLEMENTATION IN ACTION

This unit directly supported:

SDG 4: Quality Education through media literacy and critical analysis skills

SDG 12: Responsible Consumption by deconstructing overconsumption drivers

SDG 3: Mental Well-being via campaigns against beauty-standard exploitation

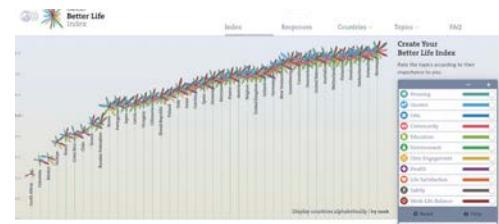
IMPACT ON INTERNATIONAL MINDEDNESS

Our culturally diverse classroom became a microcosm of global media landscapes. While analyzing Western vs. Eastern beauty advertisements, students from different backgrounds shared how cultural values shape marketing tactics - deepening their appreciation for multiple perspectives, a core IB attitude.

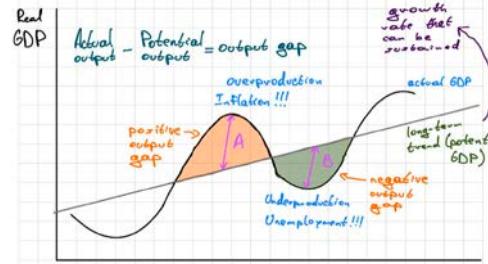
EDUCATOR REFLECTION

True International Mindedness emerges when students transform critique into ethical action. Their performances were not just academic exercises; they were **manifestos for psychological sovereignty** - proving that literacy education is activism against predatory global capitalism. As one student powerfully declared during their skit: "My value isn't bought or sold!" Perhaps the ultimate **SDG 12.8** benchmark.





How's life?



$\uparrow \text{GDP} = \uparrow \text{Inflation}$

$\downarrow \text{GDP} = \downarrow \text{Inflation}$

ALTERNATIVE MEASUREMENTS OF ECONOMIC WELL-BEING

Alzhan Achilov
DP 1 Economics

This semester, our IB DP Economics class opened the Macroeconomics unit with a deceptively simple question: *How should we judge a country's success?*

We began by mapping the business cycle—expansion, peak, contraction, trough—and defining GDP as the market value of all goods and services produced within a nation. Useful, but limited. Because the UN Sustainable Development Goals (SDGs) ask us to balance prosperity with people and planet, students tested broader yardsticks.

The class split into three international teams, each analyzing a different index:

- OECD Better Life Index (housing,

education, safety, work-life balance, environment)

- World Happiness Report (social support, freedom, generosity, healthy life expectancy, trust)
- Happy Planet Index (well-being and longevity relative to ecological footprint)

Teams compared five diverse countries, designed infographics, and presented conclusions. They discovered that a high-GDP economy can score poorly on happiness or sustainability, while a modest-income nation may excel. GDP alone suddenly felt like a single-note melody in a richer symphony.

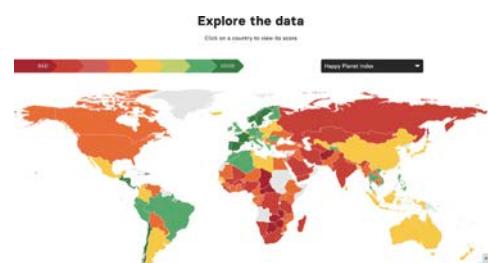
Throughout the activity, students embodied the IB Learner Profile.

They were inquirers and thinkers while crunching data, open-minded when confronting unfamiliar cultures, articulate communicators during presentations, and caring when debating equity and climate justice. Reflection followed naturally: prosperity without sustainability endangers future generations.

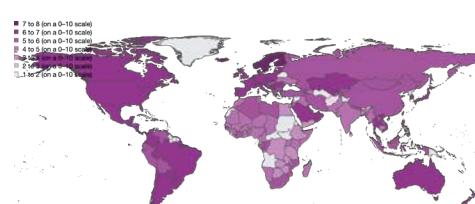
The lesson advanced SDGs 8 (Decent Work and Economic Growth), 12 (Responsible Consumption and Production), and 13 (Climate Action), while deepening International Mindedness. A routine macroeconomic topic became a springboard for empathy and critical analysis, reminding students that measuring progress requires more than counting money.

Осы семестрде IB DP Экономика сабакының Макроэкономика бөлімін «Мемлекеттің табыстылығының қалай бағалаймыз?» деген қарапайым, бірақ мағыналы сұрақтан бастадық. Алдымен іскерлік циклды - экономикалық есу, шарықтау, құлдырау және түпкі фазаларының қайталанып отыруын - және үлттүк өнімнің сандық көрсеткіші ЖІӨ-ні (Жалпы ішкі Өнім) талқыладық. Алайда ЖІӨ халықтың әл-ауқатын толық, суреттей алмайды. БҰҰ-ның Тұрақты Даму Мақсаттарына (ТДМ) сәйкес біз табыстан бөлек адам, қоршаған орта, әркендеуді бірге қарастыруды ұсындық. Сыныпты ұш халықаралық топқа бөліп, әрқайсыына көпөлшемді көрсеткіш тағайыннадым:

- OECD Better Life Index - тұрғын үй, білім, қауіпсіздік, жұмыс-әмір тендерімі, экология және т.б.
- World Happiness Report Index - әлеуметтік қолдау, әркіндік, жомарттық, жемқорлықты қабылдау, сая әмір үзақтығы.



Сабак соңында студенттер ЖІӨ маңызды индикатор болғанмен, жалғыз өлшем емес екенін мойыннады. Әртүрлі қоғамдардың әл-ауқатты қалай бағалайтынын көру олардың халықаралық көзқарасын көңейтті, ал жаһандық мәселелерге көпқырлы көзқарас қажет екенін түсінді.



VOICES FOR A BETTER WORLD: BUILDING INTERNATIONAL MINDEDNESS THROUGH THE PYP EXHIBITION

Alyssa Mae Oblefias, Chloe Fu, Deepa Varghese
G5 Team

In Grade 5 this year, International Mindedness came to life through our culminating PYP Exhibition, a ten-week journey grounded in the transdisciplinary theme Sharing the Planet. Our central idea—"Sustainable actions help build a just, safe, and thriving world where people, animals, and nature live in harmony"—framed students' inquiries into global issues and encouraged them to take responsible action rooted in compassion, awareness, and change.

This unit was designed around key concepts such as responsibility, connection, and causation. Students explored open-ended lines of inquiry, including the impact of human choices on ecosystems, the importance of access to basic needs, and the role individuals play in shaping a sustainable future. Our approach to learning was anchored in the United Nations Sustainable Development Goals (SDGs), which students selected based on personal interest and global relevance. Topics ranged from zero hunger, clean water, and deforestation to plastic pollution, air quality, and endangered species.

During our Unit of Inquiry blocks,

students engaged in a variety of learning experiences: guided research sessions, expert interviews, reflection journals, mentor consultations, and peer feedback loops. These activities allowed them to sharpen their ATL skills—especially in research, self-management, and collaboration. Mentors provided weekly check-ins, while I facilitated deeper questioning, encouraged perspective-taking, and supported students in refining their lines of inquiry when they encountered obstacles.

The written curriculum was embedded with student agency. Our formative assessments included reflective logs, visual thinking routines, and goal-setting checklists. The summative assessment was their final PYP Exhibition presentation—booth displays, research portfolios, and an oral presentation delivered in both English and Chinese. Their learning was further assessed through their actions—whether launching school campaigns, writing persuasive letters, designing sustainable products, or creating educational videos for younger students. These actions reflected their understanding of the SDGs and their belief that children can make a difference.

The Exhibition also emphasized International Mindedness through the Learner Profile. Students became inquirers and communicators, asking thoughtful questions and presenting confidently to a diverse audience. They showed caring and principled behavior, especially when learning about the environmental and ethical consequences of human actions. Our class logo and the original song "Rise and Take Action"—created and performed collectively—captured this spirit. In the script, students introduced their topics not just with facts, but with urgency and empathy, calling the audience to reflect and act.

The impact of the Exhibition continued beyond presentation day. Some students initiated cleanup projects in their neighborhoods, while others changed daily habits at home. This unit affirmed that International Mindedness is not an abstract goal—it is built daily through inquiry, reflection, and action that connects us to the world and to each other.

This is what the PYP Exhibition at Q AIS made possible: student voices rising together for a better world."



A VOICE EMERGING FROM THE CROWD: PREPARING STUDENTS TO EXPRESS THEIR THOUGHTS AND BELIEFS THROUGH CREATIVE STATEMENTS OF SOUND

Michael Sobolak
PYP/MYP Band

Throughout history, the most influential thinkers and creators have always found ways to make their voices heard. Today, with the aid of technology, sharing ideas across the globe is easier than ever. This unprecedented access to communication offers immense opportunity—but it also brings an overwhelming flood of information, opinions, and media. In this vast digital landscape, the real challenge becomes not just speaking, but being heard.

So, how do we ensure our ideas rise above the noise?

We search for open space. Like a plant stretching toward sunlight, a soccer

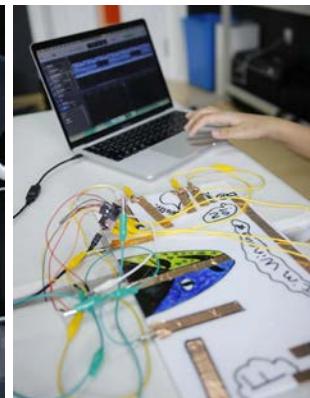
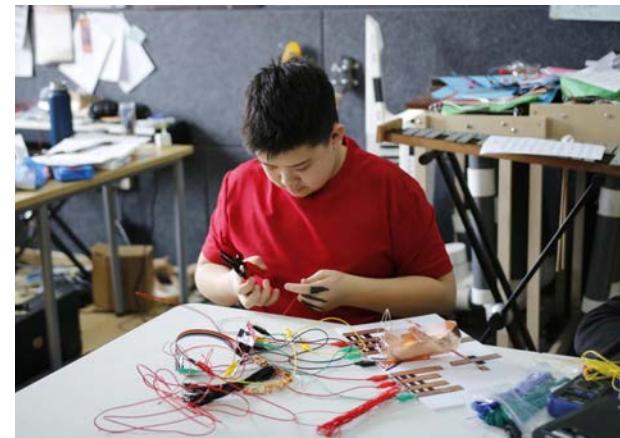
player sprinting into a gap toward the goal, or a soloist stepping forward in an orchestra, we seek out that space where our voice can resonate—where it can connect, grow, and inspire.

Students in the M2 music class embraced this idea by exploring how to make powerful statements through interactive and creative remixes. They built instruments that invited audience participation, making each experience unique, personal, and never the same twice. These musical statements weren't just sounds—they were expressions of identity, emotion, and perspective.

The project focused on deforestation

and the broader theme of Life on Land, but the deeper goal was to develop the skills needed to communicate meaningfully and spark reflection. Through creative expression, students learned to blend message and medium in ways that speak to people—regardless of background, language, or location.

In nurturing International Mindedness, we encourage learners to not only understand global issues, but to find creative, personal ways to respond to them. By seeking their own open space, students become changemakers—capable of inspiring minds and igniting action across borders and cultures.



CULTIVATING INTERNATIONAL MINDEDNESS THROUGH CHINESE LANGUAGE AND LITERATURE



Dr. Vivian Cui
MYP/DP Chinese Language and Literature

As a Chinese A Language and Literature teacher in an IB international school, I have always believed that our subject holds a unique and powerful potential to nurture International Mindedness among our students.

Our Chinese Language and Literature course is meticulously designed to integrate Chinese culture with global contexts. By exploring Chinese literature, students not only delve into the richness of their own cultural heritage but also engage in critical thinking about traditional values. We encourage them to see their cultural roots through a global lens, fostering a dialogue between traditional Chinese culture and the broader world. This approach helps students appreciate the diversity of human experiences while maintaining a deep connection to their own cultural identity.

In Grade 6, through thematic units that explore universal concepts such as identity, community, and change, students are encouraged to extend their understanding of literature beyond the Chinese context to include translated works from around the world. This not only broadens their literary horizons but also helps them see how different cultures express similar ideas in unique ways.

Moreover, we link language learning to real-life situations,



作为一名IB国际学校的中文A语言与文学教师，我一直坚信中文语言与文学在培养学生国际情怀方面具有独特而强大的潜力。通过研读中国文学，学生们不仅深入探索了本国文化的丰富内涵，还被鼓励对传统价值观进行批判性思考。我们引导学生通过全球视角看待自身的文化根源，促进传统文化与世界文化的对话，帮助学生在保持对自身文化身份认同的同时，欣赏人类文化的多样性。

在六年级，学生通过围绕身份、社区和变化等普遍概念的主题单元，学生们将文学理解从中国语境扩展到包括世界翻译文学在内的更广泛领域，看到不同文化如何以独特的方式表达相似的思想。此外，我们将语言学习与现实生活联系起来，语言与现实的联系赋予了学生在全球化世界中积极参与的能力，使他们能够表达自己的观点，并进行有意义的对话。每年都有一批毕业生怀揣着对梦想大学的憧憬毕业，他们充分展示了国际情怀教育的成功。每一位学生都展现了在国际情怀下的学习包容性和追求卓越的能力。他们的成就不仅体现在成绩上，更体现在学习能力、批判性思维和全球意识上。这些学生真正拥抱了世界和未来，体现了国际教育的核心价值。

在IB体系中，国际情怀不仅是教育目标，更是我们使命的核心。作为教育者，我们的责任是引导学生理解并欣赏我们这个相互联系的世界。通过我们的中文语言与文学课程，我们不仅努力培养学生语言能力，还培养他们以同理心、尊重和批判性眼光看待世界的能力。这种全面的方法确保了我们的学生不仅是语言的学习者，更是准备好为这个多元且不断变化的世界做出积极贡献的全球公民。

helping students apply their foundational knowledge from primary school to analyze and discuss contemporary issues. This connection between language and reality empowers them to become active participants in a globalized world, capable of expressing their thoughts and engaging in meaningful conversations.

I was particularly proud of how our DP students exemplified the success of our international-mindedness education. Each student demonstrated remarkable adaptability and excellence, proving that our focus on International Mindedness had equipped them with the skills and mindset to thrive in a global context.

Their achievements were reflected not just in their grades, but more importantly, in their enhanced learning abilities, critical thinking, and global awareness. These students have truly embraced the world and the future, embodying the values of international education.

In the IB framework, International Mindedness is not just an educational goal but the very core of our mission. As educators, it is our responsibility to guide students in understanding and appreciating the interconnections of our world. Through our Chinese Language and Literature courses, we strive to cultivate not only linguistic proficiency but also the ability to engage with the world with empathy, respect, and a critical eye. This holistic approach ensures that our students are not just learners of language, but also global citizens ready to contribute positively to our diverse and ever-changing world.

通过中文语言与 文学课程教学培 养国际情怀

INTEGRATING SDGS INTO CHINESE CLASSROOMS: QUALITY EDUCATION AND CLIMATE ACTION IN PRACTICE

Cecelia Wang
MYP Chinese Language B



将可持续发展目标融入中文课堂：优质教育与气候行动的实践

In all of my Chinese classes, we consistently integrate the United Nations Sustainable Development Goals (SDGs) with language and cultural teaching, making learning both profound and engaging.

For SDG 4 (Quality Education), we place special emphasis on nurturing students to become inheritors and ambassadors of Chinese culture. In the "Food Culture" unit, students not only learn about China's Eight Great Cuisines but also immerse themselves in hands-on experiences by cooking authentic dishes and creating instructional videos. This experiential learning allows them to truly embrace Chinese culture and become cultural ambassadors. Even more inspiring, during Lunar New Year celebrations, students write and perform their own crosstalk (xiangsheng) skits, showcasing the charm of Chinese linguistic arts to the entire school. They also personally craft Spring Festival couplets (chunlian) and bring this tradition home by pasting them on their doors. These activities perfectly embody the essence of International

Mindedness—building bridges for cross-cultural communication while deepening understanding of their own heritage.

For SDG 13 (Climate Action), our "Environmental Protection" unit transforms students from language learners into proactive changemakers. Beyond studying environmental vocabulary and concepts, they conduct research and propose actionable sustainability initiatives for our school. The highlight is their persuasive speeches to the principal, where they eloquently advocate for eco-friendly practices in fluent Chinese, demonstrating the sense of responsibility befitting global citizens.

These teaching practices prove that language classrooms can transcend mere linguistic instruction to become vital platforms for nurturing culturally grounded and globally minded individuals. While mastering language skills, students also develop cultural confidence and the ability to make a difference in the world.

在我的中文课堂上，我们始终将联合国可持续发展目标(SDGs)与语言文化教学有机结合，让学习既有深度又有温度。

在SDG4（优质教育）方面，我们特别注重培养学生成为中华文化的传承者和传播者。在“饮食文化”单元中，学生们不仅学习中国八大菜系的知识，更通过亲手烹饪、拍摄制作视频来亲身体验。这种沉浸式学习让他们真正拥抱中华文化，成为文化的使者。更令人欣喜的是，在春节庆祝活动中，学生们自编自演相声节目，向全校师生展现中华语言艺术的魅力；他们还亲手书写春联，将这份传统文化带回家中张贴。这些活动完美诠释了“国际视野”的真谛——在理解自身文化的基础上，搭建跨文化沟通的桥梁。

在SDG13（气候行动）方面，我们的“环境保护”单元让学生们从语言学习者转变为实际行动者。他们不仅学习环保词汇和知识，更通过调研提出切实可行的校园环保方案。最精彩的是面向校长的倡议演讲，学生们用流利的中文阐述环保理念，展现了新一代全球公民的责任担当。

这些教学实践证明，语言课堂完全可以超越单纯的语言教学，成为培养具有文化底蕴和全球视野的世界公民的重要平台。学生们在掌握语言技能的同时，更收获了文化自信和改变世界的能力。





OPTIMIZING FOR A SUSTAINABLE FUTURE: LINEAR PROGRAMMING IN MYP 4 MATHEMATICS

Ayse Tekin
MYP Math

In our MYP 4 Mathematics unit, Equality Models, students explored linear programming—a powerful mathematical tool for making optimal decisions under constraints. This technique is widely used in industries such as agriculture, logistics, and economics to maximize efficiency while minimizing waste. By connecting it to real-world sustainability challenges, students saw how math can drive responsible decision-making in line with the UN's Sustainable Development Goal (SDG) 12: Responsible Consumption and Production.

How Linear Programming Works

Linear programming involves:

- Defining variables (e.g., land allocated to different crops)
- Setting constraints (e.g., limited

water, fertilizer, or budget)

- Optimizing an objective (e.g., maximizing yield or profit while reducing environmental harm)

Students used systems of inequalities and graphical methods to find feasible solutions, deepening their understanding of mathematical modeling and problem-solving.

Real-World Application: Sustainable Farming

Through a DESMOS investigation, students optimized farming land use by:

- Balancing crop production with resource limits
- Analyzing trade-offs between profitability and sustainability
- Discussing how such models help policymakers and farmers make ethical choices

Unit Connections: Why This Matters

Key Concept (Form): Mathematical models help represent and solve complex real-life problems.

Related Concepts (Equivalence & Models): Equations and graphs provide different but equivalent ways to analyze constraints.

Global Context (Globalization & Sustainability): Math isn't just abstract—it's a tool for addressing global challenges like food security and resource scarcity.

By merging linear programming with global sustainability, this unit equipped students with the skills to analyze and improve the world around them—one equation at a time.

SÜRDÜRÜLEBİLİR BİR GELECEK İÇİN OPTIMIZASYON: MYP 4 MATEMATİK DERSİNDE DOĞRUSAL PROGRAMLAMA

MYP 4 Matematik dersimizdeki "Denklem Modelleri" ünitesinde öğrencilerimiz, doğrusal programlama yöntemini keşfettiler. Bu güçlü matematiksel araç, kısıtlı koşullar altında en iyi kararları vermek için çeşitli endüstrilerde (tarım, lojistik, ekonomi vb.) yaygın olarak kullanılır. Öğrenciler bu teknigi Birleşmiş Milletler Sürdürülebilir Kalkınma Amaçları'ndan (SKA) 12. Amaç: Sorumlu Üretim ve Tüketim ile ilişkilendirerek, matematiğin gerçek dünya sorunlarına nasıl çözüm üretebileceğini gördüler.

Doğrusal Programlama Nasıl Çalışır?

Doğrusal programlama şu adımları içerir:

- Değişkenleri tanımlamak (örn. farklı ürünlere ayrılan arazi miktarı).
- Kısıtları belirlemek (örn. su, gübre veya bütçe sınırları).
- Bir amacı optimize etmek (örn. çevresel etkiye azaltırken verimi veya kârı maksimize etmek).

Öğrenciler, eşitsizlik sistemleri ve grafiksel yöntemler kullanarak uygulanabilir çözümler buldular ve böylece matematiksel modelleme ile problem çözme becerilerini geliştirdiler.

Gerçek Dünya Uygulaması: Sürdürülebilir Tarım

DESMOS üzerinde yapılan bir sınıf çalışması ile öğrenciler:

- Kısıtlı kaynaklarla tarımsal üretimi optimize ettiler.

- Kârlılık ve sürdürülebilirlik arasındaki dengeyi analiz ettiler.
- Bu tür modellerin çiftçilere ve politika yapıcılarına nasıl etik kararlar alılabileceğini tartıştılar.

Ünite Bağlantıları: Neden Önemli?

Ana Kavram (Biçim): Matematiksel modeller, karmaşık gerçek hayat problemlerini çözmeye yardımcı olur.

İlişkili Kavramlar (Denklik ve Modeller): Denklemler ve grafikler, kısıtları analiz etmenin farklı yollarını sunar.

Küresel Bağlam (Küreselleşme ve Sürdürülebilirlik): Matematik yalnızca teorik değildir; gıda güvenliği ve kaynak yönetimi gibi küresel sorunlara çözüm sunar.

Bu ünite, öğrencilerimize matematiği kullanarak dünyayı daha iyi analiz etme ve iyileştirme becerisi kazandırdı.



FOSTERING INTERNATIONAL MINDEDNESS THROUGH MYP & DP VISUAL ART

Meishan Hutchison

MYP/DP Art

In the IB Visual Arts curriculum, both at the MYP and DP levels, fostering International Mindedness is not just a concept—it is a lived experience. Through creative inquiry, cultural exploration, and artistic expression, students develop a deeper understanding of the diverse ways in which humans interpret the world around them. This was powerfully reflected in three recent units from our visual arts program: Relief Art: Exploring Texture and Vision, The Persistence of Memory: Play Like a Surrealist, and The Development of Abstraction in Art.

In the MYP unit Relief Art, students explored historical and cultural uses of low-relief sculpture. The project began with hands-on learning—students created nature-inspired relief molds and studied Lorenzo Ghiberti's iconic Gates of Paradise from Renaissance Florence. This introduction to public religious storytelling through art allowed students to reflect on how visual culture communicates belief systems and shared narratives across civilizations. The international lens came into focus as students compared how cultures—from ancient carvings to temple reliefs—have used similar techniques to convey spiritual and communal identity.

Meanwhile, the MYP unit The Persistence of Memory: Play Like a Surrealist encouraged students to delve into the subconscious through Surrealist techniques such as automatic drawing, collage, and exquisite corpse. The unit sparked rich discussions on the historical context of Surrealism in post-war Europe and its expansion into Latin America. By examining the works of artists like Frida Kahlo and



Salvador Dalí, students gained insights into how cultural backgrounds influence personal and collective dreamscapes. This exploration encouraged students to respect diverse ways of thinking and representing inner realities, strengthening their appreciation for psychological and philosophical diversity.

In the DP unit The Development of Abstraction in Art, International Mindedness took the form of critical reflection on global abstraction movements. Students examined how artists from different regions used non-representational forms to express complex emotions. From American Abstract Expressionism to post-war European and Asian abstraction, students drew connections between technique, cultural context, and meaning. They experimented with dripping, palette knives, and collage to build their own abstract visual language—an act of personal expression informed by a global dialogue.

These classroom experiences do

more than teach art skills—they nurture global citizens. Students are consistently encouraged to ask: Whose story is this? How is it being told? What can I learn from it? Whether examining a Florentine bronze door panel, creating surreal dreamscapes, or reflecting on abstract forms, our students engage with the world through the universal language of art. They learn that creative expression is both deeply personal and powerfully cross-cultural. In a time when empathy and global understanding are more essential than ever, Visual Arts remains a vital space for cultivating International Mindedness—one sketch, sculpture, or painting at a time.



A MAGICAL YEAR IN GRADE 3: LEARNING TOGETHER THROUGH INTERNATIONAL MINDEDNESS

David Nazari, Daisy Yang
Grade 3 Team



This year in Grade 3, we stepped into a magical world of learning, laughter, and discovery. With a Harry Potter-inspired classroom theme, students were sorted into four houses that encouraged teamwork, friendly competition, and a strong sense of belonging. More importantly, our students grew as internationally minded citizens, learning to value diverse cultures, respect different perspectives, and explore global ideas.

Our class is a vibrant international community, with students from China, America, England, Thailand, India, Hungary, and more. Each day began with a Morning Meeting, where we greeted each other in different languages, shared personal stories, and discussed world events or holidays. Through these conversations, we learned about traditions such as Chinese New Year, Holi, Thanksgiving, and Songkran, building empathy and global awareness.

The house system brought our class closer, helping students cooperate during science experiments, math games, and debates. They learned how to share ideas, take turns leading, and listen with respect. It was a fun and meaningful way to practice collaboration and communication across cultures.

One of the most memorable units was Where We Are in Place and Time, where we explored migration. Students investigated why people move, the challenges they face, and how migration shapes communities.

They interviewed family members, learned about famous migrations, and created original stories through writing and art. Many students shared their own experiences of moving, which made the unit personal and powerful.

To connect with local history, we took a walk through Qingdao and observed architecture from the German colonial period. Students noticed the European-style rooftops, windows, and street layouts, and discussed how migration and history influence the design of a city. This real-world experience helped us see how cultures blend and evolve—an excellent example of International Mindedness.

In our How We Organize Ourselves unit, students explored global government systems. They learned about democracy, monarchy, communism, and how different countries make decisions. We held class elections, created classroom laws, and practiced respectful debates, helping students understand the importance of peaceful problem-solving and active citizenship.

A highlight of the year was our futuristic campus redesign project. Students worked in teams to imagine a future school inspired by global architecture. One group designed dormitories shaped like traditional Chinese temples; another added Gothic towers inspired by European cathedrals. The science building, shaped like a glass beaker, reflected innovation and creativity. This project combined art,

history, culture, and design thinking—showing students how the past and present can shape a better future.

Throughout the year, we saw our students grow in kindness, curiosity, and open-mindedness. They asked thoughtful questions, listened to others, and took pride in their own cultures. Our classroom became more than a place for academic learning—it became a space for becoming global citizens.

Thank you to all the families for your support, stories, and trust. Together, we've helped our children become not only great learners, but great people.



PASSPORT TO ADVENTURE: LEARNING TO TRAVEL WITH PERSPECTIVE

Jessica Tsuchiya

MYP/DP Language B + Personal Project Coordinator + EE Coordinator

In our recent MYP 4/5 unit Passport to Adventure, students set out to explore more than just destinations—they explored what it truly means to see the world through someone else's eyes. At the heart of this unit was a deep dive into fairness, privilege, identity, and how stories of travel shape the way we understand culture. What emerged from this work was a powerful reflection on International Mindedness—not as a concept to be taught, but as a mindset to be developed.

The summative project challenged students to curate a travel exhibit using the PechaKucha format—a fast-paced, image-driven presentation style. Students selected 5-7 artifacts from across media: ads, articles, poems, photo essays, even music videos. Each artifact connected to an inquiry question about justice, access, and identity in global travel. It was clear that our students didn't just understand the task—they understood the responsibility of telling these stories with care and thoughtfulness.

One student explored the question: "Does travel cause bias or open-mindedness?" She reflected on her own limited travel experience, and how not traveling sometimes leads us to rely on media stereotypes or assumptions. She argued that travel can actually reinforce bias, whereas looking through travel vlogs can promote open-mindedness.

Another student tackled the issue of economic disparity by asking: "Is travel a privilege only the wealthy can afford?" He compared luxury travel and ticket prices, arguing that travel should include activities with reduced prices, allowing access for all.

The second part of the summative—a comparative written blog or article—allowed students to reflect even more deeply. Their writing showed growth in both language and thought. Many students drew attention to perspectives often missing in mainstream travel media, particularly the experiences of migrants, service workers, and Indigenous communities.

This unit did more than build Criterion C and D skills—it reminded us why International Mindedness is central to MYP learning. Our students began to see travel not only as a personal journey but also as a space where systems of power, inequality, and culture intersect. Their work showed a growing ability to think critically about the world—and a readiness to move through it with empathy and awareness.





Jinyeong Kang

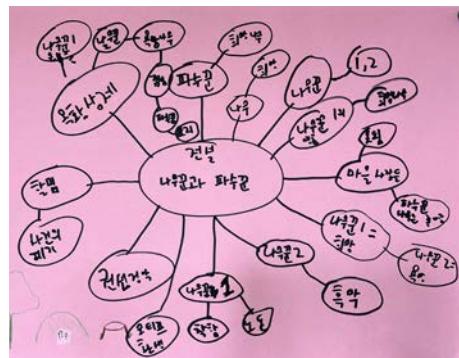
MYP Math

DIFFERENT STORIES, ONE HEART – INTERNATIONAL MINDEDNESS IN THE MYTH, LEGEND & FOLKTALE UNIT

The MYP 2 Korean Language & Literature course is built around four units, each designed to nurture International Mindedness through its specific content focus. Of these, the unit that captured students' greatest enthusiasm was Unit 4: Myth, Legend & Folktale. Guided by the Statement of Inquiry – "Through creatively analysing and producing myths, legends, and folktales from diverse civilizations, students will understand how individual style and self-expression reflect and shape social histories across space and time." – we explored a wide spectrum of texts, from Korea's foundation myths, legends, and folktales to Greek hero cycles and a Vietnamese fireside legend. While comparing characters, conflicts, and morals, students realized that every culture tells stories with the same basic bones—yet dresses

them in different colors. Discovering this shared emotional core was their first experience of seeing the world through another lens without losing sight of their own. Reading soon gave way to writing. Using mind maps, each student stretched an idea, then pitched the theme, characters, and motifs to classmates for feedback before drafting. Three finished pieces illustrate their range: Jiyi – The Birth of the Kingdom of Taranos, a post-dinosaur myth of renewal Seungwoo – The Tree of Hope, a legend warning that greed invites sorrow Eunseong – The Bread That Brings Happiness, a folktale claiming joy as life's true goal. Once revised, every story was performed aloud, honoring folklore's oral roots and letting personal voice

shine through tone as well as text. During our closing reflection, one student remarked, "Even when a story feels foreign, the message feels familiar." In that moment, the class understood that International Mindedness begins where different stories reveal one shared heart.



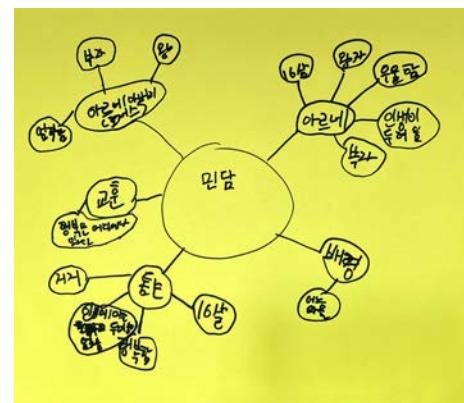
서로 다른 이야기, 하나의 마음 – '신화·전설·민담' 단원에서 기운 국제적 시각



MYP 2 한국어 : 언어와 문학 수업은 한 해 동안 네 개의 단원을 진행하며, 각 단원에서 학습 내용과 어울리는 국제적 사고를 기를 수 있도록 설계되어 있다. 그중 학생들이 가장 열정적으로 임했던 4 단원 '신화·전설·민담'에서 우리는 단원 탐구 질문 (SOI) – "다양한 문명권의 신화·전설·민담을 창의적으로 분석하고 새로 쓰는 과정에서, 개인의 문체와 자기 표현은 어떻게 시공을 넘어 사회의 역사를 비추고 또 만들어 내는가?" – 을 출발점으로 삼아 한국의 건국 신화·전설·민담부터 그리스 영웅 서사, 베트남 민담까지 폭넓게 읽고 탐구했다.

학생들은 인물·갈등·교훈이라는 이야기 속 공통 구조와 문화별 변수를 비교하며, 서로 다른 텍스트 속에 흐르는 동일한 인간적 감정을 발견했다. 읽기 활동이 끝난 뒤에는 자신만의 설화 창작에 돌입했다. 마인드맵으로 아이디어를 확장하고, 주제·등장인물·모티프를 발표하며 피드백을 주고받은 결과.

지이 – 공룡 멸망 뒤 희망을 노래한
<타라노스 왕국 탄생 신화>
승우 – 욕심이 불행을 낳는다는 교훈의
<희망나무> 전설
은성 – '행복이 삶의 궁극'임을 전하는
<행복해지는 빵> 민담



이 탄생했다. 완성된 작품은 설화의 '구전' 특성을 살려 음독 발표로 공유했다.

4 단원을 돌아보며 학생들은 설화를 탐구하고 직접 창조해 보는 과정을 통해 '서로 다른 이야기 속 하나의 마음'이라는 다양성과 보편성을 깨달았다고 입을 모았다. 서로 다른 이야기가 하나의 마음을 드러내는 곳에서 국제적 사고 (International Mindedness)가 시작된다는 것을 확인한 소중한 시간이었다.

How do organizations support the needs of the community? For our final Unit of Inquiry, Grade One Sunflower students explored this question through the lens of transportation systems. To understand the interconnectedness of human-made systems and communities, we began by observing our school library and learning how Ms. Kerry, our librarian, manages a collection of over 17,000 books. By observing her careful routines and responsibilities, students developed an understanding of what a system is—and why systems matter.

To extend this understanding, students interviewed Ms. Amy, who organizes and oversees the school bus system. They discovered that Amy dedicates significant time and energy to ensuring students travel to and from school safely and on time. From this, they came to see transportation as an essential service, supported by carefully managed systems.

Next, we invited students to reflect on their own daily journeys to school. Some take the school bus, others are driven by their parents, and a few ride electric bicycles. Regardless of the method, students realized that safety is a shared responsibility. This led to deeper discussions about traffic safety and the systems that support it. When students learned about children in India, Colombia, Indonesia, the Himalayan region, and remote parts of southern China—who often travel in dangerous or improvised ways just to reach school—they began to appreciate their own access to safe transportation. More importantly, they were inspired to take action.



CULTIVATING INTERNATIONAL MINDEDNESS THROUGH THE UNIT OF INQUIRY

Li Yan, Veronika Huang, Kandice Jeffers
Sunflower Cottage Team

With teacher support, students explored different modes of transportation by land, sea, and air. Then, using their understanding, they began to design solutions for children around the world who lack access to safe transportation:

Connie and Aida, inspired by children in the Colombian mountains who cling to a rudimentary cable car to get to school, designed a fully enclosed cable car system. They even included lifeboats below the cable line, along with police officers and traffic lights to ensure safety.

Etty and Priscilla redesigned the roads and transportation system for children in rural India who must ride on crowded tractors each day.

Caia and Shea, after learning about students in the Himalayan region who must cross snowy mountains and glacial rivers, created a transforming vehicle—part car, part boat—that safely carries children through all terrains, like a Transformer.

Victor and Giant designed a special ferry for Indonesian children who paddle canoes to school. Their design included a land-vehicle function so the children could continue their journey once they reached shore.



In addition to their design work, students explored the geography of these countries, laying the foundation for future inquiries into the culture, traditions, and resources of these regions.

This inquiry not only strengthened students' understanding of global realities—it also encouraged them to feel connected to the broader world community.

Looking Ahead:

Based on this meaningful experience, we are committed to further integrating International Mindedness into all phases of future inquiries. We believe that embedding this global perspective into each learning experience will help students grow as both critical thinkers and compassionate problem-solvers.

At Sunflower Cottage, we place great emphasis on cultivating International Mindedness. The unit shared above is just one example of the many experiences we design to foster global thinking. During morning meetings and daily conversations, we remind children to see themselves as global citizens, not limited to any one country or culture.

We believe that the world our students will inherit will be even more interconnected than today. Developing International Mindedness will not only help them thrive in this global era—it will nurture their empathy, sense of responsibility, cross-cultural communication skills, and emotional resilience. These qualities will empower them to become compassionate, capable individuals who contribute to building a more harmonious and inclusive world.



CULTIVATING INTERNATIONAL MINDEDNESS THROUGH DIVERSITY

Sandeep Thakur

MYP Science and DP ESS

Teacher

International schools are uniquely positioned to cultivate International Mindedness—not just as a concept, but as a lived experience. With students and educators from diverse national, linguistic, and cultural backgrounds, the school community becomes a dynamic microcosm of the world.

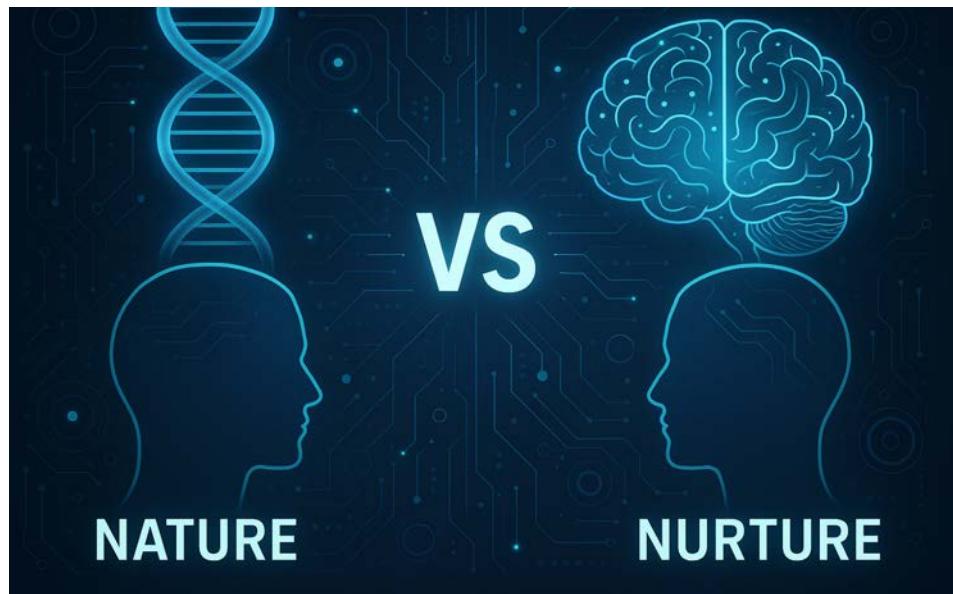
At the heart of International Mindedness is the ability to recognize and appreciate different perspectives. In classrooms where multiple identities intersect, students learn to move beyond stereotypes, to listen actively, and to approach global issues with empathy. Diversity, in this context, is not merely tolerated—it is celebrated and leveraged for deeper learning.

Collaborative learning in such environments naturally promotes open-mindedness. Whether it's a group project on global climate justice or a class discussion on ethical dilemmas, students bring unique viewpoints shaped by their cultures and lived experiences. This helps build a foundation for intercultural understanding and respectful dialogue.

Furthermore, international schools often organize cultural events, language days, and global citizenship projects that provide students with meaningful opportunities to experience and reflect on the richness of global cultures. These experiences are not add-ons; they are essential to developing internationally minded individuals who can thrive in a global society.

In essence, International Mindedness in an international school is nurtured every day—through interactions, curriculum, and community values. It is about creating learners who are not only aware of the world but also compassionate contributors to it.





WHAT IS A PERSON?

Evan Brewster
MYP Science Teacher

This year, our MYP 2 Integrated Sciences unit, "What Is a Person?", was rooted in the global context Identities and Relationships and focused on the interaction between genetics (nature) and the environment (nurture) in shaping human identity. Through this inquiry, we supported SDG 3: Good Health and Well-Being and SDG 5: Gender Equality, encouraging students to reflect not only on biological development but also on the psychological, emotional, and social factors influencing personal identity.

International Mindedness was embedded from the very beginning. Students explored how different cultures perceive identity and the stages of the human life cycle, and they were invited to share their personal

and family histories. Because our class was composed of learners from various cultural backgrounds, this added rich, authentic perspectives. For instance, discussions about gender expectations and emotional development differed markedly between students—providing meaningful insights and empathy-building experiences.

Students used case studies, including identical twins raised in different environments, to investigate how nature and nurture interact. They also created autobiographical timelines and reflected on how much of their development they attributed to genetics versus environment. These activities made their learning personal, relevant, and cross-disciplinary.

For the summative assessment, students presented their life stories as visual timelines, incorporating artifacts, photos, and written reflections. The assessment was graded using Criterion D: Reflecting on the Impacts of Science and encouraged students to be communicators and reflective—key IB Learner Profile attributes.

By linking identity to both scientific understanding and global issues—such as equitable access to healthcare and gender inclusion—we fostered internationally minded learners who could appreciate the complexity of the human experience and were empowered to advocate for themselves and others.



DESIGNING A BETTER WORLD: HOW DREAM LAB EMPOWERS GLOBAL THINKERS

Gannett Cassidy
MYP Science Teacher



At Qingdao Amerasia International School, MYP Design is more than just building or coding—it's a journey in global thinking. Through hands-on, real-world projects, students in MYP 1 through MYP 3 are developing the mindset and skills to become thoughtful, responsible global citizens. Guided by the IB mission and aligned with the UN Sustainable Development Goals (SDGs), these courses challenge students to use design thinking as a tool for positive change.

In MYP 1, students begin by learning the power of visual communication and cultural expression. Their graphic design unit encourages them to choose a local issue they care about—such as littering, inclusion, or energy conservation—and create compelling posters to raise awareness. This directly links to SDGs like #11: *Sustainable Cities and Communities* and #13: *Climate Action*, while helping students understand how local actions contribute to global solutions.

As they grow in confidence and capability, MYP 2 students explore more complex challenges. Their first project—creating personal websites—focuses on ethical digital presence and accessibility, supporting SDG #4: *Quality Education* and SDG #9: *Industry, Innovation, and Infrastructure*. In the second semester, students take part in the international Make:able Assistive Technology Challenge, where they design and 3D print devices for people with disabilities. This powerful unit promotes empathy, inclusion, and real-world problem-solving, directly addressing SDG #10: *Reduced Inequalities* and SDG #3: *Good Health and Well-Being*.

By MYP 3, students have the tools to design independently and think critically about impact. One standout project involves designing and building musical instruments entirely from recycled materials, which engages SDG #12: *Responsible Consumption and Production*. Students use wood scraps, aluminum cans, PVC pipes, and other discarded items to create working instruments—all while reflecting on sustainability, cultural heritage, and innovation. The project blends environmental awareness with artistic expression—an inspiring reminder that design can be both beautiful and meaningful.

Across all year levels, the MYP Design program encourages students to ask: How can I use my skills to help others? By embedding International Mindedness into each project, the Dream Lab empowers young designers not just to make things—but to make a difference.



A conversation with MYP ELL teacher, Alaa Yousef (Y), and ELA teacher, Aisulu Kurmanova (K).

During Literacy Week, MYP 1 English Language and Literature and Language Acquisition students presented Whispers. Performed in black-and-white movie style, the show explored myths about the supernatural. This conversation between teachers reflects on students' involvement in discovering their characters and making meaningful cultural connections through storytelling.



K What was the inspiration for the show?

Y Before I was due to teach the myths unit this year, I watched a film called Nosferatu. It's about the vampire legend but vampires when they were still scary. I learned about a theatrical show by the same director where he painted the actors black and white, did black and white set pieces, etc. and they played out a silent black and white movie on stage. I really loved that idea, so I started imagining our students in different roles, like immediately I knew I wanted David to be a kind of keeper of stories character.

K Yes!

WHISPERS: A LOVE LETTER TO STORY TELLING

Alaa Yousef
MYP Language & Literature, Group 1 HOD
Aisulu Kurmanova
MYP/DP English Language Acquisition,
Community Project Coord.,
Service as Action Coord.

Y Yeah, originally I imagined it as an old man reading from a dusty book. But then when you agreed to collaborate, I thought it would be cool if David had someone to—

K —interact with.

Y Yeah, then I thought the black and white wouldn't make sense if they were reading the stories from a book and VHS tapes would be a better idea, and then yeah, it all spiraled from there.

K The language acquisition students really enjoyed it, even though initially they wanted to avoid performing. But in the end, they got excited and were really into it. Personally, I loved the myth and folklore component.

Y Yeah, it got me interested in my own cultural folklore from Palestine. I'm curious – are there any Kazakh legends or myths you could share?

K Yes, when we started working on the script together – the reason I wanted to take charge on writing the werewolf story was because I had links to Kazakh stories of lovers being separated by death – how the more emotional and intense the feelings are, the more likely they are to be separated by some tragic event. There's the story of Aisha-Bibi and Karakhan, two lovers from two different tribes. Aisha was already promised in marriage – a common practice in old Kazakh culture, where girls were often engaged early, and young people were not allowed to freely interact. Despite this, she fell deeply in love with Karakhan, but they couldn't be together as she died by a poison snake on her way to her lover. So yeah, I thought rather than just making it a horror story, I wanted it to be romantic. I remember when we gave this to students, they complained about this scene being a love story! But they acted it out anyway!



Y I mean, I thought the vampire story was romantic, that it was romantic for Jonathan to be writing to Mina through all that.

K True, but the love element in the werewolf story was stronger.

Y For sure.

K Well, the kids who acted in the werewolf story loved it in the end. That was the fastest time of any scene for them to learn their lines.

Y Yeah, it took time for them to understand the vision and the atmosphere of each myth. Like Jack and Jerome had a hard time, because their scene required the silent miming and matching up their actions to the music but eventually, they started connecting to it. Jerome told me he didn't think he could act the way he did.

K I think that's the best feedback.

Y Exactly. And that story, Sleepy Hollow, is personal to me because I grew up near that town where the legend originated from. I liked that because folktales should feel local and specific to a culture. It was one of my favorites. What was your favorite?

K I loved the vampire story. Growing up, as I guess every other teenager of my age, we were fans of...

Y Twilight? Laughs.

K Also laughing. Yes, Stephanie Meyers books. I spent several hours in high school reading those books instead of doing homework. And then we also watched Nosferatu for the adult movie nights so I did enjoy the character of Dracula being depicted as an older man who has this wealth and power and who knows that he can get the woman that he was obsessed with even though she wasn't his. Plus, Felix playing Dracula - that was a masterpiece.

Y Yes, he worked on his Romanian accent.

K That came across in the laugh. And how the scene was structured – that it was simple – that was the beauty of it. What was your favorite?

Y Alaa: I had fun writing the witch scene. I liked that it was based on historical accounts of children really

doing that. It's also about women, kind of villainizing strong women or women who were outcasts. I loved casting that scene as all girls so that they could take back the power and the way that it mirrors present-day anxieties around girl friendships, the way sometimes girls can empower each other, but also take each other down. It's also why I put in that joke that David makes about his English teacher being a witch. I did that for us.

K Laughs. Yes, most English teachers are women. David and Ellie really liked rehearsing that part.

Y Yeah, David and Ellie had a tough job. They had to nail the timing of the lines.



K Yeah, and they needed to have that chemistry, and they both did a great job at the end. It was amazing.

Y I was just thinking the other day how it's amazing that we can imagine something in our head and then boom—

K It happened. It couldn't happen if the students weren't into it and I loved that they tried hard to become those characters.

Y Exactly. They were our co-creators, for sure.



DAILY ROUTINES AS A LENS FOR INTERNATIONAL UNDERSTANDING



Almon Yao

MYP and DP Chinese Language B Teacher

The “Daily Routine” unit proved to be a valuable educational framework for promoting International Mindedness among students. By examining how people organized their daily lives across different cultures, students gained a deeper appreciation for cultural diversity and global issues. This aligned with the United Nations Sustainable Development Goals (SDGs), particularly those related to cultural understanding, health, and sustainable living.

In the DP1 Chinese Language Acquisition “Daily Routine” unit, students explored various aspects of daily life, including home and school experiences, leisure activities, and entertainment. This exploration helped them understand the functions of daily life and the importance of positive relationships within communities. These insights were crucial for fostering empathy and respect for different cultural practices.

One effective way to promote International Mindedness was through comparative analysis of daily routines around the world. Students researched and compared how morning routines, school schedules, and meal times varied across cultures. For example, they discovered that some countries

had shorter school days with more breaks for physical activity, while others had longer school hours with fewer breaks. Similarly, leisure activities ranged from traditional sports and folk music to modern forms of entertainment like video games and social media. By examining these differences, students gained a broader understanding of cultural diversity.

The concept of work-life balance was also relevant, as different cultures prioritized leisure time differently. The role of technology in daily routines was explored, highlighting its benefits and drawbacks, and how different cultures adapted to technological advancements.

To promote International Mindedness, the unit incorporated cultural exchange projects. Students shared their daily routines with peers from different countries through pen-pal programs, video exchanges, or virtual classroom visits. These interactions fostered empathy and understanding. Guest speakers from diverse backgrounds were invited to share their experiences, and cultural events such as international food fairs or traditional music performances were organized to enrich students’ understanding of different cultures.

Moreover, students engaged in global issues campaigns by creating awareness about topics related to daily routines, such as mental health, the impact of technology on social interactions, or the need for sustainable living practices. Fundraising and advocacy efforts supported initiatives that promoted healthy living, education, or cultural preservation, aligning with the UN SDGs.



In conclusion, the “Daily Routine” unit was a powerful tool for promoting International Mindedness. By exploring cultural differences, analyzing global issues, and engaging in cultural exchanges and advocacy, students developed a deeper appreciation for cultural diversity and contributed to a more inclusive and sustainable world.



In our Azalea cottage, curiosity lit up the room as our students explored the world through invention, creativity, and care for others. Guided by the trans-disciplinary theme "How the World Works," we focused on the central idea that people use their understanding of scientific principle to create and invent.

This led to an exciting, student-led science fair where learning and purpose came together through hands-on projects and imaginative thinking.

Grade 1 students explored simple machines, while Grade 2 focused on force and motion. They used their learning to solve real-world problems by designing rescue machines that could help during emergencies like fires and earthquakes. These included fire trucks, helicopters, cranes, and excavators.

The children used parts like levers, wheels, axles, and pulleys to build their models. But these weren't just crafts, they were creative solutions that showed how much the students had learned and thought about helping others. Each invention reflected their ideas, knowledge, and compassion.

This learning journey also connected strongly with the United Nations Sustainable Development Goal 9: Industry, Innovation, and Infrastructure. We included real-world challenges in our lessons to help students understand how smart inventions and strong infrastructure can save lives especially during disasters. Our Azalea students brought these ideas to life with every model they made.

For their summative assessment, students designed a machine that could rescue people during a fire or earthquake. This task sparked not only their imagination, but also their empathy. They discussed how their inventions could lift rubble, carry water, or reach people in dangerous places. Through this, they saw themselves as problem-solvers and helpers.

YOUNG INNOVATORS IN ACTION: LEARNING THROUGH INVENTION, COMPASSION, AND GLOBAL GOALS

Olanike Kolapo, Diana Tolordava, Hailey Chen
Azalea Cottage Team



We explored big questions in this unit:
How do inventions affect people's lives?
What situations lead to new inventions?
How do these inventions shape the modern world?

The science fair became more than just a display of creativity—it became a celebration of meaningful learning and global citizenship.

By encouraging inquiry, reflection, and action, we're not just teaching science—we're helping our students grow into future inventors who believe they can make a difference in the world.



IB PARTNERSHIPS IN CHINA: A TOOL FOR MODERNIZATION, EDUCATIONAL ATTAINMENT AND ECONOMIC INCLUSIVITY

Dr. Kierstan Connors
BEG Director of College Counseling



As China's global influence grows, from technology to sustainability, opportunities to expand IB-focused education within China via school partnerships is a logical path forward to strengthen the country's educational system on a path to enhance economic modernization. Last June over 13.5 million students took the Chinese Gaokao to enter university¹, yet none were from China's 304 IB World Schools². China spends 4% of GDP on education³, and with the 1986 law ensuring all citizens must complete 9 years of compulsory education, the country's 99% graduation rate is impressive, purposeful--and well-funded.

At Qingdao Amerasia International School, founded in 2011 and the first IB World School in Shandong Province by the non-profit Baishan Education Group (BEG), we're doing just that--again. Our second IBDP authorization for sister school, Baishan High School, incorporates IBDP with our Annie Wright American School partnership. Thus, supporting multilingual IB education in China's schools is a step forward integrating China's citizenry as global leaders and innovators.

As a 30+ year Careers Counselor supporting 8 curricula, I believe the IBDP is the most purposeful curriculum for international students. Sadly, given today's extensive global conflicts--even in Panama, my adopted home--I cannot enact meaningful change. Since an IB education is built upon inclusion, acceptance, tolerance, respect, I can change/influence schools and

students I work with. Peace education, conflict resolution, cultural acceptance, language development, and inclusive learning are needed today to combat violence that displaces millions--and disrupts education. With integrated IB education, China can build stronger social services and inclusive development to help the populous grow in holistic ways that enrich families and economic markets.

As such, the government's aim of their 2035 Education Modernization Plan is to develop more modern education sectors from "capacity" to "quality" to support modernization⁵. It sets goals using IB language, stating: "establishing a modern education system of lifelong learning, with universal quality pre-school education, balanced compulsory education, as well as enhanced vocational education and more competitive higher education" are our priorities⁶. The Plan includes eight goals: 1) virtue, 2) overall development, 3) people-orientation, 4) lifelong learning, 5) personalized teaching, 6) integration of knowledge and practice, 7) integrated development, 8) co-construction and sharing⁷. Hence, more Chinese schools with integrated IB curricula would help modernize China and its educational system further--with emphasis on global languages, IB Pedagogy, and a standardized IB system that's respected internationally.

Anyone can make a difference--as Malala Usof and Greta Thunberg have proven. IB educators need viable pathways to generate ideas for reflective change to graduate more IBDP cohorts of peacemakers and leaders strong enough to know how to make a difference. As a Director of University and Career Counseling, I'm the "glue" that brings our IB World School village together, and my mission is to integrate IB-focused University Counseling Programs that consolidate students' IBDP education to transition into undergraduate studies and beyond. That's why I'm also an IB educator, to expand IB curricula in this beautiful nation of worthy students readying themselves for bigger roles in the world than ever expected.

Citations

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At Lavender Cottage, we warmly celebrate and embrace diversity. This commitment is closely aligned with the International Baccalaureate themes. Our students explored songs, poems in English, Chinese and that reflect and honor their cultural backgrounds. They also explored in meaningful exploration of different types of homes around the world, learning what makes each one unique to its culture. As part of this learning, Lavender students built model homes of an Igloo, Mud hut and floating homes deepening their understanding of how environment and tradition shape the way people live.

As a community Lavender students also came together to celebrate International Peace Day. Students reflected on what peace means to them, by sharing thoughtful ideas such as "peace is love", "peace is a candle" and "peace is beautiful". They read books on peace and observed a collective five -minute silence, promoting reflection and unity.



INTERNATIONAL MINDEDNESS

Shabina Bastiansz, Krystal Liu, Lucy Qu
Lavender Cottage Team



In March, we observed World Water Day is an annual United Nations (UN) event on March 22nd to raise awareness about the importance of fresh water.

This supported the goals of Sustainable Development Goal 6.

At QAIS students participated in an engaging assembly, conducted water related experiments, created posters on saving water, and explored practical ways to conserve water, such as rainwater harvesting. To extend their learning, students painted their own rain barrels and placed them in the Montessori Garden, actively contributing to water conservation efforts on campus.

Through these meaningful experiences, lavender students continue to develop as globally aware citizens who appreciate, respect, and celebrate the rich diversity of our world.





ELEVATING STUDENTS THROUGH SPORTS

Laki Faamamafa
PYP/MYP PHE Teacher

This year has been a deeply rewarding chapter in my teaching career, where I've continued to use physical education and coaching as powerful tools to elevate students' lives. PE is more than just learning skills—it's a space where students develop resilience, confidence, empathy, and a strong sense of global citizenship. Working with students from diverse cultural backgrounds has reminded me of the universal language of movement and sport. It has allowed me to create an inclusive environment where every student feels valued, supported, and challenged to grow.

Through coaching, I've witnessed the power of sport to break barriers, unite individuals, and teach life lessons beyond the classroom. I've focused on encouraging fair play, respect for others, and a growth mindset—qualities that help students thrive in an interconnected world. I'm especially proud of how my students have embraced teamwork and leadership, showing greater awareness of their role in a broader community.

International Mindedness has been at the heart of my teaching this year. Whether on the field or in the gym, I've worked to develop not just strong athletes, but compassionate individuals who are ready to engage with and contribute to the world around them.





UMUGANDA: COMING TOGETHER IN COMMON PURPOSE TO ACHIEVE AN OUTCOME

Kimihiro Tsuchiya

MYP Math and Experiential Learning & Activities Coordinator

At QAIS, we've always talked about service, but I wanted us to live it in a way that felt purposeful and rooted in something bigger than ourselves. That's why I introduced Umuganda to our school community this year. Umuganda is a Rwandan word that means "coming together in common purpose to achieve an outcome." In Rwanda, it's a national tradition where once a month, communities gather to clean, repair, and support public spaces and each other. It's not just about cleaning streets; it's about unity, dignity, and ownership of one's community. That spirit is exactly what I hoped to bring to our students and staff.

We started with a cemetery cleanup behind our campus. Over 30 students, teachers, and staff showed

up on a cold Saturday morning to sweep paths, clear overgrown weeds, and make the space more peaceful and respected. It was quiet, reflective work—and powerful. We ran a football clinic for our neighboring school, giving local kids a chance to learn new skills and just have fun. Later, we hosted climbing and pickleball clinics with the same school, building connections and breaking down walls between us.

We also held a clothing drive, sorting and donating gently used items to families in need, and spent a Saturday cleaning an animal shelter in Qingdao. Every one of these actions came from the same place: the belief that we can and should take care of what's around us.



Umuganda has become more than just a monthly activity. It's starting to shape our culture. Students see themselves not just as volunteers, but as contributors—people who can show up, work hard, and make a difference. Staff are right there beside them, modeling what it means to give time without expecting recognition. And little by little, we're strengthening ties not just within our school, but with our broader community.

I believe Umuganda will have a lasting impact at QAIS. It's simple, but powerful: come together, do the work, make things better. In a world where it's easy to stay focused on the self, Umuganda reminds us to look outward... and act. And that's exactly the kind of habit I want our students to carry with them long after they leave our campus.



INTERNATIONAL MINDEDNESS, CHEMISTRY, AND THE SUSTAINABLE DEVELOPMENT GOALS

Jiajia Li

DP Chemistry, MYP Science, Lab Assistant

Chemistry, often seen as a purely scientific discipline, has far-reaching implications for sustainability. For example, Goal 6 of the SDGs focuses on clean water and sanitation. Chemists are at the forefront of developing new methods for water purification and treatment. Through the study of chemical reactions and processes, they can create innovative solutions to remove contaminants from water sources, ensuring that communities around the world have access to clean and safe water. This is not just a technical challenge but also a global one, as water scarcity affects millions of people across different continents.

Chemistry education itself can be a powerful tool for promoting International Mindedness and the SDGs. When students learn about the global impact of chemical processes, they are more likely to develop a sense of responsibility and a desire to contribute to sustainable development. Teachers can incorporate case studies from different parts of the world, highlighting how chemistry is being used to address local and global challenges. This not only makes the subject more relevant but also helps students understand the interconnectedness of our planet.

In conclusion, International Mindedness and the Sustainable Development Goals are deeply intertwined with the field of

chemistry. By recognizing the global impact of chemical research and applications, we can work together to achieve a more sustainable and equitable world. Chemistry provides the tools and knowledge, while International Mindedness ensures that we use them wisely and collaboratively. Together, they offer a powerful combination for addressing the complex challenges of our time.

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EARTH PROTECTORS IN THE MAKING

Lili Morales, Serene Du, Mia Xiao

Lotus Cottage Team

How Our Unit of Inquiry Transformed Us Into Earth Protectors in the Making? What does it truly mean to share the planet? In EC Lotus Cottage, our PYP unit of inquiry, Sharing the Planet, sparked this very question and led our students on an inspiring journey of discovery, empathy, and action. Together, we explored how people, animals, and plants coexist on Earth, our one and only home in the vast solar system and how each of us plays a vital role in caring for it.



From the very start, curiosity was ignited. Through hands-on activities, children uncovered what every living thing needs to survive: air, water, land, and food. We realized these needs connect us all, stretching across continents and ecosystems. Our students eagerly sorted animals into groups mammals, reptiles,

birds, fish, amphibians, and insects and mapped them to their climates and habitats. Using recycled and natural materials, they sculpted vibrant models of these homes, strengthening their fine motor skills and expanding their thinking around biomes and sustainability.



Our youngest learners focused on the miracle of plant growth, while the older children investigated how animals adapt to their environments and how human actions can both protect and threaten these delicate balances. The oldest in our group researched the consequences of expanding cities, excessive plastic use, and the vital role trees play in making everyday items like chairs, tables, and shelves. These revelations sparked meaningful conversations about responsibility, choices, and the ripple effects we create in our world.

But the lessons went beyond facts. Students discovered fascinating connections between their own bodies and nature, the rings in a tree's trunk mirrored their thumbprints, the veins in leaves resembled lines on their palms, and the branches of trees echoed the structure of lungs seen in X-rays. These awe-inspiring discoveries stirred compassion and deepened their understanding of life's intricate web.

Inspired to act, our students launched a heartfelt campaign to protect the Earth. They created vibrant posters and shared powerful messages. The campaign culminated in a Montessori celebration where families joined to witness learning stations and students earned "eco stamps" redeemable for sustainable treasures like bamboo toothbrushes, loofahs, and reusable bags. This journey did not stop at school doors. Families embraced new habits at home; students carried reusable bags, even started to remind teachers about plastic use. Our lunch routines evolved too, swapping sponges for eco-friendly loofahs and using a small tank to track our water use in our practical life activities. Conversations about food waste continue, fostering gratitude for the plants and animals that sustain us every day during meal time.

Through it all, our young Earth Protectors have grown with compassion and commitment. Whether tracing leaf veins, building rainforest dioramas, or gently relocating insects on the playground, their actions reflect a blossoming sense of responsibility and care for the planet we all share. At EC Lotus Cottage, this unit wasn't just about learning; it was about awakening hearts and hands to the power we each hold to make a difference.



INTERNATIONAL MINDEDNESS AND THE UN SUSTAINABLE DEVELOPMENT GOALS IN INDEPENDENT STUDENT RESEARCH PROJECTS

Jakub Grzeszczuk

Science HOD, MYP Coordinator

In the 2024/2025 academic year, students in DP1 completed their Internal Assessments (IA) in Biology through a 16-week independent research project, carried out alongside their regular coursework. This structure gave each student the opportunity to design, execute, and analyze an original scientific investigation. Importantly, the research topics, methodologies, and social contexts were chosen individually, allowing students to connect their personal interests with real-world scientific and societal challenges.

Many of the projects aligned closely with the United Nations Sustainable Development Goals (SDGs) and actively fostered International Mindedness through inquiry-driven learning. The range of research topics included:

- an investigation into how different physical obstacles affect the foraging strategies of predatory snails, directly linked to Goal 14: Life Below Water (Conserve and sustainably use the oceans, seas and marine resources for sustainable development);

- a statistical analysis of the correlation between PM2.5 air pollution levels and COPD mortality in the United States, connected to both Goal 3: Good Health and Well-being (Ensure healthy lives and promote well-being for all at all ages) and Goal 13: Climate Action (Take urgent action to combat climate change and its impacts);
- a comparison of the correlation strength between overweight and obesity rates and the prevalence of type 2 diabetes in high-HDI countries, also contributing to Goal 3;
- an experiment on how soil salinity affects radish seed germination, relating to Goal 2: Zero Hunger (End hunger, achieve food security and improved nutrition and promote sustainable agriculture) and again Goal 13;
- a study of kimchi fermentation speed under different temperature conditions, merging science, health, and culture, and addressing Goal 12: Responsible Consumption and Production (Ensure sustainable consumption and production patterns);

• a project exploring how cognitive task complexity (simple vs. choice reaction time) affects human response time, with relevance to Goal 9: Industry, Innovation and Infrastructure (Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation) and Goal 3, especially in the context of cognitive diagnostics and human-computer interface design.

Each of these projects was not just a scientific exercise, but a personal contribution to understanding and addressing global issues. Through their research, students engaged deeply with environmental, cultural, and societal contexts – from traditional Korean fermentation practices to the challenges of air pollution and agricultural resilience in a changing climate.

Completing the Biology IA gave students the chance to develop key attributes of the IB Learner Profile – especially inquiry, responsibility, reflection, and commitment. It was learning in action: rooted in real-world relevance, driven by curiosity, and shaped by global awareness.

From a teacher's perspective, it was a deeply rewarding experience – a reminder that young people are capable not only of understanding science, but of contributing to it with sincerity, independence, and a strong sense of purpose.

Międzynarodowe zrozumienie i Cele Zrównoważonego Rozwoju ONZ w niezależnie prowadzonych badaniach uczniowskich

W roku szkolnym 2024/2025 uczniowie DP1 realizowali swoje Internal Assessments (IA) z biologii w ramach 16-tygodniowego, niezależnego projektu badawczego, prowadzonego równolegle z bieżącymi zajęciami. Struktura ta dala każdemu uczniowi przestrzeń na samodzielne planowanie, przeprowadzanie oraz analizowanie oryginalnego eksperymentu biologicznego. Co ważne, tematy badań, metodologia i kontekst społeczny były dobierane indywidualnie, co pozwoliło połączyć osobiste zainteresowania uczniów z rzeczywistymi problemami naukowymi i społecznymi.

Wiele z przeprowadzonych projektów wpisywało się w Cele Zrównoważonego Rozwoju ONZ (SDGs), a także promowało międzynarodowe zrozumienie w praktyce edukacyjnej. Wśród poruszonych tematów znalazły się:

- badanie wpływu różnych typów

przeszkód na strategie żerowania ślimaków drapieżnych, odnoszące się do Celu 14: Życie pod wodą;

- analiza korelacji między poziomem pyłu PM2.5 a śmiertelnością z powodu POChP w USA, w kontekście Celu 3: Dobre zdrowie i jakość życia oraz Celu 13: Działania w dziedzinie klimatu;
- porównanie siły korelacji pomiędzy nadwagą i otyłością a zachorowalnością na cukrzycę typu 2 w krajach o wysokim HDI – również w odniesieniu do Celu 3;
- eksperyment dotyczący wpływu salinacji gleby na kiełkowanie rzodkwi, nawiązujący do Celu 2: Zero głodu oraz ponownie Celu 13;
- badanie szybkości fermentacji kimchi w różnych temperaturach – łączące naukę, zdrowie i kulturę, związane z Celem 12: Odpowiedzialna konsumpcja i produkcja;
- projekt badający wpływ złożoności zadania poznawczego na czas reakcji człowieka (reakcja prosta vs reakcja wyboru), nawiązujący do Celu 9: Innowacyjność, przemysł, infrastruktura

oraz Celu 3, poprzez zastosowanie w diagnostyce poznawczej i rozwoju interfejsów człowiek-komputer.

Każdy z projektów stanowił nie tylko badanie naukowe, ale także osobisty wkład ucznia w rozwiązywanie globalnych problemów. Praca badawcza była okazją do głębszego zrozumienia kontekstów środowiskowych, kulturowych i społecznych – od tradycyjnych koreańskich metod fermentacji, po wyzwania związane z zanieczyszczeniem powietrza czy skutkami zmian klimatycznych dla rolnictwa.

Realizacja IA pozwoliła uczniom rozwijać cechy Profilu Ucznia IB – w szczególności dociekiliwość, odpowiedzialność, refleksyjność i zaangażowanie. Była to nauka w działaniu: pełna autentycznego zaangażowania, niezależnego myślenia i świadomości globalnej.

Z perspektywy nauczyciela był to wyjątkowy proces – pokazujący, że młodzi ludzie potrafią nie tylko zrozumieć świat nauki, ale również wnieść do niego swój wkład z pełną odpowiedzialnością i głębokim poczuciem celu.

VOICES OF KINDNESS: LEARNING TO SPEAK UP THROUGH SONG

Charla Esser

PYP & IPC Music; BEG Arts Director;
Elementary Arts Department HOD

In our PYP Grade 3 music classroom, students explored how music can help us express our beliefs and take a stand. Our unit, "Voices of Kindness," invited students to reflect on what it means to be part of a caring, inclusive community—and how their voices can make a difference.

Under the transdisciplinary theme of ""Who We Are," students inquired into how music can be used to convey values. This connected naturally to SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). Our central idea, ""Music can express values and help us stand up for what is right,"" served as a rallying cry.

Throughout the unit, students examined the various forms bullying can take, including physical, verbal, social, and online. They discussed how to recognize harmful behavior, what it feels like to be excluded, and the importance of being an upstander rather than a bystander. Bullying is a game where no one wins—even in the cyber world. These reflections enabled students to form a deeper emotional connection to the topic and influenced the lyrics they would later write.

We listened to songs that addressed bullying and friendship, analyzing how melody and lyrics work together to create a message. These examples helped students understand that music is more than sound—it can be a form of advocacy.

Students then worked in groups to write their own anti-bullying lyrics, focusing on messages of kindness, fairness, and courage. Using AI tools like Suno, they transformed their words into a whole song. For the

Use your QR code to scan and
listen to your favorite version of our song!

Acoustic Version



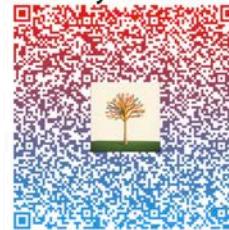
Little Kid Version



Motown Version



Disney Version



Live Band Version

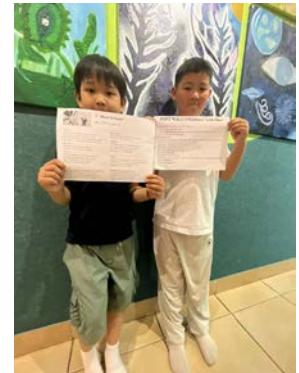


Techno Version



summative task, they shared their final compositions with the school community, explaining the values behind their work.

Although the lyrics were in English, the values expressed—empathy, inclusion, and justice—reflected the diverse cultural perspectives within the class. Through this project, students became more than musicians; they became global citizens using creativity to promote a more compassionate world.



🎵 "Hand in Hand"

(Final Song Lyrics
developed by PYP Grade 3)

Verse 1

Be a friend to someone who isn't like you,
All you have to do is be glad, it's true.
Even if you're better, don't push others down,
Lift them up—help them feel safe and sound.

Pre-Chorus

Don't be my boss, be my friend.
Kindness is how we win in the end.

Chorus

Hand in hand, we'll walk through it all,
Through joy and sadness, big or small.
Play with kindness, play with care—
Wherever you are, I'll be there.

Verse 2

Don't leave people out because they are different,
Be a better you—shine in every moment.
If you knock me down, I might forget I can,
But if you lift me up, I'll believe again.

Pre-Chorus

Don't hurt others who are weaker than you,
Be friends with someone new.

(Chorus)

Hand in hand, we'll walk through it all,
Through joy and sadness, big or small.
Play with kindness, play with care—
Wherever you are, I'll be there.

Bridge

May I play with gladness or should I have madness?
Whatever I feel, we'll stay strong through the sadness.
I'll be with you, and you'll be with me—
Together we grow in our unity.

Final Chorus (repeat with power)

Hand in hand, we'll walk through it all,
Through joy and sadness, big or small.
Always be hopeful, always be kind—
A better world starts with our minds.





INTERNATIONAL MINDEDNESS AND THE UN SUSTAINABLE DEVELOPMENT GOALS AT AMERASIA

Andrew Sifton
Administration and Marketing Specialist

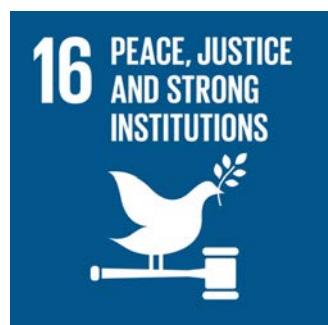
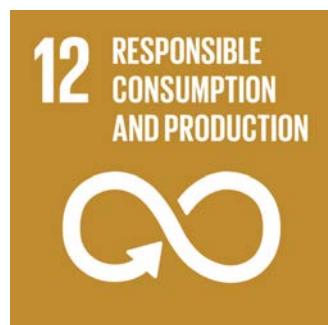
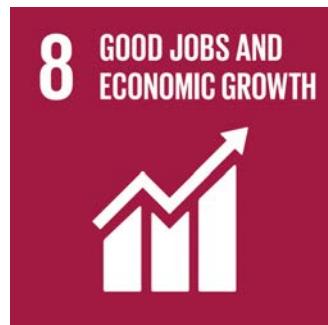
As the coach of the under-19 boys' basketball team, I focused on normalizing International Mindedness by shifting away from the traditional "old school" mindset where the coach is always right and players are expected to simply follow orders. Instead, I created an environment where open dialogue, reflection, and shared leadership were part of our daily routine. We normalized questioning, collaboration, and mutual respect; encouraging players to think critically, voice their ideas, and support one another both on and off the court.

We also normalized the integration of the United Nations Sustainable Development Goals (SDGs) into our team culture. SDG 3: Good Health and Well-being was reinforced daily through warm-up mindfulness exercises, balanced nutrition discussions, and injury prevention routines. We normalized gender equality (SDG 5) by partnering with the girls' team for joint practices and strategy sessions, treating each team as equals in skill and value. For SDG 13: Climate Action, we normalized sustainable habits such as using reusable water bottles and carpooling to reduce our carbon footprint.

By intentionally and consistently embedding these values into every aspect of our team's experience, we normalized a culture of thoughtfulness, accountability, and global responsibility. The result was a team that not only played well together but lived with purpose and awareness.



SUSTAINABLE DEVELOPMENT GOALS



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