

# INTERNATIONAL MINDEDNESS

embracing diversity



# CONTENTS

**QAIS values International Mindedness by developing Multilingualism, Intercultural Understanding, and Global Engagement through all ten attributes of the IB Learner Profile. QAIS students are nurtured to become: Knowledgeable, Inquirers, Thinkers, Reflective, RiskTakers, Caring, Communicators, Principled, Balanced, OpenMinded.**

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## MISSION STATEMENT

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

Contents .....	1
I Pledge to Celebrate Diversity At QAIS .....	2
Exploration of Food Culture .....	3
Same Same, But Different .....	4
College Counselling-The Culminating Act .....	6
Give The Earth Your Hand .....	7
The Puzzling Quest for Global Mindedness .....	8
Making The Connection: Early Elementary and Global Thinking .....	10
Narrative: Evaluating Technology in MYP and DP Science .....	11
A Soccer World Cup With A Twist .....	12
Living History: An Exploration of Time and Place in Pompeii .....	15
QAIS Library Revamped with International Mindedness as A Goal .....	16
Environmental Protection: Trash Classification .....	17
The Road to Peace .....	17
A Way to Foster Cultural Understanding and Global Engagement .....	18
International Mindedness: Save The Planet .....	19
Cross-Cultural Awareness in Chinese Class .....	19
The Wizards Behind Baishan's Oz .....	20
Film: A Cultural Expression .....	22
Physical Education and Athletics: A Doorway to The World .....	23
International Mindedness for The NOW Generation .....	24
International Mindedness in MYP Language Acquisition: English .....	24
The Flowing Culture: Studying and Travelling in Xi'an .....	25
Human Connection Over Thousands Of Miles .....	26
Expression and Acceptance .....	26
Chinese Language Acquisition: The Bridge Between Different Cultures .....	27
Unit of Work: Properties of Materials .....	28
Heal The World with Kindness .....	28
"It Starts With A Story" .....	29
Language Partners with Baishan School .....	29
From Antonio Vivaldi to Freddie Mercury .....	30
Exploring Tragedy and Power Struggles Across Cultures and Time .....	31
Through the Lense of a Love Story .....	31
MMUN Fosters Diversity and Multiple Perspectives .....	32
We Are Parts of The Whole .....	33
Question Your Beliefs: "Agora" .....	34
International Mindedness Is Everything Mindedness .....	35
The Tree of Life Is Empathetic .....	36
Open-Mindedness Through Language .....	37
QAIS Students and Qingdao No.2 High School's Particle Physics Master Classes .....	38
Modelling Life-Long Learning .....	39
The Power of Reading .....	40
Our Collective Voice and Stories .....	41
The Magic of Silence .....	42
PHE – Internationally Minded .....	43
International Mindedness: An Attitude .....	45
It's A Big World with Lots of Problems ... Math Problems! .....	46
Culturally Diverse in Chinese Class .....	47
Music Has The Power to Impact The World .....	48

# I PLEDGE TO CELEBRATE DIVERSITY AT QAIS

Every QAIS student, member of staff and parent deserves to learn, work and live in an environment which celebrates and embraces them as an individual. QAIS was founded on the principles of honoring differences, developing global citizenship and promoting respect for all life. Therefore, it is imperative that we protect one another from speech, gestures, actions and attitudes that could be interpreted as hurtful or disrespectful toward anyone due to their race, color, national origin, religion, sex, gender identity, sexual orientation, physical

attributes, disability, age, or socio-economic status.

We call on every single member of QAIS to commit to the promotion of celebrating diversity. We educate students on how we can honor and celebrate the diversity of the human family in a multitude of ways, and we must live this, not just teach it. Our actions, not only our words, matter daily. We believe we must love and respect all members of our community so that we can bring our vision of a peaceful world one step closer to fruition.

It is a daily pursuit of equity that strives for a world free from discrimination. Don't just tolerate, celebrate.

## 在美亚，我承诺我会拥抱多样性

每个青岛美亚国际学校 (QAIS) 的学生、员工和家长都应该在一个接纳他们个人的环境中学习、工作和生活。QAIS 的建校原则是尊重差异、发展全球公民和促进对所有人尊重。因此我们必须保护彼此免受言语、手势、行为和态度的影响，这些言语、手势、行为和态度都可能由于种族、肤色、国籍、宗教、性别、性别认同、性取向、身体属性、残疾、年龄或社会经济地位，而对任何人造成伤害或不尊重。

我们呼吁今天每个成员都致力于促进多样性文化。我们教育学生如何以多种方式纪念和庆祝人类家庭的多样性，我们必须实践这一点，而不仅仅是停留在理论上。每天的行动，不仅是言语，都至关重要。我们相信，必须爱护和尊重校园的所有成员，以便使我们对和平世界的愿景更加接近实现。

这是对平等的每日追求，它争取建立一个没有歧视的世界。不只是宽容，而是拥抱和欢迎



## EXPLORATION OF FOOD CULTURE 飲食文化探究

By Ms. Apple Liu  
PYP Chinese Teacher

**Through daily food, we can figure out the genetic code and cultural landscape contained deep in the culture, which is the most vivid display of a nation's cultural tradition, ethics, value beliefs and aesthetic taste.**

Food culture, which runs through daily life, is a social constraint and a common language. This year, in the 'experience' unit of the sixth grade, we ask questions from the perspective of daily table culture, and explore the cultural tradition and value belief displayed by daily 'eating'. Students shared Korean dining etiquette. Korea is a country that places great emphasis on traditional etiquette and has a strict set of 'rules' at the table. For example, if two people meet for the first time, they need to place their free hand under their opposite elbow when they pour wine for each other. Once people become more familiar with each other, they can pour wine for each other with just one hand on the bottle, but if the other person is more senior, you must hold the bottle with two hands, one hand on the bottom of the bottle, to pour wine. You must take the first drink that you are offered, accepting the glass while lightly placing your left hand on the opposite forearm. Then you must turn to the side, covering the glass with the other hand to keep it out of sight while you take a drink. After this topic, we explored further, for example: what is the cultural significance of table manners? How did such cultural traditions come into being? How does it affect our values and lives?

Through this Unit of Inquiry learning, we deeply felt that in culture, food has gone beyond being just physical nourishment, so that it also contains complex cultural significance. As a non-verbal way of information transmission, diet concentrates people's internal consciousness and psychological state, and expresses the subject's psychological desire and belief in a specific way.

透过日常美食的镜像，我们看到的是蕴藏在文化深处的遗传密码和文化图景，是一个民族的文化传统、伦理道德、价值信仰、审美情趣最生动的展现。

贯穿日常生活的饮食文化是一种社会约束，是一套共同使用的语言。今年，六年级“体验”这一单元，我们从日常餐桌文化出发提出探究问题，透过日常的“吃”探究其展现的文化传统及价值信仰。学生分享了韩国的就餐礼仪：韩国是一个非常注重传统礼节的国家，在餐桌上也有一套严格的“规矩”。比如斟酒时如果双方第一次见面，则一手需托住另一只手的肘部为对方斟酒；双方熟悉之后，则可单手为对方斟酒，但如果对方是长辈，则必需用一只手托住酒瓶低端斟酒。喝酒时从接酒（别人给自己倒酒）开始，要用左手托住右手的胳膊，喝的时候要转向侧边或没人的地方一只手挡住杯子喝下去。之后，我们进一步深入探究，比如：餐桌礼仪所传达的文化意义是什么？这样的文化传统是如何形成的？如何影响我们的价值观与生活？

通过单元探究学习，使我们深深地感受到，在文化中饮食早已超越果腹的生理性需求层面，而是包含复杂的文化意义，上升为一个文化象征系统。饮食作为一种非语言的信息传递方式，它把人们内在的各种观念意识和心理状态加以浓缩，通过特定的方式来表达主体的心理愿望和信仰情感。



# SAME SAME, BUT DIFFERENT

## *Developing International Mindedness in Early Childhood.*

By Emma Stanford  
Montessori Early Childhood Teacher



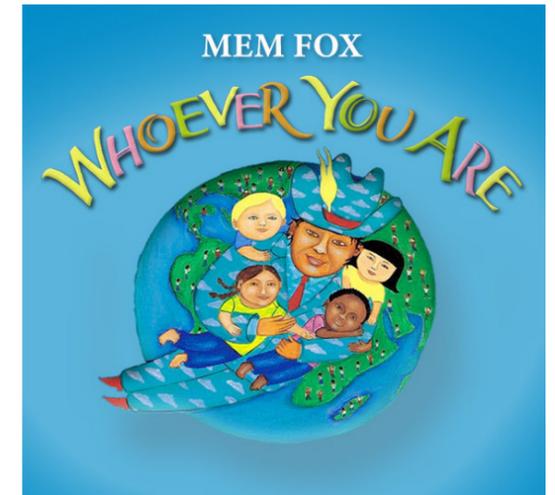
When I think of how we approach International Mindedness in Plum Blossom Cottage, I realize that it truly connects together our two educational philosophies of International Baccalaureate and Montessori. The 'big ideas' that PYP offers under the transdisciplinary themes, all address the need to think globally and the Montessori method of Grace and Courtesy provide the concrete, real-life applications of these ideas. International Mindedness has been embedded in so many of the discussions we have around our Units of Inquiry. Ultimately we have grown to understand that, although we are all different, we respect other people's cultures because we understand that we are all part of the same global community.

Our goal is to encourage our students to be caring and compassionate so that they can help to create a better and more peaceful world. This includes understanding themselves so they can better connect with others. Our latest Unit of Inquiry on 'Emotions and Feelings' helped our children understand the reasons behind our feelings while finding the words to express themselves and in turn, build better relationships with others. We discussed that our feelings are okay. We all feel anger and frustration at times, and these are very normal healthy emotions that we cannot change. How we act on these emotions is within our control, so we practise mindfulness through breathing exercises, and invite friends to the peace table to talk through small problems. We have found a harmony develop in our classroom through these daily conversations and empowerment through connecting with each other.

As an international school, we teach respect and understanding for other perspectives, cultures and languages. Our children have an awareness that the world is much larger than the community in which we live. We gain an appreciation of this through many experiences with the globes in the Cultural area. At the age of three, children are introduced to the continents through work with the continent puzzles, learning their placements within the hemispheres. At the ages of four and five they create their own maps, tracing the shapes of countries within a continent and coloring them. They appreciate where in the world they live, where their families live and that we are all part of the same world. At five and six, they begin

to label their maps and learn about the flags from different countries.

One of my favorite books to teach International Mindedness to young children is "Whoever You Are" by Mem Fox. In this beautifully illustrated book the children see that, despite the differences between people around the world, there are similarities that join humanity together, such as pain, joy, and love. After reading this book, we studied photographs of children from all around the world, noticing that they are dressed in different clothing or traditional costumes. We discuss why their costumes may be different.



In our 'Sharing the Planet' unit, we looked at the homes around the world and inquired into why people's homes might be different. What is available to other people in different parts of the world for them to build their homes? What local materials can they use or what conditions dictate their needs. Some homes are on stilts, because of the risk of flooding. Some homes are made of stone and brick and need to keep out the wind and cold.

We talk about the food people eat around the world in our work in the Practical Life area. By planting and growing our own food, we understand that other people eat different food because of the local ingredients available to them. We think about the games that other children play and the places they go to school. Through this inquiry, children come to learn that, even though

people around the world are different in many ways, we all love the same, their smiles look like ours, our laughter sounds the same, our tears taste the same, and our hurts feel the same.

***"Little one, whoever you are, wherever you are, there are little ones just like***

***you all over the world. They may not look the same. They may not speak the***

***same language. Their lives may be quite different. But inside they are just like you."***

Whoever You Are by Mem Fox.



# COLLEGE COUNSELLING THE CULMINATING ACT

By Glau Serralvo  
College counselor

One of the best parts of college counselling is that we get to experience the culminating act of international mindedness throughout schooling. In other words, we get to see the empowered global citizens select where they wish to take further action after they leave school and move into their future. From MYP4 (Grade 9) and, more frequently, during the two years of the Diploma Programme (DP), we hold college counselling sessions that provide a platform for students to discuss their passions, abilities, attributes and where they wish to pursue their dreams.

It's an exciting period for them to be looking up from their screens and up at the world, and we get to be part of that.



During our sessions, we meet students where they are, assisting them on the journey of finding their place in the globalized world. Each of them can find their passionate area of study through exploration and conversations that always stir awareness of what's happening across the globe. Moreover, students move on to researching the best-fit universities, the places they believe can offer opportunities and possibilities for them to grow and become agents of change. Once that is decided, they start the process of inner searching the core of who they are and what moves them to take transformative actions. This is a time when students can be vulnerable, to reflect on their core values and attributes while reclaiming their dreams.



It is not a 'one size fits all', each student brings an individual story to tell, a perspective to explore and share, and yet so much to learn from one another by observing commonalities, accepting differences and developing empathy. They consolidate the meaning of international mindedness and further understand that the whole world is our backyard. The languages studied in Chinese and English classes and the perspectives explored in every subject have given them the tools to dare to cross the borders and look beyond them. They are global citizens seeking to take action and create a more peaceful and fairer world.

# GIVE THE EARTH YOUR HAND

by Gloria Qiao  
Grade 2 Teaching Assistant



The second-grade students finished their last unit *Sharing the Planet*. In this process, the second graders use ATL skills which are thinking, communication, social, self-management and research to guide our inquiry. The students realized they have a responsibility to take care of our Earth.

showed that they are true inquirers, risk-takers and communicators. Because of these activities, we all feel that caring for the Earth can start from ourselves and start by doing something small.



The students took action by going to a local beach to pick up trash that had been left behind or had been washed up onshore. Some of fifth grade students also joined us; during this process, the students

During our Chinese class, we also talked about how to build a colorful home by growing plants. After reading books about biomes, doing the research, gathering and organizing the information and making our own little seed books, we started our journey as botanists, to grow our own plants and share our observation journal.



**"If many little people in many little places do many little things they can change our world."**



# THE PUZZLING QUEST FOR GLOBAL MINDEDNESS

By Jamie Sloan - Elementary Montessori Coordinator

**A**t QAIS we are an International School striving to educate Globally Minded students who, one day, now or in the future, will take action and impact the world for the betterment of all. It sounds like an enormous, lofty and noble pursuit, and perhaps because the globe is so large, we think global thinking must be large as well. Perhaps this is so, but I see the seeds of global thinking here, there and everywhere at QAIS.

Recently, there was a breakdown of communication on one of the teams that I support, and I wanted to find a way to help the team come back together; to re-group, re-think and re-focus their efforts on their "global" picture around education.

Meanwhile, at home, I have been putting together a puzzle. While working on this puzzle, I couldn't help but draw parallels between the process of piecing together a puzzle and piecing together disconnected relationships (this teaching team). I knew that the team shared a few key components to finding a solution; 1) a common vision of the big picture, 2) trust; that the necessary pieces were available to complete the picture, and 3) a shared desire and passion around completing the picture.

I have come to believe that there are an endless number of "pieces", large, small and every size in-between that come together to create any "global" picture. Each starts with an idea. We solve small, daily challenges (puzzles) and they, in turn, become pieces of a greater, bigger (global) puzzle...and THAT to me reflects the process by which Global Thinking is achieved.

The more I thought about the parallels, the more similarities I could see between the process of piecing together a puzzle and piecing together a disconnected vision, so I wrote down some thoughts and shared them with the team the next day. I asked them to think about what I'd written metaphorically.

## Puzzle

The other day I purchased a 1000-piece puzzle with a beautiful picture of a forest.

The picture drew me in...it was just beautiful. I felt up for the challenge of piecing it together!

Team: We have agreed to co-teach 23 young children and have a beautiful picture in our minds of what this year might look like. We are up for the challenge!

There are literally 1000 pieces to this puzzle, and as they fall from the box into an un-organized pile I feel a bit overwhelmed! What have I gotten myself into?

Team: Ahh, where to begin? ... the classroom, the materials, the lesson plans, name cards, classroom procedures and guidelines...What are we doing???

I begin to sort the pieces of the puzzle by turning them over and looking for edges.

Once the edges are in place, I will have a framework from which to work...into which all the pieces will neatly fit!

Team: We begin with lists; sorting each idea that comes to us into its logical category. The vision is starting to take shape in our

minds and we are full of hope.

I'm on a roll, but suddenly it occurs to me that I can be more efficient if I sort by color while searching for edges... I backtrack to resort the pieces that were already turned over and continue sorting.

Team: Wait! One of us feels we can be more efficient if we organize our thoughts differently and create more categories...we agree and start again.

There are now multiple piles of pieces and I feel I'm well organized.

Team: Our classroom will be a happy organized learning environment. Yay!

Time to start piecing it together.... I begin to build the frame and my perimeters are becoming clear, straight and sharp, but pieces are missing and the frame is incomplete. I will have to discover those pieces as I go.

Team: We have defined our objectives and prioritized them with the information we have. There are missing pieces that create different challenges for each of us but we forge ahead.

Edges together...I begin to build the picture. I have to start somewhere and so I begin by looking for the faces of the animals in the picture. There are many and they all share the same characteristics; eyes, nose, ears, mouth and bodies. I need a background/context for these features.

Team: Now that we have a basic outline, we begin by looking at our class list...we have to start somewhere. We have not yet

met many of these children and they are nothing more to us than names on paper. We need more information before we can think about individualized plans for these children.

I will work on the building in the picture instead of the animals. It's a greenhouse with clearly defined lines and colors and will be easier to start with, plus it lies in the center of the picture.

Team: We decide to look at the curriculum instead, knowing that it will guide our lessons throughout the year and lies at the center of our teaching objectives.

I start slowly but begin to make progress. I am encouraged by my vision of the big picture so I keep working at the puzzle even when pieces are not coming together.

Team: We start slowly but begin to get some thoughts on paper. Some fit clearly together, while others appear to be a good fit, but don't match the objectives.

As I work, I sometimes get stuck and walk away. Sometimes I get stuck and work on a different part of the puzzle. Sometimes I pick up the same piece over and over and over, and every time I expect it to fit perfectly. Often, I don't even realize how many times I've tried the same piece. Sometimes I set a goal and refuse to walk away until I've reached it.

Too often I search and search for a piece that is right in front of me, and then berate myself for all the time I spent searching when it was right there! I often look for a certain piece and am distracted by another piece, and then I focus instead on where that piece will fit.

Team: Our planning process takes us all over the place. We feel like we try everything... some things work and some don't. It can be very frustrating, but we

keep at it.

I feel ecstatic when I finish a section, even if one or two pieces are still missing. I tell myself the puzzle must be missing that piece. Of course, those pieces usually show up eventually.

Team: We celebrate our accomplishments when we finish a section of the plan, even if certain information is missing. We tell ourselves we'll figure it out later and usually we do.

There are times when I'm struggling and ask for help from others. Sometimes they agree and sometimes they don't. If they agree, they may be interested in working on a part of the puzzle that is different from the area where I need help. That can be frustrating when all I really want is to solve the part of the puzzle I'm working on. At other times it's fine with me, knowing it's the big picture I'm going for.

Team: There are times when one or the other of us needs help. We ask, but at times the help doesn't come. Our partner maybe focused on other objectives that are as important to him/her as mine are to me. At times I recognize that and appreciate our individual goals and at other times, I resent the lack of support. At other times, they help, but not with what I've asked for, and that may be just fine.

The puzzle comes together over time. Some days I have more time to work on it than others. I may walk away for days...distracted by my life outside of the puzzle. During those times, I rely on others to keep the puzzle going, and I am grateful when they do.

Team: Our classroom success comes together slowly, overtime. We work on it as it merges with all other aspects of our lives. When one of us is less present, the other steps in to cover, and

we are grateful when they do.

I find that each time I walk away to return later, I see the puzzle anew and can identify pieces that I didn't see before.

Team: When one of us returns from time away, we often come with a fresh perspective and new ideas.

Over time the puzzle becomes quite familiar to me, I come to know each of the pieces, even if I don't always know exactly where they fit.

Team: Over time we come to know these children and their unique needs. Still, at times we are puzzled by how and where to lead them next.

I tackle the toughest areas of the puzzle last, the solid green with only shades and shapes to guide me. I rely on my familiarity with the rest of the pieces to help me, and they do. I patiently try the remaining pieces, one after another, trusting in the subtle clues to lead me.

Team: There are students and subject areas that continue to challenge us but we persist with patience, trusting that our depth of knowledge, and unified vision of the big picture will guide us to the finish line.

The moment comes and I place the final piece in the puzzle! I feel immensely satisfied with the picture I've constructed and look at it for a long time before putting it away. Eventually, when I am ready, I will begin a new puzzle.

Team: The year comes to an end and we realize our beautiful picture. We are proud of the work we have done together and raise our glasses to the challenges we met and faced as a team. Next year, we will begin again, and together envision a new and beautiful picture.

# Making the Connection: EARLY ELEMENTARY AND GLOBAL THINKING

By Kara Harvey  
G1/G2 Sunflower Co-Lead



As educators in an international school setting, global citizenship and International-Mindedness are at the forefront of our curriculum and classroom environment. In our first grade classroom, our student cultural makeup, as well as our Montessori/PYP infused curriculum, inspire us every day to acknowledge and celebrate differences.

I often wonder though how much of these ideals are students at this age really assimilating? What more can we do to bring global awareness into the minds and hearts of our young students?

It becomes a matter of bridging the gap between the abstract concept of global thinking and the concrete familiarity of their everyday experiences and environment. We can support students' development in this area by establishing a learning

community where students feel safe and inspired to grow into the best versions of themselves.

In our first-grade Sunflower classroom, we encourage healthy and happy relationships by incorporating the IB Learner Profile qualities.

The first-grade student is a patchwork of focus and silly, creativity and mess, determination and lethargy, and complete joy followed by equal amounts of sadness.

Teachers in this environment are no stranger to the encouragement, redirection, and diffusion needed to guide these young learners.

In the early elementary years, classrooms act as a workshop where students learn through trial and error, social and emotional skills that will last them a lifetime. Giving students strategies to self-regulate their

feelings helps them see others' point of view and practice empathy.

The IB Learner Profile 'Caring' is reinforced within our classroom jobs. The child appointed 'Caring Catcher' spends the day "catching" children displaying this attribute. For each deed, the 'Caring Catcher' will place a caring clip in a jar.

Children enthusiastically observe the jar fill throughout the day and joyfully count the clips when the jar's completely filled. We hope that giving children these tools they will develop integrity, open-mindedness, and kindness in their relationships of all kinds – with themselves, their community, and their world.

## Narrative: EVALUATING TECHNOLOGY IN MYP AND DP SCIENCE

by Peter Marier - Science Department Chair

**"I like to regard myself as someone who's capable of critical thought, that is to say, who can evaluate claims." Bill Nye**

By examining multiple perspectives and conducting objective and balanced research, MYP and DP science students were able to discuss and evaluate technological innovations through critical analysis.

Over time, particularly in the last century, technology has progressed at an exponential rate, influencing not only how we interact with the world around us but our ability to understand it. Processes and techniques that were once considered science-fiction such as genetic editing and modification and cloning are not only becoming a reality but more cost-effective, increasing their accessibility. As more people have access to these advances, it is imperative they are used ethically, and for the greater good otherwise the 'line in the sand' becomes more and more difficult to distinguish and its regulation and use can get out of control.

In MYP integrated sciences, we examine the uses of technology in various aspects ranging from the genetic level to the global level, specifically how they can be used to address a particular issue or problem. Once the students understand how the technology works, they are free to discuss and evaluate this solution, i.e. examining the problem and solution from multiple perspectives and weighing the strengths and limitations in order to make an appraisal of its use. This is a core skill in my MYP 4 science class – it is key to examine a topic from multiple points of view and examine how it can be perceived differently and why a group may be strongly for or opposed to its use. Throughout the

year, the MYP 4 scientists evaluated solutions relating to freshwater shortages, genetic diseases, genetically-modified food, mining and environmental pollution and climate change tipping points. This was accomplished via posters, presentations, essays, and even a debate where in teams, they needed to prepare arguments and rebuttals for the use of GMOs in our society. The running theme throughout these analyses is that of being internationally-minded: one cannot properly tackle a problem and propose solutions without first looking at the big picture and examining the values, priorities, experiences, and ideas of people of varying backgrounds and nations. A solution that may suit one group may be detrimental to another, so the concept of compromise and collaboration is paramount.

In DP Biology, we analyse many exciting biotechnologies such as DNA profiling, genetic modification of animals and crops, reproductive cloning and therapeutic cloning. While these technologies may provide solutions to enduring and future issues, their use must be thoroughly evaluated to ensure they are used in an ethical manner. Students discuss challenging questions such as the morality of cloning and genetic tampering and whether this technology should be readily adopted. Our students are required to not only consider their own biases but that of others. By studying and considering the perspectives of people, communities and nations, they transition from being solely locally-minded to globally-minded thinkers.

Our students truly exhibit thinking which crosses borders – a skill undoubtedly vital for the future.



# A SOCCER WORLD CUP WITH A TWIST

Lwazi Zakumba  
Mathematics Teacher



In the year 2010, I witnessed my country, South Africa, become the first nation in Africa to host the FIFA soccer World Cup. The soccer World Cup is an international sporting event organized by FIFA that is held every four years where different nations participate. Every four years, 32 teams representing 32 countries are split into 8 groups consisting of 4 teams, and these teams compete against each other in their groups first (the group stages). The top two teams from each group then proceed to what is called the elimination round which starts off with 16 teams and eventually dwindles down to the final two teams playing against each other for the coveted golden World Cup Trophy. This whole competition takes place over 30

days and in different cities.

Back to the 2010 World Cup; the energy around the country during the build-up was amazing, with everyone wanting to go and watch their favorite soccer player playing in their backyard without the hefty price of travelling to South America or Europe.

For many South Africans, both spectators and players, the World Cup meant that they could interact, at different levels, with different people from different parts of the world that shared the same passion; football.

In the 2018/2019 soccer season, three QAIS teams took part in QISN soccer tournaments which were held at two different international

schools around Qingdao. The feel of the tournaments was much like that of the soccer World Cup I experienced so many years ago, only a whole lot smaller. I like to believe that the players from our school carried the spirit of soccer in a similar fashion to how the international players carry it.

I liken coaching soccer at an International School to the World Cup but on a much lower scale. Here are some similarities and differences:

- The organizing body for our soccer tournament at a school level is QISN, and not FIFA.
- Instead of different nations competing against each other, we have schools made up of players from different nations. Our teams have players from

China, the USA, New Zealand, South Korea, Japan and Spain. The list of nations represented by the other teams that we played against included; South Africa, Canada, USA, Netherlands, Philippines, Korea, UK, Japan, Russia, and the list goes on.

- The soccer World Cup has 8 groups of 4 teams, making a total of 32 teams. The QISN soccer tournaments often have two groups of 4 teams for each gender group, making it 8 teams for the girls' group and 8 teams for the boys' group.

- Whether you look at the soccer World Cup or the QISN tournaments, you realize that we all share one passion, and that is the love of football.

- The coaches for the different nations in a FIFA World Cup tend to come from countries different to the one they are coaching; here at QAIS, we have a Canadian and a South African, who have been coaching soccer this past year.

Whether you go and watch a soccer World Cup live or on TV, or you come to support our soccer program when we are playing any QISN organized tournament, you



soon realize that our students get a small taste of what a World Cup feels like, even though their experience has small twists when compared to the real thing. Should any of our students ever consider pursuing professional football as a career and make it to a World Cup team one day, they would realize the advantages of having being part of a soccer team at QAIS, in that they would be used to competing against people from different parts of the world, and they would relate easily with them since they would have learnt

how to relate to their own peers at this stage in their lives.

While others wait for 4 years to witness a soccer World Cup, either on a TV screen or live, our learners experience it the moment they choose to be part of a soccer team here at QAIS.

Sport at QAIS promotes intercultural exchange. While soccer is a universal sport, it carries a different identity from one country to the other. Peter's view of soccer as an Italian Canadian is different from my view as a South African, and we thus bring these identities to our learners who themselves come from countries that view soccer in a different light. Our learners have truly had a World Cup experience with a twist.





## Living History: AN EXPLORATION OF TIME AND PLACE IN POMPEII

***A journey back  
in time helps us  
connect to the  
forces that shape  
our present.***

By Penelope James

*MYP Humanities, DP  
Geography, MMUN Coordinator,  
Humanities Department Chair*

In Humanities, MYP 1 studied a unit on Masters of Disasters: Plate tectonics, and Early Civilizations. A trip to the ancient city of Pompeii provided students with an amazing opportunity to witness first-hand, both Ancient Rome and the impacts of a devastating volcanic eruption. Wandering through the streets of Pompeii was an unnerving experience as students came face to face with the past. It was thrilling to witness how the people of Ancient Rome lived their lives. We were able to reflect on the similarities between their and our lives now. We discussed the themes that still connect our lives, across both time and place; how wealth can divide our communities, how we spend time in recreation and enjoy the arts, and how we both protect our neighborhoods and reach out through trade and the

exchange of ideas.

We were also reminded of the geological forces that shape our world and connect us all to each other. In 75 AD the people of Pompeii lost their lives because they didn't know what a volcanic eruption was, and as a consequence, they didn't act. Our students today do know, and with their understanding, we were able to reflect on the responsibilities that come with the acquisition of knowledge. Students considered how, with knowledge, comes a shared responsibility to care, educate, protect and lead in our communities. Connected by the shared concepts of community and the geological processes that carve the shared earth we stand on, we could also observe that our communities are indeed international and spread across both time and place.



# QAIS LIBRARY REVAMPED WITH INTERNATIONAL MINDEDNESS AS A GOAL

by Robin Shawver  
Librarian, EE Teacher

This 2018-2019 academic year has seen a lot of change at the QAIS library. The school has invested in new furniture and created a new layout which has opened up the space to be a true learning hub for the students and teachers. At any given time during the day, you could find students ranging from two years old to eighteen, reading books, studying, and even practicing their origami skills during after-school activities.

A library can be one of the best places to start and build on conversations around preparing students for global challenges. Books can be a gateway for students in understanding and becoming more aware of the world around us. Keeping this in



mind, we made areas where students can work collaboratively in small groups or individually on research projects. We worked on expanding our Chinese and Korean language collections and collaborated with teachers on using a variety of resources for Units of Inquiry.

A school library can and should act as the center of learning for a school and, even more importantly, a place for students to gain access and the skills to an understanding of other perspectives, cultures, and languages.



## ENVIRONMENTAL PROTECTION: TRASH CLASSIFICATION

by Almon Yao  
Chinese Language Acquisition Teacher

In MYP 2 & 3 / Grades 7 & 8 Language Acquisition Chinese class, one of the units was about Systems and Organization. In this unit, we focused on how organizations implemented a good system to maintain a clean and safe environment.

**The objectives of this unit were:**

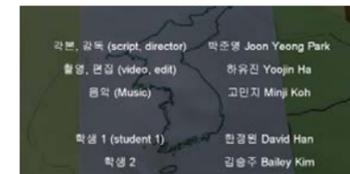
- Reflect on what is our role in environmental protection.
- How can we effectively implement a system to protect our environment?

Students worked individually to make mind maps after reading a text about environmental issues. To showcase the students' understanding of how systems work in environmental protection, they read various texts about the implementation of trash classification in different countries. Students summarized the contexts of each country and made posters after that. As environmental protection is a real-life situation, students also researched images of trash classification and took pictures in their neighborhood of trash classification. During the research, students further learned how different social communities (families, schools, hospitals, society) play a role in creating environmental systems, hygiene and safe living environment.



## The Road to Peace

by Joon Yeong Park  
MYP/DP Korean Teacher



Korean students account for only 10 percent of the students at QAIS. And if you limit those students to only MYP students, the number will be smaller, and if you limit those students to only those who take MYP Korean classes again, the number will be smaller still. So MYP Korean A class is usually conducted with one or two students. That way, students can concentrate better on their classes, and teachers can also flexibly control the topics and activities offered in class. However, there can be some disadvantages, such as being

learning group activities and cooperation among students. So, we decided to use extra-class time to foster cooperation and practice international mindset through a joint project with all the children taking MYP Korean classes, regardless of grade. The project was to make a one-minute film about peace and unification. With a student in MYP5, we first talked about the divided Korea and selected a topic. Korea has been divided into South Korea and North Korea and has lived as a divided nation for 67 years. And there are pros and cons of the reunification of Korea. But unification is a shortcut to peace. And the subject of division and unification becomes a global issue, not just a Korean affair.

The movie, titled [Bonsim: One], is as follows. In one international

school debate, the students all oppose reunification. There are no students in favor and the reasons of those in opposition are all reasonable. The teacher finds it difficult to proceed with the class and examines the assignment. The task was to draw a map of Korea. South Korea's map, in which all students are divided up and drawn in to the task, is a map of the unified state of the two Koreas. This was intended to indicate that while reasonable thinking opposes reunification of the two Koreas, we are still seeking peace and unification in our hearts.



# Model United Nations (MUN) As a Way to Foster Cultural Understanding and Global Engagement

By Carin Vogelaar  
Learning Support Coordinator, MUN Advisor

Model United Nations (MUN) is a program that senior high school students at QAIS can participate in, providing them with an opportunity to bring International Mindedness into their lives. Apart from our students joining several MUN conferences held in Qingdao, four of our Grade 11 students organized our own QAIS MUN conference for the second time around: International Model United Nations (INMUN). As the MUN Advisor for QAIS I was honored to support the students' work in hosting this event.



In MUN, students replicate the United Nations, functioning in similar roles and following the same rules and regulations for debate and decision making. As an MUN delegate, a student is assigned a country to represent, and needs to thoroughly research the standpoints of this country. By comparing this country's perspective to their personal, or known, views, students expand their cultural awareness and acquire a broader, more global, vision of the world we live in. The debating and lobbying the

students participate in during the conference fosters an intercultural understanding within them.

This year's INMUN theme was 'Protecting Youth', and the students addressed ways to counteract child labor, child abuse, child trafficking, child refugees, and child poverty from a shared understanding that all children in each nation deserve protection. Building on the UN Convention of the Rights of the Child these topics



# International Mindedness: SAVE THE PLANET

by Jiajia Li  
DP Chemistry teacher

**Have you noticed that our natural environment is changing?**

**Are you aware that everyone should make efforts to protect our environment?**

**Have you tried to take action to make our environment better?**

In our DP chemistry class, we covered an array of topics; the Periodic Table, Kinetic Energy, Equilibrium, Acid & Bases Redox and Organics etc. We talked about Industrialization, pollution, climate change and acid rain, to name a few.

**Here our students made some real efforts. For example:**

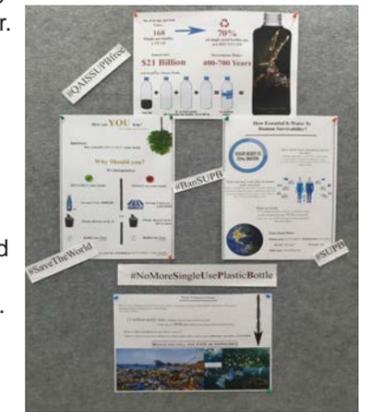
David Kumar, Grade 11/DP 1, started a campaign to reduce the use of single-use plastic. He wrote a speech, made a poster and video adorning the words: "No more single-use plastic bottles" to ask QAIS members to stop using these bottles because approximately 13 million metric tons of plastic end up in the ocean every year. This plastic is harmful to fish and the ocean.

Another student found there was a way to re-use raw food waste (banana and orange peels, apple cores and rotten vegetables). These items could be used to make washing detergents and plant fertilizers. Now she is experimenting and trying to make products which can help our school become

more environmentally friendly.

I'm proud of my students. They are trying to be active participants in a global society.

I hope everyone can become aware of environmental issues and try their best to do something to protect our planet.



# CROSS-CULTURAL AWARENESS IN CHINESE CLASS

By Daisy Yang, Grade 1 Teacher

**The cultivation of students' cross-cultural awareness is the most fundamental goal of international mindedness in teaching.**



This semester, I'm in Grade 1 as a language B Chinese teacher. We do a lot of things to develop students' international mindedness. At the beginning of the semester, we worked out our rules in the classroom. We have many different nationalities in our class, such as British, Korean, and Malaysian. We came to an agreement that we would use our common language-Chinese-in our classroom. If someone forgets to speak our common language, other students will remind him or her. When we explored the unit of Value and Belief, we talked about the most important festival in western countries - Christmas. Students could share how they usually celebrate Christmas in their own countries. And everyone in our class learnt more about Christmas. When Chinese New Year was coming, I told our students a story about Chinese New Year, "Nian", and discussed why we celebrate this festival in China. Every country in the world celebrates the New Year, but in different ways, so we compared and contrasted four different cultures to find the origin of these traditions. When students know more about other cultures and traditions, they know each other better and get along with others. In our last Unit of Inquiry: Sharing the Planet, we created a game in which students needed to help and save our planet Earth. Through this game, our students learnt we only have one Earth and all of us, no matter which country we come from, should work together to save our Mother Earth. The students know that we need to care for each other and make it a better place for themselves, and also for others.

This year, Qingdao Amerasia International School (QAIS), has teamed up with their Chinese sister school, Baishan School to create Baishan's first ever musical. Baishan chose a classic production whose storyline is known by many Chinese to make it more approachable, The Wizard of Oz. This experience was amazing, cooperative, difficult, rewarding, and extraordinary in so many ways for both schools. A musical is a multi-faceted beast at the best of times and because of this, the main subject of this blog will concentrate on the set building process.

QAIS staff had more experience with set building so they took the lead on this process, but it was a team effort to realize the set as a whole and both schools sent staff to help get everything ordered, cut, painted, built, processed, itemized, accounted for, and finally put together in the final set!

## What It Takes to Make an International Musical SET

# THE WIZARDS BEHIND BAISHAN'S OZ

By Chris Borodenko  
Lower School Art

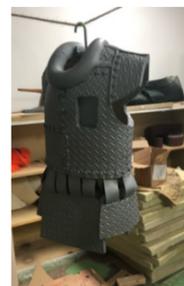


*Emerald City detail pieces were designed several times before the concept was fully realized. These pieces were then photocopied onto thick gold paper, cut out, and glued onto the green scene background. This was one of the final layouts.*

The other costumes fell into place and were a bit more traditional but had a Chinese flair to them.

Most modern plays have no more than 3 scenes in them, which make for a pretty easy and predictable set preparation for scheduling and materials, however, The Wizard of Oz was written before set designs were minimized and so called for a bit more work.

Oz has a whopping 4 full scenes and several other smaller sub-scenes which all needed to be built and propped before the show looked complete.



*The final product looked thick, heavy, and strong.*



*We decided not to use THIS guy for the Lion in the end.*

The first step was to understand what the artistic direction of the set would be. For this classic, we went with some classic 1920s themes with some steampunk aspects in the mix. After several different layers of concept drawings, the visual character of our sets was born and the design process began to grow from that one, unifying concept.

The tin man costume was a natural fit for the show and theme, and was made of foam flooring which was shaped and painted using a number of processes.

### The Set

The set was a labor of love and took quite a bit of time but it was worth it.

Little by little, props were found and ordered and made.



*The scarecrow found a home on this perch with braided yellow paper posing as corn.*



*The witch's castle proved to be quite an endeavor with stones made of insulation foam and painted like rock. The wooden construction became heavy and needed to be put on 10 different wheels in order to allow it to move easily for set changes.*



*The Kansas house was a flat, double sided house with the good house on one side and the crashed house on the other side*



*The yellow brick road was constructed of 1,400 handmade Masonite bricks and glued into place giving the road a chaotic, aged feel. Above you can see it in process on a ramp made so the actors could enter the stage from the back of the audience.*



*Emerald City needed detail work to give the feel of royalty. The director wanted to have a large clock as the center piece of the city so a large universal clock was designed and built. Below is a detail of it being created on the floor of the workshop.*



*The witch's bike was found by a staff member in a junk pile and her iconic hat was embedded with white glue to make it look perpetually crushed.*



The final set worked out well and the magic was easy to see. The combination of skills between the schools and their staff yielded a great set and costumes. This blog was written just after the first dress rehearsal. Let's hope the amazing actors of Baishan break a leg and have a good time of it.



# FILM: A CULTURAL EXPRESSION

by Dan North  
DP English, DP Film Teacher

This year, I have been thinking a lot about culture. One of the assessments for the new DP Film curriculum requires students to compare and contrast two films from different cultural contexts, including at least one film from beyond their own cultural experience. Defining the limits of this assignment has proven complicated, since there are no firm boundaries that designate a discrete culture, and also because, in an international school, many students may identify very strongly with more than one recognisable culture. The point of the assignment is primarily to push students to study things that are outside their comfort zone, extending the range of vicarious experiences of other times and places that films can bring to their audiences. It gives students the skills they need for reading cultural context and thinking about how a film created in one geographical or sociopolitical space might be affected differently from a similar

film made in an alternative context. It also invites students to reflect upon the extent to which we can engage with and experience international cultures through watching and studying films: how authentic is our relationship to the characters and places we see on the screen? What is it that makes films from around the world legible to us, even though we might come from an extremely contrasting background?

Many film studies textbooks still tell us that film works like a language: this has been a fertile area of film-theoretical debate for a long time, suggesting that the way shots, sequences and scenes fit together is comparable to the way words, sentences and paragraphs work in language. There may be some truth in the follow-up claim that film works like an international language, interpretable by audiences all over the world, but as a metaphor, it doesn't quite work

because shots never mean the same thing in the way that words do. There are always too many variables in a film for it to have a less-than-infinite vocabulary from which to draw! But if film is not directly similar to a language, it is definitely a form of cultural expression through which we can read and know and empathise with minds and bodies from other cultural contexts. So, when my students are exploring how films in the USA and China depict environmental disaster, or how they create superheroes, they're really comparing how those respective cultures think about things: what scares them, excites them, and inspires them.

# Physical Education and Athletics: A DOORWAY TO THE WORLD

By Everett Hill  
Athletic Director

At QAIS, students are given the opportunity to learn, display and develop skills that encompass aspects from different sports from around the world. As an international school, Physical and Health Education (PHE) takes place within a context of International Mindedness with activities being selected to represent a broad range of cultures and sporting interests. These activities range from Volleyball to American Basketball, from martial arts, KPop movements in dance class to the up and coming sport of Parkour, to name but a few. Playing these games and participating in movement composition gives students an insight into the similarities and differences among cultures and allows for a greater appreciation for what it takes to be a global citizen in the 21st century.



Celebrating a Goal

Health education is another major area where International Mindedness is taught explicitly to our students at QAIS. Inquiries into health issues that affect people globally on topics such as sexuality, mental/emotional health, social well-being and drug use are problems that people face each day from all over the world. Discussing these issues in a class setting, with students whose home country represents a myriad of viewpoints and cultural understandings, we can begin to better

understand the beliefs and values of the people around us.

Critically evaluating why we believe what we believe, from the positions of science, society, and personal beliefs expands our minds to consider not only how, but why others might consider these topics from a different point of view. This allows us to broaden our minds to understand multiple right answers rather than our own limited belief system and encourages us to view the world as numerous positive paths rather than one right answer.

As we encourage our students to become global citizens, I encourage athletics as an avenue to connect others throughout the Qingdao region. Athletics is a language spoken worldwide. It can connect people through a common language of sport and competition on the field of play. It brings people together in fair, healthy competition, and allows us to connect in ways that mere talking does not. We encourage the values of problem solving, initiative, fair play, ethical behavior, and good sportsmanship. These are values our athletes have exhibited during competition and excelled at, as represented by the Good Sportsmanship Trophies as well as 1st and 2nd place trophies earned by both our boys and girls this year which are testimony to that.

Physical activity, health, and athletics bring people together in a way that few other areas of education can. Like performing arts and drama, athletes perform on a field rather than a stage, as a team, to demonstrate excellence in attitude and to the best of their physical ability. History has shown us that athletes can set aside their differences to compete on the field of play while other political differences divide their host countries.

Athletes can come side by side as competitors to support great societal change. These are the values we encourage and seek to instill in our young athletes. Athletics and Physical Education can truly be a doorway to a better world.



U15 Girls Champion

# International Mindedness for the NOW Generation

Meredith Daniels, *Grade 3 Teacher*

The 21st century, or what I refer to as NOW, has given the world its fair share of issues to tackle. No more can we say that we need to work to develop “21st-century skills.” Why? Well, we’re in the 21st century NOW.

I remember first hearing about developing these skills as the catalyst for our future generations—the thought of that generation being not future, but present, is truly startling. As a teacher, it has been important to develop my practice to meet the needs of this new generation—easier said than done on many levels.

Being a PYP teacher has afforded me the opportunity to use all aspects of the grade-level curriculum—in 3rd grade, that’s what we do. Whether it’s helping out our friends at Jimo, studying about leaders who made an impact in China, or discussing events that may have affected our international community, we work to build empathy and understanding for the world around us.

Teaching empathy, though, needs to be an authentic process. I can define the word and talk at my students, but I have found, that at the core of international mindedness comes a true understanding of empathy. Students need to participate in activities that allow them to develop this skill.

Trust is the place that I’ve chosen to begin—trust in ourselves, trust in one another, and trust for those who are presently making decisions around us. It’s a concept that seems easy to understand but is layered within the foundation of becoming a true internationally-minded person.



As the Grade 3 students move forward in their education, it’s my hope that they take the foundation that was built and apply it to the world around them. If this NOW generation has the ability to show compassion and empathy for the world around them—what a wonderful world it would be, imagine that!



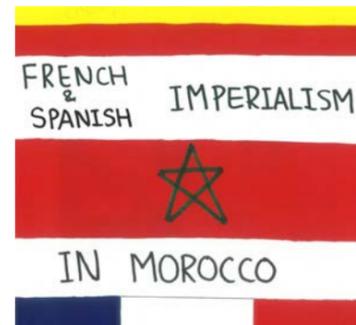
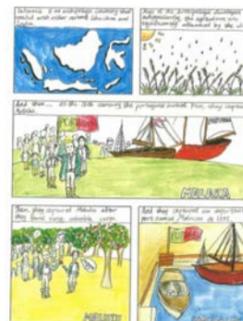
We nurture International Mindedness when we require students to be empathetic teachers of culture through writing. For this project, students had to research and learn enough to be able to come back and create their own graphic novels about an imperialist movement in history and its impact on a culture. They did not just have to explain what happened, but why and how it happened and what the indigenous population did to win back their power in their homes.

## International Mindedness in MYP Language Acquisition: ENGLISH

Michelle Overman, *Reading, Language B*

We began by taking a deep dive into the graphic novel *Persepolis* to learn the conventions writers used to create them and merged art and text to tell a deeper story. Then, we combined the research they completed in Humanities with what we had learned about creating graphic novels, and each student wrote their own novel to teach others about their chosen country.

In the end, the students not only synthesized their research into deeper understanding for themselves, but they also wrote beautiful novels to help educate their peers. They demonstrated great empathy and respect in striving to understand the short- and long-term effects of an occupation on the people who have been colonized and in sharing their stories.



## The flowing culture: STUDYING AND TRAVELLING IN XI'AN

By Hui Yuan  
*PYP Chinese Department Chair, Lower School*

*Culture is not about owning tradition, but the culture itself is tradition. We should understand culture through a lens of history, and to feel ourselves as a person who has a history to trace back to, a person who has a “root”.*

We did the learning and researching trip to Xi’an when it was close to the 5th graders’ graduation ceremony. As one of the oldest cities in Chinese history, Xi’an has been the capital city of China for 13 dynasties. Students learned a lot of history during the trip. For example, the Lantian Man, the Yang Shao culture, and the Terracotta Warriors.

Before the trip, our Chinese Language A students had read *Lao Xi’an* by Pinwa Jia, and they understood the local customs, history, and anecdotes through reading the book. Also, the photographs of Xi’an had really inspired students’ thinking.

While we were visiting the Xi’an Banpo Site, Grade 5 students had a time-travelling communication with the ancestors through visiting the ruins, video information, and tour guide. We instilled the concept of culture in the students, and had an excellent discussion about what culture really is.

By experiencing the culture first hand, learning from local persons and inquiring into the reasons of why the Terracotta Warriors are known as the eighth wonder of the world, and what kind of association could we make with that era through the Terracotta Warriors, students were able to broaden their minds tremendously.

We stayed in Xi’an, exploring and tracing the culture of it, and also visiting all around of China to search for local traditions under the marvelous Chinese cultural traditions. We understand our traditions via a historical perspective, which helps us to recognize ourselves and rethink our place in space and time.



# HUMAN CONNECTION OVER THOUSANDS OF MILES

Jessica Vargas  
Grade 2 Teacher,



Our world today is connected in many ways, and we can easily know what is happening on the other side of the world. In our small community in Grade 2 we value this accessibility because it helps us to be open-minded and reflective. More importantly, we have the opportunity for human connection across thousands of miles. Throughout the year, we worked on building relationships within our classroom and with those around us. We learned to attentively listen to each other, respect and celebrate our differences.

We kicked off the year with Who We Are in which we learned the importance of taking care of ourselves physically, mentally, and emotionally and the fact that we all share basic needs. We then shared with each other a little bit about our personal histories by bringing in meaningful artefacts in the unit Where We are in Place and Time. In the unit How We Organize Ourselves, we realized that for our community to function, we all play a role and they're interdependent. We further explored how connected we are through stories, in our unit How We Express Ourselves because they have the power to bring us together. We wrapped up our year with How the World Works and Sharing the Planet and learned about the responsibility we all share in helping our planet be healthy because it's our home that keeps us all connected.

Through our shared journey this year, we gained knowledge, grew academically, but most importantly, we each became a little better. We focused on the process that led us to act upon our IB Learner Profile not only in our classroom but in our daily lives beyond our learning space. We learned that it's okay to agree to disagree and in fact, it's those differences that make each one of us a unique piece of the whole puzzle. May we continue to live every day to the fullest and wear our hearts on our sleeves because the world needs love!

## Expression and Acceptance

By Lena Guo  
Chinese Teacher

In this semester, I attach great importance to children's International Mindedness in my class. For this reason, the first thing for students to do is to learn to speak bravely, listen carefully and accept the knowledge and ideas that they meet.

In my Chinese class, most of the children come from Chinese families, but they also have many opportunities to touch on other cultures in the world. Some children have experienced the local conditions and customs in other parts of the world by travelling or studying abroad, which are entirely different from

those of China. I encourage them to write down these unique experiences and stories and share them with other students in the class. Then they discuss the similarities and differences between regions, ethnic groups and people. Some children prefer to learn about foreign cultures through reading.

In the same way, they will take the knowledge they have learned from books and different views and ideas to communicate with other friends in class. The content involved may cover all aspects. And the classroom atmosphere is often activated by their exciting speeches.

For example, one of the classes involved the greening situation of Abu Dhabi. Immediately, a student shared with us what he had seen when he went to the United Arab Emirates and supplemented the known materials. This quickly peaked students' interest, and they began to talk a lot about it.

Their views on the related content are like a piece of polyphonic music, one chord after another, which exchanges and collides, greatly enriching the content covered in the class. Everyone gets a kick out of it.

The children cherished the opportunity I gave them to share this in class. They not only freely expressed their views so that others could know more about themselves, but also could broaden their horizon and learned a lot of knowledge that they didn't know before.

Now they understand more and more that the world is not narrow and fixed. It is constantly moving, changing and full of diversity.



# Chinese language acquisition: THE BRIDGE BETWEEN DIFFERENT CULTURES

by Grace Pu  
Grade 4 TA & Chinese B beginner level teacher

**Language itself represents a culture, where it comes from, and language learning becomes the bridge for students to explore cultural diversity.**

Chinese native speakers. We first came up with the questions of basic information that we want to know about other people, for instance, name, nationality, family, favorite food, hobbies, and colors. By practising and reflecting upon their own learning, students will be ready academically and psychologically to communicate with strangers.



The beginner level of Chinese learning cannot meet the requirement of students' inquiry about Chinese culture. Therefore, story-based cultural exploring unpacked students' interests in a foreign culture, which in turn had a positive impact on their language learning. For example, students were asked to research myths about the Chinese lunar year, the story of Nian. It is also important to discuss some questions which arose from the storytelling and make a link with their experience living in China.

Language learning scaffolds students to perceive the world by engaging themselves in diverse culture. With this in mind, our Grade 4 and 5 Chinese B beginner level students stepped out of their comfort zone to encounter native Chinese speakers and to communicate with them, which showed their International Mindedness by embracing other individuals who share a different culture to their own.



Interviewing people gave students opportunities to approach strangers and start a conversation with them. In our Chinese class, students have been encouraged to be risk-takers to talk with



# Unit of work: PROPERTIES OF MATERIALS

by Jo Veale  
MYP/DP Design

**“Designers choose materials based on their physical, mechanical, and aesthetical properties. It is a complex task considering environmental, moral and ethical issues.”**

D P1/Grade 11 Design Technology students cover a range of topics from investigating anthropometrics and ergonomics to invention and innovation. Within their 10 topic Higher Level programme of inquiry, students must consider the ethical and moral use of the materials that humans extract, process and use to make our everyday lives more efficient and comfortable.

Lively discussions and debates can always be found in the DPDT Design class where we have 5 nationalities represented with 7 different in-depth cultural backgrounds to consider!

Topic 2: Materials was a particularly long

and challenging unit this year with students learning about the 6 different types of material categories, the implications in terms of extraction and processing into sources of material for manufacturing, and the systems and production methods required for each material. Not to mention the intense subject area of automation and artificial intelligence, and the changes over the past century of human existence!

The introduction of robots into assembly-line production has had a major impact on the labor force. A good designer must understand their responsibility in considering the moral and ethical issues surrounding the use of automation and the historical impact of lost jobs. Our Theory of Knowledge link for this topic was easy; will humans be superseded by technological advances in manufacturing? This question generated exactly the kind of robust discussion that we strive for at Diploma level – with no definitive answer but a lot of possibilities for the future.

As part of this unit we were lucky to have several guest experts; Mr Chris Borodenko spoke with the student’s about metal forming and our own Robotics coach, Jack Guan, discussed automated processes.

Design Technology is part of the Group 4 Experimental Sciences and offers students the opportunity to investigate the world around them while considering the role of invention and innovation throughout human history.

## HEAL THE WORLD WITH KINDNESS

By Cecilia Flores  
Grade 5 Teacher

**“The real meditation is how you live your life...” Unknown**

Practising mindfulness in our class with Meditation, Yoga and Tai Chi was a wonderful way to stay connected and balanced throughout the year. Every Monday, we spent some time learning how to meditate, practise breathing exercises, yoga poses, and some Tai Chi moves.

Grade 5 is a transitional year where feelings, emotions, and attitudes play a big role in our basic daily routines. That’s why it is important for us to find resources within ourselves to help us manage them and stay grounded.

I strongly believe that in life, we should strive to improve ourselves, mentally, physically, and to be a kinder person... and just keep flowing! Education is a way to transform ourselves and our society. Genuinely caring for each other and considering World Peace a shared responsibility and universal right should be our common goal as educators around the globe!

**“We believe...if many little people, in many little places, do many little things, we can change our world!”**

Namaste!



## “It Starts with a Story”

by Kathryn Beck  
MYP Language and Literature Teacher

Picture this: a black sky, a speckle of stars, and several souls sitting around a fire sharing stories. Before we put pen to page, before we curved lines to form symbols that represent a written language, we told stories. They were captured on cave walls and whispered in the ears of our ancestors. Stories unite us; sometimes they define us, and, most importantly, they help us understand our world.

In my MYP Language and Literature class, students explore what it means to be internationally-minded through the art of story. There’s Rina who is reading about a fourteen-year-old girl struggling during the Great Depression. Aiden is transported to Sierra Leone as he reads the memoirs of a boy soldier. At a time when the media chooses to focus on what sets us apart, through the books they choose to read, our

students are learning to step outside themselves and recognize our commonalities.

Sometimes these stories mirror the struggles in our own lives, but often these stories teach us about the world we live in. In our most recent unit, “Be the Change: Researching and Writing About Teen Activists,” MYP 1 students were inspired by the stories and struggles of Iqbal Masih, a child labor activist from Pakistan who was brave enough to fight against the silence. They were inspired by Melati and Isabel Wijzen who started a campaign to ban plastic bags in Bali. They were inspired by Emily-Anne Rigal, who made it her mission to end bullying and raise teens’ self-esteem by founding a non-profit organisation called We Stop Hate. By hearing the stories of these inspirational teens, students not only learn about issues that face the international community, they learn that they can make a difference regardless of their age, gender, or place in the world.

How can we build a better world? Maybe our ancestors knew the answer all along. Maybe it all starts with a story.



introduce themselves including name, nationality, family and preferences, all in Chinese, I contacted the teachers from Baishan School, and invited the Chinese students of the sixth grade English beginners class to start a language partner activity in my Chinese classroom.

**Unit:** How do we connect to others?  
**Key Concept:** Connections  
**Related Concept:** Structure, meaning  
**Global context:** Identities and relationships  
**Statement of Inquiry:** People communicate with specific language structures to show identity and to connect with each other

We share the same campus with Baishan School, but can we share teaching resources with each other?

In the first semester of this school year, after my MYP 1 students learned how to

My MYP 1 students are from Brazil, the United States and Indonesia, and they are all studying Chinese for the very first time. Together with the Baishan students, firstly, they used their second language to introduce themselves, then they found a language partner, so as to help one other to complete their activity. In this way the students got to know more about the similarities and differences of their partner’s preferences, character, and of their way of thinking.

During this language activity, the students met their partners from different cultures on the same campus and broadened their international mind by interacting with one another.

## Language Partners with Baishan School

By Bai Yu  
Chinese Language B teacher



# FROM ANTONIO VIVALDI TO FREDDIE MERCURY: AN EXPERIENCE OF CULTURES

Peter Kutin  
Violin Teacher



Through class discussions, independent research, group work and late-night practice, the QAIS String Orchestra were exposed to and helped all of us to experience the traditions and celebration of cultures from Italian Baroque to British-American Pop Music, all while honing their public performance skills on stage.

This year the QAIS string orchestra and the ASA Violin Ensemble gathered on stage for multiple concerts for events such as Family Fun day, Arts Week and for the first time at the charity dinner, 'Parent Connect's Champagne and Canapé Get-Together', hosted at the Intercontinental Hotel.

As a community, we were delighted to see how our talented musicians explored



and presented a wide range of cultures and perspectives from two different periods on stage.

As a coordinator, one goal I had in mind was to guarantee access to relevant information and resources that contributed to better research and understanding of the particular cultural and stylistic outcome in our students' performance. For this reason, to support their learning, we had guidelines in poetry and history not only for Vivaldi's Four Seasons but also

for Bohemian Rhapsody by Queen. Students reflected on and developed ownership for so many little details that brought about a hugely successful performance.

By exploring the culture and tradition of such powerful genres of music, students enhanced their International Mindedness and opened new doors to a deeper understanding of the world around us.



## EXPLORING TRAGEDY AND POWER STRUGGLES ACROSS CULTURES AND TIME

**MYP 1 / Grade 6 Students  
Engage In An Interdisciplinary  
Unit On Power And Privilege In  
Drama And Humanities**

By Lauren Borodenko



Then, using the comprehensive content and knowledge acquired in Humanities Class, students worked collaboratively to write original scripts that were based on the cultures, governments and social structures of two other cultures, the Aztecs and Tudor England. The students readily embraced this challenge and wrote exciting tragic stories about protagonists fighting against the powerful leaders who try to determine their fate.

What was most interesting about this project were the conversations it provoked about how people everywhere struggle with finding a voice within the systems of power and privilege- it is not a situation unique to the cultures and ancient people we studied. Our challenge was to create stories within the style of culture from another time and place that attempted to tell a story about how an individual can strive to fight for individuality within that system. These themes and struggles cross time and place, and in our inquiry, we found that they truly are the international, human struggles and narratives that ultimately unite us.

I have increased my personal understanding of the International Baccalaureate and, in doing so, have cultivated my own International Mindedness. I believe International Mindedness is present in the translation of foreign literary works, whereby one can understand other countries' cultures, customs, religions, and ideas. This serves the dual purpose of also promoting the IB Learner Profile. Therefore, those who are internationally-minded are also embodying the IB Learner Profile.

In Grade 9/MYP 4, we completed a unit called 'How is love expressed?'. In class, we read the short story "The Sad Death" by the famous Chinese writer, Lu Xun. During class discussions, especially surrounding conflicts that arose between the male and female protagonists, students identified that one of the most important reasons for conflict was a lack of effective communication. The silence of the female protagonist and the

## International Mindedness in Chinese A: THROUGH THE LENS OF A LOVE STORY

By Bowen Li, MYP/DP Chinese

self-centered expressions of the male protagonist lead to a lack of dialogue, to misunderstandings, and other communication problems between them.

In addition, according to these findings, we further discussed the following issues:

"How do men and women express themselves differently in love? What are these differences?"

"In matters surrounding love, what kind of communication is effective when there is conflict between two parties?"

"How much do we have to be ourselves when it comes to love?"

"How should we compose ourselves?"

"How does one balance self-expression and tolerance?"

International Mindedness was very present in this class, as being mindful of Chinese culture is necessary when studying Chinese language and literature.





## MMUN Fosters Diversity and Multiple Perspectives

by Alzbeta Springer

MYP/DP Humanities  
Teacher, MMUN  
Coordinator



Montessori Model United Nations (MMUN) at QAIS had another great year filled with global engagement, research and problem-solving. Our students successfully prepared for two international conferences at which they discussed and wrote resolutions for eight topics within four committees while representing eight diverse countries. They also earned our school a commendation from the IB visiting team who noted that "participation in MMUN constantly provided students with opportunities to reflect on diversity and multiple perspectives." So, how do we do this? Let me show you a small glimpse of the thinking our students are encouraged to explore in this voluntary, non-competitive and self-directed program. In August, our students started the year with the activity in which they created a model of the world that reflected the world's unequal distribution of population, wealth, food, and water. Honoring the anniversary of Maria Montessori's birthday, they used their hands and



molded each continent out of a string reflecting the relative length of each continent's borders. They then added tokens to represent each continent's portion of the world's wealth (colorful discs), food (cubes), population (red solo cups), and water (actual water in the cups). When the model was finished, the students discussed the realities of our world and brainstormed how these realities influenced the work of the United Nations. It did not take long for our delegates to note the potential issues: they noted that some locations lacked food to feed all its people adequately, other places suffered from a lack of space, and yet other places seemed to have resource wealth well beyond the needs of their population. The hands-on activity allowed our students to appreciate global issues in a concrete way to get a new appreciation for the complex work of the United Nations. In one 45-minute class, our students were able to reflect on the world's current issues but also build cognizance of how these issues developed over time and how they may be solved in local and global communities. In this way, MMUN offers a great forum to learn by doing and in return, helps students to develop a sense of global citizenry, social justice, and stewardship. Nutshell: International Mindedness is at the heart of MMUN. The program fosters the development of multiple perspectives and sense of global citizenry, social justice, and stewardship.

# WE ARE PARTS OF THE WHOLE: SOME THOUGHTS ON INTERNATIONAL MINDEDNESS

By Li Yan  
Sunflower Cottage Co-Lead

When I was asked by the students, "What is your nationality?" I replied, "I am a world citizen." They asked again, "Which country do you belong to?" I would answer, "I belong to the Earth! The Earth is the motherland of all the rocks, trees, animals and human beings!" They looked at me with question marks on their faces. I knew I was pressing them to gain a new perspective of many things which included the relationship of the people from different countries, the connection between humanity and the Earth, and the concept of the oneness of human beings. To me, this is the main purpose of international-minded education.

We are living in a unique period in history when humanity emerges from childhood, in isolation, and starts to approach the "collective" in adulthood. The practice of the principle of International Mindedness for childhood usually refers to the understanding, and the ability to demonstrate to children the concept of 'oneness'. Educators demonstrate universal peace, the elimination of all forms of prejudice among the members of human society and the contribution to a better environment.

In the Montessori classroom, after the presentation of the Great Story, The Coming of the Universe, the students were offered an opportunity to reflect how everything was created. They explored, for example, how the tiny and invisible single cell played its role in purifying the great ocean and evolved to gain more functionality to contribute more to the whole world. The experience made it possible for the students to grasp the abstract ideas such as each individual as a part of the whole, just like the human body is a part of humanity. Within this organism, millions of cells, diverse in form and function, play their role in maintaining a healthy system.

So we are all responsible for being kind, being respectful, being just, being creative and being productive to contribute to the betterment of the whole world. This is the attitude I would like to instil in our students as an International Mindedness individual.

QINGDAO AMERASIA  
INTERDISCIPLINARY PROJECT  
Name: \_\_\_\_\_

Global context: Orientation in Space and Time  
Key Concept: Time, place and space  
ATL Transfer skill: Combine knowledge, understanding and skills to create products or solutions

Interdisciplinary Project: Agora

Mathematics Handout

Question: Earth is a sphere (Refer to the video clip "Part 5")



Phoenician Ship on the Horizon

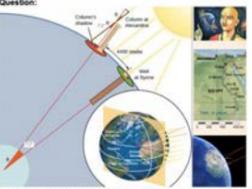
There is a ship on the horizon. The speed of the ship is 30 kilometers per hour.

Mig is standing on the 5th floor of QAIS.  
Anna is standing on the 4th floor of QAIS.  
Laura is standing on the 3rd floor of QAIS.  
Judy is standing on the 2nd floor of QAIS.  
Kimi is standing on the ground.

- Who will be the first student to see the ship?
- How much time will elapse before the next student sees the ship?
- Write down your assumptions. Draw a diagram to explain your idea. (The radius of the earth is 6400km.)

QINGDAO AMERASIA  
INTERDISCIPLINARY PROJECT  
Name: \_\_\_\_\_

Question:



In 240 B.C., the Greek astronomer Eratosthenes made the first good measurement of the size of Earth. By noting the angles of shadows in two cities on the Summer Solstice, and by performing the right calculations using geometry and the distance between the cities, Eratosthenes was able to make a remarkably accurate calculation of the circumference of Earth. Let's take a closer look at how he did it!

Eratosthenes lived in the city of Alexandria, near the mouth of the Nile River by the Mediterranean coast, in northern Egypt. He knew that on a certain day each year, the Summer Solstice, in the town of Syene in southern Egypt, there was no shadow at the bottom of a well. He realized that this meant the Sun was directly overhead in Syene at noon on that day each year. Eratosthenes knew that the Sun was never directly overhead, even on the Summer Solstice, in his home city of Alexandria, which is further north than Syene. He realized that he could determine how far away from directly overhead the Sun was in Alexandria by measuring the angle formed by a shadow from a vertical object. He measured the length of the shadow of a tall tower in Alexandria, and used simple geometry to calculate the angle between the shadow and the vertical tower. This angle turned out to be about 7.2 degrees.

Now, it's your turn. Can you figure out how he solve the radius of the earth?

QINGDAO AMERASIA  
INTERDISCIPLINARY PROJECT  
Name: \_\_\_\_\_

Question (Refer to the video clip Part 6 and 9):



Explore on the following 2 demos. You'll see two cones joined at their apexes. Imagine these cones are of infinite height so we can see the extended conic sections. A conic section is a curve obtained as the intersection of the surface of a cone with a plane. As you change sliders, observe the resulting conic type, either circle, ellipse, parabola, or hyperbola.

On which conditions (ex. the angle of the plane) do the four types of conic sections form? What are the properties of the conic sections (how do you distinguish them)?

<https://www.geogebra.org/m/Qu4Zhd>

<https://www.geogebra.org/m/5u2PBf>

# Question your beliefs: *Ágora*

By Vivian Xing, MYP & DP Mathematics

*Ágora* is a 2009 Spanish/English-language historical drama film about the story of Hypatia (370-415 AD), a female mathematician, philosopher and astronomer in the late 4th-Century Roman Egypt. She investigates the flaws of the geocentric Ptolemaic system and the heliocentric model that challenges it.

We designed an IDU project based on this movie, combining Mathematics, Humanity and Science. In the late 4th-Century, Roman Egypt was surrounded by religious turmoil and social unrest. Students were required to research the background and history of Pagans and Christians, comparing their education, clothes, cleanliness, wealth and inquisitive mind and to try to think critically and open-mindedly about the viewpoints of each religion, and understand the others.

**"You don't question what you believe... You cannot... I must..."**

~ Hypatia

Hypatia struggles to save the knowledge of classical antiquity from destruction. Synesius persuaded her to believe in their religion to save her life and give up her research, but she refused. Students were encouraged to think about: In what ways, and to what effect, do we employ beliefs when accepting the claims of scientists? How do our beliefs affect our learning? How do we become more open-minded to accepting of different perspectives?

Students were required to research the method of Greek astronomer Eratosthenes and the method of Chinese mathematicians.



# International Mindedness is Language Mindedness, Music Mindedness, Others Mindedness, Earth Mindedness

Lee Shawver  
MYP Design Teacher

Delighting in the sounds of Xhosa, Maori, Dutch, Spanish, Portuguese, English, Malay, Mandarin on teacher bus Bus #4 and French...just because they can

Korean might be Chinese on a rubber band  
Vietnamese, Chinese played on wooden blocks

Awkward laughter when hand gestures fail  
or nailing hand gestures when vocabulary fails

A 3-year-old Chinese learner translating for her parents  
or another 3-year-old repeating over and over again  
一二三四五九八一二三四五九八。。。

The teacher taking the same vocabulary quiz in Chinese  
#committedtofluency and #modelingaloveoflifelonglearning

Discovering that "Baby Shark" may be a great unifier  
from Camp Lassen in Northern California to Fun Chinese Class at QAIS

Singing songs in English to seemingly deaf ears  
then seeing every head turn at the sounds of "你问我爱你有多深。。。"  
or the words "For all the times that you rained on my parade..."

688 PowerPoint slides of subtitles for The Wizard of Oz  
and learning the word "mangy" to describe a little dog

Practicing over and over again "不需要袋子因为世上已经有太多的塑料垃圾"  
I will advocate for the planet by voting with my RMB

Playing Despara los Frijoles and El Lince in English B  
You may choose el gran but you should consider carefully because it could be disastrous

Removing our hats in the Sistine Chapel and St. Peter's Basilica  
Not only because we were told to  
But also because we honor sacred spaces  
And we honor each other



# THE TREE OF LIFE IS EMPATHETIC

Benjamin Bacon  
Grade 4 Teacher



As a continuation of our fourth-grade unit, Conflict Resolution, and an overall shared theme of international tolerance, students in fourth grade read aloud the novel, *Wishtree* by Katherine Applegate together in class.

The story is told from the perspective of an old tree named Red. Red is a wishing tree. For years, in the Irish tradition, neighbors wrote their wishes on cloth and hung them from Red's branches. Red has seen everything in its long life. Families coming and going, disagreements, love, bravery, and hosted hundreds of animals in its branches over the years.



The animals mimic their human counterparts in their levels of tolerance for one another.

When a young Muslim girl moves to the neighborhood, things change for Red, the animals, and the neighbors. A boy carves the hurtful message "Leave" into Red's bark as a cruel message to the girl and her family. The ensuing tale is one of community, tolerance, and forgiveness among the humans and neighbors and most of all the wishing tree, Red.

Students reflected on their own cultural backgrounds and on their openness to understanding cultures and the role they can play in our tolerance and feelings of stereotypes of others. Through discussions together, we developed a better understanding of ourselves and our international neighbors. Students picked a tree on the QAIS campus and using cloth



from home wrote messages of tolerance and hung them upon our very own wish tree.

Students reflected on their own cultural backgrounds and on their openness to understanding cultures and the role they can play in our tolerance and stereotypes of others in the world.



# OPEN-MINDEDNESS THROUGH LANGUAGE

By Meg Hill  
ESL Teacher



The elementary ESL classroom is comprised of students from diverse backgrounds. For most students I teach, English is their second language, but for others, it is their third or fourth language. Our literacy resources contain many books with stories and information from around the world. Reading these books lead to natural inquiry and discussion. The students are curious and want to know more and are enthusiastic about sharing what they know. When this happens, they are opened to a variety of cultures and perspectives. They often code-switch (alternating between two or more languages when conversing with each other) which enables them to convey meaning and understand concepts. In my classroom, the children learn the PYP core values like respect, compassion, responsibility, fairness and honesty, which are fundamental characteristics of international mindedness. In addition to opportunities to practise English in all four domains; reading, speaking, listening and writing, students are developing social skills which include tolerance and open-mindedness. We celebrate the school community and its diversity. I promote International Mindedness with my students and share ways that they can be global citizens of the world and can think interculturally.

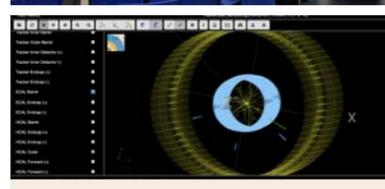


***"Being a good person does not depend on your religion, status in life, race, skin color, political views or culture. It depends on how you treat others."***

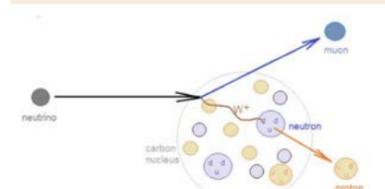
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## QAIS Students and Qingdao No.2 High School's Particle Physics Masterclasses

by Brendan Madden



Muon Chamber Analysis



Neutrino interaction with a carbon nucleus

Last year, QAIS students began their relationship with CERN, the European Organization for Nuclear Research and Notre Dame University with two video conferences on particle physics. This year, to delve deeper into particle physics, the students had one conference with CERN and another with Fermilab, America's particle physics and accelerator laboratory.

To involve more of the local community, students and teachers from Qingdao No.2 High School were also invited to attend both conferences.

The first conference took place in November. Students from QAIS and Qingdao No.2 High School met on the QAIS campus. During this conference, students used collision events (see images) to determine the energy-mass relationship for a muon. A muon is an elementary particle, similar to an electron, that can be detected during a proton-proton collision at the Large Hadron Collider (LHC) located in Switzerland. After analyzing thousands of interactions literally, the students from both schools pooled data from their interactions as well as data from other schools around the world and measured the angles that the muons were being ejected. Their results were confirmed with the results from CERN and gave insights to the contents of a proton.

The second conference, held in March, also with Qingdao No.2 High School, had students investigating neutrinos. Neutrinos are notoriously hard to measure, as they have a mass close to zero, no charge, and rarely react with normal matter. For this measurement, the students met with Professors from Notre Dame University and Fermilab. Using a high-powered proton beam, the proton is split into smaller particles which then go through a series of filters, the result is a neutrino. The neutrino beam is aimed at the nucleus of carbon atoms. When the neutrino collides with the atom's nucleus, it emits a muon and a proton. Knowing this and working backwards using the momentum and direction of the muon and proton, information about the neutrinos can be deduced.

As students from both schools had had previous experience with particle physics, the concepts were easily understood, and there was a high-level conversation that occurred between the students and the scientists at Fermilab. The students also improved their cross-school relationships. One of the most exciting aspects of the masterclasses was the interaction between the QAIS students and Qingdao No.2 High School. It was clear that all students had a strong understanding in physics, but the QAIS students did more hands-on labs, where the Qingdao No.2 High School had an emphasis on mathematic skills in physics.

We look forward to more particle physics masterclasses and international collaboration both locally and across the globe. The students were also featured in an international magazine on science education called *Global Insights*: [https://issuu.com/ecischools/docs/global\\_insights\\_april2019](https://issuu.com/ecischools/docs/global_insights_april2019)

## Modelling Life-long Learning

Quynh M. Cao

Montessori Early Childhood Teacher

Between September - December 2018, Ben Bacon, Dan North and I were enrolled in Harvard's Graduate School of Education's online course, "Creating Cultures of Thinking." For three and a half months we engaged in a study of our own teaching practices, shared perspectives, observed lessons in the PYP, MYP and DP levels across different subjects, explored and inquired into how we could more effectively and actively cultivate a culture of thinking in our own classrooms as well as school-wide, including our parent body.

I savored this opportunity for professional and personal growth. We are so enthusiastically committed to serving our students that it is easy to neglect our own learning journey. And so, I truly appreciated this opportunity to shift a bit of focus onto my role as a model for life-long learning. How can I help the children in my classroom develop International Mindedness? I can do it practising the learner attributes myself.

Here are some of my reflections from the course.

### Why should we cultivate independence?

To become a life-long learner is to know how to be motivated and independent as a learner. Because I am an early childhood educator, I feel that nowhere is independence more important to establish than the very beginning of their academic careers!

Young children are most often taken care of rather than taught or inspired to care for themselves. However, there is commonly a sudden shift in expectations when they move onto their elementary years that they somehow become thinkers and responsible learners. We begin to expect behaviors, habits, and skills that perhaps we think somebody else should have taught them already. We forget that

modelling is how children (especially the youngest ones) learn and that we are always modelling behavior and language whether we are doing it intentionally or not. Therefore, by actively facilitating opportunities to practice independence, I hope that the children I work with learn how to become active thinkers and embark on a life-long journey of learning. Rather than expecting their teachers to take care of them, I hope that they will come to see the importance of learning how to take care of themselves.

### How do we cultivate independence?

The two cultural forces that were most effective as leverage points for advancing independence in my classroom were language and interactions. Young learners are discovering language and learning how to use it to share, to express, to communicate, to tell, to get attention, to explain, to ask, etc. My role in modelling language helps to shape the type of community that is built and affirms what type of relationships we facilitate within our classroom. We cultivate a sense of community, respect, friendship, caring and responsibility through the type of language we use and paying attention to our words and speaking with intention helps to foster positive, encouraging interactions. Interactions that are supportive promote opportunities for greater learning. My relationships with my students are dependent upon whether I take the time to experience meaningful interactions or whether I rush through them to get to the next...the next task, the next activity, the next student, the next interaction. Fostering interactions that encourage the children to ask questions and to recognize when they need support, and then to seek it out, is essential to developing their independence as learners.

I have come to appreciate how nurturing independence in young

learners relies greatly on established routines. When a child can depend on routines in the classroom to provide a safe and predictable learning environment, then the child can have the space and motivation to create more meaningful learning experiences wherein they navigate their own journeys. Being able to rely on routines helps build their confidence to stretch their limits and to take risks in their learning. I wonder whether sometimes promoting independence can come at the expense of building a strong trust in the teacher. Will students become frustrated when the teacher does not appear to be "helping" them and giving them the help that they are asking for?

Indeed, they have! If a student does not trust that their teacher has the best intentions, how is their relationship affected? When the routines become more familiar, and that sense of trust in the familiar establishes greater independence, will the trust in the teacher be strengthened? How do we identify and measure trust?

To shape a classroom culture, it is not just about creating a physical environment, but also an emotionally and socially encouraging atmosphere that will nurture thinking habits and practices. Recognizing that the culture of the classroom is even more important than any content that needs to be covered, or any skill or concept that needs to be learned, is a significant lesson for me. If I can just create an active culture of thinking in my classrooms, then I have accomplished my purpose as a teacher.



# THE POWER OF READING

by Chris McCarthy  
Language A Teacher

## "Reading brings us unknown friends" Honoré de Balzac

I've been a teacher at QAIS for three years now. When I came here, I was struck by the friendliness of the students, the generosity and collegiality of the staff and the mission and vision of the leadership. I was excited to join a community that clearly cared about its school, that wanted it to grow and get better to be the best for the Qingdao community. I wondered what I could bring to the school to make it a better place.

After getting to know my students, I quickly realized how I could help students widen their worldview while building their knowledge and learning skills: by encouraging reading for pleasure. It wasn't that students weren't reading—they were doing so in every class for their assignments. But I was struck that I seldom saw a student curled up with a book on their own. Curled up with their phones, yes, but not with the most powerful of imaginative companions. My students certainly wanted to get better at reading—and I feared that they saw reading merely as a way to improve their English and to get better grades. But I wanted them to see reading as something more essential, more fundamental to who they are and who they wanted to become.

This year, I have continued my mission to get kids to love reading for its own sake. I have asked them only to read at home for homework, books that they choose. Grade 9 and 10 Language and

Literature A students are reading thousands of pages independently, every week. They are also given a choice when we do novel and non-fiction studies for conceptual units. Some have read historical fiction about the social, political and family issues of pre-communist China, captivity narratives of 18th century colonial North America, and life in Germany and Lithuania during World War II. They have read about slavery and sunken treasure, teenage Nazi resisters and pioneering female journalists, the Apollo 13 moon mission and Lincoln's grave robbers, not to mention fantasy, sci-fi, dystopian and realistic fiction novels. It was not until the end of the year that we read a class text together. I chose Shakespeare's *The Tempest*, an incredibly challenging piece for a class that is made up mostly of second-language learners. That my students loved the play, worked extra hard to make sense of it, and ultimately told me they wanted to read more Shakespeare, I partially attribute to the breadth and approach we gave to reading this year.

"What are the consequences of our common humanity?" is a question we ask in the middle years. We want students to see the world as much smaller and connected as it might at first appear. Developing a lifelong love of reading can help bring us together. It is this broadening of experience through reading that builds empathy while developing vocabulary, fluency and content knowledge. As much as working together with other students from all over the world can engender international understanding, reading can bring us intimately into the lives of those separated from us by class, geography, tradition, and time.

Put simply, International Mindedness means understanding, respecting and valuing different cultures, embracing diversity and knowing that different perspectives have a great deal to offer. In the English language acquisition class in MYP 2 we were investigating how individuals share stories that reflect experiences at a certain point in their lives in different places, we inquired into different people's stories and voices. In order to do so, I identified a selection of stories about people from different backgrounds, different parts of the world, who were pursuing different dreams.

## International Mindedness: OUR COLLECTIVE VOICE AND STORIES

By Rafael Angel  
MYP Coordinator

Through guided reading and discussing the themes in the story, and different concepts related to the characters and the story, not only did students put into practice their language skills, but also different attitudes related to their sense of connection to the world, and behaviors associated with perspective. The goal of this unit was to encourage students to observe how different writers create their characters, and how they choose their settings, so that they could have effective examples to write their own story, and use their own voice.

As part of their learning process, students prepared interview questions and interviewed different members of the community, and then used their answers to create a character that may appear in their story. Students also simulated interaction with characters from the different books that we read and even spoke about different issues from the perspective of different characters.

As students began to write their stories and to incorporate ideas they had written in their notes and summaries, they gradually became aware that populating a context of their design with different people required them to access a wide range of knowledge and experiences. What is more, as we reflected on the process, it was interesting to hear how they gave each other feedback on the consequences their characters' behavior could have.

My students chose Grade 2 as the audience for the stories they had to write, so not only did they have to write a story through which they shared a message of an idea they cared about, but they had to write with Grade 2 students in mind. To further support Grade 2's comprehension, MYP 2 students illustrated their stories. They worked on their intonation and reading pace, because they had to test how effectively they had written their stories, and the only way to do so was to read them in front of their target audience.

In this journey, my MYP students interacted with stories from different parts of the world, with different staff members of our community, and produced text for younger learners. What is more, they were trying to share a story with the knowledge their lives had allowed them to acquire so far, which reflected the different experiences they have lived. In brief, they were fostering an understanding of culture and personal cultural identities that included signs, symbols, language, traditions etc. In a few words, concepts that make us who we are.

Many times language teachers feel that students at basic levels of language are not able to write much. However, with proper guidance, patience, the right kind of questions, and the right kind of conversations, we can help students accumulate ideas that, later on, can be used to support them to work on their storytelling skills. For teenagers, school life and their relationships are real life, and by presenting them with scenarios that promote respect, and encourage collaboration, we will see them develop high levels of empathy and compassion.



International Mindedness is a view of the world in which we see ourselves connected through a sense of responsibility to all members of our local and global community. International Mindedness is an awareness of the inter-relatedness of all peoples, and a recognition of the complexity of the relationships we have. At school, as we bring the Mission Statement to life and embrace the IB Learner Profile Attributes, we continue to shape our identity as an institution that aspires to nurture and expand students' world views in long-lasting ways.

# THE MAGIC OF SILENCE

By Helena Arranz, Toddler Co-Lead Teacher



**"Some people call it 'the Terrible Twos', but when you settle healthy boundaries and you are consistent, you see all that they are capable of doing, despite their early age. It's then when you start calling it 'the Magic of Two'."**

In our Toddler Community, students embrace responsibility and develop independence throughout the year. As part of our daily schedule, we run a morning assembly where everyone is invited to join the circle and participate in it. This assembly takes place right after recess. It might sound crazy to gather a group of toddlers and ask them to sit down after running and exercising outside, right? Well, I have observed in the past few years that teachers can calm an atmosphere by simply calming themselves.

Children are gently invited to pick a book and 'read' by themselves as part of the transition before starting the assembly. It is really amazing to observe a group of toddlers looking at books individually or with a partner, talking to themselves quietly, taking turns and respectfully sharing space for about 5 minutes. Afterwards, we sing our greeting song, which is sung every day in three languages (English, Chinese and Spanish), and we continue with a different engaging activity each day. Based on observations, I determine which type of activity the children need in order to meet their need of movement. Sometimes they are completely focused on storytelling; sometimes, they need to dance and sing out loud. Whatever is the need to be fulfilled, I love to end the assembly with a mindfulness activity, and a candle is my favorite tool. Everyone sits cross-legged, hands-on-laps and



eyes closed. Then, children are guided to breathe in and out while relaxing music is played in the background. Children can easily remain in silence for around 3 minutes, and it's in that moment when, as a teacher, you realize that anything is possible. I proudly observe them with eyes half-open how they follow my lead and how confident and comfortable they feel after months of practice. I also love to observe how the little ones learn to control their impulses after observing and coping with the older ones. People usually cannot believe that children at this age can manage to be quiet for so long! After a few minutes in silence and before the magic ends, I start to call them one by one and invite them to blow the candle out. They feel empowered to blow it out!

The whole activity teaches children to stay still and control their impulses, and to respect others' space. It's a powerful activity to progressively bring awareness of their breath, of their body and emotions, and to redirect their full attention and energy to the next activity, which is lunch.

As you can see, it's never too soon nor too late to teach mindfulness.



The QAIS Physical Education department prides itself on helping shape well-rounded internationally-minded students. This starts in the Primary Years Program (PYP) by helping the students understand the concept of teamwork, sharing and being aware of our environment. We want our students to recognize that being healthy is not only about being good at sport, but more so having the skills to help others, be a good friend and to ask for help when it is needed.

Physical and Health Education (PHE) helps in the development of International Mindedness by using the PYP Learner profile/PYP Attitudes to enhance the vision of creating a well-rounded and caring community. Students are encouraged throughout each unit to reflect on what it means to be a principled, open-minded, and caring individual. Having the students think about these traits, along with the attitudes of the PYP creates a setting where students gain an appreciation of what it takes to be a global citizen and internationally-minded.

At QAIS, students are given the opportunity to learn, display and develop skills that encompass aspects from different games from around the world. As an international school, PHE takes place within a context of International Mindedness with activities being selected to represent a broad range of cultures and sporting interests, from New Zealand's Kio Rahi to American Basketball, martial arts, Stomp and tribal movements in dance class to the South East Asian sport of Kabadi - to name but a few. Playing these games and participating in movement composition gives students an insight into the similarities and differences among cultures and allows for a greater appreciation for what it takes to be a global citizen in the 21st century.



Health education is another major area where international mindedness is taught explicitly to our students at QAIS. Inquiries into health issues that affect people globally on topics such as sexuality, mental/emotional health, social wellbeing and drug use are problems that people face each day from all over the world. Units like this encourage InternationalMindedness through having the students look critically at how these problems start, how they can be managed and suggest ways in which they can be resolved.



## PHE – Internationally Minded

By Reuben Fitzgerald

Lower School Athletic Director & PHE Teacher



## MAKING INTERNATIONAL MINDEDNESS HAPPEN IN THE GRADE 1 CLASSROOM

*In the eyes of the children; the perspective of how all things are part of the universe, and are connected with each other to form one whole unity.*

By Indah McCarthy

International Mindedness has been at the heart of the Grade 1 Magnolia learning environment. As we embrace Magnolia students and families of many different cultures, we always see it as an opportunity to enhance the beauty of diversity and nurture young minds towards the appreciation of our differences. Almost every learning unit we launched this school year has reflected students' International Mindedness. We began each inquiry with a look at the theme and the central idea and used it as part of a provocation to promote inquiries and action from the children. Through each learning, students see themselves connected to the global community and assume a sense of responsibility to its members.

At least two of our six Units of Inquiry had opened wide the gates of internationally minded thinking. During the unit Beliefs and Values, Magnolia students explored the diversity of cultural beliefs and values around the world, which led to their understanding of cultural appreciation, tolerance, and empathy. One concrete example we used was the common celebration of birthdays. People celebrate birthdays around the world; it is one of the most important days to remember. Children understand this simple concept of a birthday as a well-connected concept in their own lives. This unit had expanded the understanding of not only how people around the world celebrate birthdays, but that people celebrate it differently. Their cultural beliefs influence the way they celebrate.

The Biomes unit had brought about children's awareness of global issues related to the environment. Throughout the learning of this unit, children realized that the promise "Let's make the world a better place," that we recite at the end of every school day is not merely just words to say, but also an important idea they can actualize in many ways. They built dioramas of different types of biomes and wrote their understanding of how to keep the balanced-ecosystem protected. Their powerful questions of what, how, where, when, and who have developed their higher order thinking skills, allowing them to understand the rights and responsibilities in the struggle to share finite resources with other people and with other



living things; communities and relationships within and between them; access to equal opportunities; peace and conflict resolution.

We are hoping that children will continue to grow as responsible global citizens who are open-minded, celebrate what they share together, as well as staying sensitive towards our global needs. We would like to see them walk away with a complete understanding of where they come from and how they can live together to see the world as a patchwork of common humanity.



## International Mindedness: AN ATTITUDE

By Ruby Kalsi

Early Childhood, Peony Cottage  
Lead Teacher

There are several purposes to presenting Geography in a Montessori classroom for three to six-year-olds. As teachers, we want to continually help the child to develop an increasingly clear sense of spatial orientation within the real world. Secondly, we want to foster within the child acceptance and appreciation for other cultures through enriched experience in cultural studies. Lastly, it is essential for our children to think globally in order for them "to answer questions critical to surviving the political, economic environment and scientific reorientation's ahead" – (David Smith, Wordly Wise, Hope Magazine, 2003) Dr. Maria Montessori also urged us to view ourselves as citizens of the world and to bring our children up with this fundamental world view. This year in Peony Cottage, we teachers dared to take an honest look at our own values and attitudes. We agreed that our students learn not only from what we say but also from what we do and who we are.

**World Mindfulness is an attitude and an approach to life that we, as adults, must first live and pass onto our children, both as teachers and as parents.** This year in Peony

Cottage, through the wondrous Montessori philosophy and the PYP Units of Inquiry, our children learned to care for others and their environment and to distinguish between right from wrong by internalizing the care they receive and applying it in relationships with others. Maria Montessori said that if children grew up with the values of compassion, acceptance of others, deep respect for the earth and how to communicate and resolve conflict peacefully and respectfully, this would affect their world view.

We built a strong class community through lessons in grace and courtesy and an emphasis on respectful interactions and caring attitudes.

The Montessori materials are so rich in hands-on, concrete exploration of reality, and "offer the world to the child" in a way they can tangibly explore. An example is the Sandpaper Globe, which young children in the sensitive period for touch can feel the continents and the oceans, learning land and water. The puzzle maps of the continents are endlessly interesting and children learned the names and locations



**We learned to resolve conflicts peacefully by taking turns to share our feelings as we listened and acknowledged others' feelings too.**



**"The land is where our roots are. The children must be taught to feel and love in harmony with the earth".**

**Maria Montessori**



of the countries. Many children carefully illustrated large maps of their own to take home.

During the 'Where We Are in Place and Time' PYP unit on 'Homes', students were invited to explore the world's rich cultural heritage by recognizing and identifying the similarities, differences and interconnections of homes around the world. They examined the commonalities with the features and parts of a home, discussed the diversity of materials used to create homes in different places and spaces, and explored the variety of homes around the world.

They took time to design their own larger 2D multimedia models of homes that captured their interests, with yurts, igloos and houses on stilts as common favorites. Some students used books, prior conversations and their imaginations for inspiration. Developing an understanding that homes reflect cultural influences and local conditions, was one way that students in The Peony Cottage deepened their intercultural awareness.



# It's a Big World with lots of Problems ... Math Problems!

Stephen Daniels  
Mathematics Teacher

International stereotypes are prevalent all over this world. Most of us grow up with certain beliefs and expectations about how people of certain cultures are supposed to behave. Most of these are not true ... most of them are formed by lack of knowledge and understanding rather than actual knowledge.

Working in an international school is the perfect place to acquire actual knowledge about different cultures; it is also a perfect place to help shed stereotypes.

As a mathematics teacher, I was guilty of having a stereotype of Asian students. I assumed that all Chinese students are automatically great at math.

QAIS is very much an international school filled with diverse people who own diverse talents. Our successes in the Arts are known all over the city; our support of the communities in and around Qingdao are numerous.

While there is a healthy respect for math among QAIS families, that doesn't mean that our kids are automatically great at math. Such prowess needs to be cultivated. As our young school evolves, so will our performance in math.

In 2018-19, the QAIS math department took on an initiative. We established competitive math. Instead of relying on the not-necessarily-true stereotype of "Asians are great at math", we decided that we would cultivate love for math and achievement for math by doing things outside of the normal classroom hours.



Starting in November, QAIS students participated in several competitive math events for the first time in the history of the school. We began with a competition that took place on the campus of QAIS in November. A major highlight was a field trip to Beijing to participate in a China-wide competition. The year culminated with adding "Math Club" to our famous After School Activities program.

Of course, we had a wide range of participants in our program, both in age and cultural background (because that is what our school truly is). More than that, the students who participated



got a feel for how big the world truly is. Most of them are used to being one of the top math students in their class ... but what does it mean to be a high achiever on the scale of a country like China? By being in competitive math, our students could actually participate in things that allowed them to see how accomplished individual students and schools can be in mathematics. It was eye-opening.

Underscoring the international connection was the fact that both of our outside competitions (the American Math Competition and the Berkeley Mini Math Tournament) come from the west. They contained problems and language which are more natural for Westerners. Yet, the students in China (whether they are from Chinese schools, Korean schools or international schools) did not allow language or cultural barriers to stop them from getting to do great at what they loved.

Math is, after all, a universal language. Our students at QAIS are now in competitive international waters for the first time ... and we hope they are there to stay.



# CULTURALLY DIVERSE IN CHINESE CLASS

by Veronica Huang

The students I met this year were completely different to previous years. Last year, most of the students in my Chinese class were Asian students. This year there were two South Korean students, and the rest were European and American. The learning characteristics of Asian students are quite different from those of European and American students. Parents from Asian countries have high academic expectations, teaching progress and homework, which is close to how mother-tongue classes are taught. Meanwhile, parents from Europe and the United States want their children to learn how to communicate in Chinese and at the same time, they are quite challenged by homework that is for the writing of characters. However, it should be noted that if the language framework of Chinese is not supported by basic Chinese characters, the daily listening and speaking for 30 minutes everyday is far from enough. Especially for students who go back home without homework or practising further (they don't even have a chance to speak Chinese after school). This means that what they learn in class is difficult to consolidate and their learning progress is not as fast.

students made great progress as a result. Because these children were very active, and they loved singing and dancing, I picked a lot of popular songs to encourage children to learn and present on the stage; they were always happy and excited to do it. In the process of singing, dancing and story-telling, students were getting more and more interested in Chinese, they tried to only speak Chinese in Chinese class... always asking me to change English words into Chinese words to build their vocabulary. The students were in a word - lovely. The facts proved that the design of international class teaching, the grasp and positioning of teaching direction is the most important thing. By considering the special needs of each child, and their cultural background, teaching students in accordance with their aptitude became a practical strategy. These simple understandings allowed students to avoid detours. As a teacher, I find I can get twice the result with half the effort while also learning about the students.

It is my job as a teacher to adapt to the situation, to be mindful of the different levels of the students as well as their cultural background. After several months of teaching, the level of students was very different, and I could only carry out hierarchical teaching. After class assignments were arranged according to students' different levels, which lasted for a period of time, classes were divided after all. I was in charge of most of the European and American students. Because of this, I chose a new curriculum with a lot of songs, story telling and the most basic characters, that was more suitable for them. The







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