

# INTERNATIONAL MINDEDNESS

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



2020-2021



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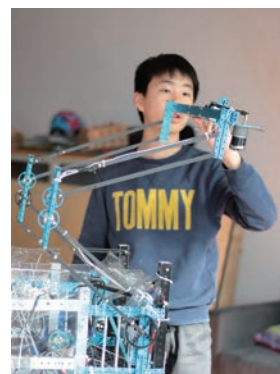
## **MISSION STATEMENT**

Amerasia 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.

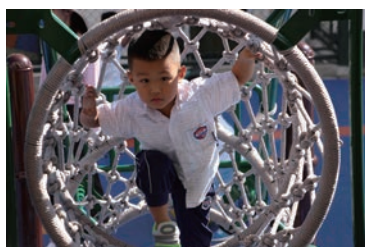
Qingdao Amerasia International School values International Mindedness by developing Multilingualism, Intercultural Understanding, and Global Engagement through all ten attributes of the IB Learner Profile. Amerasia students are nurtured to become: Knowledgeable, Inquirers, Thinkers, Reflective, Risk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

# CONTENTS

Contents .....	2
Three Generations of International Mindedness .....	4
International Mindedness in The Montessori Classroom .....	6
International Mindedness in The Toddler Classroom .....	7
International Mindedness Across The Areas of Knowledge .....	8
Exploration of Chinese Culture .....	9
Leadership in An IB school - UNSDG: Quality Education .....	10
From The Classroom to The World .....	11
Exploring The Relationship Between Weather and People .....	12



An Exploratory Trip of International Mindedness and Sustainability .....	13
An Exploration of New Year Celebrations in Different Countries.....	14
Math Mindset For “International Mindedness” And The SDGs .....	15
International Mindedness in Chinese Language & Literature .....	16
Convergence .....	17
The International Mindedness of The Art Room .....	18
How to Be More Open-minded .....	19
Humanities .....	20
Note to My Teenage Self .....	21
Unity And Solidarity Through The History of The Alphabet .....	22



E is for Empathy .....	23
International Mindedness in Athletics .....	24
All The World's a Stage: International Mindedness and Shakespeare .....	25
Nurturing Internationally-Minded Children Through “The Story of Life” .....	26
Close Encounters With Traditional Chinese Culture .....	28
International Mindedness 2020-2021 .....	29
Good Health and Wellbeing 良好健康与福祉 .....	30
"Who Gives A Dam?" -MYP2 Negotiate Water Rights in The Middle East .....	31
"It's A Big World Out There, And You're Part of It" .....	32





You Are What You Eat .....	33
International Mindedness in Grade 4 .....	33
Visual Arts: Understanding Through Cultural Comparisons .....	34
International Mindedness in DP Language & Literature .....	35
Wave Your Flag .....	36
Who We Are .....	37
"But please, teacher, tell me that I'm right!" .....	38
The Starting Point for A Better World .....	39
Harvest Fair .....	40
Don't Be Scared of Icebergs: Embrace Them! .....	41
Mini Global Community .....	42
The Embodiment of International Mindedness in the DP Chinese B Internal Assessment .....	43
The Foundation of International Sentiment: Recognize And Cherish the National Culture .....	44
Turning Trash to Treasure .....	45
International Mindedness .....	46
Building an inclusive learning environment in Lotus Cottage .....	47
The Journey of International Mindedness .....	48
Mathematics Project: Designing a Passive Solar House .....	49
Where We Are .....	50
Community Project: Developing International Mindedness .....	51
Aquaponics: Towards A More Sustainable Future For the World .....	52
Sowing Seeds of International Mindedness In A Montessori Classroom !! .....	53





## THREE GENERATIONS OF INTERNATIONAL MINDEDNESS

*Katy Stack, Assistant Director & Montessori Coordinator*

As lifelong learners and educators living and working in China, the concept of International Mindedness manifests daily. We embody the school mission and vision through our interactions locally within the Amerasia and Qingdao community and globally with like-minded Montessori and IB World schools, colleagues, friends, and family spread around the globe. We are in a privileged position to learn from students, peers, and the wider school community and to weave these multiculturally rich experiences into the fiber and foundation of the school through curriculum refinement and self-reflection of philosophy and practice.

As a third culture kid myself, when tasked with writing an article about International Mindedness, I was drawn to reflect on my own learning journey and how I acquired understanding and experience of the importance of peace and prosperity for all and the significance of the interrelatedness of all people, cultures, and nations.

My father held a career in the British Armed Forces, and my

siblings and I grew up in multiple locations in Europe and Asia before permanently settling in the UK for secondary school. Aged 11, I talked openly with my grandma about the difficulty I was having adapting to life in rural Gloucestershire and the resentment I felt for my parents for relocating to the U.K. After listening intently, she shared her own experiences with me, and I was captivated. As I reflect upon this conversation, some 27 years later, I identify that this was my first insight into perceiving myself 'different' from others and understanding the concept of International Mindedness.

Born in Lurgan, Kilkelly, in 1932, my grandmother Eileen Theresa O'Brien was a farmer's daughter, identical twin sister to Noreen, and one of seven children. She had a simple and happy childhood with days filled by village schooling, agricultural work, a strong sense of community, and a deep love of Ireland that would remain with her throughout her life.

Aged 20 and keen to forge an independent career for herself, she emigrated to England, separating from her twin who traveled to

America. Residing in low-income housing, she commented that she felt under the influence of Ireland's cultures and traditions, and so never felt quite at home in England as an immigrant. This was until a West African neighbour, intrigued by my grandma's accent, invited her to tea.

This opened the door to my grandmother integrating into a large multicultural community of immigrant women, all of whom had entered the UK in search of a better life. A sense of hardship, determination and triumph over adversity resonated deeply in this group of young women and together they developed a sense of global awareness, understanding and celebration of each other's cultures and experiences and formed strong and lasting bonds of friendship based on the values of resilience, hard work, compassion and collaboration. My grandma's reflections and shared memories of this multicultural and united community of risk-taking young women seeking independence resonated with me deeply and encouraged me to celebrate the experiences I had enjoyed growing up in Asia and embrace and celebrate the British culture I was now a part of.

When I fast forward a few years







little, as a community, we build a more sustainable world for one another. Our students are the future entrepreneurs, risk-takers, environmental activists, and agents for change! The Amerasia approach to learning and teaching is drawn from a balance of the International Baccalaureate principles and practices and the Montessori curriculum and philosophy. I truly believe that these two long-tested approaches to education provide the best of what an exceptional internationally-

minded education can offer, to students, staff, and families alike! I feel honoured to play a small part in this international mission and am overjoyed that my children's days are filled with rich, fulfilling, fascinating, and concrete multicultural experiences. My children experience International Mindedness in its purest form, love of community, a deep sense of self, and a respectful, curious, and compassionate appreciation for their classmates and teachers.



*Grandma, the insight you gave me into International Mindedness was inspiring. Thank you for lighting the spark that fuelled so much passion and determination! If only you could see how far I, my little family, and the amazing school I am part of, have come!*

and look at the present, I rejoice to see myself welcomed joyfully and integrated seamlessly into the multicultural, diverse, and visionary Amerasia soul group. No invitation for tea was needed, the staff and wider community welcomed me, and all new staff members hailed from all corners of the globe with open arms. Working alongside inspiring Montessori and International Baccalaureate teachers, professional and diligent support teams, and visionary leadership is truly inspiring. As a passionate Montessorian, I rejoice in discussing the potential of each and every child and in celebrating their achievements, scaffolding their challenges, and planning for their unique and individual social, emotional, physical, and cognitive growth.



How do we incorporate the UN Sustainable Development Goals at Amerasia? By providing a genuinely holistic prepared educational environment that meets the innate needs of each and every student. Little by





# INTERNATIONAL MINDEDNESS IN THE MONTESSORI CLASSROOM

**Amber Chen**, Plum Blossom Co-Lead Teacher  
**Kristen Li**, Plum Blossom Co-Lead Teacher  
**Daisy Zhang**, Plum Blossom Assistant  
**Tian Tian Li**, Plum Blossom Intern

**T**he topic “International Mindedness” is a rather complex idea for a young child. Taking the context that International Mindedness is the child’s awareness of his role and participation in the global community, young children need direct and personal experiences in order to grasp this quite abstract and distant idea.

Young children first experience community in their immediate family unit. This awareness further extends when the child enters school and his community grows to include others outside his home. These beginning experiences help the child to see he is a part of the community, as well as provide the basis for relating to and understanding the international community at large. Montessori education specifically develops the idea of community and International Mindedness through the daily interactions of the children within the classroom, as well as specific Montessori materials used in geography lessons.

An authentic Montessori classroom is equipped with a set of globes and puzzle maps that introduce the concept of the world, continents and countries. These materials serve the purpose of introducing the child to the world beyond the borders of his own community. As children learn the names of the continents and countries, Montessori teachers also provide pictures and artifacts from around the world to further enhance the child’s understanding of the global community.

One specific Montessori material, “Children from Around the World”, consists of a set of pictures of children from different continents from around the world. Children are introduced to these pictures and invited to sort them according to the continents represented; here they are given the opportunity to see children from around the world. From these pictures, children thus begin to understand that the globes in the



classroom and the continents we speak of are actual places, and children just like them live there. It is exciting to see conversations arise from these pictures, as children ask questions about where these children live, what clothes they wear, what food they eat and what games they play. Children can also spot similarities and differences between the children in the pictures and themselves, giving them a greater appreciation for the international community, realizing that children are growing up all over the world just like them.



# INTERNATIONAL MINDEDNESS IN THE TODDLER CLASSROOM

**Rita Miao**, Toddler Lead-Teacher



International Mindedness in the toddler classroom starts with concrete experiences. Our environment comprehensively reflects us as a community, the materials and language we use, the culture in our classroom and the acceptance of difference.

"It is not all about me". That is the concept we are trying to seed in our Toddler classroom. We use different languages to greet each other in the morning and at circle time. "Hello" in English, "Bonjour" in French, "Ni Hao" in Chinese, "Ciao" in Italian, "Laba diena" in Lithuanian, "Sanibonani" in Zulu, and "Molweni" in Xhosa. When

we celebrate our community member's birthday, it always seems as though there is a magic union in the air when we sing "Happy Birthday to you" in all our member languages.

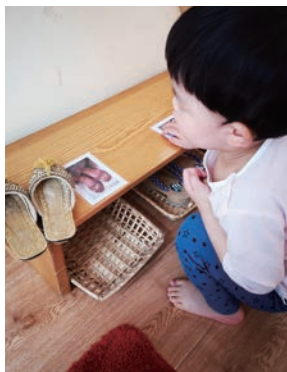
But our most attractive and productive activity in our classroom has been to promote International Mindedness throughout the year by looking at different shoes around the world. We have collected 3 different pairs of shoes from different countries on the Asian continent: from China, India and Japan. Our Toddler age children are very sensitive with fine and gross motor developing skills, so putting on and wearing

beautiful multicultural shoes as an activity is very inviting to these youngest members of our community. Indian shoes are decorated with shiny beads, Chinese shoes look like two red tigers and the Japanese pair of shoes are flip flops made of wood. We have tried on all the shoes, we have printed pictures to match and we have also discussed about being beautiful and different!

This learning process is not only academic but it also develops other physical skills, as well as introducing the social emotional skills of Grace and Courtesy. For children who started school for the very first time, they have taken a huge step in life, and have gone beyond themselves to become part of a big community with acceptance and tolerance.

Now, at the end of our first school year, with considerable patient efforts and input from both parents and teachers as great caring and like-minded role models for a wonderful multicultural environment, we are more empathetic, more tolerant and more connected.

We are all connected and role models for each other. For parents and teachers, this is great responsibility!





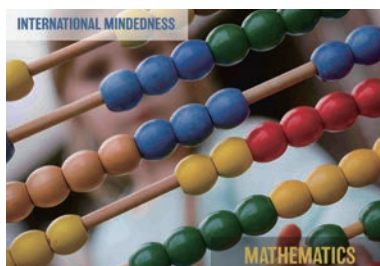
# INTERNATIONAL MINDEDNESS ACROSS THE AREAS OF KNOWLEDGE



**Giovanni Romeo**

*DP Coordinator, MYP Humanities, TOK Coordinator*

This year, with the support of our incomparable designer Mr. Miao Guang, inspiration from our Upper School principal Mr. Mark Brierley, and input from our diverse faculty, we redesigned the International Mindedness classroom posters for the Upper School by replacing the flag-centric focus of the original classroom poster with various images that showcase International Mindedness within the context of a specified area of knowledge. Every poster is unique - customized to the subject group taught by each teacher within their respective classroom. The new classroom posters invite onlookers to question what International Mindedness means in the philosophy and practice of subject disciplines and areas of knowledge. Our aim is that this arrangement of new posters will promulgate focused discussions - organic or planned - among students and staff so as to deepen our collective understanding of, and appreciation for, International Mindedness within academia. This mathematics poster suggests the universality of sense-perception as a foundational way of knowing within the history of mathematics across civilizations, through the practical application of the abacus as an exemplar tool.



The human sciences poster focuses upon the intersection of geography, economics, and politics as it demonstrates that the climate change crisis, while having global causes that require global solutions, does not impact each individual or society equally and may require greater mass mobilization and organization around principles such as peaceful assembly and human rights in the pursuit of environmental, economic, and social justice.



The natural sciences poster of the World Health Organization magazine highlights the import of not only global collaboration within the sciences more generally, but also the wide array of unique perspectives and specialized expertise that are necessary for the ethical production and application of meaningful and practical scientific knowledge, in order to positively transform our lived experiences in a shared world.



The history poster recalls one of the first massive undertakings by the UNESCO World Heritage Fund, to relocate the mountain temple of Pharaoh Ramses the Great of Ancient Egypt's New Kingdom, following increasing threats to the site by the unexpectedly high rising tides of newly-created Lake Nasser, upon completion of the Aswan High Dam in 1970, as modern Egypt industrialized and brought much-needed electricity to the country. The temple itself is understood to be an early example of propaganda, as the Egyptian Pharaoh favorably depicts his perspective on the first ever international peace treaty to end conflict in world history to an audience of not only his own people, but also his Nubian competitors to the South. From a shelf of translation dictionaries representing language to world-class athletes competing in the Paralympics Games for physical and health education, we hope this initiative will encourage our community to transcend the proverbial 5Fs of Food, Flags, Fashion, Festivals, and Famous people towards contemplating and, by extension, living International Mindedness more genuinely in our own daily lives.

# EXPLORATION OF CHINESE CULTURE

**Hailey Chen**  
Chinese Teacher



**T**he cultivation of International Mindedness is an essential part of the teaching philosophy of IB schools. How can the practice of education and teaching enable students to form the concept of global citizenship? How can fourth and fifth graders implement this concept in their Chinese class?

First of all, to learn a language is to learn the culture. One of the ways to help students acquire International Mindedness is to help them understand Chinese culture. Grades 4 and 5 students in the advanced non-native class already have a strong language foundation. They can communicate in Chinese and read short articles comprehensively. Throughout the year, students used their ability to read in a second language to read more about Chinese culture and history. Students read traditional Chinese stories where they were able to identify the differences between ancient Chinese customs and modern customs, the influence of proverbs and inspirational stories, inspiring and touching deeds in idiom stories, and so on. Students transformed these narrative stories into scripts and presented them through puppet shows. Students wrote their own scripts and drew on their newfound knowledge of Chinese costumes and hairstyles to create beautiful dramatic puppet shows in Chinese.

培养国际情怀是IB学校教学理念的重要内容之一，教育教学如何实践能够让学生形成世界公民概念？四五年级的学生又该如何在学习中文的过程中实现这一理念呢？

学习一种文化先从学习语言开始，能够借助汉语的学习来了解中国文化知识并进行反思是帮助学生具备国际情怀的方式之一。QAIS 四五年级非母语中文高级班的学生已经有了一定的汉语基础，他们不仅能够比较顺畅的使用中文进行沟通，还能够阅读简短的文章。

本年度的中文课上，我们除了进行常规的语言学习外，还借助汉语这门语言进行中国文化知识的学习。课堂上的他们通过阅读中国传统故事了解了：中国古代习俗与现在习俗的不同、谚语和励志故事对中国人思想的影响、成语故事中的励志感人事迹等。学生们将这些叙事性故事改变成剧本，通过木偶剧的方式呈现了出来。

在进行木偶剧表演时，孩子们需要动手创造自己剧本中的角色，这就需要对服饰、发型等有一定的了解。学生们在课堂上借助视频了解后进行了符合故事发生时代的角色创作。





# LEADERSHIP IN AN IB SCHOOL

## UNSDG: QUALITY EDUCATION

**Kirsten Loza**

*Lower School Principal, Curriculum Coordinator*

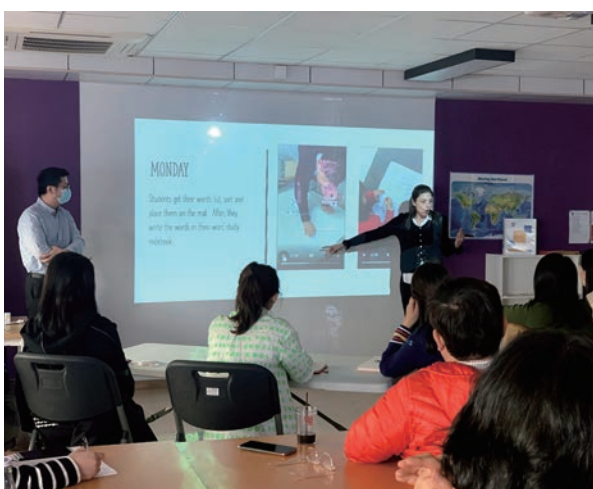
"In an IB World School, where members of their learning community are from diverse backgrounds, leaders understand how cultural and organizational factors influence leadership practices. IB leaders are adaptive and globally and locally engaged to embrace diversity and its inherent contradictions. "

- PYP Leadership (PYP: Principles into Practice)

**L**ike many International Baccalaureate (IB) schools around the world, QAIS teachers come from diverse cultural backgrounds and experiences. Effective pedagogical leaders recognise and appreciate these unique perspectives that teachers bring into their learning community. As an IB leader, I do this by understanding how to contextualise the teachers' practical knowledge of learning and teaching so that it amplifies the mission of the school, its curriculum requirements, the aspirations for the learners, and the nature of the learning community.

As an IB pedagogical leader, I work on cultivating an environment where voices are heard, and teachers feel that they have the agency to take the initiative to improve school practices or to strengthen the understanding of our programmes. This initiative takes many forms such as proposing ways to improve how we work with students, parents, and the broader school community.

QAIS can and will evolve because of the collective contribution of each member of my team.







appreciate what is different from those outside the classroom. We will not understand others until we understand who we are.

Visiting Laoshan Village gave students the opportunity to experience the life of the local community, reflect on their communication with the outside world, and plan for a more sustainable future. Students participated in the traditional practice of tea leaf collection, vegetable planting and also interviewed local farmers. Students were able to put themselves in another's shoes and better understand the world around them.

During the Service as Action trip to Fujian, MYP3 students experienced a lot of new experiences such as new and interesting food, challenging weather conditions, language, lifestyle, history, and culture. By identifying similarities and comparing contrasts, students were able to really broaden their minds.

## DEVELOPING INTERNATIONAL MINDENESS:

# FROM THE CLASSROOM TO THE WORLD

### Dr. Vivian Cui

*MYP/DP Chinese A, CAS Coordinator,  
Secondary Chinese Department Chair,  
Chinese Language and Literature Teacher*

**W**hen we talk about International Mindedness, we talk about wanting our students to have a rich understanding of the world around them so that they can make informed decisions. International Mindedness means understanding, respecting, and valuing different cultures, embracing diversity, and knowing that different perspectives have a great deal to offer. It is a central part of the IB curriculum, and it's also a key skill for students who are faced with the challenges of the 21st century.

At QAIS, we provide many opportunities for students to participate in cross-cultural communication and interaction, which allows them to engage with people from various walks of life.

During both trips to Fujian Service as Action base and Laoshan village, students were able to develop International Mindedness by participating in many activities.

It is imperative that students know themselves first. Exploring the world begins with exploring our starting point. Students explore their identity, language, family, etc., in the classroom to objectively



# EXPLORING THE RELATIONSHIP BETWEEN WEATHER AND PEOPLE

**Almon Yao**

*MYP and DP Chinese Language B, Personal Project Coordinator, Department chair*



In the MYP2 and MYP3 Language Acquisition: Chinese class, one of the units was about weather and human interaction.

The objectives of this unit were:

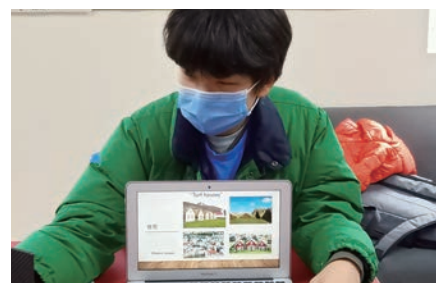
- a) Reflect on how weather impacts human relationships, daily lifestyle, and interaction.
- b) Understand that language can be used to express preferences and choices.

Students worked independently to research how extreme weather impacts people's lifestyles around the world. During their research, students learned that in order to survive in extreme hot or cold

weather, people had to adapt to their environment.

People in different parts of the world built houses with different materials to combat cold weather in places such as Mongolia, Siberia, and Greenland. Also, their diets are different as they consume different food and can only plant certain crops in different areas due to geographical factors. In addition, extreme cold weather also restricts human interaction, cutting off human connection with the world as there are certain areas without internet.

Students also realized that weather impacts not only people's diets and lifestyles



but also impacts appearance. The formation of one's identity and cultural background is strongly related to climate and one's surroundings.

To showcase their understanding of the relationship between weather and human interaction, students applied their knowledge and understanding through written and oral work. They simplified the information they researched and wrote research papers. They also practised oral communication skills by sharing their findings with peers in class.



# AN EXPLORATORY TRIP OF INTERNATIONAL MINDEDNESS AND SUSTAINABILITY

**Judy Li**

Grade 5 Assistant Teacher



For me, International Mindedness means valuing and embracing diversity and having a rich understanding of the world around us. Fieldtrips contribute to promoting International Mindedness by offering our students the opportunity to reach out and communicate with people from different backgrounds and make informed choices.

This semester, together with Grade 5 students, we visited Mengshan, Yishui, for five days. It was an amazing trip that exposed fifth-graders to differences and experiences outside of their comfort zone and provided them with opportunities to enhance the practice of sustainable development.

During this trip, a number of different activities were conducted, including camping, participating in community service projects, and visiting the local energy stations. In particular, the visit to Hope School allowed our students to think more open-mindedly and critically. Yaodianzi Jiazheng Primary School (Hope School) is located in a small town. Most students in this school are from impoverished homes, and educational resources and learning environments are very rudimentary. With the support of our community, our Grade 5 students collected over 200 books and donated these books to Hope School. We also helped to build and paint new bookshelves for the school. We saw our students making friends with local students and showing respect and empathy towards them. Through communicating and sharing, Grade 5 students learned that other people's experiences could be different from their own, and they were able to appreciate those differences. The compassion and empathy they obtained will further influence them to become respectful and responsible world citizens.

Visiting the local hydroelectric powerplant and solar energy plantation during the trip, provided Grade 5 students with another meaningful learning experience: having the opportunity to step out of the classroom, to learn from professional engineers, and encounter new ideas and knowledge about demand for energy and the importance of using renewable energy. But, more importantly, students developed a scientifically-based view of the world around them and increased their environmental awareness as they engaged in sustainable activities like planting trees. Undoubtedly, this kind of experience encouraged our students to think about how they can positively shape the planet we live in and build a deeper understanding of SDGs and a sustainable future.

## 探索之旅：

### 培养国际视野 着眼可持续发展理念

当谈论国际情怀时，每个人都有自己不同的看法。对我而言，我所理解的国际情怀意味着以开放的心态尊重和拥抱多样性，并对我们身处的这个世界拥有丰富的理解力。而游学就是一个很好的践行机会。通过游学，学生们能够接触到那些和他们不一样的人，去和不同背景的人进行交流，并且通过自身经历能够做出更明智的选择去为世界可持续发展做出小小贡献。

作为五年级的助教老师，在本学期我们和五年级的学生一起去山东省的蒙山沂水地区进行了为期五天的游学。这是一次非常有趣且有意义的活动。本次游学活动不仅让五年级的学生们走出他们的舒适圈去体验了一些前所未有的经历，还为他们提供了很多增强可持续发展意识的实践机会。

本次游学中有许多丰富的活动，比如露营，参加社区服务还有参观能源站等。特别的，参观当地的一所希望小学给五年级的学生们带来了不一样的体验。姚店子嘉峰希望小学坐落于一个经济条件相对落后的小镇。这所学校里的大部分学生都来自贫困家庭，整所学校不论是在硬件设施还是教学资源方面都相对落后。在学校和社区的支持下，五年级学生为此所学校筹集到了超过200册图书并捐赠给他们，学生们还为他们制造了新的书架。这是一次非常有意义的参观活动，有机会去学生们以前可能从未去过的贫困村庄，或者接触到一些和他们来自不同背景的人，对于他们很有启发。我们看到我们的学生愿意和当地孩子交朋友，并且对他们展现出同理心和关爱，非常有爱。通过交流与分享，五年级的同学们对于接纳和尊重不同的背景差异有了更能深入的了解。他们在此过程中培养的同理心和爱心将进一步影响他们成为懂得尊重且负责任的世界公民。

访问当地水电站和太阳能种植园给五年级的学生们提供了另一个非常有意义的学习经历：他们走出教室，向专业工程师学习有关能源需求和使用可再生能源的知识。更重要的是，学生们通过参与植树等环保活动，树立了以科学为基础的世界观，提高了他们可持续发展意识。毫无疑问，这种经历可以提升学生们对可持续发展目标的认识和关注，并思考自身可以为推动可持续的未来发展发挥怎样的积极作用。



# 探索不同国家的新年文化

## AN EXPLORATION OF NEW YEAR CELEBRATIONS IN DIFFERENT COUNTRIES

Apple Liu, Chinese Teacher

民俗节日,承载着一个国家的民族精神和美好愿景,在历史长河中闪耀着亘古灿烂的光辉。而“新年”作为不同国家的重要节日之一,带有浓郁的民族特色,充分反映了不同国家的不同民族历史和文化。

在新年单元, PYP 中文班的学生分别以诗歌、书信和短文的形式介绍了英国、菲律宾、韩国和中国的新年庆祝活动。这四个国家的新年文化虽有差异,亦有相似之处。即所谓的“和而不同”。在新年来临之际,菲律宾、韩国和中国人都要做一个很重要的事情就是大扫除!人们会把屋子打扫得干干净净,以此来表达“辞旧迎新”;人们都会在新年前夕吃个团圆饭,都会准备具有传统象征意义的特别食物,如中国的象征喜庆团圆、吉祥如意的饺子,菲律宾的象征长寿的 pancit(面条)、象征新生活的鸡蛋,象征家人团结、来年更顺利的汤圆和 biko。韩国的象征又长了一岁的年糕汤。中国和韩国的新年习俗都有祭祀祖先以及送去祝福和安康的拜年。通过祭祀来祈求和报答祖先的庇护和保佑。在正月初一的早上晚辈跟家里的长辈拜年,互致祝福,感谢家人和亲戚又平安无事地度过了一年。长辈会给孩子们压岁钱,祝孩子们身体好学习好。两国为欢度新年,都会举办各种迎新民俗庆典活动,比如庙会,唱戏等,不但可以增加节日的喜庆气氛,

还有祈愿来年五谷丰登、国泰民安的意思。

“百里不同风,千里不同俗”,由于各个国家和地区其历史、文化、宗教信仰、民族习惯不同,因此也都有自己不同的庆祝新年的习俗。新年是民族传统文化的集中展示,人们在享受着新年文化的同时也表演着民族的节日文化。民族文化正式在节日这一特定的时空设置中得到传承和弘扬。尽管不同国家的新年习俗大不相同,但这些习俗背后的寓意大体相似,既是对新年的祝贺与期盼,又是对于旧年的怀念和对伤心事物的抛弃。这种不约而同的寓意和不同的习俗礼仪何尝不是文化融合与交流的象征。



Folk festivals, bearing the national spirit and best vision of a country, illustrate the long history of a nation. As key important festivals around the world, "New Year" has strong ethnic characteristics, fully reflecting the different histories and cultures in different countries.

In the 'New Year' unit, Grades 2 to 3 non-native Chinese students discussed New Year celebrations from the UK, the Philippines, South Korea, and China in the form of poems, letters, and essays. Although there are differences in the New Year's practices of these four countries, there are also similarities. This is called "harmony without uniformity." One of the most important things that people in the Philippines, Korea, and China have to do before the New Year is clean up! People will clean the house to express "bidding farewell to the old year and ushering in the new."

In the Philippines pancit (noodles) symbolize longevity, eggs symbolize new life, and glutinous rice balls and biko, a

rice dessert, symbolize family unity and a smooth upcoming year. Rice cake soup, a treat from Korea, symbolizes growing a year older. Both Chinese and Korean New Year customs include offering sacrifices to ancestors and chants to send blessings and well-being. Through sacrifice, they pray to their ancestors and give thanks to them for the shelter and blessings of the past year.

On the morning of the first day of the first lunar month, the younger generation greets the family elders and sends blessings to each other. They thank their families and relatives for having spent a year without incident. Elders will give children 'lucky money', and wish the children good health. Both China and Korea will hold various folk celebrations to welcome the New Year, such as temple fairs and singing performances, which increases the festive atmosphere, and also welcomes peace and prosperity.

As an old saying goes, "The wind is different in a hundred miles, and the customs are

different in a thousand miles."

Due to the differences in history, culture, religious beliefs, and ethnicity, different countries and regions have different customs to celebrate the New Year. The New Year is a display of the traditional culture of the nation. Culture is inherited and carried forward during this special time. Although New Year customs vary significantly from country to country, the underlying meanings of them are generally similar. They are both a celebration of the New Year and a celebration of the old year, and a rejection of the sad things passed. This kind of similarity and difference in customs and etiquette is a symbol of cultural integration and communication.





# MATH MINDSET

## FOR “INTERNATIONAL MINDEDNESS” AND THE SDGS

*Alex Carvalho*  
PYP/MYP Math

This year, students had different opportunities to change their mindset using mathematics. MYP3 and MYP2's extended unit – "The impact of human decision making (linear equations)" and the after-school activity for the PYP students – "Fun with math", a preparatory class for the Kangaroo competition, broadened students' International Mindedness and introduced them to the United Nations Sustainable Development Goals (SDGs).

The exploration of mathematics in a context that concerns the future leaders from countries all around the globe, allows the students to connect themselves with other cultures and respect different perspectives. MYP3 and MYP2 used linear equations which describe the impact of human decision-making. This topic was explored under the following contexts; rising sea levels, the effects of greenhouse gases, deforestation, vanishing wildlife, etc. The unit explored the following SDGs: Number 3. "Good Health and Well-being",

Number 11. "Sustainable Cities and Communities," Number 13. "Climate Action," and Number 17. "Partnerships for the goals". Students compared how the impact of human decision-making could affect them in their communities, cities, countries, and globally.

As their final summative, students analyzed the impact of meat consumption on forests and subsequent deforestation in the Brazilian rainforest. The students presented their work and some of them chose to record a 'breaking news' video. This activity develops International Minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

PYP students in their after school activity were able to participate in an international math competition and develop themselves as courageous, when they accepted the challenge to participate in a competition; thinkers – when they used all their creativity and critical thinking to

solve questions; and reflective, when they learned from the experience they had. While our students were discussing the possible outcomes and solutions for questions in a room in Qingdao, other kids around the world were doing the same, with the same questions, but in different languages. A variety of intercultural minds gathered in cities, provinces, and countries around the globe, competed and had fun, all while collaborating in different languages and seeking a common solution to pressing problems that can be reached through a common language: mathematics.

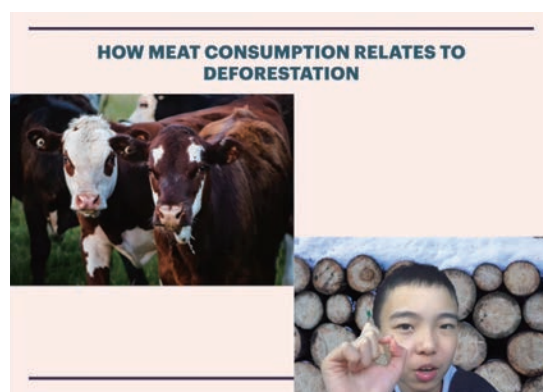


### Comparison to Seoul & why we should preserve rainforests.

- Seoul=605.2km<sup>2</sup>
- Annual decrease→ about 15833km<sup>2</sup>
- Daily decrease→ about 15833/365=43.3789953
- Seoul's area/Daily decrease=14 days

#### Three major reasons why we need the Brazilian Forest:

- Helps reducing Greenhouse gases-stores 131Gt of carbon
- Habitats of 40,000 types of plant, 1300 types of bird, 3000 types of fishes and 430 types of mammal and about 2.5million insect species!
- Around 30% of the world's carbon emission come from burning rainforests.





# INTERNATIONAL MINDEDNESS IN CHINESE LANGUAGE & LITERATURE

**Bowen Li**

*MYP Chinese Language and Literature Teacher*

**S**tudents learning Chinese A not only study Chinese literature and language materials to understand Chinese society, culture, customs, religions, and ideas; they also study translated works (foreign literary works) to get to know and understand other people and other social cultures, customs, religions, and ideas, etc. Through studying this, students can understand and respect other ethnic groups and then cultivate their own international mindedness.

For centuries people have used myths and legends to gain a perspective on human behavior, as well as individual, and cultural identities. MYP2 students studied “Myths and legends: A mirror of reality” this year by reading ancient Chinese and ancient Greek myths. Students gained an understanding of the cultures where these myths originated. Students recreated ancient Chinese and Greek mythology through their own writing.

In this unit, students explored:

1. What is the difference between Chinese myths and Greek myths?
2. What can myths and legends reveal about human behavior?
3. How can we use myths and legends to make sense of our surroundings?





# CONVERGENCE

**Lwazi Zakumba**, MYP/DP Math Teacher

The Merriam-Webster dictionary defines the word 'convergence' as the process of moving towards union or uniformity. This process is evident in so many spheres in our lives, and it has been particularly evident in two instances this past year: in the Algebra 2 math classroom and on the soccer field.

In the Algebra 2 math classroom, Unit 4 was about sequences and series. In the latter part of the unit, we explored fractals and what makes the sum of their perimeters or the sum of their areas convergent. After spending time looking at geometric and arithmetic sequences, we then explored the idea of converging geometric series. This explores the idea that the sum converges to one single number as you infinitely add the terms of a geometric series. This phenomenon can only happen when the common ratio of the geometric sequences is a value between  $-1$  and  $1$ . Convergence, in the mathematics class, allows us to understand that the more you add, the more the sum converges to one single number in certain fractals.

How is this relevant in our lives, and why does it matter?

Well, the idea is that many different parts added together to give one definite output when they all mean a specific condition; that's what the philosophical

idea of convergence can mean when we look at it outside the classroom. Our learners need to understand that the idea of convergence is not only true in a classroom, where you can prove it using certain formulas, but that it is true in real life.

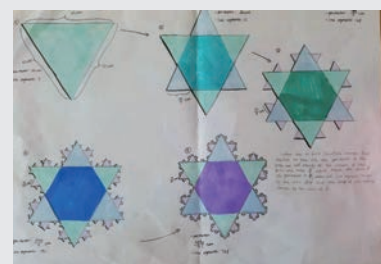
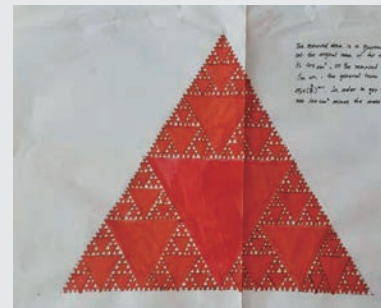
On the soccer field, I have had the privilege of co-coaching the U/19 girls' football team, a first for me in my 13 years of coaching soccer. In our short season, we had Chinese, Japanese, Spanish, American, Australian, Dutch, and Korean players being coached by a South African and a US/ Japanese coach, all working towards a common goal, a converging point. Each individual player worked towards becoming the best player that they can be so that they can contribute in the best way possible to the team. These girls worked hard during practice and even harder during tournaments and games to the point that we won the championship at the QISN football competition. Winning was not necessarily the main goal. However, as the girls' ideas about the game, their trust in each other, their focus, and their abilities converged, they produced the best possible results.

How is it that all these many 'parts' were able to produce such a great result? It is because fundamentally, the idea of convergence can, in certain

respects, have some profound outcomes.

In our international community, I wonder; if we continue to strive to work towards a common goal that requires individuals to move together, what great things would we achieve?

This is my view of International Mindedness; that when we bring many parts together and work towards that shared common goal, we ultimately converge to produce the best possible outcome. The SDG #17 speaks about partnerships for the goals. Ultimately, this SDG is demonstrated with convergence inside and outside the classroom.





# THE INTERNATIONAL MINDEDNESS OF THE ART ROOM

**Chris Borodenko**, PYP/MYP Visual Art Teacher

When I think about what it is to be internationally-minded, I think about the images and artwork that come from cultures outside of my own. The techniques that are employed around the world to create meaningful beauty are countless and have, in many cases, been generated because of what is around or abundant in a certain area or climate. Some art forms are made using readily available items that have attractive colors like paints made from berries, vegetables, plants, etc. These items just need to be crushed or applied straight to a surface. Some artistic materials are easy to come by but harder to make usable...like cow dung! What all of these things have in common, is that they are created because of the universal need to create, explore, and express ourselves through the act of making. As an artist, I am constantly creating my own work and exploring my own ideas in this way, but I am also heavily influenced by the traditions that came before me. Many of the projects that we create in the QAIS Arts Department are inspired by the rich cultural traditions from around the world like Africa, Asia, Western traditions, and the islands in between. Let's explore some of these projects;

If we were to start from the historical beginning, a wonderful project we explored in the MYP in collaboration with the Early Childhood Montessori program was the Coming of Language, a Montessori unit of study centered around how language was formed. Students created faux stone carvings from the ages of cuneiform, Chinese Oracle Bone Script, Ancient Greek and Roman dialects, and hieroglyphics. Starting with ceramic or plaster, the originals were fired and painted to make them look thousands of years old and then made into a museum.

Inspiration comes from strange places, and I formed a unit based on a traditional hand-crafted leather journal that I bought in Italy. Although I couldn't teach leather crafts to my lower school students because of all the sharp, pointy things involved (let's keep 10 fingers on each child, please), I did the next best thing. We took a low-temperature polymer clay and created faux leather journal covers with a twist of creativity. The painting techniques were taught to mimic traditional Italian leatherworking with added metal bits and pieces.



Some art forms start with materials that are as common and humble as colored paper. Japanese Notan paper cutting techniques elevate a simple square of paper into a complex art form that mirrors itself in repeated ways that, in some cases, completely erases the original shape. I have been lucky enough to teach this art form on two occasions. Each time, students spent large amounts of time cutting brilliant images and painstakingly gluing them to mirror the positive and negative space to near perfection. This is an example of a modern Notan. Our students spent time creating both more traditional work in black and white and also these more



contemporary pieces using other complimentary colors.

A unit that was very rewarding for our fifth-grade class was inspired by the Rwandan art of Imigongo, which is type of relief art made using cow dung. Now, we didn't use cow dung, but we were able to learn about the original works and materials and then use hardening clay to create plates based on this striking African artwork. Imigongo uses simple colors in fields with raised edges to create a physical barrier between them.

A concept that I like to touch on in some units is radial symmetry (repeated images that radiate from a central point). The best examples of these come from Tibetan thangka paintings and Indian mandalas. The idea that a piece of artwork can be the guild in deep spiritual oral traditions is a new concept for many students, and great effort is put into placing pieces with perfect symmetry.

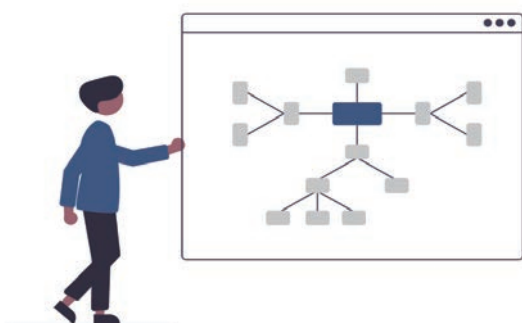
Being internationally-minded is more than just mimicking cultures; it's learning about and, in some cases, embodying their best values and teachings. Art has always been a vehicle for me, but vehicles come in many shapes and sizes...depending on where they are made.



# HOW TO BE MORE OPEN-MINDED

**Alan Kennedy**

*DP Physics and Chemistry Teacher*



**B**eing open-minded is seen as a boon in many settings, but how does one become more open-minded? The short answer is to practise being open-minded. The long answer is a bit more complicated. When a person encounters new information, they will either assimilate the information into their pre-existing knowledge or they will need to accommodate it. Accommodation forces the person to reevaluate and change how she thinks, which can lead to an increase in open-mindedness.

To accommodate new information, one must first fight against confirmation bias. Confirmation bias is widely defined as - the tendency to process information by looking for, or interpreting, information that is consistent with one's existing beliefs. Most people are not aware of this bias which often results in them ignoring inconsistent information that is not easily assimilated. This leads to people being more closed-minded. To combat confirmation bias, when a person comes across new information, the person should think about if the new information supports one's ideas and existing arguments, then take a moment to consider some arguments that might challenge these long-held ideas.



Another way to develop open-mindedness is to simply ask questions before drawing any conclusions. Here are some example questions: How much do I know about this topic?; How credible is the information source?; and What are my personal biases toward this information? By asking questions, you might gain deeper insights into your own personal beliefs and allow yourself to accommodate new information.

# HUMANITIES

**Bill Murray**, DP Global Politics, DP Economics, MYP Humanities Teacher



**G**lobal engagement is one of the core elements of International Mindedness and is something I try to incorporate in all our Integrated Humanities units. The MYP4 students have just completed a unit that pushed them to explore the trade-off between economic development and environmental sustainability. There were also clear links to the UN Sustainable Development Goals of Responsible Consumption and Production and Climate Action. In recent years the number of electric vehicles (EVs) on our roads has soared. Many buyers are attracted by manufacturers' claims of zero emissions and the environmental benefits that it brings. As critical thinkers, the MYP4 students were tasked with investigating these claims. Are EVs really the answer to transport-based CO<sub>2</sub> emissions, and do they have the potential to positively contribute to the fight against climate change?

As the MYP 4 students discovered, the answers to these questions are not as clear-cut as one might expect. The extraction of the raw materials needed for EV batteries, namely cobalt and lithium, is responsible for a vast amount of CO<sub>2</sub> emissions as well as pollution of water supplies. Cobalt mining in the Democratic Republic of the Congo has also been linked to human rights abuses, with children as young as four working in appalling conditions in the mining industry.

The students' investigation also revealed that the country's electricity mix in which the EV is driven is a major factor in whether they are environmentally friendly. If the primary source of a country's electricity supply is fossil fuels rather than renewables, then EVs are a little cleaner than gasoline or diesel-powered cars over their lifecycle. If, however, you live in a country that obtains most of its

electricity from clean energy sources, then buying an EV can make a real difference to CO<sub>2</sub> emissions.

Each MYP4 student chose two countries in different continents and was tasked with advising a citizen of those countries on whether they should buy an EV based on several factors, including the electricity mix and charging infrastructure of that nation. It's fair to say that the results were eye-opening, and the students were genuinely shocked by some of the conclusions they reached.

The final part of the unit involved the students reflecting on how their attitudes to EVs had changed, given their newly-acquired insight. The students felt more knowledgeable about this critical global issue and displayed impressive cognitive competence as inquirers and critical thinkers.





# NOTE TO MY TEENAGE SELF

**Charla Esser**

*PYP/MYP Music, Arts Department Chair*

Grade 5 music students set out on a quest to send a music message to their future teenage selves.

At the opening of this unit, students discussed how people communicate across cultures, places, and times through arts. Using this as a starting point, the students made a mind map of the messages they would send to their "teenage self" to support their evolving sense of self and relationships with the world around them. Students reflected on their perspectives, as well as the views of others.

During the creative process, the students developed their messages and explored ways to use music to communicate their messages to themselves and the world. After sharing their product, students reflected on its impact on themselves and others. In addition, the students reflected on the messages of their classmates' music and assisted each other in refining their final product.

The students proudly shared their music with other school classes and incorporated three songs into the PYP moving up ceremony and Grade 5 graduation ceremony. Their music had a major impact on their peers as the whole PYP joyously sang along.

Collaboration between the arts and other studies provides valuable opportunities to dig deeper and explore our creative potential, emboldening our voices and enhancing our artistic journey along the way.



## WHO WE ARE

Unit Title: Growing Up, "Note to My Teenage Self,"

Central Idea: Changes people experience at different stages of their lives affect their evolving sense of self.

PYP Lines of Inquiry

- the physical, social, emotional, and intellectual changes that occur throughout life
- factors that contribute to well-being during adolescence
- how relationships contribute to our self-concept

Additional Music Lines of Inquiry:

- The arts often play a role in the development of our well-being
- Humans express their emotions through the arts



## COMPOSITION LIST

- Future Me, by Olivia and Penelope
- Trust, by Kelly and Serena
- Anger Buster, by Tyla and Kevin
- Never Give Up, by Bob
- China, by Tiger, Walter, Parker, Chris
- Be the Person You Wanna Be, by Jacob and Andre
- Believe, by Lora and Sienna
- Fly High, by Marcus and Euna



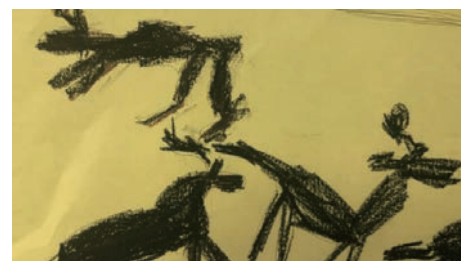
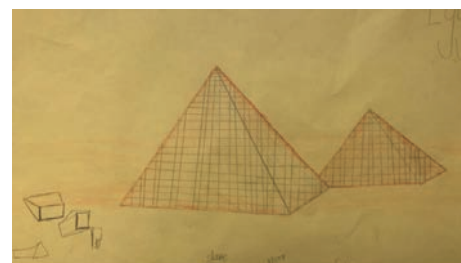


**Tony Wang**  
*G1-3 Magnolia Co-Lead Teacher*

**In** my opinion, there is nothing more capable of fostering unity and gratitude towards all the people around the world than studying the history of our language. This year, the children of Magnolia Cottage put their heart and soul into creating and performing an amazing play that was inspired by one of the Montessori Great Stories, the Story of the Alphabet. The children explored and came to understand that we inherited letters from those before us. Our letters are examples of human solidarity. The Phoenicians took the Ancient Egyptian's idea of connecting sound to symbols and created their sound-symbol corresponding writing system. The Greeks who traded with Phoenicians loved this idea and added musical elements (vowels) to the letters. The Romans rounded the alphabet and made the letters more beautiful. As

## UNITY AND SOLIDARITY THROUGH THE HISTORY OF THE ALPHABET

author David Diringer said about the alphabet, "This conquest is much greater and more important than any other progresses of human civilization. It was this achievement that unifies humanity, unifies humanity across the succeeding generations. Spoken language divides humans, as does religion. But written language can unify human beings."







# E IS FOR EMPATHY

**Stephen James**

MYP/DP English Language Acquisition

*"Learning to stand in someone else's shoes, to see through their eyes, that's how peace begins...Empathy is the quality of character that can change the world."*

*Barack Obama*

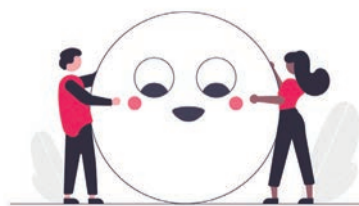
A prerequisite of any useful understanding of International Mindedness is the ability to understand others' points of view, to be able to see things from another's perspective and to walk a mile in their shoes.

Another essential understanding is that simply living in another country or communicating with other cultures does not automatically make you internationally minded. It is not a drip feed certainty, nor is it like boiling a frog\*.

By the nature of the subject, Language Acquisition (LA) can be a great conduit towards an understanding of other cultures and individuals from those cultures, how their perspectives can overlap and differ from our own, and embracing that diversity as a strength for future growth. The LA classroom is always considering other points of views and attitudes, thus the central themes within Language Acquisition include Identities, Experiences and Sharing the Planet, all of them based around the concept of the effect we have on the world around us.

This year, the English LA classes have focused on the ideas of empathy. How can we get it? How can we show it? How can we encourage it in others? We have posed ourselves questions and sometimes come up with difficult answers. These questions have included:

- Can we really ever, have real insight into a culture that is not our own?
- At what point might we become 'Third Culture,' and is it something that we want to be?
- How much do we really care about the suffering of others when we read about it?
- Where does our Smart Phone come from and are we willing to accept the suffering that goes with its production?
- Is empathy always a positive trait or might it cripple us?
- Can you really gain any understanding of others' lives by reading their stories or do we just move on too rapidly to let it change us?



Reflecting back on the last two years for this article, it is amazing how a series of Unit titles can tell the story of the questions we have asked ourselves in our classrooms.

**Constant Changes**

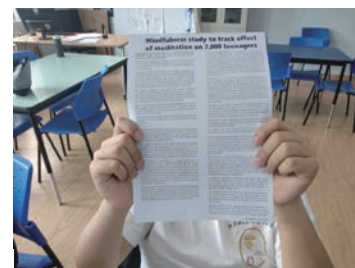
**Just Justice**

**Relationships**

**Human.org**

**Where does your Smartphone come from?**

**Global Village.**



*\*It is a metaphor taken from an anecdotal parable about boiling a frog, in which a frog placed in boiling water will immediately try to save itself, but one placed in cool water that is gradually brought to a boil will not notice the heat until it is boiled to death.*

# INTERNATIONAL MINDEDNESS IN ATHLETICS

*Everett Hill, Athletics Director*

I like winning. In fact, I prefer it to losing. At QAIS in the past three years, we have won many competitions and events. If you look at our trophy case, you will see that we have done quite well, in fact. Several trophies speak to our athletic success in tournaments, but this only tells part of the story. We have also earned several sportsmanship trophies as a testament to our athletics and our performance as good sportsmen.

Once the competition has ended, watch what happens with the athletes. They will find other athletes from the competition and laugh and joke about the events of the match. They will meet new friends and congratulate their performance, great play, or laugh at the errors. The relationships that are built through tournaments can last a lifetime.

In the past year of COVID, we have struggled to build real-

world connections among the schools and students of Qingdao, China. As we have been allowed to compete again, we watch our athletes build connections between schools. As athletic directors, we work hard to build these connections between people through competition. We see the lifelong relationships that sports can bring among individuals, especially those who are likely to travel the world. We experience them ourselves when we travel to new schools.

Athletics has the ability to draw individuals together any place they go in the world. An athlete can find people who play the sport wherever they go and build positive friendships through playing their sport. As an athletic director, that is my role to introduce students to athletics and sports where they can challenge themselves, grow, and find joy in an activity that they can participate in anywhere in the world.



I have been especially proud of our young athletes from many different nations and backgrounds over the past years. They come together, form a team, and compete at a high level because of the diversity of the team. This diversity in sports worldwide is our strength and a model for how we can be as people. Athletics brings us together, from wherever we come from, with a common goal of playing a game to the best of our ability. It is our diversity that gives us our strength.





# ALL THE WORLD'S A STAGE

## INTERNATIONAL MINDEDNESS AND SHAKESPEARE

*Hazel Lee, MYP English Language & Literature*

One of my favorite writers to teach is Shakespeare. I know it sounds cliché. But perhaps you would be surprised to hear that the Bard has been falling out of favor in recent years, at least when it comes to the middle school English curriculum in the US. It's no secret that students view his writing as old-fashioned and irrelevant to modern audiences. And there's also no denying that the rhetoric of Shakespeare is often strange and impenetrable to first-time readers. So the thought of having to drag a class of reluctant teenagers through weeks of figurative language and iambic pentameter is understandably something that fills many teachers with dread. Furthermore, as schools have started to put more focus on diversity, inclusivity, and international-mindedness, Shakespeare seems even less relevant than ever before. How does one tie a 16th-century Elizabethan playwright to the issues and concerns of the world we live in today?

Despite these misgivings, teaching *Romeo and Juliet* to my MYP 2/3 class this year has done nothing but re-confirm for me the value of connecting students with Shakespeare. *R&J* is an especially relevant play for teens because most

of the characters are young and therefore impulsive and hot-headed. They make dirty jokes and tease each other mercilessly. They rebel against their parents and want nothing more than to chase their own desires. Their youth and rashness lead them to make poor choices that have terrible consequences. These traits are not unique to Shakespeare's time. As many critics have noted, the key to Shakespeare enduring throughout history is his gift for capturing universal themes of human nature.

And, of course, Shakespeare is meant to be performed, not just read. Students best learn Shakespeare not sitting down in their chairs but on their feet, hurling Shakespearean insults at each other such as "that stuffed cloak-bag of guts." They use body language and physical interactions to explore what the characters are meant to be feeling in that moment. They draw on their own perspectives to understand their characters – and as international students with diverse life experiences, they can often add a dimension to the text that perhaps was lacking in the original.

For there is no denying Shakespeare was a writer of his time in many ways – a

time where many minorities were invisible at best. But that doesn't mean that we, as modern readers, must also ignore them. There is plenty of room for exploration beyond the original setting and characters – and that, I feel, is the real value of having students perform Shakespeare. What if *Romeo and Juliet* were both girls? Or perhaps the war between their houses was because of their different cultural backgrounds? How would social media such as Instagram and TikTok affect the tumultuous relationship of these star-crossed lovers? It is this sort of engagement with the text that breathes new life into his plays and makes them relatable to new audiences.

As an English teacher, I am always acutely aware of the need to keep my reading lists up to date. I strongly believe the texts that we present to our students should reflect the changing world around us, not the values of a bygone generation. But some stories are worth being passed down. Love and hatred, friendship and betrayal, revenge and reconciliation – these are all part of the universal human experience, regardless of whether you are a playwright in Elizabethan England or an international school student in 21st century Qingdao.





# NURTURING INTERNATIONALLY MINDED CHILDREN THROUGH “THE STORY OF LIFE”

## 《生命的故事》与国际情怀教育

Li Yan

Sunflower Co-Lead Teacher

今年四月，向日葵班的学生们演绎了蒙台梭利小学教育的主轴故事《生命的故事》，孩子们在短短的三十分钟时间内展示了人类从无到有，从外空星尘到各种构成生命的元素，再从单细胞生物体到鱼类、两栖动物、爬行动物、鸟类和哺乳动物的重要瞬间，这些瞬间总是被一缕无形的演进力量串联在一起，你中有我，我中有你，从无觉知到有觉知，宇宙中各种元素在为地球生命的出现提供援手的同时也发展了自己，各种简单的单细胞生命，从人类所能探究到的最早的单细胞生物蓝藻开始，它们走上生物演进舞台的初衷或许仅仅是为了满足维持自己的生命所需，却无意中与宇宙发展的诉求相切合，他们在吞食掉海洋中大量的盐类或者钙类物质，维持并塑造自己生命体的同时也清理了海洋，在生物界，这种无意识合作关系的温馨故事不胜枚举，其中我最喜欢的是海洋、珊瑚和鱼类的故事：“岁月流逝，地球继续从水中升起，并使自己干涸。新大陆已经形成，河流冲刷着它们，把大量的碳酸钙带入大海，海水再次失去平衡，珊瑚虫做为宇宙志愿者，通过自己的身体将海水中的高浓度钙物质转化成自己的身体结构，让海水保持必要的平衡。但是珊瑚虫需要远离河口生活，他们需要其他生物把钙带给他们。鱼类承担了这份工作！当他们为自己猎食时，他们附带搅动了海水，为珊瑚虫带去了他们所需要的高钙食物！珊瑚虫和鱼类通过无觉知的合作，恢复了海水的平衡状态，完成了自己的宇宙任务。

《生命的故事》没有直接向孩子们传递国际情怀，却为孩子们准备了一个更加浩瀚的概念，那就是万物一体，每一个存在物都密切相关，都有自己的宇宙使命，做为有觉知的存在，孩子们开始思考人类的宇宙使命是什么？连无知无觉的生命体都能为万物整体做出巨大的贡献，我们将如何动用人类特有的心智、手和爱去保养自然界，去保障自己同类的福祉？如何做才是维护自然界的平衡

和内在秩序呢？孩子们带着这些思考进行探究，呈现出来是儿童版的国际情怀教育——他们的世界里蕴含着更多的自然元素，有岩石，有空气，有丛林，有动物，在生命的初期培养或确认孩子们的宇宙使命感，是否会更自然地培养在他们幼小心灵中滋生出的一体性认知，从而体认关乎人与人之间密切相关的国际情怀呢？这既是国际文凭教育的导向，也是蒙台梭利小学教育中所有伟大的故事所传递的主要信息。







**S**unflower Cottage students presented a drama to tell "The Story of Life", one of the five Great Stories from the Montessori Lower Elementary curriculum. In a short period of 30 minutes, the children demonstrated how living organisms have evolved from stardust to various elements of life; single-celled organisms, fish, amphibians, reptiles, animals, and mammals. Those important moments in time were directed by an invisible evolutionary force. From unconscious to conscious, all the elements in the universe provided a helping hand for this emergence and a balanced environment for life on Earth.

Students developed themselves by contributing to the welfare of other living things. Even if the original intention of the early single-celled organisms such as Cyanobacteria was just to meet their own needs, it turned out that they are unintentionally in line with the demands of the development of the universe. They devoured a large number of poisonous elements in the ocean, thus sustaining their own life and at the same time cleaning up the ocean. There are countless touching examples of this kind of cooperative relationship in nature. One of my favorites is the relationship between the sea, coral, and fish. Ages passed, and Earth continued to rise from the water and dry herself. New continents formed, and new rivers drained, carrying great quantities of calcium carbonate into the sea. There was a crisis that was met by a call for volunteers. The Coral Polyps answered it, though unconsciously. They filtered the water by passing it through

their bodies, taking the calcium into their own structures, and keeping the necessary equilibrium in the ocean. But the Coral Polyps needed to live away from river-mouths. They needed someone to bring the calcium to them. The fish took the job. As they hunted food for themselves, they incidentally stirred the waters and brought coral what she needed.

"The Story of Life" does not directly convey the message of International Mindedness to the children, but it introduces the broader concept to them. That is: all things are one. Every being is part of the whole and closely related. Everything has its own cosmic mission. As conscious beings, the children begin to think about the cosmic mission of humans. Even single-celled life without consciousness can make a great contribution to the evolution of all things. How can we use our mind, our hands, and our love to maintain nature and protect the well-being of our own kind? How can we protect the balance and internal order of nature? When our students start to explore these thoughts in the classroom, we are in fact, presenting a child's version of International Mindedness education.

A young child's heart is full of natural elements: rocks, air, forest, and animals. At the early stage of life, any activities that cultivate and confirm a child's sense of universal mission serve to raise awareness of

interconnectedness in nature, which by extension they realize applies to the close human relationships implied by International Mindedness.

An International Baccalaureate education serves to provide children with International Mindedness, and International Mindedness is the main message of all of Montessori's great stories.



**Building International Mindedness through Language application, music appreciation and a fusion of Tai Qi Kungfu & modern dance experience:**

## **CLOSE ENCOUNTERS WITH TRADITIONAL CHINESE CULTURE**

**Veronica Huang**  
*Azalea Assistant Teacher*

**E**ven though we have many different nationalities at Amerasia, we are the world. In other words, we are parts of the whole.

International Mindedness is Language Mindedness, Music Mindedness, History Mindedness, Cross-Cultural Mindedness, World-Community Mindedness.

International Mindedness means understanding, respecting, and valuing different cultures, embracing diversity, and knowing that by showing interest, courage, and confidence, our hearts and minds can open to new experiences.

Students in my Chinese classes are always encouraged to be risk-takers and to engage with native Chinese speakers around them. The curriculum designed for my students equips students with all the building blocks required for learning basic Chinese and is specially created to help young students interactively learn Chinese via a natural language acquisition process. Such as fun stories and games, memorable

rhymes, and songs which cover different daily themes. Quite a lot of songs, rhymes, and stories are based on Chinese daily life and Culture. As they have been accumulating knowledge of the basic pattern of Chinese phrases and sentences, they consistently step out of their comfort zone to communicate with Chinese people naturally. At the same time, they work hard on learning Chinese characters, participate in Chinese story writing competitions and successfully complete their own Chinese picture books by using beautiful pictures, accurate words, and sentences.

Students at Amerasia are very lucky to have many opportunities to touch on and engage themselves in diverse cultures. This school year, we looked beyond the classroom to understand the compatibility of two different things: old and new, east and west. The students from my after-school activity classes and the performers from 4th and 5th grades developed a deeper appreciation for Chinese-style music by challenging themselves to master the skills of Tai Chi Kung Fu Fan and



Sword dancing. They worked hard on the fusion of traditional Kung Fu and modern dance movements by practising two to three times per week.

All of the experiences allowed our students to practise the skill of International Mindedness. By understanding traditions and how this impacts the present day, we can show our respect to both traditional and modern life and live harmoniously—this is the true spirit of International Mindedness.





# INTERNATIONAL MINDEDNESS 2020-2021

**Lauren Borodenko**

*B.E.G. Art Director, MYP/DP Drama, DP Music, Band*

The IBDP Theatre Guide states that, “International Mindedness represents an openness and curiosity about the world and its people. It begins with students understanding themselves in order to effectively connect and collaborate with others. The arts provide a unique opportunity for students to recognize the dynamic cultural influences around them and the significance of diversity in the making of theatre”. (Theatre Guide, p.11)

Surely the task of recognizing dynamic cultural influences, as well as understanding the significance of diversity, is not specific to the arts, but often can be most vividly and emotionally experienced in an arts classroom. In arts classes, students develop the skills of inquiry and connecting their own artistic identity to the world around them – their greater global context. In DP Music, we use the term context to address musical identity, tasking the student to interact with music from their personal, local and global context. In theatre, one of the most engaging and inspirational aspects of the course, is the study of world theatre traditions. A world theatre tradition is “a theatre practice that has a fixed set of specific performance conventions that have not changed significantly over time.” (Theatre Guide, p. 56). Although theater as an art itself, is a “collaborative, dynamic and live art form”, the continued existence of world theatre traditions are a testimony to the importance of theatre as a vehicle for cultural heritage. Immersing oneself in a world theatre tradition is a challenging task, particularly in a COVID world. How then to spark the interest and engagement into the nature of world theatre? For students at QAIS, this was an opportunity to look within our own community.



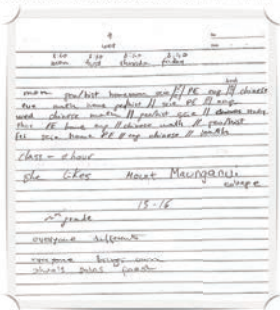
We have been fortunate to build a relationship with an incredible artist in our community, Yuanyuan Liu (刘媛媛) from Qingdao Peking Opera House, LV2 National Player and member of Shandong Dramatists' Association. Ms. Liu was kind enough to come to our school and prepare a workshop diving deeper into Peking opera. Known globally as a theatre tradition that synthesizes music, vocal performance, dance, acrobatics, mime and production elements, we quickly realized that in a few hours we would barely scratch the surface of this complex and rich, cultural tradition. The takeaways, more importantly, were about connecting to our community, expanding our minds to think about this art form in a different way and, to understand the critical role context plays in the understanding of art.

Many of our students are bilingual and were able to translate and help to build understanding and construct knowledge across the language barriers; other students are skilled with movement and were able to easily dive into the complex, nuanced routines Ms. Liu was teaching us. Other students asked critical questions, connecting the practices to other experiences and worked towards seeing how this workshop could potentially connect to their own work. In short, it was an invaluable opportunity to engage with a living artist working at the top of their field—a rare opportunity to understand how artists can be the standard-bearers for intangible cultural heritage, and how important it is to study world theatre in order to become reflective artists in a global community.

Coming away from this opportunity, the students were motivated, invigorated and were able to dive into their own research with a focused, grounded approach. The connections between Peking Opera and their own selected traditions, particularly Noh and Kabuki of Japan and Wayang Kulit of Indonesia, demonstrated a deeper understanding, transfer of knowledge and, most importantly, the understanding of global connection. My hope is that the DP Theatre curriculum continues to allow our students to connect and collaborate with others through deep understanding of a range of cultures and the ability to be open-minded and reflective artists.

## 课程表

- 星期一·地理/晨会/科学课/体育/英语课/午餐/中文课
- 星期二·数学/晨会/地理/科学课/体育/午餐/英语课
- 星期三·中文课/数学课/地理/科学课/午餐/自习
- 星期四·体育/晨会/英语课/中文课/数学课/午餐/地理
- 星期五·科学课/晨会/体育/英语课/中文课/午餐/数学课



MYP 5 的学生在“我的学校”单元中，通过社交媒体随机采访高中生，探索了不同学校的不同日程安排。他们比较了不同国家的课程表，比如韩国、意大利、英国、新西兰和美国。然后，他们展示了他们收集到的信息，并从学生的角度讨论了身体和心理健康的课程表应该是什么样的。

“我想，对世界各地的学生来说，轻松的课程表肯定是最有吸引力的。”

“除了中国学生，他们面临着最难的考试，他们不能太轻松！”

这是一段来自两个学生之间的对话，这激发了我们去寻找更多关于中国公立高中的信息。因此，学生们有机会通过网络采访了一位在南京一所公立学校教英语的中国老师。通过设备的镜头，学生们看到了校园的景色，并采访了一些中国学生。关于高考给中国学生带来的压力，也许很难通过采访少数中国学生找到答案的，但它能让学生们去思考不同的生活方式和其文化背景。

# 良好健康与福祉

Grace Pu

MYP Language & Acquisition



## INTERNATIONAL MINDEDNESS: GOOD HEALTH AND WELLBEING

MYP5 students, during the unit 'My School', explored different schedule arrangements from other schools by interviewing high school students on social media platforms. They compared the class schedules from different countries, such as South Korea, Italy, England, New Zealand, and America. Then, they made presentations to show the information they collected and discussed what a physically and mentally healthy class schedule should look like based on students' opinions.

"An easy schedule must be the most attractive one for students around the world, I guess."

"Except for Chinese students, they have the hardest examination to take. They can't really be too relaxed!"

This conversation between two students from our own class really inspired us to look for more information about Chinese public high schools and the stress due to the Chinese examination called the 'GaoKao'. Therefore, students got a chance to interview a Chinese teacher who teaches English at a public school in Nanjing and her students. This provided students the opportunity to see the world through someone else's eyes and think about different lifestyles and cultural backgrounds.





# ‘WHO GIVES A DAM?’

## MYP2 NEGOTIATE WATER RIGHTS IN THE MIDDLE EAST

**Penelope James**

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



Through the Statement of Inquiry, “Sources of water are shared on regional scales and their usage for development impacts the environment and the future sustainability of our natural and built environments,” MYP2 Humanities students explored International Mindedness and the Sustainable Development Goals 6 (Clean water and sanitation), 7 (Affordable and clean energy) and 12 (Responsible consumption and production).

The Unit of Inquiry focused on the impact of building hydroelectric dams in Southeastern Turkey, and how these developments affected

countries further downstream. For their summative assessment, students worked in groups of three, each taking one of the following roles: Minister for Economic Development - Turkey, Minister for Agriculture - Syria, and Minister of Reconstruction, Iraq. Students prepared opening speeches, detailed negotiation notes and were tasked with building consensus and compromise to secure water security, peace, and sustainable development for all three countries in this region.

Negotiations took several hours as students discussed complex topics including biodiversity and the preservation of natural habitats, efficient

and sustainable agricultural practices, alternative sources of renewable energy, conflict and migration, and shifting demographics and the needs of youthful populations. Students demonstrated International Mindedness by showing themselves as connected to a global community with a sense of shared responsibility. Through exploring water as a resource, students were able to examine the inter-relatedness of nations and peoples, and also recognize the complexity of these relationships. MYP2 excelled in developing the skills of the IB learner profile, showing themselves as knowledgeable, thinkers, and communicators.





# "IT'S A BIG WORLD OUT THERE, AND YOU'RE PART OF IT"

**Zoe Zhang**, Lucky Clover Co-Lead  
**Scott Farrell**, Lucky Clover Co-Lead

Coming from another country, I think children can relate to you when they see you as just another person who isn't actually that different from them. We all want to learn new things, have fun and be loved by those that we are close to. Showing where you're from on a map and pictures of your home town, your family, apartment or house, your favorite foods and interests, can go a long way to connect with them as a person. Trying to explain International Mindedness to children who are aged 3-6, can be as simple as showing them that they are part of a great big world and that we can learn about it together, in many fun ways.

Two relevant themes that we taught this year were Japan and Animals of the World. When we started with Japan, we covered numerous topics such as geography (including its proximity to China), sports, famous landmarks, natural phenomenon (like earthquakes and tsunamis), traditional clothing, food, learning to read the alphabet, and counting to 10 in Japanese. These lessons spanned several months, teaching the children as individuals, in small groups or in larger groups.

For Animals of the World, we sang the 'Continents Song' in English, as a reminder of the names and locations of the continents on the map. Each child took turns to randomly select an animal card, to locate it on the control chart to find which continent the animal was from, then placed the card on the mat directly below the correct continent. To make the lesson more challenging for the older children, they additionally worked on speaking in complete sentences to state which continent the animal came from..





# YOU ARE WHAT YOU EAT

**Jessica Tsuchiya**, School Nurse, Health Teacher, MYP English Acquisition

"What do you think would happen if we took a home cooked hamburger and a McDonald's hamburger and left them out of the fridge for a month?" This was the question that I posed to my MYP4 students after they admitted to eating at McDonald's at least once a week. The discussion that followed led us neatly into our unit where Language Acquisition students looked at language needed to discuss Teen Health and Well-being.

Students used sentence frames to make a hypothesis about which hamburger would decompose

quicker, and then recorded their results and updated their ideas. The language they learned, empowered them to think outside of language acquisition in a transdisciplinary way. Students were able to build vocabulary and language that also proved useful in subjects such as science and PHSE.

While students explored how fast food can impact them not only physically, but also emotionally and mentally, they were quick to realize that "Good health and Well-being" was a vital Sustainable Development Goal not only for themselves, but also for their

families and the global community. MYP 4 students quickly made connections between this SDG and the difficulty that most teens face when choosing food.

As students watched the hamburgers and ice-cream cones decompose (or not!), they compared what they knew about fast food to freshly-prepared food. They watched the movie, "Supersize Me!" where they were able to discuss and answer questions, based on how food is distributed and produced. Finally, students analyzed their own eating habits to see if there was room for improvement in how they ate. They were encouraged to write "I will..." statements, to make a change in themselves and encourage those around them to make healthier choices.



## INTERNATIONAL MINDEDNESS IN GRADE 4

**Paige Stickelman**  
Grade 4 Lead Teacher

When thinking about International Mindedness in the fourth grade this year, my mind immediately goes to our unit of inquiry on "Trade and Explorations." We learned about economic and human activities and their impact on humankind and the environment during this unit. We explored the discoveries, explorations, and migrations of humankind. The fourth graders were able to make connections from past to present during this unit and loved learning about both the positive and negative impacts of exploration on a local and global scale. The students also concluded that while technology has changed, many of our basic needs and wants have remained the same throughout history. They were also able to see how early explorations were what helped to connect us all!

During this unit, we were able to visit a local wet



market here in Qingdao. The students had the opportunity to interview local vendors, asking them where they came from, their products, and many other questions! We even found out that one of the fish was imported from Norway! To celebrate the end of this unit, fourth graders hosted their own market. They pitched their product to the teacher and then planned how they would go about advertising and selling it at the market. While the fourth graders were very proud and loved this event, they did say that it was hard work and tiring! As a result of the market, the fourth graders were able to raise a considerable amount of money. I am proud to announce that together they decided to donate the money to a local school in Qingdao and Virunga National Park in the Congo. Well done, fourth graders, for helping International Mindedness come alive at QAIS!

# VISUAL ARTS: UNDERSTANDING THROUGH CULTURAL COMPARISONS

**Lorne Brandt**, DP Art/AWS Program Director



**V**isual Art students and educators worldwide understand that the arts can reflect history, illustrate current topics, and help us imagine the future. We know that artworks can be powerful enough to start revolutions or calming enough to bring tranquility when needed the most. We are also aware that interpreting art is a duty that requires an international mindset and willingness to investigate cultures to which one does not belong.

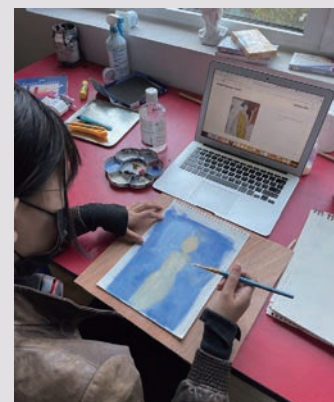
The QAIS IB Diploma Programme Visual Art students proved to be brave enough to take on the duties of an artist and critic. In doing so, they have selected thought-provoking, unanswerable

questions to investigate. Our students this year chose opposite approaches. One chose thinking and expressing internal thoughts, and the other documenting real-life events. The topics brought more organization to inner turmoil and exposure to gender equality.

The unit challenged the students to investigate artworks from various cultures that pertained to their self-selected topics and compared them to similar expressions from a significantly different culture. By design, students gained better international interpretations of works of art that they could incorporate in their creative response – their artwork.

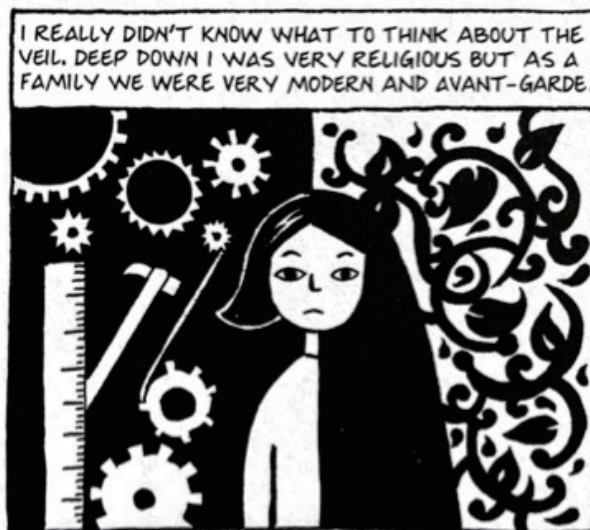
A specific example is how one student investigated artists who have dealt with the frustrations of understanding complex concepts but who are unable to demonstrate the necessary expressions. Another example is a student taking on the sometimes intimidating topic of gender equality, and how regional events can be interpreted in different parts of the world.

Our IB Diploma Programme Visual Art students committed themselves to learn more about artists' dependence on International Mindedness. These students represent how QAIS is dedicated to developing learners who can do more than meet the needs of a challenging world and make a positive impact.





This year, I have been teaching the new curriculum for DP English Language & Literature, which is being assessed for the first time for DP students in May 2021. While previous versions of the course came with the hope that students would connect literary texts to real-world issues and situations, that process is now explicitly required by the assessments and rewarded in their criteria. Students must now examine how language (including verbal and visual forms of communication) can be deployed to engage with social issues, advance political perspectives, and undermine (or conversely to shore up) ideological certainties. For example, the Individual Oral, a challenging presentation assignment, asks students to compare how a literary work and non-literary body of work each take different approaches to a given 'global issue' of the student's choice: we use the UN's Sustainable Development Goals as a starting point for outlining some of the most pressing issues that are "globally significant but felt in everyday local contexts," and then consider how the language texts we study can help to illuminate the contributing factors, the consequences of, and the solutions to those issues.



*Persepolis*



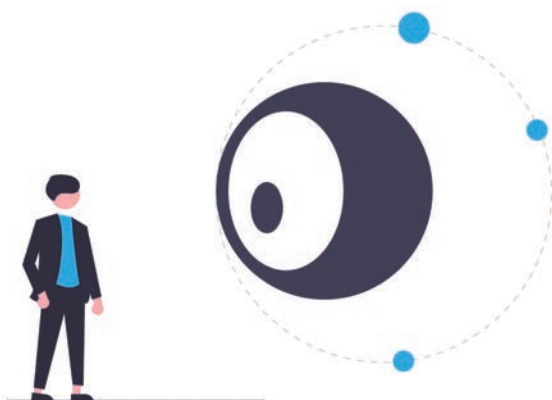
*Sarah Rahbar,  
Confessions*

## INTERNATIONAL MINDEDNESS IN DP LANGUAGE & LITERATURE

**Dan North**

*DP English Language & Literature,  
DP Film, EE Coordinator, MYP Film*

Literature is an excellent laboratory for testing out empathetic positions, because of how it places the reader inside the consciousness of people from other times and places. Texts I have often enjoyed teaching, such as *The Handmaid's Tale* and *Persepolis*, are especially rich for how they allow us to experience their worlds through their thrilling, self-analytical narrators. This year, the explicit inclusion of Global Issues has allowed us to engage with a wide variety of non-literary texts that further enliven our understanding of these novels by setting them alongside international perspectives across different media, from the confessional found-object sculptures of Sarah Rahbar, the mischievous street art of Banksy, New Yorker articles by Jiayang Fan, cartoons by Matt Groening and Liza Donnelly, and a range of others. This small change in the nature of our assessments has prompted and rewarded a much broader picture of the sheer diversity of approaches to the same array of problems confronted by writers and artists the world over.



# WAVE YOUR FLAG

**Bob Sydoruk, Krystal Liu, Sarah Zhang**

*Lavender Cottage Teachers*

International Mindedness, like many other traits taught in the Early Childhood classroom, can be hidden in individual activities undertaken by children every day. The result of such actions can be seen only after a period of time, but their impact will remain with children for the rest of their lives.

Students in Lavender cottage experience and develop International Mindedness every day by communicating with each other, as we have representatives from 5 different countries and cultures in the class. Thanks to children's natural curiosity, they all want to know more, and teachers can guide them.

This year, we focused on learning about the land formations of the world, continents, and flags. This helped children realize that we are all World Citizens and that a map is a colorful picture and a place where people live that we need to take care of together.

As one of the United Nations Sustainable Development Goals is "sustainable cities and communities," we try to educate children regarding how big and also how fragile our Earth is. It's not easy, as 3-6 years old is the age when children explore more concrete topics. Still, activities like creating a map or making flags give them a chance to understand to some degree the scale of the world and how many places there are far from their homes where people live, speak, and do many other things differently.

One of the great results we have seen is that children start to recognize many of the flags they



make, and they love to take them home, which gives them a chance to talk to their parents about different countries. It's great to see how, upon introducing a flag, children match this with an experience they have had and share it with others. Some remembered how they once traveled to Spain, some recall having lived in New Zealand, some have a friend from South Africa, some recognize that their teacher is from Ukraine. A previous teacher was from Lithuania, some were born in the USA, and some have relatives in Denmark. There are even funny moments, with children making up stories about their mom being from the UK (which she is not), or how they have all gone to some country together. Childhood is a great moment in life for imagination, for letting their minds float where they will, so we let it be.

Teachers merely guide children in this journey of "early childhood education," and we feel fortunate to be a part of it, seeing them grow and develop their International Mindedness through the environment we prepare, their work, and their socialization.





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

# WHO WE ARE

*Gloria Qiao, Grade 4 Assistant Teacher*

**作**为一所 IB 学校的老师，我希望学生具有国际情怀，希望学生以开放的心态拥抱多元文化。可是太大的命题常常会让人迷失，怎样才能具备国际情怀呢？其实，答案就在身边，就在我们自己身上。

探索世界之前需要探索自己。在希腊圣城德尔斐神殿上，篆刻着这样一句话：认识自己。认识自己，我们要认识自身所处的环境、认同自身的文化历史传统，才能客观地理解世界的不同。

在二年级的语文课堂上，学生们通过不同方式来认识自己民族的文字、历史人物和传统习俗。在甲骨文字单元，学生们沉浸在古老的文字形态中，感知传承千年的文字力量，体会古代人民的智慧；在历史人物单元中，学生们学习了伟人的故事，感受了在那个年代下平凡中的伟大；在传统习俗单元里，通过自己的所见所闻，切身体验着几千年演变流传下来的文化习俗。在成语故事单元里，学生们踊跃又积极地参与，在分享与聆听中又获得了新的思考和收获。

在探索自身文化历史过程中，学生们渐渐开始认识自我，了解自己的独特之处，接受成长中那个最好的模样，去热爱、去拥抱独一无二自己。也在成长的过程中，理解和尊重这个五彩缤纷又多元的世界。



*"If you want to change the world, who do you begin with: yourself or others?"*

*-Solzhenitsyn*



**As** a teacher in an international school, I want my students to be global citizens, have a really rich understanding of International Mindedness, and embrace diversity. I often feel lost because it is an enormous, lofty pursuit. I often wonder how can we be more internationally-minded? Actually, the answer is all around us. The answer is in us!

A sentence is inscribed in the Temple of Delphi, the holy city of Greece: Γνῶθι σαυτὸν. It means 'Know thyself.' Exploring the world begins with exploring your starting point. If you want to consume the world in slices, start with what is closest to you: your history, tradition, and values. Learn to appreciate all the constituent parts of your home, language, customs, etc. You will not understand others until you understand who you are.

In the second grade Language A class, students learn about Chinese characters, historical figures, and traditional

customs in different ways. Through the Oracle Bone Script Unit, students are immersed in the ancient writing form to perceive the writing power of thousands of years and experience the wisdom of the ancient people. In the Historical Figure Unit, students learn the stories of great men and feel the greatness of the ordinary in that era. In the Traditional Customs Unit, students personally experience the cultural customs that have evolved and passed down through thousands of years through what they have seen and heard. In the Idiom Story Unit, students actively participate and gain new thoughts through sharing and listening.

In the process of exploring the culture and history of their own culture, students gradually begin to know themselves, understand their uniqueness, accept, love, and embrace their unique selves. They also understand and respect the colorful and diverse world around them.

# "BUT PLEASE, TEACHER, TELL ME THAT I'M RIGHT!"

*John Abbott, DP ESS and MYP Science, Science Department Chair*

*"The practice of medicine is an art in science." -Sir William Osler*

"But please, teacher, tell me that I'm right!" These words echo through science classrooms around the world. Yet, what do these words mean? Is it an effort to gain validation, and is the pupil eager to demonstrate their abilities to recall? If so, I will tell a student if they got the answer right, but what good is it for them? There is a feeling of pride that goes with stating the correct answer. There is an assuredness that the student demonstrates a measurable growth in knowledge. However, should this be the end of the lesson? What level of critical thinking does the recall of knowledge demonstrate? The Internet can provide answers. The next step for our intrepid science students is to be courageous thinkers and use evidence to support their arguments. By using evidence to help their thinking, our MYP scientists explore more than mere facts. They analyze data. They process information without bias. They strip away the locality of answers and think globally. Science does not end with a correct solution. Evidence opens the door for new exploration. Science is art. It is a practice with no end and no boundaries. Science is international.

Without fail, there is a time in the school year when the easiest trick to teaching would be to question my students with scientific recall. After all, it makes everyone happy, from students to parents to teachers. We have an aligned tool to demonstrate growth in knowledge. That tool is a recall test, but it is not enough.

We practice science, and it is constantly evolving. People question science. People analyze evidence and grow with their knowledge. Science has no end. Similar to art, the sciences ask us to seek and explore.

**All.**

**The.**

**Time.**

Science is more than providing correct answers. Science needs to ask the right questions. Science is global. There is a reason that people worldwide mutter the words, "Trust the science." We ask our internationally minded students to "Trust the science." Our MYP1 Science students worked and analyzed evidence about a patient to determine the effectiveness of using microorganisms as a medicine. MYP2 investigated what contaminant was in the groundwater. MYP3 wore the hats of medical students, electrical engineers, intergalactic geologists, and food engineers, to name a few roles this year. Each position put our students in real-world applications and challenged our students to think beyond seeking the correct answer. They needed to justify their claims with evidence. The best way for our students to do

this was by asking questions and generating reasons to support their claims. Just knowing the answer was not enough. Our students needed to explain, with evidence, why they state their claims. Students are required to be internationally-minded; they needed to look at the big picture rather than the problem in front of them. They needed to gather the evidence and make a final decision. Like a doctor making a bedside visit, our students sorted through information, processed what they learned, and supported their proof. They needed to consider the whole body of work. It follows suit with the United Nations Sustainable Development Goal #4 to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The lessons are over. The study is evolving. What can seem like the correct answer can open the door to new questions. Science, art, and International Mindedness never end. They challenge our students to think extensively and not be limited to finding the "right answer." They give our students the courage to use knowledge, skills, and attitudes from the world around them.





# 더 나은 세상을 만들기 위한 시작점

중고등부 국어교사 박준영

■ ■ 세상을 더 나은 환경으로 바꾼다.' 는 명제는 어쩌보면 상상하면서도 거창한 문구가 되어버렸다. 하지만 우리는 개선되지 않는 상황을 개탄하며 이 주제에 대해 지속적으로 토론하고 있으며 앞으로도 그럴 것임은 자명하다. 그리고 우리는 세상을 바꾸는 기적을 꿈꾸고 있다.

2020-2021 MYP1,2,3 한국어 수업은 3개의 학년, 10명의 학생, 9명의 전학생, 대면수업과 비대면수업의 연속으로 시작되었다. 총 네 개의 단원으로 구성된, 일 년간의 한국어 교육과정은 국

## THE STARTING POINT FOR A BETTER WORLD.

Joon Yeong Park, MYP and DP Korean A, Korean Liaison, Counselor

*As cliché and pretentious as it sounds, it is true that to make the world a better place, we must do more than dream of changing the world.*

The 2020-2021 MYP 1, 2, 3 Korean language program was characterized by three grades, ten students, nine newcomers, some online, some face-to-face classes. The year-long Korean language curriculum, consisting of four units, is made up of activities that aim to foster international awareness and develop global citizenship in students. The second unit, advertising, enabled students to improve their creative thoughts and analytical skills and provided them with the opportunity to learn about the 17 Sustainable Development Goals proposed by the United Nations. Students looked up advertisements such as flyers and signboards that they could easily find around them and produced their own commercial advertisements in a simple form. In addition to that, students were asked to analyze radio advertising which is disappearing because of innovative technological advances and produced their own advertisements. Lastly, public service announcements that aim for the betterment of the world were presented. Students had discussions on the UN Sustainable Development Goals (SDGs), and each chose a topic for which they designed a public service announcement poster. Students made an effort

로벌 시민으로서 국제적 감각을 키우는 활동으로 이루어졌지만 특히 두 번째 단원인 '광고 만들기' 는 학생들의 창의적인 생각과 분석능력 그리고 UN이 제시한 17가지 지속가능발전목표를 모두 다룰 수 있는 좋은 기회를 제공해 주었으며 가시적인 성과도 있었다. 학생들은 먼저 우리 주변에서 쉽게 볼 수 있는 전단지광고와 입간판과 같은 광고를 찾아보고 간단한 형식의 상업광고를 제작하였다. 그 후, 최첨단의 기술발전으로 인해 지금은 잊혀져가는 라디오 광고를 분석하고, 각자 상업광고 및 기업광고를 제작하고 공유하였다. 마지막으로 우리는 세상을 더 나은 환경으로 바꿀 수 있는 공익광고를 공부하였다. 학생들은 UN의 지속가능발전목표(UN-SDGs)에 대해 이야기를 나누고 각자 자신만의 주제를 정해 공익광고 포스터 제작을 계획하였다. 학생들은 분별등과 차별, 환경오염, 금연, 사라져가는 언어보호, 마약으로 인한 피해, 팬데믹 시대의 개인방역에 대한 관심 등 다양한 주제에 대해 연구한 후, 몇 번의 수정작업을 거쳐 완성본을 만들어내는 수고로움을 기꺼이 감수하였다. 마지막으로 광고 분석 기법을 통해 어떤 설득의 전략으로 광고를 제작했는지에 대해 대중 앞에서 발표를 하고 친구들과 교사의 피드백을 받기도 하였다. 8학년의 일부 아이들은 수업시간에 배운 것들을 활용하여 8학년 필수과제인 community project로 지식을 확장하는 경험도 하였다. 학생들은 이 단원 과정을 통해 우리가 공통적으로 안고 있는 문제점들에 대해 인식하게 되었고, 그것을 해결하거나 유지하기 위해 어떤 자세가 필요한지에 대해 많은 것을 나누었다. 그리고 우리는 같은 결론을 내릴 수 있게 되었다.

세상을 바꾸기 위한 기적을 기다리는 것보다 세상을 바꾸기 위한 노력이 필요하다는 것을.



to research different issues such as inequality and discrimination, environmental pollution, smoking, preservation of endangered languages, the dangers of drug abuse, personal preventive measures against epidemics, etc., and were very driven and diligent in revising their work until the final copy was ready. Finally, they used the method of advertisement analysis to present the persuasion techniques behind the making of the advertisement and received feedback from both teachers and classmates. Some MYP3 students incorporated what they learned into their community project to enhance their knowledge even further. Through completing the unit, the students became aware of the challenges we face in today's world and shared thoughts on resolving global issues.

And everyone came to the same conclusion:

*"What we need is to make an effort to change the world rather than waiting for the miracle to come."*

# HARVEST FAIR

**Marcela Carvelho**, Sunflower Co-Lead Teacher

**O**ur mission, in our Sunflower community of internationally-minded education, is to respond to the intellectual and emotional needs of the children of the world, by providing opportunities to learn, and to experience the attributes of the IB Learner profile.

In other words, in our classroom, we encourage students to see the world in a way that they understand they are connected to a global community, assuming a sense of responsibility towards its members.

Our internationally-minded learners were able to take action when they organized an amazing "Harvest Fair Market". It was wonderful to

see our students, with their hands-on preparation, enjoy and experience the whole event with such love and commitment. Throughout this project, students were responsible for the entire process. It started with planting sweet potatoes, taking care of them, and harvesting them. After learning about planting, and waiting for the time to harvest, students also organized and planned what was going to be made with the sweet potatoes they had planted. They advertised, calculated prices, and discussed how the market would function. Together with that, the students learned about the history of money and also prepared a presentation for the students, teachers, and other staff members who came to the market. The

market was a great success! Students were happy with their accomplishments. Students decided as a class, to divide the money collected and to use part of the money to buy a class pet, and the other part will be donated to an institution within our community that needs supplies.



**N**ossa missão, em nossa comunidade, é responder às necessidades intelectuais e emocionais das crianças do mundo, proporcionando oportunidades de aprendizado para que os alunos façam uso dos atributos do perfil do aluno do IB, nas suas atividades diárias.

*Em outras palavras, em nossa sala de aula, incentivamos os alunos a ver o mundo de uma forma onde estejam conectados com uma comunidade global, assumindo um senso de responsabilidade para com seus membros.*

*Nossos alunos foram capazes de agir e demonstrar esses atributos do perfil do aluno quando organizaram uma incrível "Feiras da Colheita". Foi maravilhoso ver nossos alunos, curtirem e vivenciarem todo o evento com tanto amor e comprometimento. Ao longo deste projeto, os alunos foram responsáveis por todo o processo. Tudo começou plantando batata-doce, cuidando e colhendo batata-doce. Depois de aprender sobre o plantio e esperar a hora da colheita, os alunos também organizaram e planejaram o que seria feito com a batata-doce que plantaram. Eles anunciaram,*

*calcularam preços e discutiram como o mercado funcionaria. Junto com isso, os alunos conheceram a história do dinheiro e também prepararam uma apresentação para alunos, professores e demais funcionários que vieram ao mercado. O mercado foi um grande sucesso! Os alunos ficaram felizes com suas realizações. Os alunos decidiram coletivamente dividir o dinheiro arrecadado e usar parte do dinheiro para comprar um animal de estimação, e a outra parte será doada a uma instituição dentro de nossa comunidade que precisa de suprimentos.*



# DON'T BE SCARED OF ICEBERGS: EMBRACE THEM!

**Mark Howard Brierley**

*Upper School Principal, Science Teacher,  
University Counselor*

"My name is Mark Howard Brierley, and I am internationally minded."

Except that I am not.

I've just simply given myself a complex yet powerful label, possibly to boost my own ego. So there! I've probably said that in the past with conviction. You may even have believed me.

The power of International Mindedness is not in being "internationally minded." It's not something anyone gets awarded.

It's not a tick box on a personal bucket list, it's not a line in a curriculum vitae or resumé, and it's certainly not a trophy to go in a cabinet to be admired. So, what exactly is "International Mindedness"?

An old joke runs as follows: An elderly person in a small village is asked by a stranger, "Have you lived here all your life?" The elderly person replies, "Not yet!"

International Mindedness is a process - a never-ending process. Just like you cannot faithfully call yourself a lifelong learner until you have been learning all your life. I don't believe a person can claim to be internationally-minded until they have made many mistakes, learned from those mistakes, and cared sufficiently to admit those mistakes to others, as well

as how they have grown from those mistakes.

So, what progresses our International Mindedness?

A lot of importance is placed on culture, say the difference between being Chinese, Korean, or in my case, British.

It's very tempting to consider the way we differ in our customs, our national dress, our food, our national holidays, the outlook and problems of our respective nations and the famous people who built our respective nations. These are the most obvious cultural differences we look at. This has been known in the IB world for many decades as the five "Fs" which George Walker, the former Director-General of the IB, referred to as Fashion, Food, Famous People, Flags, and Festivals.

As many people have pointed out, the five "Fs" are the tip of an iceberg. They are the bits we see most easily, yet underneath there is a whole iceberg to be discovered and very subtle differences in ideas about things as varied as family, home ..... yet, if all these ideas were to be explored and understood, discussed and researched,

examined and analyzed, we would be so much closer to understanding other people.

The IB believes that our community can develop International Mindedness through education. Aspiring to the role model of the IB learner profile will lead us to our goal, and aspiring and modeling the IB learner profile is an excellent way for our whole community to develop International Mindedness.



For our Magnolia Cottage Friends, this is the first year the classroom, actually all of Lower Elementary classrooms, is a little closer to representing a global community. That is to say that we have a multi-age classroom with three different grade levels. Such a make-up allows our children the opportunity to experience the challenges of socialization and the complexities of relationships that human beings continue to grapple with throughout time. But in a smaller, more controlled environment, like an “experiment” on socialization.

Fortunately, at this stage of human development, Lower Elementary children are driven to want to build relationships and collaborate. They have a strong need to seek comrades and be part of a larger world other than their families. They will have three years to interact, establish trust, and become strong

# INTERNATIONAL MINDEDNESS MINI GLOBAL COMMUNITY

**Ta Benz**  
*Magnolia Lead Teacher*

leaders and good role models. As they do so, they will see themselves connected to the “mini” global community and assume a sense of responsibility to its members. The older ones will guide the younger, and the strong will support the not-so-strong. Unfortunately, the process of guiding our children to acquire social skills is just as challenging as brokering a peace treaty and will take time to develop. And sometimes, you keep brokering many peace treaties. But when you see an older child step in to resolve a conflict between two younger ones, the world is of course, brighter.

This mini global community will help our children develop a view of the world as we prepare them to practice the skills needed to be responsible global citizens. The hard work is in the process, but the results are long-lasting, world peace.







# THE EMBODIMENT OF INTERNATIONAL MINDEDNESS IN THE DP CHINESE B INTERNAL ASSESSMENT

**Stella Zhao**

*PYP Chinese, DP Chinese Language Teacher*

## 国际情怀在 DP 中文 B 个人口头评估中的体现

作为一名 IB 老师，我们的目的是培养一个具有国际情怀的人。国际情怀意味着能够理解、尊重和重视不同文化，拥抱多样性。在 IB DP 语言 B 个人口头活动评估中，我们一直本着这一原则，将培养国际情怀一直贯穿在整个口头测评课程始终，加深了学生对全球身份认同的认知。

我们选择了刘瑛的小说《不一样的太阳》作为选读的文学作品，这部作品

具有浓厚的跨文化色彩，反映了中国家庭融入到德国社会的过程片段。在阅读过程中，学生感受到中德两国在文化价值观和思维方式等问题上的冲突和偏见。学生结合自己的生活实际，探讨了中西方的文化、历史、传统和价值观的异同，并逐渐理解了他国的习俗传统与文化价值观。

DP2 的 Charlie 同学在口头测评中说道：“有句话叫‘入国问禁，入乡

随俗。’，要根据当地的习俗行事，跟随当地的风俗习惯。我们身处异国他乡，如果遇到文化冲突，要本着包容理解的心态对待。”

DP 口头评估只是一个缩影，学生们通过 IB 课程具有了全球视野，并能够以世界公民的视角看待问题，这也是 IB 教育带给孩子们的巨大财富。

**A**s an IB teacher, I aim to cultivate International Mindedness in all my students. International Mindedness means being able to understand, respect, and value different cultures and embrace diversity. In the IB DP Language B oral internal assessment, we have followed this principle.

We chose Liu Ying's novel 'The Different Sun' as the selected literary work, which has a robust cross-cultural color and reflects the process of the integration of Chinese families into German society. In reading this work, students experienced the conflict and prejudice between China and Germany on cultural values and ways of thinking. Combined with the reality of their own lives, students explored the similarities and differences in culture, history, traditions, and values between China and

the West. They gradually learn to understand the customs, traditions, and cultural values of other countries.

DP2 student Charlie said in an oral: "There is a saying, 'when you enter the country, do as the Romans do.' Or another way to say this is 'When in Rome'. We should act according to local customs and follow local habits. If we live in a foreign country, and encounter cultural conflicts, we should treat them with tolerance and understanding."

DP oral assessments are just a microcosm of how learning broadens students' minds. Through the IB course, students gain a global perspective and look at problems from the perspective of world citizens, which is also a great strength that an IB education brings to children.



# 拥有国际情怀的基础： 认可、珍惜本国文化

对自己国家的本国文化有足够的了解与认可，才能接受并尊重异国文化。在人类社会漫长的发展进程中，各个时代的人们都创造出光辉灿烂的文明，留下了丰富的文化遗产。这些文化遗产和大自然造就的自然遗产，构成了后人生存和发展的文化和自然环境。PYP 5 的世界文化遗产单元探究中，孩子们先从“什么是世界文化遗产”这一问题出发，逐步了解到“中国有哪些世界文化遗产？”“世界文化遗产具有哪些重大价值？”“世界文化遗产的保护原则是什么？”等问题，最终孩子们选择了自己感兴趣的世界文化遗产，进行了小组合作探究，通过演讲等方式来展示对这一单元探究内容的理解。

承认自己是世界的一民，并为全球社区变得更美好作出行动。通过学习探究，我们了解了不同国家的文化遗产以及包含其中的宗教、文化、习俗等内容，尊重各种不同文化，懂得换位思考。同时，行动起来，关心文化遗产的保护问题，作为世界的个体，分析我们的角色是什么，我们可以为其做出哪些小小的举动，让这个问题得到缓解。



# THE FOUNDATION OF INTERNATIONAL SENTIMENT: RECOGNIZE AND CHERISH THE NATIONAL CULTURE

**Yuan Hui**

*Lower School Chinese Department Chair*

It is said that it's only if you have enough understanding and recognition of your own country's culture, that you will be able to accept and respect any other culture. In the evolution of human society, people of all ages have created brilliant civilizations, leaving behind a rich, cultural heritage. These cultural traditions, combined with those traditions that have been inspired by the natural surroundings, create the cultural and natural environment for the survival and development of future generations. In our PYP 5's World Cultural Heritage Unit, children started with the question "What is a World Cultural Heritage?" and gradually learned about "World Cultural Heritage in China, asking questions such as "What are the important aspects of World Cultural Heritage?" and "What is the protection principle of cultural heritage?" Our students finally chose a World Cultural Heritage that interested them, conducted a group inquiry, and demonstrated their understanding of the contents of this unit through lectures and other methods.

The children learned to recognize that they are citizens of the world and that they act for the betterment of the global community. Through study and exploration, we learned about the cultural heritage of different countries and the religions, cultures, customs, etc. contained therein; we respected different cultures, and understood empathy. At the same time, we learned about taking action and protecting our cultural heritage. As individuals in the world, we all analyzed our roles in the world and what small actions we can make to enhance this protection.



# INTERNATIONAL MINDEDNESS: TURNING TRASH TO TREASURE

**Jiajia Li**

*DP Chemistry, G9 Science, Lab Assistant*

*Education can make a critical difference to production patterns and to consumer understanding of more sustainably produced goods and prevention of waste.*

*教育对生产模式，对消费者之于可持续生产产品的理解以及防止浪费有着至关重要的影响。*

*(UNESCO 联合国教科文组织 2016)*



According to UNESCO (2016), education increases the likelihood of adopting energy and water efficiency and household waste recycling. Education can provide learners with the knowledge and skills to implement sustainable practices and techniques (both at home and at work). Students can learn how to make sustainable lifestyle choices, including waste reduction, reusing and repurposing materials, recycling, and making informed and sustainable purchasing choices that do not place a burden on the environment.

In DP 1 Chemistry, we studied kinetic chemistry and reaction rates. During class, when we talked about the reaction rate in fermentation, we realized our school produced a lot of fruit peels and cores from the daily snack, which could be recycled and reused to create 'green' fertilizer and detergents. To help the world decrease waste and save energy, a chemistry project, "Turn Trash to Treasure," was carried out by DP 1 chemistry students Elaine and Apple. In this project, students investigated the question "How do temperature and catalyst affect the reaction rate of fermentation?" These students identified the best temperature and catalysts and obtained both liquid and solid fertilizer. They then successfully grew strawberries with students in Early Childhood, using their fertilizer!

Through this project, students realized people everywhere should have the relevant information and awareness for sustainable development. Students were excited that they could contribute to sustainable development and be in harmony with nature. Students' next step is to spread their awareness both on-campus and off-campus.



*Students catalyzing fruit peels*



*Apple introduced the project to EC students*



*Solid fertilizer*



*Elaine and EC students planted strawberries*

## 变废为宝

根据联合国教科文组织（2016），教育提高了人类对能源和水的有效使用以及家庭废物回收的可能性。教育可以为学习者提供实施可持续实践和技术的知识和技能（无论是在家还是在工作中）。学生可以学习如何选择可持续的生活方式，包括减少浪费、材料的再利用、回收利用，以及不给环境造成负担的知情和可持续的购买选择。

在 DP1 化学中，我们研究了动力学化学和反应速率。在课堂上，当我们谈论发酵过程中的反应速率时，我们意识到我们从雪场日常零食中制造了大量的果皮和果核，我们可以回收利用这些废物，制造绿色肥料和清洁剂。为了帮助世界减少浪费和节约能源，DP1 化学的学生 Elaine 和 Apple 开展了一个化学项目“变废为宝”。在这个项目中，学生们调查了“温度和催化剂如何影响发酵的反应速率？”。最终他们选取了最佳的温度和催化剂，得到了液体和固体肥料。幸运的是，学生们用肥料成功地和 EC 牡丹班的学生一起种植并收获了草莓。

通过这个项目，学生们认识到世界各地的人们都应该具备可持续发展的相关信息和意识。学生们非常高兴他们能与与自然和谐相处的可持续发展做出贡献。下一步，学生们将在校内和校外传播“变废为宝”的意识。





# INTERNATIONAL MINDEDNESS

**Kimihiro Tsuchiya**, Grade 5 Teacher / Elementary Math Team Leader

There is a Japanese proverb that says, “可愛い子には旅をさせよ。” It is roughly translated as, “If you love your child, send him/her out into the world.” I have always taken this to heart, which is why my wife and I have dragged our kids through so many continents. I have lived and spent a significant time on five different continents. I have met thousands of people with different worldviews. Every encounter changed me and helped shape who I am today. Of course, some had more influence than others. My political view alone has shifted 180 degrees in the last 15 years.

'Change' was the theme of our Grade 5 class. Children often begin to experience physical and emotional changes through puberty during the Grade five year. As a class, we discussed the process of changes within our body and how that may affect our wellbeing. In addition, we discussed how outside influences change us and how we can also change the world around us.

'Change' was also the theme of the PYP exhibition. I challenged the students to look beyond

themselves and at the class, the school community, the city of Qingdao, China, and the world. We looked into how small changes within us can have a significant impact. For example, some students worked on challenging the school recycling policy. Others worked on helping a local school, and others raised awareness of the homeless animal problem in Qingdao.

International Mindedness and change go hand-in-hand. As students get introduced to the world around them, more changes happen. In the beginning, the changes occur within themselves as they encounter different worldviews, belief systems, religions, and cultures. Students, then, form their own beliefs and worldviews. As students are exposed to other views, the more likely they are to become more internationally minded.

Two read-aloud books also exposed my students to different worldviews this year.

One was a book called, A Long Walk to Water, which told the stories of Nya and Salva. The book told stories of civil war in Southern Sudan, friendship, survival, and how access to water connected the two characters. This book significantly impacted students as it introduced experiences they had not faced here in Qingdao. The other book was Wonder. Wonder is a book about a boy who goes to school for the first time in Grade 5. August, the main character, has a deformed face and struggles at school. But by overcoming his challenges, August becomes the unlikely hero at his school. It is a story of acceptance and love.

Changes can be scary. Indeed, it often happens when you encounter something unknown.

As they are sent out into the world, my hope for the students is to accept the differences around them and conquer the fear of changing; and through the process of changing, realize that we are not that different after all.





From *The New York Times* bestselling creator of *The Word Collector* and *Say Something!*

PETER H. REYNOLDS

# BUILDING AN INCLUSIVE LEARNING ENVIRONMENT IN LOTUS COTTAGE

Mia Xiao, Lotus Co-Lead Teacher



*Go ahead,  
Be yourself.  
Be the best version of you.  
Each day is a new chance to be more you.*  
---Peter H. Reynolds

This year is my 11th year working at QAIS. Looking back on the past, I have gained a lot in this inclusive and diverse community. Working with teachers and students from different backgrounds has been a unique learning journey for me. This inspires me to look at solving problems from different perspectives.

As QAIS is a Montessori and IB school, we have done lots of activities in Lotus cottage to provide an inclusive environment. Firstly, change starts with adults. We, the teachers, have created a prepared physical and spiritual environment for ourselves and the children. As Confucius said, "There must be one out of three who can be your teacher." As a compassionate lifelong learner, my team and I always carry these words in mind: open-mindedness, curiosity, patience, acceptance, trust, faith, and enthusiasm. All adults can always be open to each other and find a better solution to manage the classroom. We have built a strong team between four teachers from different backgrounds and with different characters.

The Montessori classroom is a mixed-aged classroom environment where different learners have gathered. Martin Kerr sings in the Unity song: "We are, as the pearl of the sea, we are the leaf of a tree, we are the flower of one garden.

Some are quick thinkers, some have excellent memory, some are good at sports, and some are good at communication." This means we need to figure out who the children are and respect each child's own learning pace, working hard to bring out each child's full potential.

Everyone is special and different, so it is natural for children to have conflict or different ideas in the class. When there is conflict in the classroom, we take the children to the Peace Table to recognize and share their feelings; children solve the problem with the teacher's guidance instead of the teacher solving the problems for the children. At the Peace Table, we have prepared a "breathing ball," The Peace Rose, and pictures with effective strategies for calming our emotions. We are so happy to see the children use this space frequently.

This year for Literacy Week, Lotus children chose the cover from *Be You* by Peter H. Reynolds to decorate our classroom door. This is such a wonderful book for children, educators, and parents. After reading this book to the children, each child chose their favorite words to describe themselves. Persistent, curious, confident, happy, peaceful..... We can only imagine how powerful these words can be on the little children's lifelong

learning journey.

As books are displayed in different classroom areas, we change the topics of the books according to the children's needs and problems arising. Respect, love, and caring are our year-long topics.

Grace and Courtesy is an important part of Montessori philosophy, greeting people, getting help from the teacher, asking to be excused, etc.

Teachers will notice the problems by observing the class, and we will respond through planned presentations to the children, either in small groups or the whole class. It is so interesting to visit and sit in a normalized Montessori classroom.

Bahá'u'lláh once said: "Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures and enable humankind to benefit from it." As professional educators, we are on our way to gathering a better and more effective way to be ourselves.



# THE JOURNEY OF INTERNATIONAL MINDEDNESS

**Victoria Abbott**

*Azalea Lead Teacher / Team Leader*

The Montessori IB classroom and International Mindedness weave together like a braid. They are both progressions along a journey toward the goal of being locally and globally engaged. Since Maria Montessori opened the doors to her first classroom 130 years ago, Montessori children remind one another about how beautiful they are, yet different. They gleam with wonder and appreciation of the diversity that each human brings to the classroom and community as a whole. The Montessori child can explore the world, build relationships, and see what is inside their classmates and neighbors. They see the kindness in each other—the Montessori students of QAIS exhibit this with their service and compassion. The Montessori students work tirelessly to empathize with each other, to recognize the feelings of each other, and to engage one another. And though times when our students slip and resign to a focus on themselves, the individual, we understand the Montessori learner is at the beginning of this journey. The world is in front of them, and with kindness in their hearts, they are more than ready to continue along this journey that never ends.

What do you get when you mix three grade levels, multiple nationalities, and several mother tongue languages in one room? A Montessori classroom at QAIS. Each day the students are tasked to work with each other, no matter the nationality, language, or age, and guide each other through the lessons. They are given the roles of leaders



and followers, all in the same class. They are the shepherds and the sheep. A Montessori classroom is a place that opens its hearts to each other. Our children practise kindness at every level. From caring for a praying mantis or inviting a child's turtle to the room, the children work together. They pen letters to students on the other side of the world and resolve conflicts on the playgrounds. Once again, the students are at the center. They are the ones who are building relationships instead of walls.

QAIS Montessori students are at the beginning of their global journey. They are working across language barriers to help one another. They are translating text, sharing emotions, and leading by example. They are internationally-minded. They are curious, almost to a fault. They care for one another. When we strip away all the pomp and circumstance, it is the kindness in their hearts that is a constant glow. The QAIS Montessori students exude International Mindedness, even as this is a new journey for them. They will continue this path of caring, compassion, and kindness, as positive contributors to the global community.







**P**assive solar energy is the heating and cooling of a building using standard building materials without sophisticated control systems or high-tech components.

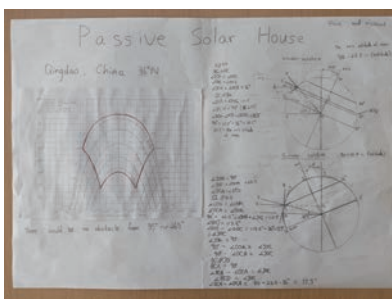
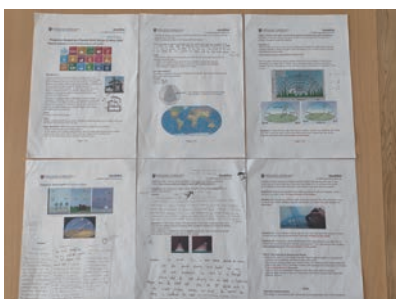
In this project, MYP3 and 4 students applied what they learned in Geometry to design a passive solar house.

Each student group chose a different location on the earth. They explored how latitude and location would affect their design. They discussed the following questions:

- Why do we have four seasons? Is that because sometimes the earth is closer to the sun but sometimes farther away?

- In the winter in the northern hemisphere, the sun's daily path across the sky moves lower toward the south. Why?
- Why is the sun higher in the summer sky? How do we measure the sun's position during the year?
- How do we design our house to allow the winter sun to enter our home but block the summer sun's hot rays?

In this project, students applied the knowledge of similarity, trigonometry, and 3D design to draw a diagram to show the reasons for the seasons and explained how the sun's path across the sky changes during the year. They created a sun path chart to show the sun's position through the seasons and used the 3D design software "Onshape" to build a passive solar house. Finally, they learned that the responsible use of finite resources often influences the design of structures.



## 数学项目： 设计太阳能房屋

简单地说，太阳能房屋就是仅用标准的建筑材料，通过房屋的精心设计，利用太阳能和空气流动加热和冷却建筑物，而不使用复杂的控制系统或高科技产品。在这个项目中，MYP3 和 MYP4 的学生运用几何课上学到的知识设计了一个太阳能房屋。

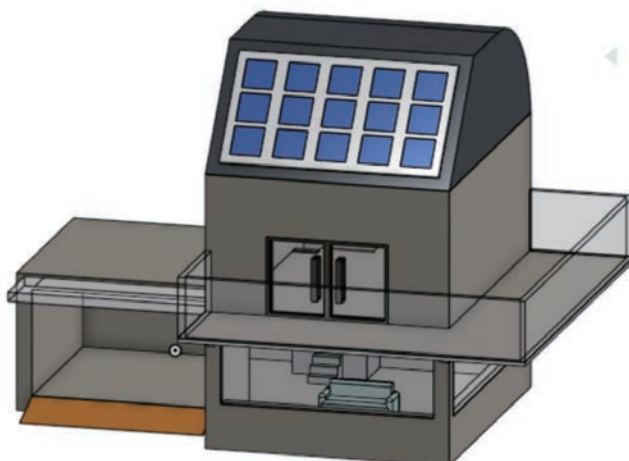
每个学生小组选择了地球上不同的地点。他们探索了纬度位置如何影响房屋的设计，并探讨了下列问题：

- 产生季节的原因是什么？是地球的近日点和远日点造成的吗？
- 在北半球的冬天，太阳一天里穿过天空的路径随着时间的变化逐渐向南移动。为什么？
- 太阳的高度在冬天和夏天是不同的，为什么？我们如何测量一年中太阳的位置？
- 我们如何设计我们的房子，让冬天的太阳光线进入房间，夏天的的骄阳却被挡在屋外？

在这个项目中，学生们使用几何课上学到的相似性、三角函数、三维设计等知识，绘制图表说明季节产生的原因。他们制作了一张太阳路径图来显示太阳在各个季节的位置，并解释一年中太阳穿过天空的路径是如何变化的。并最终使用 3D 设计软件“Onshape”设计了一个立体的太阳能房屋。通过项目学生理解到结构的设计往往受到有限的资源的影响。

## MATHEMATICS PROJECT: DESIGNING A PASSIVE SOLAR HOUSE

**Vivian Xing**  
MYP/DP Math, Math Department Chair



# WHERE WE ARE

**Meg Hill**

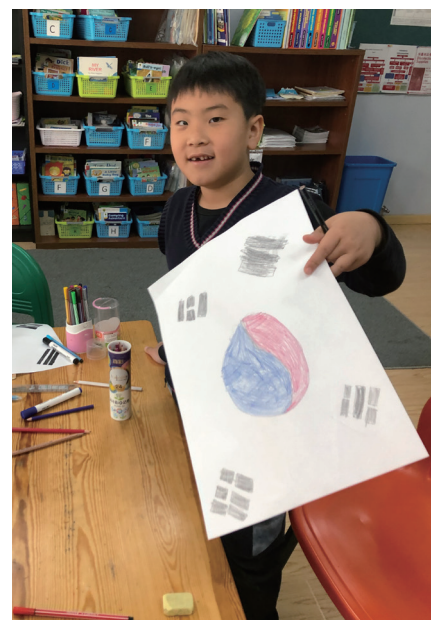
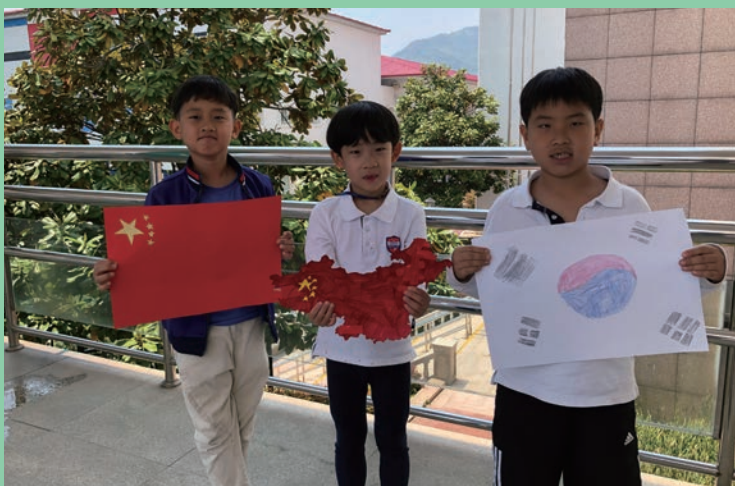
Lower School ESL Coordinator

*"An internationally-minded person is open-minded about the common humanity of all people and accepts and respects other cultures and beliefs. The internationally minded person takes action through discussion and collaboration to help build a better and peaceful world."*

*~BELS definition of "Internationally Minded"*

Three of my EAL students whom I teach every day, are from Korea and China. Leading up to our QAIS International Day, the students were engaged in making their home country flags. This opportunity led them to express their curiosity about other countries and share what they already know, thus learning from each other. The students used their own background knowledge to help them understand our discussions. During this activity they practised speaking in English, so building their vocabulary as well as learning oral grammatical structures. They liked sharing with me the names of their flags in their mother tongue, and really enjoyed hearing me speak their languages.

I find as an educator that, in order for students to start understanding what International Mindedness means, we must first intentionally expose them to open conversations about where they're from in this great, big world. It helps for them to visually see the geographical locations on a globe or map, which leads to an organic inquiry discovering where their peers are from too. I love hearing their excitement when they find their home country on the globe and then recognize other countries, and continents, and even oceans! In my class, I promote International Mindedness with my students, teaching fundamental characteristics like how to use kind words, be tolerant, respectful and open-minded. We celebrate the whole school community and its diversity while forming friendships and relationships. These three students have a deeper intercultural understanding and are learning ways to be compassionate communicators and problem-solving global citizens in the 21st century.







# COMMUNITY PROJECT: DEVELOPING INTERNATIONAL MINDEDNESS

**Kevin Wheeler**  
MYP Coordinator

International Mindedness is a journey rather than an endpoint. This journey is a constant process of defining, learning, acting, reflecting, and redefining. The process of developing International Mindedness is more important than the product. Our journey in developing International Mindedness at Qingdao Amerasia International School saw us re-introducing the Community Project to the MYP3 students this year.

In the Community Project, students explore the UN Sustainable Development Goals to address a need within a community, and as a result, embrace an opportunity to impact their local, national, or global community.

Students investigated, planned, took action, and reflected on needs:

- Here at QAIS, two communicators gave English lessons to dining hall support staff to increase community and reduce waste;
- In Qingdao, two carers virtually connected with a children's hospital to bring joy and learning; and
- Internationally, a courageous student collected T-shirts, learned how to sew them into bags, and then sold them to raise money for a charity in the Philippines.

At the end of the project, students completed a final presentation demonstrating how they went through the service cycle. Their presentation to the school community has already inspired younger students to consider what positive change they wish to make in the world, representing yet another step forward in our journey.



# AQUAPONICS: TOWARDS A MORE SUSTAINABLE FUTURE FOR THE WORLD

*Shane Wu, DP Biology and MYP Science*

To be sustainable means to “meet the needs of the present without compromising the ability of future generations to meet their own needs”. If you were to visit the QAIS Aquaponics Garden, your student guide will often use the word ‘sustainable’ to describe the benefits of Aquaponics. They will share how working in the garden fulfills the meaning of this word, by saving 90% of water used in traditional farming and conserving land use in a cost-effective way. There is not a speck of soil to be seen, as plants grow their roots in beds made from terracotta beads. . On a larger scale, the local and global environment benefits, for example through being protected from the challenges of droughts on communities.

Since starting in the Spring, the students have executed their plans to successfully grow a healthy quantity of plants which thrived in the nutrient-rich conditions. Throughout the process, close communication

and collaboration were essential and the students’ various strengths were also taken advantage of. For example, Jerry used his Chinese language skills to work with the other gardeners who share the space, and Skye used his experience with tools and engineering to design a new, more efficient piping system with Mr Everett, another supervising teacher. In addition, other students have taken on responsibility for the finances as well as coordinating the essential day-to-day maintenance of the garden.

Through overcoming various setbacks and trying different, innovative solutions, students are developing as reflective thinkers and responsible risk-takers. They flexed their creative muscles to make mint chocolates and mint sodas for International Day, pumping the profits back into system upgrades. In choosing what to plant, mint and basil were selected, not just because of their hardiness, but also for

their cross-cultural adaptability ie. how they can be used in many products spanning several different cultures. Educational outreach to raise awareness about school-wide sustainability to empower action is also underway. Exciting plans to start a fresh herbal ice cream selection will soon materialize and the QAIS community will get to enjoy them!





One may wonder how International Mindedness may be cultivated in a classroom of 3-6 year olds. At the early childhood level, our prepared environment introduces children to the whole of the world. Sowing seeds is a metaphor

for our lives. Daily in our classroom, we plant seeds in our relationships with words and actions. It is through our relationships with others and their experiences in the classroom, that the child builds his or her own world. We want children to discover others....

*experience various cultures.....  
know people different from ourselves....  
to accept, respect, celebrate differences.*

# SOWING SEEDS OF INTERNATIONAL MINDEDNESS IN A MONTESSORI CLASSROOM !!

*Ruby Kalsi, Peony Lead-Teacher*

Dr. Maria Montessori urges us to view ourselves as citizens of the world and to bring our children up with this fundamental world view. She saw this as the basis of world peace and of her work.

Each year we welcome new friends/ teachers from various cultures into our classroom which naturally brings in wonderful opportunities to practise grace and courtesy lessons. As children gradually learn to communicate in a new language and express themselves better, they display acts of kindness, consideration and a sense of responsibility and respect for the rights and views of others.

The use of Montessori Sensorial materials, which form the heart of the Montessori Curriculum, offer opportunities for natural inquiry as children curiously observe, differentiate, compare, reason and solve problems, learning to appreciate their world through their senses. I believe that an appreciation for the

world will come only when children learn to care for their immediate surroundings with a sense of respect and responsibility. As a class community, we focused on the core concepts of Montessori philosophy and the IB Learner profile such as respect for oneself, others and the environment, communicating, inquiring, thinking and reflecting through different perspectives. Through the PYP units of inquiry; Earth's Cycle and Spaces, we practised being responsible for living things by caring for plants and pets in our classroom and how we must respectfully use our workspace for the benefit of the entire group.

We learnt how to say hello in different languages through songs and books and valued many more languages by joyfully singing to the tunes of different Happy Birthday versions sung all around the world thereby supporting multilingualism. We also got curious and learnt how to count in different languages while lining up.

Some children got curious with the huge Map of the World and engaged in long conversations about their travel to different parts of the world.

The possibilities of exposing children to another culture in our stimulating classroom are endless. We used books, worked with Continent Maps, saw booklets of pictures of life in a specific continent, sang the 'Continent Song' and shared personal cultural stories with each other during our daily conversations.

All these attributes emphasize and create a platform as our children consciously begin to grow their understanding that the world is a home to many different cultures and people who are similar to us in many ways and yet quite different. We have aimed to develop intercultural understanding and open mindedness within our young explorers as they naturally learn to appreciate their surroundings and grow up to be true Citizens of the World.

## ਮੋਂਟੇਸਰੀ ਕਲਾਸਰੂਮ ਵਿੱਚ ਅੰਤਰਰਾਸ਼ਟਰੀ ਮਾਨਸਕਿਤਾ ਦੇ ਬੀਜ ਬੀਜਣਾ !!

ਕੋਈ ਹੈਰਾਨ ਹੋ ਸਕਦਾ ਹੈ ਕਿ 3-6 ਸਾਲ ਦੇ ਬੱਚਿਆਂ ਦੇ ਕਲਾਸਰੂਮ ਵਿੱਚ ਅੰਤਰਰਾਸ਼ਟਰੀ ਮਾਨਸਕਿਤਾ ਦੀ ਕਾਸ਼ਤ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ। ਬਚਪਨ ਦੇ ਸ਼ੁਰੂ ਦੇ ਪੱਧਰ 'ਤੇ, ਸਾਡਾ ਤਿਆਰ ਕੀਤਾ ਵਾਤਾਵਰਣ ਬੱਚਿਆਂ ਨੂੰ ਪੂਰੀ ਦੁਨੀਆਂ ਨਾਲ ਜਾਣ ਕਰਵਾਉਂਦਾ ਹੈ। ਬੀਜ ਬੀਜਣਾ ਸਾਡੇ ਜੀਵਨ ਦਾ ਇੱਕ ਰੂਪਕ ਹੈ। ਰੋਜ਼ਾਨਾ ਸਾਡੇ ਕਲਾਸਰੂਮ ਵਿੱਚ, ਅਸੀਂ ਸ਼ਬਦਾਂ ਅਤੇ ਕੰਮਾਂ ਨਾਲ ਆਪਣੇ ਰਸ਼ਿਤਿਆਂ ਵਿੱਚ ਬੀਜ ਲਗਾਉਂਦੇ ਹਾਂ। ਇਹ ਦੁਨੀਆਂ ਨਾਲ ਸਾਡੇ ਰਸ਼ਿਤਿਆਂ ਅਤੇ ਕਲਾਸਰੂਮ ਵਿੱਚ ਉਨ੍ਹਾਂ ਦੇ ਤਜਰਬਿਆਂ ਰਾਹੀਂ ਹੈ, ਕਿ ਬੱਚਾ ਆਪਣੀ ਦੁਨੀਆ ਬਣਾਉਂਦਾ ਹੈ। ਅਸੀਂ ਚਾਹੁੰਦੇ ਹਾਂ ਕਿ ਬੱਚੇ ਦੁਨੀਆਂ ਦੀ ਖੋਜ ਕਰਨ।

ਵੱਖ-ਵੱਖ ਸੱਭਿਆਚਾਰਾਂ ਦਾ ਅਨੁਭਵ ਕਰੋ।"

ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਆਪ ਤੋਂ ਵੱਖਰਾ ਜਾਣੇ।

ਸਵੀਕਾਰ ਕਰਨਾ, ਆਦਰ ਕਰਨਾ, ਮਤਭੇਦਾਂ ਦਾ ਸਜ਼ਨ ਮਨਾਉਣਾ।

ਡਾ ਮਾਰੀਆ ਮੋਂਟੇਸਰੀ ਸਾਨੂੰ ਅਪੀਲ ਕਰਦੀ ਹੈ ਕਿ ਉਹ ਆਪਣੇ ਆਪ ਨੂੰ ਦੁਨੀਆ ਦੇ ਨਾਗਰਿਕ ਵਜੋਂ ਦੇਖਣ ਅਤੇ ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਇਸ ਬੁਨਿਆਦੀ ਵਿਸ਼ਵ ਦਰਸ਼ਿਕੋਣ ਨਾਲ ਲਿਆਉਣ। ਉਸਨੇ ਇਸ ਨੂੰ ਵਿਸ਼ਵ ਸ਼ਾਂਤੀ ਅਤੇ ਆਪਣੇ ਕੰਮ ਦੇ ਅਧਾਰ ਵਜੋਂ ਦੇਖਿਆ।

ਹਰ ਸਾਲ ਅਸੀਂ ਵੱਖ-ਵੱਖ ਸੱਭਿਆਚਾਰਾਂ ਦੇ ਨਵੇਂ ਦੇਸ਼ਾਂ/ਅਧਿਆਪਕਾਂ ਦਾ ਸਾਡੇ ਕਲਾਸਰੂਮ ਵਿੱਚ ਸਵਾਗਤ ਕਰਦੇ ਹਾਂ ਜਿਨ੍ਹਾਂ ਨੇ ਕੁਦਰਤੀ ਤੌਰ 'ਤੇ ਕਰਿਯਾ ਅਤੇ ਸ਼ਿਸ਼ਟਾਚਾਰ ਦੇ ਪਾਠਾਂ ਦਾ ਅਭਿਆਸ ਕਰਨ ਦੇ ਸਾਨਦਾਰ ਮੌਕੇ ਲਿਆਏ। ਜਿਵੇਂ ਕਿ ਬੱਚਿਆਂ ਨੇ ਹੌਲੀ-ਹੌਲੀ ਇੱਕ ਨਵੀਂ ਭਾਸ਼ਾ ਵਿੱਚ ਸੰਚਾਰ ਕਰਨਾ ਅਤੇ ਆਪਣੇ ਆਪ ਨੂੰ ਬਹਿਰਤਰਤੀਕ ਨਾਲ ਪ੍ਰਗਟ ਕਰਨਾ ਸਿੱਖਿਆ, ਉਨ੍ਹਾਂ ਨੇ ਦੁਨੀਆਲਤਾ, ਵਿਚਾਰ ਅਤੇ ਜ਼ਮਿੰਦਾਰੀ ਅਤੇ ਦੁਸ਼ਮਣੀ ਦੇ ਅਧਿਕਾਰਾਂ ਅਤੇ ਵਿਚਾਰਾਂ ਪ੍ਰਤੀ ਆਦਰ ਦੀ ਭਾਵਨਾ ਦੇ ਕੰਮ ਦਿਖਾਏ।

ਮੋਂਟੇਸਰੀ ਸੈਸਰੀਅਲ ਸਮੱਗਰੀਆਂ ਦੀ ਵਰਤੋਂ, ਜੋ ਮੋਂਟੇਸਰੀ ਪਾਠਕ੍ਰਮ ਦਾ ਕੇਂਦਰ ਬਣਦੀ ਹੈ, ਨੇ ਕੁਦਰਤੀ ਜਾਂਚ ਦੇ ਮੌਕਿਆਂ ਦੀ ਪੇਸ਼ਕਸ਼ ਕੀਤੀ ਕਿਉਂਕਿ ਬੱਚਿਆਂ ਨੇ ਉਤਸ਼ਾਹ ਨਾਲ ਦੇਖਿਆ, ਵੱਖਰਾ, ਤੁਲਨਾ ਕੀਤੀ, ਤਰਕਪੂਰਨ ਅਤੇ ਹੱਲ ਕੀਤੀਆਂ ਸਮੱਸਿਆਵਾਂ, ਆਪਣੀਆਂ ਇੰਦਰੀਆਂ ਰਾਹੀਂ ਆਪਣੀ ਦੁਨੀਆ ਦੀ ਕਦਰ ਕਰਨਾ ਸਿੱਖਿਰੇ ਸਨ। ਮੇਰਾ ਮੰਨਣਾ ਹੈ ਕਿ ਦੁਨੀਆ ਲਈ ਪ੍ਰਸੰਸਾ ਉਦੋਂ ਹੀ ਆਵੇਗੀ ਜਦੋਂ ਬੱਚੇ ਆਦਰ ਅਤੇ ਜ਼ਮਿੰਦਾਰੀ ਦੀ ਭਾਵਨਾ ਨਾਲ ਆਪਣੇ ਨੇੜਲੇ ਆਲੇ-ਦੁਆਲੇ ਦੀ ਦੇਖਭਾਲ

ਕਰਨਾ ਸਿੱਖਣਗੇ। ਇੱਕ ਜਮਾਤੀ ਭਾਈਚਾਰੇ ਵਜੋਂ, ਅਸੀਂ ਮੋਂਟੇਸਰੀ ਦਰਸ਼ਨ ਦੇ ਮੁੱਖ ਸੰਕਲਪਾਂ ਅਤੇ ਆਈਬੀ ਲਰਨਰ ਪ੍ਰੋਫਾਈਲ ਜੁੜੇ ਕੰਮ ਆਪਣੇ ਲਈ, ਦੁਨੀਆਂ ਅਤੇ ਵਾਤਾਵਰਣ ਦਾ ਆਦਰ, ਸੰਚਾਰ, ਪੁੱਛਗਿੱਛ, ਸੋਚਣ ਅਤੇ ਵੱਖ-ਵੱਖ ਦਰਸ਼ਿਕੋਣਾਂ ਰਾਹੀਂ ਪ੍ਰਤੀਬੱਧਤਾ ਕਰਨ 'ਤੇ ਧਿਆਨ ਕੇਂਦਰਿਤ ਕੀਤਾ। ਜਾਂਚ ਦੀਆਂ ਪੀਵਾਈਪੀ ਇਕਾਈਆਂ ਰਾਹੀਂ; ਧਰਤੀ ਦੇ ਸਾਈਕਲ ਅਤੇ ਸਪੇਸ, ਅਸੀਂ ਆਪਣੇ ਕਲਾਸਰੂਮ ਵਿੱਚ ਪੌਦਿਆਂ ਅਤੇ ਪਾਲਤੂ ਜਾਨਵਰਾਂ ਦੀ ਦੇਖਭਾਲ ਕਰਕੇ ਚੀਜ਼ਾਂ ਨੂੰ ਜੁੜ੍ਹ ਲਈ ਜ਼ਮਿੰਦਾਰ ਹੋਣ ਦਾ ਅਭਿਆਸ ਕੀਤਾ ਅਤੇ ਕਵਿ ਸਾਨੂੰ ਪੂਰੇ ਗਰੁੱਪ ਦੇ ਲਾਭ ਵਿੱਚ ਆਪਣੇ ਵਰਕਸਪੇਸ ਦੀ ਆਦਰ ਨਾਲ ਵਰਤੋਂ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।

ਅਸੀਂ ਗੀਤਾਂ ਅਤੇ ਕਹਾਣੀਆਂ ਰਾਹੀਂ ਵੱਖ-ਵੱਖ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਹੌਲੀ ਕਹਿਣਾ ਸਿੱਖ ਲਿਆ ਅਤੇ ਦੁਨੀਆ ਭਰ ਵਿੱਚ ਗਾਏ ਗਏ ਵੱਖ-ਵੱਖ ਹੋਪੀ ਬਰਥਡੇ ਸੰਸਕਰਣਾਂ ਦੀਆਂ ਧੁਨਾਂ ਨੂੰ ਖੁਸ਼ੀ ਨਾਲ ਗਾ ਕੇ ਕਈ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਦੀ ਕਦਰ ਕੀਤੀ ਜਿਸ ਨਾਲ ਬਹੁਭਾਸ਼ੀਵਾਦ ਦਾ ਸਮਰਥਨ ਕੀਤਾ ਗਿਆ। ਅਸੀਂ ਉਤਸ਼ਾਹ ਵੀ ਹੋ ਗਏ ਅਤੇ ਲਾਈਨ ਵਿੱਚ ਲੱਗਣ ਦੌਰਾਨ ਵੱਖ-ਵੱਖ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਕਵਿ ਗਣਿਤਾ ਹੈ ਸਿੱਖ ਲਿਆ। ਕੁਝ ਬੱਚੇ ਦੁਨੀਆ ਦੇ ਵਿਸ਼ਾਲ ਨਕਸ਼ੇ ਨਾਲ ਉਤਸ਼ਾਹ ਹੋ ਗਏ ਅਤੇ ਦੁਨੀਆ 'ਤੇ ਵੱਖ-ਵੱਖ ਹਿੱਸਿਆਂ ਦੀ ਯਾਤਰਾ ਬਾਰੇ ਲੰਬੇਗੱਲਬਾਤ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਏ।

ਸਾਡੇ ਉਤੇਜਕ ਕਲਾਸਰੂਮ ਵਿੱਚ ਬੱਚਿਆਂ ਨੂੰ ਕਮਿ ਹੋਰ ਸੱਭਿਆਚਾਰ ਦੇ ਸੰਪਰਕ ਵਿੱਚ ਲਿਆਉਣ ਦੀਆਂ ਸੰਭਾਵਨਾਵਾਂ ਬੇਅੰਤ ਹਨ। ਅਸੀਂ ਕਹਿਣਾ ਚਾਹੁੰਦੇ ਹਾਂ ਕਿ, ਮਹਾਂਦੀਪ ਮੇਪਸ ਨਾਲ ਕੰਮ ਕੀਤਾ, ਇੱਕ ਵਿਸ਼ੇਸ਼ ਮਹਾਂਦੀਪ ਵਿੱਚ ਜੀਵਨ ਦੀਆਂ ਤਸਵੀਰਾਂ ਦੇ ਕਹਿਣਾਂ ਵੇਖੋ, ਮਹਾਂਦੀਪ ਗੀਤ ਗਾਇਆ ਅਤੇ ਆਪਣੀ ਰੋਜ਼ਾਨਾ ਗੱਲਬਾਤ ਦੌਰਾਨ ਇੱਕ ਦੂਜੇ ਨਾਲ ਨੀਜੀ ਸੱਭਿਆਚਾਰਕ ਕਹਾਣੀਆਂ ਸਾਂਝੀਆਂ ਕੀਤੀਆਂ।

ਇਨ੍ਹਾਂ ਸਾਰੇ ਗੁਣਾਂ ਨੇ ਜ਼ੋਰ ਦਿੱਤਾ ਅਤੇ ਇੱਕ ਪਲੇਟਫਾਰਮ ਬਣਾਇਆ ਕਿਉਂਕਿ ਸਾਡੇ ਬੱਚੇ ਸੁਚੇਤ ਤੌਰ 'ਤੇ ਆਪਣੀ ਸਮਝ ਨੂੰ ਵਧਾਉਣਾ ਸ਼ੁਰੂ ਕਰ ਦਿੰਦੇ ਹਨ ਕਿ ਦੁਨੀਆ ਬਹੁਤ ਸਾਰੇ ਵੱਖ-ਵੱਖ ਸੱਭਿਆਚਾਰਾਂ ਅਤੇ ਲੋਕਾਂ ਦਾ ਘਰ ਹੈ ਜੋ ਕਈ ਤਰੀਕਿਆਂ ਨਾਲ ਸਾਡੇ ਨਾਲ ਮਿਲਦੇ ਜੁਲਦੇ ਹਨ ਅਤੇ ਫਿਰ ਵੀ ਬਲਕੁਲ ਵੱਖਰੇ ਹਨ। ਸਾਡਾ ਉਦੇਸ਼ ਆਪਣੇ ਨੌਜਵਾਨ ਖੋਜੀਆਂ ਦੇ ਅੰਦਰ ਅੰਤਰ-ਸੱਭਿਆਚਾਰਕ ਸਮਝ ਅਤੇ ਖੁੱਲ੍ਹੀ ਮਾਨਸਕਿਤਾ ਵਿਕਸਤ ਕਰਨਾ ਹੈ ਕਿਉਂਕਿ ਉਹ ਕੁਦਰਤੀ ਤੌਰ 'ਤੇ ਆਪਣੇ ਆਲੇ-ਦੁਆਲੇ ਦੀ ਕਦਰ ਕਰਨਾ ਸਿੱਖਦੇ ਹਨ ਅਤੇ ਸੱਚਮੁੱਚ ਵਿਸ਼ਵ ਦਾ ਨਾਗਰਿਕ ਬਣਨ ਲਈ ਵੱਡੇ ਹੁੰਦੇ ਹਨ।

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