

INTERNATIONAL MINDEDNESS



2021-2022





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MISSION STATEMENT

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



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



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"When the children find themselves in the environment we have prepared, the social contact with other children begins. [...] One might imagine that the children would fight, but no, the children have solved the problem. We can sum this up by saying that the child leaves the others to be active as long as he also can be active. Each respects the work of the other." -Maria Montessori, Citizen of the World, p. 27.

A CLASSROOM THAT REFLECTS THE UNITED NATIONS

By Dr. Amber Chen, Plum Blossom Early Childhood Co-Lead Teacher



One of the benefits of an international school is that each classroom artlessly resembles the United Nations. This year's Early Childhood Montessori classroom has children and teachers from multiple countries, including Germany, Scotland, England, Ireland, South Africa, South Korea, China, the USA, Australia, and Canada. The children's experience in the classroom is truly a gift as they can naturally develop awareness, love, and respect for different countries,

cultures, and, most importantly, people. They learn that from all over the world, while they may speak different languages at home and eat different food, they are the same in their love, their hurts, their joys, and their sadness. Our hope is that through the classroom experience, the children will forever respect and cherish every member of the human race. And fuel the desire in their hearts to grow and learn about other cultures and nations throughout their life.



FOURTH GRADERS ARE GLOBAL COLLABORATORS

Coleton Tillet, Grade 4 C Lead Teacher
Marcella Carvalo, Grade 4 M Lead Teacher



"You can't have unity without diversity." - Richard Twiss

International Mindedness conveys embracing a particular value of kindness, open-mindedness, and acceptance of diverse points of view. Our classrooms include different languages, cultures, and ethnicities. We work to ensure students have ample opportunities to learn and grow together, learning and respecting each other's differences.

During our Unit of Inquiry on "ENERGY," under the transdisciplinary theme "How the World Works," students learned about renewable and non-renewable energy sources. We inquired into types of energy, where energy comes from, and how energy is transferred or transformed. Through discussions and reflections in the classroom, students understood that relying on fossil fuels is unviable and dangerous to our planet. One of the most remarkable activities for students was the read-aloud of "The Boy Who Harnessed the Wind," an uplifting, true story

about a boy named William Kamkwamba, who faced famine caused by drought in his home country of Malawi. William built a windmill to pump water and provide electricity for his family.

Students raised their awareness and understanding that other countries don't have regular access to electric energy and clean water sources. They had no idea that this was even possible. It was rewarding to follow their interest in thinking about cheaper, more reliable, efficient solutions that can save lives.

The students worked on technology goals from the *International Society for Technology in Education* throughout our unit. Two important goals were met: to become creative communicators and become global collaborators. In our work, we partnered with some grade 4 classes at international schools in Indonesia and India who were also exploring energy. We exchanged information and

presented our learning to each other through live Teams calls. Our students realized they had much in common with students from different countries during these calls.

For their summative assessment, the students created science videos. They used their videos to teach others what they had learned about energy, and a link to their videos was shared with the whole community and our buddy classes in India and Indonesia.

Internationally-minded people pursue knowledge about other cultures and show sensitivity to people's differences. They take risks and change their minds. They understand that mistakes and misconceptions are part of a life long learning journey. For the world to become a sustainable place, the world will need more internationally-minded citizens. The fourth-grade students at Qingdao Ameriasia International School are working to become true internationally minded global citizens.



READING ADVENTURES

Gloria Qiao, Grade 4 TA & PYP Chinese



The familiar melody "Drop everything and read, Drop everything and read" saw all the students and teachers put down what they were doing and enjoy fifteen minutes of reading time during Literacy Week. First-grade Mother Tongue Chinese Language learners enthusiastically participated in this activity and also dressed up as characters from various books and gave vivid descriptions in Chinese of the stories they had read. Harry Potter wielding a magic wand, Hermione wearing big glasses, astronauts traveling at lightning speed, Hou Yi shooting the sun, a lively and friendly princess and kitten, and the fire-eyed Monkey King, to name a few. The activity cultivated students' proficiency in oral expression and enabled them to experience the fun of reading and sharing about what they had read. They lent attentive ears to these stories, communicated confidently, and showed that they are true risk-takers! Although Literature Week lasts but a week, the spirit of a lifelong love of reading continues.

Those who love it are better than those who know it, and they who delight in it are better than those who love it. - Confucius

“知之者不如好之者，好之者不如乐之者。”——《论语》

文学周虽然结束了，但读书这项活动依然在继续。正如孔子所说：知之者不如好之者，好之者不如乐之者！

这个活动不仅锻炼了学生的口语表达能力，也让学生们体会到阅读和分享的乐趣。在这个过程中，他们不仅认真地聆听，自信地沟通，更是从中展现出了勇于冒险的精神！

Drop everything and read~ Drop everything and read~ 伴随着轻快的音乐，所有的学生和老师都放下了手头的事情，尽情享受十五分钟的阅读时间。一年级中文母语的孩子们也积极参与其中。他们装扮成了书中的角色：挥舞着魔法棒的哈利·波特，带着大大眼镜框的赫敏，迈着矫健步伐的宇航员，射日的后羿，活泼友善的、火眼金睛的孙悟空……一个个活泼又五彩斑斓的身影为走廊增添了一抹独特的色彩。课堂里，学生们绘声绘色地描述了自己所读的中文故事。学生们时而紧皱眉头，时而眨着亮晶晶的眼睛，仿佛跟着书中的主人公开始了跌宕起伏又妙趣横生的冒险之旅。

阅读探险！
放下一切，以书为伴



UNSDG: QUALITY EDUCATION

REVIEWING THE PROGRAMME OF INQUIRY

Kirsten Loza, Lower School Principal

"Transdisciplinarity is a curriculum-organizing principle to offer students a broad, balanced, conceptual, and connected learning experience. In order to engage students in transdisciplinary learning, schools create a programme of inquiry that maps the transdisciplinary themes students explore each year and throughout their time in the school. The programme consists of units of inquiry that span across, between, and beyond subjects at each year level.

The programme of inquiry is a long-term plan that provides students the opportunities to evolve their theories, address misconceptions and deepen understandings. Through the

programme of inquiry, they build upon what they have learned in previous years, extending their understanding of the transdisciplinary themes as they revisit them throughout the early and primary years of education."

- Learning and Teaching in the PYP: Principles into Practice)

This year, the programme of inquiry was reviewed to ensure that there is a stronger balance and articulation between key concepts and subject areas. Teachers also map the units of inquiry to the United Nations Sustainable Development Goals to further deepen our commitment to meeting the SDGs. During curriculum planning, we mapped the

programme of inquiry to our school's scope and sequences in English Language Arts and Mathematics and identified Science concepts, drawn from *Next Generation Science Standards*. Additionally, the units of inquiry identify the opportunities for students to develop specific approaches to learning skills and the IB Learner Profile.

Amerasia teachers are committed to strengthening the school's curriculum through collaborative meetings, the school's platform to enhance learning and teaching for all our students.





The United Nations' sustainable goal #2 seeks to "End hunger, achieve food security and promote nutrition and promote sustainable agriculture." Sustainable goal 3 aims to "Ensure healthy lives and promote well-being for all at all ages." Both goals were incorporated into the curriculum in the unit on Genetically Modified Organisms (GMOs). The Statement of Inquiry was "The relationship of GMOs to society has consequences that may transform our global food supply." The Global Context was "Science and Technological Innovation."



MYP 4 SCIENCE

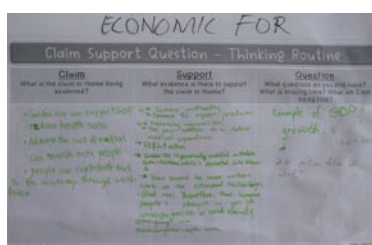
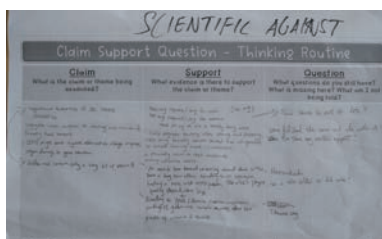
INTERNATIONAL MINDEDNESS & SDGS

Shane Wu,

DP Biology, MYP Science

Students learned how scientists used modern technology to innovate, by creating GMOs that can resist herbicides, create their own insecticides, and increase their nutritional content. After gaining this knowledge and understanding, students applied it to answer two main questions – "Why are people opposed to GMOs?" and "Do the benefits of GMOs outweigh their potential harms?" They used the Claim-Support-Question (CSQ) routine to engage with this task. The CSQ routine is one of many visible thinking routines developed by Harvard University's *Project Zero*. These routines help make thinking visible, loosely guiding learners' thought processes and encouraging active processing.

Students were first introduced to the idea of claims by seeing and thinking about two pictures – one with the headline "This rice could save a million kids



a year" and another with the headline "Don't approve Golden Rice!". They identified the two as broad claims which oppose each other. They researched to find a few more specific claims supporting and opposing Golden Rice. As their teacher, I modeled how to use research to find evidence supporting a particular claim. After that, the students were organized into groups supporting Golden Rice and opposing Golden Rice. Using a graphic organizer, the groups discussed and wrote their Claims and Supporting Evidence. These graphic organizers were used to document and assess thinking. The concluding activity involved students debating against each other by questioning each other and using their evidence to support their claims. As a result of this project, students can better recognize when claims have been made. They can get

to the truth of a claim more effectively by evaluating the supporting evidence critically, and through distinguishing between solid evidence as opposed to opinion and personal experience. They know how to raise questions that need addressing to fully comprehend claims. Each student is now more reflective, open-minded, and inquisitive. Each can now take a personal stand to justify whether or not they support the use of GMOs to contribute ethically towards both "Zero Hunger" and "Good Health and Wellbeing."



GLOBAL PROBLEMS, LOCAL SOLUTIONS

Ken Hall,
Grade 5 Lead Teacher

The PYP Exhibition is the culminating, self-initiated, and collaborative experience in the final year of the IB PYP. It is an authentic process for students to explore, document, and share their creative and thoughtful solutions to address a local or global issue. By participating in the PYP Exhibition, Amerasia Grade 5 students apply skills and dispositions they have learned and developed throughout their time in PYP to make a positive impact on our planet.

For this year, Grade 5 students settled on a theme of helping to limit or reverse the effects of humans on the earth. Projects included designing and selling reusable masks, building a solar panel powered air purifier, switching Amerasia's plastic consumption to biodegradable plastic, and raising money for an organization that saves ocean animals. While working at a local level, grade 5 students researched their problems on a global level.

Now, equipped with the knowledge that even a

little bit of effort can help to solve big problems, Grade 5 students have one more tool at their disposal in helping to make the world a better place.



MOCK TRIAL IN MYP

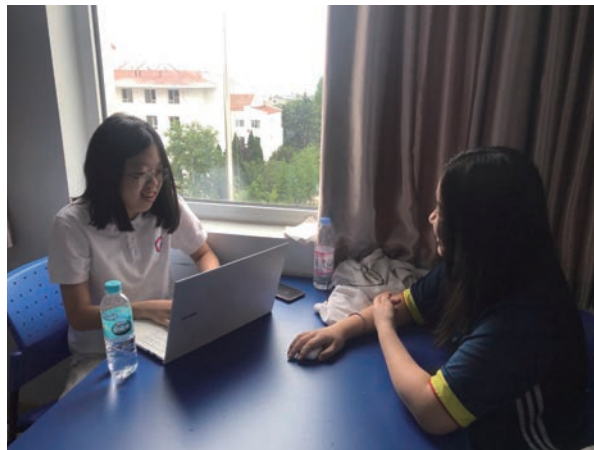
Chris Kallio

MYP/DP Language Acquisition

For the unit "The Frontlines of Justice," MYP 2/3 English Language Acquisition students engaged in various activities involving the theme of 'Justice', such as utilitarianism and what the right thing to do is, racial justice, environmental justice, and crime and punishment.

A highlight of the unit was a mock trial involving stolen vegetables. After learning a variety of vocabulary related to the criminal justice system, the students choose roles. For example, one student was the suspect (accused of stealing vegetables from a neighbor), another was the judge, another was the witness, and some were lawyers (and so on).

This kind of activity is relevant to the United Nations' goal to promote just, peaceful, and inclusive societies. As the UN puts it, limited access to justice remains a threat to sustainable development. An activity like this can serve as a potent reminder of this fact, while also providing students with the opportunity to take control of their learning and have fun. Students enjoyed it so much that they requested to do another mock trial during the following unit. Student agency at its best!



人们常说“民族的就是世界的”，这句话一方面展现了各个国家的语言文化对世界文明的巨大贡献，也表明民族语言文化的发展方向——保留宝贵的文化内核，吸收世界的丰富能量。作为 IB 体系教学领域里的一名语言教师，更应该以开启民族与世界的交流和对话，推进各种语言与文化的彼此理解和尊重为责任，将这使命贯彻和实践在每一堂语言课的教学

中。

在我教授的两个大学预科的中文 A：语言与文学课堂上，学生用自己的母语中文进行交流，阅读和分析多种多样的语言材料，穿越时空通过文学作品与文学大家实现精神的对话，中文的课堂是了解历史发掘民族精神的园地，更是学生身处当下带着对自己的文化身份认同走向世界的阶梯。小小的课堂托着每一位学生大大的世界梦，每一次情感的共鸣，每一次大胆的设想，每一个让人兴奋的发现，都是学生把自己民族的宝藏带到世界舞台之上。

IB 的教育理念一直以学生为中心，学生是学习的主体，学生也是教师和体系服务的对象，是赋予一个民族最具

生命力元素传播和传承的原动力。因此，我们的语言学习课堂也会根据学生主体的特点和兴趣做灵活有效的规划。于是，学生们将许三观从他悲壮的卖血人生中邀请出来，在当下全球语境下对话“饥饿”等现实主题；学生们把撒哈拉大沙漠里的姑卡和哑奴邀请出来，向世界呼喊平等自由和尊重；学生们把王利发、秦仲义和常四爷从北京大茶馆里邀请出来，探讨经济的持续发展和和平年代的弥足珍贵。这些从中国文学和语言文字中走出来的人物，遇见了加缪笔下的默尔索，马尔克斯笔下的圣地亚哥纳赛尔，这些人物形象在同学们的思维空间里彼此感同身受倾诉内心，通过一篇篇颇具创新性的学术论文，被现代世界重新赋予了生命和活力。这何尝不是民族的就是世界的，从民族走向世界的最好展现！

随着学生们的成长，他们不再只是属于各自的家庭，更是属于广阔精彩的世界，但他们将带着民族的光彩走向未来，每日目睹着学生们成长的我，和所有致力于通过语言文学教授民族文字、审美、思考和观念的教师们，始终相信民族会为学生们增强自信和勇气，带着民族走向世界是国际情怀最为浪漫和深刻的篇章。

从民族到世界

FROM NATIONAL TO INTERNATIONAL

Dr. Vivian Cui
MYP/DP Chinese Language & Literature, CAS
Coordinator, Secondary Chinese Language
Team Leader



青春不散场

SAVOR THE WORLD!

Rita Miao, Bamboo Cottage Co-Leader Teacher
Suzy Cui, Bamboo Cottage Co-Lead Teacher



Toddler's internationally minded journey starts from the very first day they step into our diverse and international environment here at Qingdao Amerasia International School. Every morning children greet each other and are able to observe their peers' cultures too. Their attitudes, social skills, and ways of expressing themselves differ as our Amerasia community is so multicultural. For us teachers, it is essential to demonstrate to young members of the world that differences are opportunities for discovery. Differences open the door to new ways of thinking.

The outside world shapes children's development through their experiences, which include using their five senses—hearing, sight, smell, taste, and touch. This time we have involved our smelling and tasting abilities to learn more about different cultures' foods.

Through smell, the toddler learns to:

- develop an awareness of their world
- attach a feeling to a smell
- feel safe and comforted

Through taste, the toddler learns to:

- develop an awareness of their world
- speak
- feel secure and comforted
- develop an understanding of food
- develop hand-eye coordination
- recognize hunger and fullness

To support students in understanding the world around us, we arranged an activity called "International Tasting."

As the youngest members of the Amerasia community, we learn these lessons of international mindedness every day. We tasted the food of different countries so that children could experience the diverse food cultures.

We prepared national flags of different countries to set the stage for our tasting event, where

we prepared foods from each student in the class's culture. The children enjoyed the whole process very much! Tea culture in China is extensive and profound, and to honor our host country - we have work in the classroom designed to replicate a tea service. The children enjoy the fun of tasting tea with their friends very much! Mia from Germany made Kartoffelbrei (Mashed Potatoes), and it was everyone's favorite dish! Tiha from Serbia prepared cheese from her home country. Ceska from Myanmar and the USA brought a delicious green bean dish prepared especially by her parents. And we ate the entire plate! Ms.Rita from Lithuania shared with us a very special black bread from her country!

The Bamboo classroom is such a wonderful place. It is full of smiles, love, and fun. It has been a pleasure and privilege for us to journey through the past 2021-2022 school year of International life with our children.



BEING HUMAN

Jelena Savkovic
*Grades 1-3 Magnolia Cottage
 Literacy Team Leader*

How do we explore the other without leaving it just a colorful and awkward phenomenon outside of our considerations of human values, such as truth, respect and ideals? How do we move from "Globalism" towards finding human commonality and respect for different value systems? Can factual diversity lead us out of the tribal thinking about "us" and "them", or do we need to employ more than the gallery walk through the colorfulness of clothes, customs and traditional food?

Being internationally-minded calls for a challenging adventure: to ultimately discover what it means to be human - beyond the edges of multiculturalism.

Start small. Make connections. Be open.

Where do we start? How do we open a window but still offer the opportunity to reflect on ourselves? The IB continuum has transdisciplinary learning in IB Learner Profiles and Approaches to Learning Skills. Learner Profiles are the normative ideals of an internationally minded human being. Approaches to Learning are practical, methodological steps toward these ideals and learning objectives in their own right. Recognizing unstated assumptions and biases or considering multiple alternatives and perspectives as a high-order cognitive skill presume an attitude, which is set up as early as lower elementary.

This year, we've taken up this challenge in our Magnolia classroom. Students had the opportunity to investigate the perspectives of the people from past civilizations. They put themselves in ancient people's shoes and imagined how the environmental and social circumstances of those times had motivated people to invent in order to improve their lives. We've tried not only to learn about the ancient people and communities but also to BE them.

The outcomes of our inquiry were presented in students' personal narratives. Around April, our classroom had a Roman warrior who shared his

experiences, fears, and pride after a battle. Is battle a thing to be proud of today? Or would some of the fundamental human rights change their contexts in today's world? Our classmate was a girl slave in ancient Egypt, fighting crocodiles while fishing for food, who described her ideals and wishes. What do you fear? What are girls' ideals today?

We also directed our internationally-minded environment towards understanding human expression through the arts. We tried to understand the plain blue canvas and what complex emotions might have inspired the artist to create it. Why are classical paintings full of naked people and children? What does a banana taped on a wall mean, and what is it worth? Should we all have the same understanding of artistic expression? What does it mean to us personally? How can I legitimately express what I need, enjoy, or what I might be shy about?

Our excavation of humanity from the abundance of multiculturalism and internationalism might have got us closer to understanding what it means to be human. We touched upon multiple UN Sustainable Development Goals, such as No Poverty and No Hunger, Health, and Wellbeing, Infrastructure, Peace and Justice through understanding and - being others.



INTERNATIONAL MINDEDNESS + SDGS AT AMERASIA



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

While there is no singular, all-encompassing definition for the word “International Mindedness,” it is nevertheless useful to bracket this term for the purposes of this text. According to an International Baccalaureate Organization asset developed by James Swetz, an internationally-minded person “is open-minded about the common humanity of all people and accepts and respects other cultures, beliefs, and the natural environment. The internationally-minded person takes action through discussion and collaboration to help build a better and peaceful world.”

Bearing Swetz’s definition in mind, this text will elaborate the ways in which the Amerasia MYP 1 Integrated Humanities class has embodied this ideal through pedagogy and practice in the 2021-2022 academic year. As their fledgling foray in Humanities within the Middle Years Programme, the course incorporates a range of units that explicitly exhibit elements of Swetz’s internationally-minded person, including “Why are natural environments unique?”, “Why is the climate changing and what impacts is it having?”, as well as “What

can we learn from different civilizations?” Their first unit, moreover, is entitled “What does it mean to be a global citizen?”, and as global citizenship and international mindedness possess significant overlap, it is fitting point of departure for the year.

In this unit, students explored how they can manifest these traits through highlighting a problem that is facing their community: that of material pollution. Important SDGs that were touched upon in this unit are Goal 11 (Sustainable cities and communities) and Goal 17 (Partnerships for the goals). As part and parcel of this unit, students created questionnaires that they then asked peers, parents, families, and other members of the community to respond to regarding their habits surrounding waste disposal. The classroom ecosystem itself featured a global cross-section, comprised of students hailing from the US, the UK, the Philippines, China, Denmark, Brazil and South Korea, which was furthermore reflected in the variety of responses collected. Student collated this data, as well as anecdotal responses through interviews, and then presented the findings and

proposed potential solutions to the issue of waste disposal in their summative assessment. Noticeable, practical impacts on student followed, with four members of the MYP 1 cohort - Chris, Allen, Tiger, and Walter - establishing a waste separation and recycling program around school - with separate bins for recycling hazardous waste, food waste, and residual waste - and educating the Amerasia community about how to use it. Additionally, as a capstone experience, MYP 1 students went on a field trip to the local beach in order to participate in a clean-up of plastic pollution.

Stoking International Mindedness is critical at international schools that function as incubators of ideas and culture that students assimilate into lifelong practices and beliefs. At Amerasia, international mindedness is a guiding principal, underscoring respect for oneself and others grounded in discussion and collaboration. Students who internalize this concept through practice cultivate high levels of empathy and compassion, and in an ever more connected and yet divided world, such qualities are in dire need.



IMPACT OF TECHNOLOGY ON CHINESE WRITING

Almon Yao, *HOD Language Acquisition – Chinese*

In Language Acquisition: Chinese, one of the units was about "Change." In this unit, students had the opportunity to explore the changes in writing materials and writing tools and their impact on our lifestyles, relationships, and global interactions. The objectives of this unit were:

1. Investigate the chronological change of writing materials and writing tools.
2. The impact of the development of technology on writing materials and writing tools.
3. Reflect on factors contributing to communities forgetting how to write Chinese characters

Besides researching the chronological change of writing tools and writing materials, we focused on the relationship between Chinese characters, writing tools, and writing materials. As we could not find the actual writing materials used during ancient periods, we tried to find similar materials for students to experience writing characters with various writing

tools. Students wrote characters on eggshells, A4 paper, calligraphy paper, bamboo slips, and tissues with a variety of writing tools, such as pencils, pens, marker pens, color pens, brushes, and even nails. However, with the development of advanced technology, students realized that the easiest way to write the characters was by typing pinyin on computers and smartphones that automatically 'translate' them into characters. We further explored how smartphones have a 'dictation function' where

the user only needs to speak into their device, and the characters will be produced automatically by the software. This could be the main reason that, on the whole, the community who speaks Chinese seems to have forgotten how to write characters. Students made meaningful connections between their lived experiences and what they learn in class, as well as developed as reflective thinkers!





BELIEFES AND VALUES EXPRESSED IN A TESSELATION

Alex Carvalho

PYP-MYP-DP Mathematics

MYP students explored the Universe through different Units in 2022! In the first unit, they saw how large and small quantities play an essential part in studying the Earth's populations, the consumption of resources, and an analysis of sustainability. Then, they explored how triangles could be a lesson on how mathematical principles can enhance our appreciation of aesthetic. They examined ingenious solutions to problems and products designed to improve the quality of human life using 3D shapes.

Using data analysis, they discussed what it means to be human and what differentiates us from the other species. Finally, in their last unit, they saw how form and shape are used to reflect and represent different cultures. As part of the global context of personal and cultural expression, they explored how creativity can be enhanced by understanding geometric principles and then be used to express a person, organization, or country's beliefs and values.

This last unit's global context was *Personal and Cultural Expression*. Students worked on the following conceptual understanding: "Form and shape, how they are used to reflect and represent different cultures."

The key concept was 'Form' and the related Concepts; patterns and space led to the statement of inquiry: "An understanding of patterns created by forms in space can enhance creativity and help express beliefs and values."

In the summative, students worked on the task as described below:

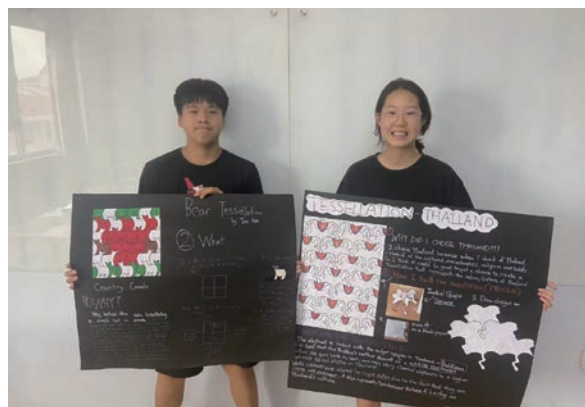
Goal: Students created a tessellation to express the beliefs and values of the country of their choice.

Role: They played the role of an artist with a passion for mathematics. Students explored examples of artists who created tessellations from geometric shapes using transformations and how they express beliefs and values in different cultures.

Audience: Our Amerasia community

Situation: The President of the country of their choice asked them to create a tessellation that depicts factors of their country's values and beliefs.

Students had the opportunity to use their critical and creative thinking skills to work on complex problems and exercise their initiative in making reasoned decisions. As reflective students, they thoughtfully considered the world around them and their own ideas and experiences. As a result, they became more internationally minded, became more globally engaged, and had greater inter-cultural understanding.



CRENÇAS E VALORES EXPRESSOS EM UMA TESSELAÇÃO

Os alunos do MYP exploraram o Universo através de diferentes Unidades em 2022! Na primeira Unidade, viram como grandes e pequenas quantidades desempenham um papel importante no estudo das populações da Terra, no consumo de recursos e na análise da sustentabilidade. Em seguida, eles exploraram como os triângulos podem ser uma lição sobre como os princípios matemáticos podem melhorar nossa apreciação da estética. Eles examinaram soluções engenhosas para problemas, bem como produtos projetados para melhorar a qualidade da vida humana, usando para isto, formas 3D.

Eles discutiram, usando análise de dados, o que significa ser humano e o que nos diferencia das outras espécies. Finalmente, como sua última Unidade, eles viram como diferentes formas são usadas para refletir e representar diferentes culturas. Como parte do contexto global de expressão pessoal e cultural, eles exploraram como a criatividade pode ser aprimorada através da compreensão dos princípios geométricos e, em seguida, ser usada para expressar uma pessoa, organizações ou crenças e valores de um país.

Esta última Unidade teve como contexto global: expressão pessoal e cultural, onde os alunos trabalharam o conceito: Diferente formas, como são usadas para refletir e representar diferentes culturas.

O conceito-chave: Forma.

Conceitos relacionados: padrões e espaço.

Ambos levam à questão chave: “Uma compreensão dos padrões criados por formas no espaço pode aumentar a criatividade e ajudar a expressar crenças e valores”.

Como encerramento da unidade, os alunos trabalharam na tarefa conforme descrito abaixo.

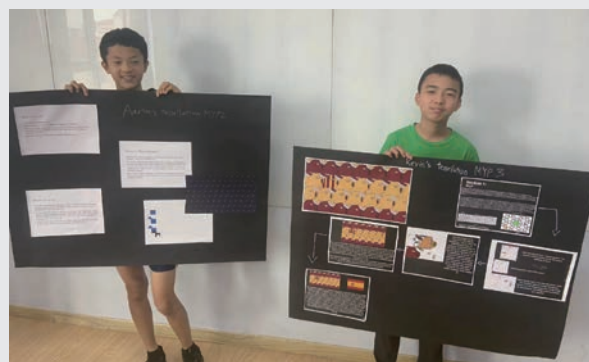
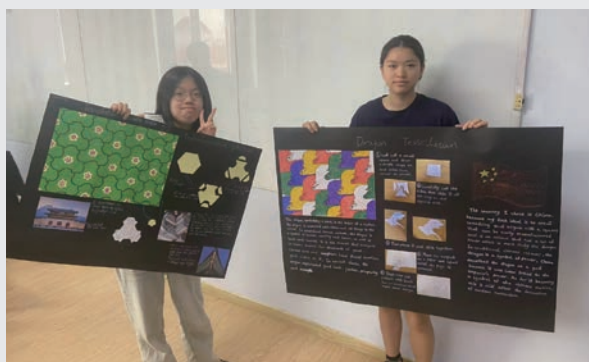
Objetivo: Os alunos criaram um mosaico para expressar as crenças e valores do país de sua escolha.

Papel: Eles desempenharam o papel de um artista com paixão pela matemática. Os alunos exploraram durante a Unidade, exemplos de artistas que criaram mosaicos a partir de formas geométricas usando transformações e como expressam crenças e valores em diferentes culturas.

Público-alvo: Nossa comunidade

Situação: O presidente do país de sua escolha pediu que eles criassem uma tesselação que retratasse fatores dos valores e crenças de seu país.

Os alunos tiveram a oportunidade de usar suas habilidades de pensamento crítico e criativo para trabalhar em problemas complexos e exercitar sua iniciativa na tomada de decisões fundamentadas. Como estudantes reflexivos, eles consideraram cuidadosamente o mundo ao seu redor e suas próprias ideias e experiências. Como resultado, em sua reflexão como pessoas de mentalidade internacional, eles demonstraram estar globalmente engajados e valorizar a compreensão intercultural.





With the development of science and technology, this world seems to have grown very small. Most of our habits and actions seem to interfere with others, and we cannot help it. So, we need to consider our actions and thoughts from a global perspective. The impact of all our acts on our immediate environment can be noticed very easily. Therefore corrective actions

should be taken to make the effects positive whenever needed. But what if we do not know the global impact we have? This raises a serious need to develop international mindedness among all of us.

The development of international mindedness is a continuous process, and the best means of instilling international mindedness in our youth is through the education system.

INTERNATIONAL MINDEDNESS & SDGS

Rizwan Siddiqui, DP Physics, MYP Science



As such, in our teachings and lectures, we try to use the basic terminology and key concepts from different languages by asking the students about these things in their native languages in the classroom environment. This develops students' curiosity about different conventions of what they study.

If we talk about sciences, then we should speak about the international understanding of global transportation and communications guidelines. I aim for students to better understand the benefits of collaboration to leverage resources and provide a more coordinated experience for others.

Global Mindedness at *WonderHere*
a learn & play studio



APPRECIATION FOR THE CHINESE LANGUAGE

Kristen Li
Plum Blossom Cottage Co-Lead Teacher



江南春

唐·杜牧

千里莺啼绿映红，
水村山郭酒旗风。
南朝四百八十寺，
多少楼台烟雨中。

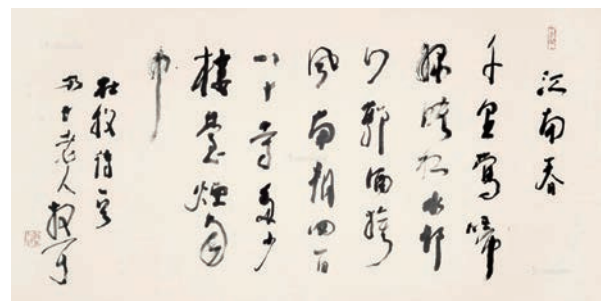
In our early childhood Montessori classroom English is the language of instruction. At the same time, we hope to encourage the children to appreciate and further develop their Chinese language skills. This is particularly important for native Chinese-speaking children as experts discuss that developing your mother tongue helps to learn a second language (See: Cummins, J. (2000). Bilingual children's mother tongue: Why is it important for education? <https://iteachlearn.com/cummins/mother.htm>).

To help children's Chinese learning, teachers introduce Chinese songs, poems, and books into the classroom. We also celebrate Chinese holidays and discuss important elements of these holidays to help increase the children's vocabulary.



One activity the children particularly love is learning Chinese poems. For these activities, we prepare a tray with a Chinese poem to be learned as well as a follow-up activity, such as illustration with oil pastels. Illustrating the poems helps the children to understand the poem's meaning and further develop an appreciation for the Chinese language. This first initial introduction to Chinese poetry benefits the children as later on in elementary school, they will learn to write and memorize these poems.

"Children have a kind of instinct, a special sensibility, which urges them to acquire new words. Between three and five years especially, the child's mind continues to absorb words."
Maria Montessori, *The 1946 London Lectures*, p. 147.



INTERNATIONAL MINDEDNESS

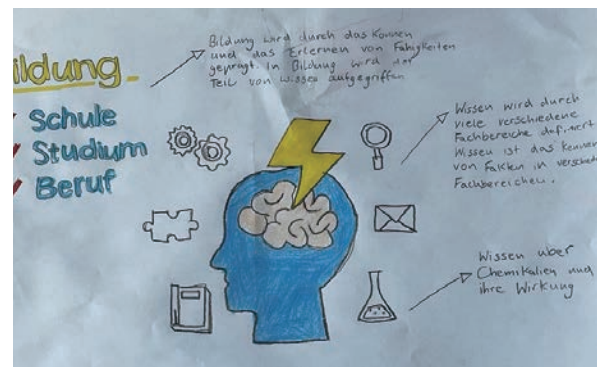
Josefine Fett

MYP German Language & ESL teacher

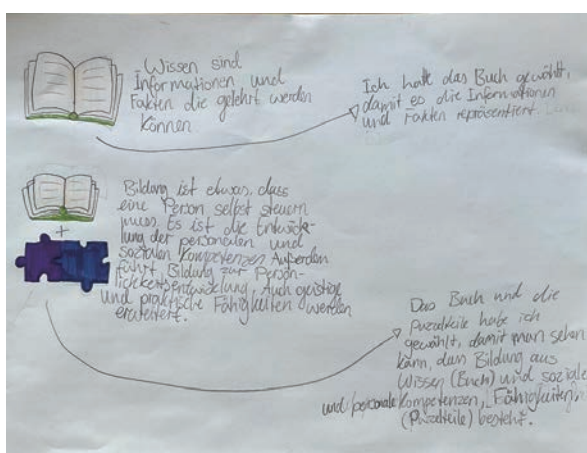


Unsere Schüler in der QAIS wollen wir vorleben und vermitteln, dass Weltoffenheit nicht bedeutet, besonders anpassungsfähig zu sein. Es geht vielmehr darum, dass sie lernen, ihren Mitschülern, Mitmenschen und der Welt offen zu begegnen, neugierig zu sein und sich darum zu bemühen, ein Miteinander zu schaffen, das durch einen respektvollen Umgang geprägt ist. Diese Grundeinstellung in unsere Klassenzimmer zu tragen, ist eine tägliche Aufgabe, mit der wir nicht nur das Gemeinschaftsgefühl im Klassenverband, sondern auch die Toleranz und die Weitsicht in unserer QAIS Community fördern möchten. Weltoffenheit in der QAIS zu leben, bedeutet eine Willkommenskultur zu schaffen, in der sich jeder akzeptiert fühlt. Dies konnten wir uns beispielsweise durch das Willkommen heißen von 30 neuen Schülerinnen und Schülern, die nicht zu Beginn, sondern während dieses Schuljahres dazu stießen, immer wieder vor Augen führen. Gleichzeitig müssen wir auch realistisch sein. Weltoffen zu sein, bedeutet auch, Meinungen zu diskutieren, Vorstellungen auszutauschen, zu revidieren und neue Ansichten zu entwickeln. Anlass dazu gab es beispielsweise im Kontext des German Language & Literature Unterrichts. Hier befassten sich Schülerinnen und Schüler in einer Unterrichtseinheit mit Bildung, ihrem Stellenwert für die Persönlichkeitsentwicklung, befassten sich mit unterschiedlichen Bildungszugängen auf der Welt und mit Bildungsungleichheit. Dadurch schärften sie ihren Blick für selbstverständliche Bedingungen in ihrem Leben, reflektierten Vorurteile gegenüber Minderheiten oder Menschen aus anderen Ländern, die nicht die gleiche Bildung erfahren (haben) und entwickelten so ihre kulturelle Sensibilität weiter. Es gilt, Weltoffenheit als Prozess zu gestalten, immer mit Blick auf das Ziel, ein friedliches Zusammenleben zu ermöglichen, sich in Akzeptanz von „Andersartigkeit“ zu üben. Es gilt zu einer Zukunft in unserer Schule, aber auch in der Welt „da draußen“, beizutragen, die sich durch Individualität und Gleichberechtigung sowie Verantwortungsbewusstsein und

Gerechtigkeit auszeichnet, was sich insbesondere auch in den BNE Zielen widerspiegelt.



To our students at Amerasia, we want to exemplify and convey that being open to the world does not mean being particularly adaptable. Rather, it is about them learning to be open to their fellow students and the world, to be curious and to strive to create a togetherness that is characterized by respectful interaction. Bringing this basic attitude into our classrooms is a daily task. With it we use to foster not only a sense of community in the classroom, but also tolerance and foresight in our Amerasia community. Living open-mindedness at Amerasia means creating a welcoming culture where everyone feels accepted. We have been able to keep this in mind, for example, by welcoming 30 new students from around the world who joined not at the beginning but during this school year. At the same time, we also have to be realistic. Being open to the world also means discussing opinions, exchanging ideas, revising and developing new views. We discussed this in the context of German Language & Literature lessons. Here, students dealt with education, its importance for the development of the personality, different educational access in the world and educational disadvantage. In this way, they extend their view of self-evident conditions in their lives, reflected on prejudices against minorities or people from other countries who have not had the same education, and thus further developed their cultural sensitivity. It is important to shape international mindedness as a process, always with a view to the goal of enabling peaceful coexistence. We want to practice acceptance of "otherness" and contribute to a peaceful future in our school, but also in the world "out there". A world that is characterized by individuality and equality as well as a sense of responsibility and justice, which is reflected in the SDG goals.





CONNECTING TO OUR SHARED WORLD THROUGH INTERACTIVE MATERIAL

Lucky Clover Cottage Early Childhood Team

This year in the Lucky Clover Cottage classroom, the children were exposed to various lessons about other countries and their cultures. One of their favorite exercises is drawing the flags of various countries. This fun drawing and coloring lesson is extended by showing the children where the country is located on the Montessori globe in relation to China. For the older children, they work on writing a paragraph about the details of the flag, which is also great practice for reading and speaking in complete sentences.

While working with beautiful color pictures entices children, they are drawn to working and playing with small objects too. Matching the objects with their corresponding picture card is a fantastic way to keep children captivated during a lesson. Having a control card allows the children to explore this material independently. The control card also connects the flags to the country and its location on the world map. Asking open-ended questions allows the child to work on their language skills to describe what they have learned.

Other international material the children engaged with this year were world-famous monuments & buildings from around the globe. These three-part cards and matching objects are other examples of how children, even as young as three years old, can connect and learn about other cultures. Amazing conversations begin to take place that foster a deeper interest in our shared world.









INTERNATIONAL MINDEDNESS IN THE EAL CLASSROOM

Tina Kubu

EAL Teacher & Literacy Support

 The snake is in the grass,
The snake is in the grass  /sss/ /
sss/ The snake is in the grass  /
a/ /a/ Ants on my arm, /a/ /a/ Ants
on my arm, /a/ /a/ Ants on my arm,
they're causing me alarm! 

[Jolly Phonics, Group 1 songs, S and A]

If you were wandering through the corridors near the EAL room on 2F at the beginning of the second semester, you would have heard a variety of young voices, a wide range of accents, and more than likely a wide variety of tunes too, singing these jolly songs ... could the songs be part of rehearsals for another of Amerasia's splendid musical shows??

In actual fact, these are songs that are part of the Jolly Phonics language system, a programme

that promotes a multi-age, multi-sensory and kinaesthetic approach to language learning, which we have been using to engage the minds and hearts of our rising Grade 1s in EC, and also, to help embed sound-letter recognition in English for all of our Elementary EAL students, as well as boosting their reading and writing skills.

International Mindedness is a natural by-product of our work in EAL, as our focus is to help our children communicate effectively in a shared language. By learning this shared language, thus do our youngest children begin to understand and delight in the joys of making their stories heard, sharing their cultures, and sometimes their food, to enhance our shared sense of community. We show them in such a simple way, that everyone is the same, everyone deserves the same rights, that everyone is equal, a fundamental principle that underpins the UN's 17 Sustainable Development Goals.

Learning to speak another language is but one step towards learning to understand others, towards helping to make many individuals of many different nationalities come together to function as a unified whole in support of our collective goals, but, as China's great philosopher and thinker Lao Tzu said, 'Every journey begins with a single step.'



SDGS IN DP CHEMISTRY

Jia Jia Li, DP Chemistry Teacher



In order to enhance students' scientific skills and build their understanding of key topics in chemistry, we engaged in urgent issues affecting our world, from sustainable production and consumption and sustainable management of water to nanochemistry.

DP 1 chemistry students worked on projects such as treating water polluted by methyl orange in a titration experiment, synthesis of nano-zinc oxides, measurement of different drinks' acidity, recycled A4 paper to make alcohol and explored the effect of acid rain.



Water is a vital resource needed for all aspects of life. Students are familiar with the obvious uses – drinking, cooking, washing and manufacturing, and in our class students noticed that there is another type of water pollution formed in a chemical reaction. When they were doing titration labs by using the indicator of methyl orange, they realized the methyl orange solution is harmful to the water system and environment. Then students researched and designed a lab to synthesize nano zinc oxide for photocatalytic decomposition of methyl orange. Finally, they successfully created a degradation reaction and could pour the solution down the sink without any harm to the environment.

Chemistry has a key role in all aspects of SDG Goal 6: ensuring safe, sustainable, and affordable drinking water for all, because it requires management of natural resources and water-related ecosystems, development of water technologies, and management of wastewater – all of which involve chemists!

为了提高学生的科学技能，培养他们对化学关键主题的理解，同时参与世界的紧迫问题，从可持续生产和消费、水的可持续管理到纳米化学，2021至2022学年，DP 1化学专业的学生做了一些项目，例如在滴定实验中处理甲基橙污染的水，合成纳米氧化锌，测量不同饮料的酸度，重复使用A4纸制造酒精，探索酸雨对混凝土的影响等。

水是一种至关重要的资源，生活的各个方面都需要水。学生们熟悉这些明显的用途——饮用、烹饪、洗涤和制造。但我们的化学学生注意到，在化学反应中形成了另一种类型的水污染。当他们使用甲基橙指示剂进行滴定实验时，他们意识到甲基橙溶液对水系统和环境有害。然后，学生们进行了研究并设计了一个实验来合成纳米氧化锌，用于甲基橙的光催化分解。最后，他们成功地将甲基橙变没，进行降解反应，并将溶液倒入水槽中，不会产生任何危害。

化学在SDG目标6的所有方面都可以发挥关键作用：确保人人享有安全、可持续和负担得起的饮用水，管理自然资源与与水有关的生态系统，开发水技术和废水管理——所有这些都化学家的参与。



INTERNATIONAL MINDEDNESS IN THE HUMANITIES CLASSROOM

By Bill Murray, HOD Humanities, DP Economics, MYP Humanities



Global engagement and intercultural understanding are two of the core elements of international mindedness and are something I try to incorporate in all our Integrated Humanities units. The MYP 4 students have just completed a unit that tasked them with identifying common threads between case studies of protest and revolution from around the world. There were also clear links to UN Sustainable Development Goal 10: Reduced Inequality, and Goal 16: Peace, Justice, and Strong Institutions.

The students started the unit by constructing a timeline of protest movements and revolutions that stretched from the 6th century BCE, all the way to the present day with the Black Lives Matter protest. The next task was to identify common causal factors behind these protests, which revealed that, regardless of location or

cultural background, high levels of inequality and the denial of a voice in civic affairs are the most common reasons for the outbreak of protest.

The students then looked at the effectiveness of violent and non-violent protests by engaging with the work of Harvard professor Erica Chenoweth. Professor Chenoweth has spent years researching hundreds of protest movements from around the world, and the data she collected came to the surprising conclusion that peaceful protests were much more likely to be successful than violent protests. The students were also very interested to learn that just 3.5% of the population needed to take part in peaceful protests to paralyze a country and bring about a change of government. This led to some suggestions that a surprisingly small number of MYP students would be able to bring about a change in the school lunch

menu if they formed a non-violent protest movement. I quickly stamped out that idea.

The class then turned to our main case study – the Iranian Revolution of 1979, which deposed the autocratic Shah of Iran and installed the theocratic government of the Ayatollah Khomeini. Many students are familiar with the American and French revolutions, but few have studied the course of events in Iran. The graphic novel, *Persepolis*, by Marjane Satrapi, was an invaluable study aid as we moved through this part of the unit. Telling the story of a young girl caught up in the events of the revolution and being forced to follow Sharia law which impacts her daily life in a multitude of ways. The novel is a superb tool for aiding the students' intercultural understanding. *Persepolis* puts the students in the shoes of a young Iranian of their age, wrestling with faith, family, and politics, and brilliantly highlights the truism that young people all over the globe go through similar experiences as they grow into adulthood.

The climax of the unit was a summative assessment where the students acted as advisors to the Shah of Iran shortly before the Black Friday massacre, which tipped protests into revolution. Their job was to outline to the Shah the reasons behind the protest movements and the policies he could introduce to avert disaster.



Tá rannpháirtíocht dhomhanda agus tuiscint idirchultúrtha ar dhá cheann de chroí-eilimintí na meon idirnáisiúnta agus déanaim iarracht iad a ionchorprú inár n-aonaid Daonnachtaí Comhtháite go léir. Tá aonad díreach críochnaithe ag na mic léinn MYP 4 a bhrúigh orthu snáitheanna comónta a aithint idir cás-staidéir agóide agus réabhlóide ar fud na cruinne. Bhí naisc shoiléire ann freisin le Sprioc Forbartha Inbhuanaithe 10 na NA: Éagothroime Laghdaithe, Sprioc 16: Síocháin, Ceartas, agus Institiúidí Láidre.

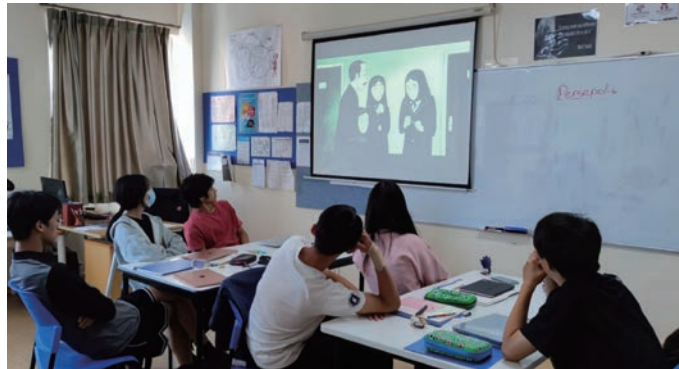
Chuir na mic léinn tús leis an aonad trí amlíne a chruthú de ghluaiseachtaí agus réabhlóidí agóide a shíneadh ón 6ú haois BCE an bealach ar fad go dtí an lá atá inniu ann leis an agóid Black Lives Matter. Ba é an chéad tasc eile ná fachtóirí cúiseacha coitianta a bhí taobh thiar de na hagóidí seo a aithint, rud a léirigh, beag beann ar shuíomh nó cúlra cultúrtha, gurb iad leibhéil arda éagothroime agus séanadh guth i ngnóthaí sibhialta na cúiseanna is coitianta le ráig na hagóide.

Chuaigh na mic léinn ar aghaidh ansin chun féachaint ar éifeachtúlacht agóidí foréigineacha agus neamhforéigeanacha, trí dhul i ngleic le hobair an Ollaimh Harvard, Erica Chenoweth. Tá blianta caite ag an Ollamh Chenoweth ag déanamh taighde ar na céadta gluaiseachtaí agóide ó ar fud an domhain, agus tháinig na sonraí a bhailigh sí ar an gconclúid iontas go raibh i bhfad níos dóichí go n-éireodh le agóidí síochánta ná agóidí fhoréigineach. Bhí an-suim ag na mic léinn freisin a fháil amach nach raibh de dhíth ach ar 3.5% den daonra páirt a ghlacadh in agóidíocht shíochánta chun pairilis a thabhairt do thír agus a bheith mar gheall ar athrú rialtais. Ba é an toradh a bhí air seo ná roinnt moltaí go mbeadh líon iontach beag de dhaltaí MYP in ann athrú a dhéanamh ar bhiachlár lóin na scoile dá mbeadh gluaiseacht agóide neamhforéigineach ar bun acu. Stampáil mé amach go tapa an smaoineamh sin.

Thiontaigh an rang ansin chuig ár bpríomh-chás-staidéar – Réabhlóid na hIaráine 1979, a scríos Shah uathlathach na hIaráine agus a chuir isteach rialtas theocratic an Ayatollah Khomeinei. Tá cur amach ag go leor mac léinn ar réabhlóidí Mheiriceá agus na Fraince, ach is beag duine a rinne staidéar ar imeachtaí san

Iaráin. Ba áis luachmhar staidéir é an t-úrscéal grafach, Persepolis, le Marjane Satrapi, agus muid ag bogadh tríd an gcuid seo den aonad. Ag insint scéal cailín óig atá gafa in imeachtaí na réabhlóide agus a bhfuil iallach uirthi dlí Sharia a leanúint a théann i bhfeidhm ar a saol laethúil ar go leor bealaí, is uirlis iontach é an t-úrscéal chun cabhrú le tuiscint idirchultúrtha na mac léinn. Cuireann Persepolis na mic léinn i mbróga Iaráin óg dá n-aois, ag troid le creideamh, teaghlach agus polaitíocht agus cuireann sé béim iontach ar an bhfóras go dtéann daoine óga ar fud na cruinne trí eispéiris chomhchosúla agus iad ag fás ina ndaoine fásta.

Ba é buaic an aonaid measúnú suimitheach inar ghníomhaigh na mic léinn mar chomhairleoirí do Shah na hIaráine go gairid roimh ollslua Dé hAoine Dubh, rud a chuir agóidí isteach sa réabhlóid. Ba é an post a bhí acu ná na cúiseanna a bhí taobh thiar de na gluaiseachtaí agóide agus na beartais a d'fhéadfadh sé a thabhairt isteach chun tubaiste a sheachaint a chur in iúl don Shah.



AZALEA'S UNIT ON LEGACY

Paige Stickelman, Azalea Cottage Lead Teacher

This year in Azalea Cottage we were able to explore International Mindedness through a Unit of Inquiry titled "Legacy". It was an inquiry under the transdisciplinary theme "Where we are in place and time." During this unit of inquiry, students explored how evidence of past civilizations can be used to make connections to present-day societies. The children were able to explore the characteristics of civilizations and societies, along with important and relevant implications for the future. Overall, the children were able to conclude that in the end we are all humans that share the Earth, and this will always connect us whether it be in the present, past, or future.

To conclude, our unit, Azalea students worked in small groups to learn more about the past. The topics included Ancient China, The Pyramids, Ancient Chinese inventions, and many more. Some children chose to research about cultures relevant to their own, while others wanted to learn about others they were unfamiliar with.

They developed research, collaborative, and presentation skills as they put together their findings into a poster or PowerPoint. It was a fantastic learning opportunity for the students to present to their peers, as well as reflect on their own learning throughout the unit.

Towards the end of the year as we all reflected on our learning throughout the year, children were asked what was their favorite activity. It was a joy to hear so many of their responses being 'our unit on Legacy!'





KEEPING THE WORLD CLEAN

Lavender Cottage Early Childhood Team

The environment is an essential part of our everyday life. Air pollution and water pollution have an impact not only on our mood but also on our health. Ages three to six is a good age for children to learn about good habits that lead to a beautiful, safe, clean planet. This year Lavender Cottage students spent time learning how to take care of plants in the classroom and outside of the classroom, in our wonderful Montessori garden. We also read "Five little men in a flying saucer," which children enjoyed reading and singing along to. This further spurred discussions about why it is important to take care of Earth and how to do it. We approached this topic from various points of view - from how to keep our classroom clean and pleasant to how it can be done in the city where

we live and then the whole planet. We hope children will remember all they have learned and carry their love for the environment throughout their lives.



新媒体时代的思考

THINKING IN THE NEW MEDIA ERA

Bowen Li

MYP Chinese Language & Literature

在 MYP 4&5 的中文 A 新闻单元中，在探讨新媒体对当今社会的影响这一内容时，学生们提出了这样两个讨论题：第一“发布平台从高高在上的模样，变成了争相以推送的形式送到受众眼前请求品评的姿态”这样的变革是积极还是消极影响了文本原有的风格和质量？”第二“新媒体时代受众群体的声音演变成了影响和改变社会的力量，还是无数次演绎了乌合之众的群体表演？”学生采取了辩论赛的形式对这两个题目进行了深入的讨论。

在辩论赛中，学生们坚持己见、据理力争，很好的展现了他们的思辨力、口语表达能力和随机应变能力。

更重要的是，学生们意识到：

1. 网络媒体的声音对大众生活和社会发展的影响：新媒体带来了新的机遇，但是也带来了新的挑战，人类面对科技的信息便利要保持冷静；
2. 要时刻保持独立思考，切不可成为网络暴力中的一员；
3. 新媒体形式对社会的多样性的表达有促进作用，但同时也有阻碍作用，决定的因素有个人、社会、政治、经济等多方面的影响，而作为世界公民的我们，有责任做出积极的努力。

通过这次讨论，学生们从网络媒体的角度考虑如何让世界更美好这样一个大话题，努力成为一个有担当、有勇气、拥有国际化情怀的世界公民。

Students in MYP 4 & 5 discussed the impact of new media platforms on today's society in their unit on journalism. They raised and debated two big questions: "Has journalism moved from being a superior news source to a platform pushing the audience to comment, and is this good or bad?" and "Is this voice of the audience a positive force for change or an unnecessary rambling?"

During the debate, students held their own opinions and argued their case, showing their power of thinking, oral expression, and improvisation very well.

Students realized that:

1. The arrival of social media has dramatically impacted society and public discourse. This has numerous advantages but also has challenges, and in the face of these changes, people should remain calm.
2. It is imperative to maintain one's independent thinking and not engage in cyberbullying.
3. Social media allows for diverse voices to be heard, and we, as citizens of the world, have a responsibility to use social media to effect positive change.

Through this discussion, students considered the big topic of how to make the world a better place through the use of social media. They agreed to strive to become global citizens who act with responsibility, courage, and international sensibility.



从阅读中感受国际情怀

DP Language B 中文教学

现

如今，中华民族自己的文化价值观应该如何梳理；我们如何用自己的语言，在国际舞台上讲述我们自己的故事；如何能够让外国学生理解中国人的思维方式；这是一个汉语作为第二语言教育工作者者的一个职责，而阅读是一个好的载体。

在DP教学中，我们以华人独特的文化现象为线索，提供学生大量的阅读素材，让学生在阅读中了解中国文化，并理解中国人的思维方式和价值观念。以“教育主题”为例，学生们对目前学习的IB课程非常熟悉，自然会想了解中国本土学校教育是怎么回事？让人又爱又恨的高考是怎么回事？中国为什么会有高考这样的全民大考？为什么会有很多中国考生想要走留学之路？从而延伸到文化休克对留学生的影响等。在课堂上，我们为学生的提供了相关阅读素材，如《上大学的桥》、《变宽了》、《为什么我们仍然离不开高考》、《科举制度——灿烂的中国文明》等，从而让汉语学习者了解中国教育，并理解教育背后隐藏的文化现象，感受中西方思维方式的不同，反思中西方教育的异同，从而实现多元共存。

READING DEVELOPS INTERNATIONAL MINDEDNESS

Stella Zhao, DP Chinese Language Acquisition HOD

Nowadays, how do we relay our Chinese culture and values? How can we use our own language to tell our own story on the international stage? How can we make international students understand the Chinese way of thinking? This is my duty as a Chinese Language Acquisition teacher, and reading is a good method to do this.

In DP teaching, we take Chinese cultural phenomena guides and provide students with a lot of reading materials so that students can learn about Chinese culture and understand the Chinese way of thinking and values through reading. Take the theme of "Education" as an example; students are familiar with the IB curriculum they are currently studying, so they naturally want to know what local schooling is like in China. "What is the love/hate of the GaoKao about?" "Why is there a national exam like the college entrance exam in China?" "Why do many Chinese candidates want to study abroad?" From there, we extend to the implications of 'culture shock' international students experience. Students will use education as an entry point to do related readings, such as "The gap to College Gets Wider," "Why We Still Can't Live Without College Entrance Exams," and



"The imperial examination system - the splendid Chinese civilization" so that Chinese language learners can understand Chinese education and the hidden cultural phenomenon behind it. From there, they can experience the difference between Chinese and Western ways of thinking, as well as national conditions, and reflect on the similarities and differences between Chinese and Western education, to realize the coexistence of diversity in our world.



REACHING THE MOUNTAIN TOP TOGETHER

Dan North,

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

This year, I was asked to accompany a group of students from Grades 7 and 8 on a “Week Without Walls” trip to Qufu and Taishan. To be honest, I was not thrilled at the prospect. I wasn’t a teacher to any of these students, and it felt like a busy time of year to be away from my DP Classes and my family, but nobody else was available to go. I’m so glad I opened up to this opportunity because it really expanded my thinking about my role and the lives and needs of students across the whole school community. The principle of a “week without walls” is to enable students to develop their skills as holistic learners by taking them out of school environments and inspiring them to break out of learning routines.

Seeing students working, playing, socialising, and exploring beyond the school gates was as revealing for me as I hope it was for them. We saw different sides of each other. In particular, I was moved by our group excursion to Taishan, a mountain with great historical and spiritual significance for China. Climbing up its epic staircase was a great leveler, and we worked through it together; I saw students taking risks, pushing the boundaries of their endurance, and caring for each other as each met the

same physical challenge in their own ways. They saw me doing exactly the same. There are many valuable lessons learned from climbing a mountain together: it is a fixed, immovable object that asks us to submit to it. It demands awe and respect for nature, tests the limits of our health (physical strength and mental resilience), and reminds that wherever that mountain is in the world, it tests all nationalities equally.

Some students need a reminder of their Chinese heritage and the history of its language and culture. Some students and this teacher need a reminder of the splendour of Chinese landscape and architecture before they can consider themselves internationally-minded.





FRC 6970 Team ▼ ▲

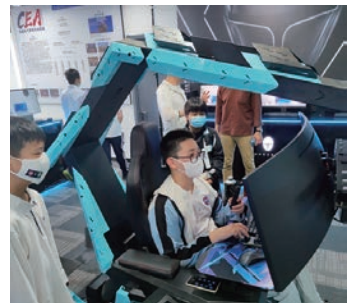
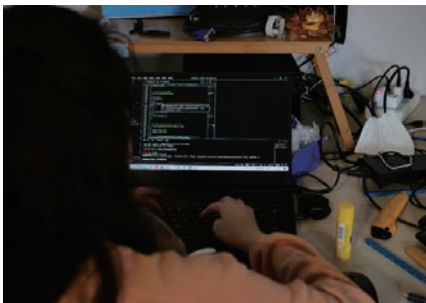
ROBOTICS ROCKS

Jack Guan, Robotics Coach

This semester, the Dream Lab at Amerasia attracted many students to learn and engage in their favorite projects, including self-made Musical Instruments and technological prints made by integrating art and modern technology. Members of the robotics club designed and made an FRC robot that could intake and launch a basketball. The most amazing part was that the robot could also climb monkey bars very quickly. They also visited ThundeRobot, a high-tech industry in Qingdao, to learn and experience the most advanced E-Sport devices.



Robotics Team visit to ThundeRobot's Tech Center. ▼



STORYTELLERS IN SONG

Charla Esser, B.E.G Arts Director

Across space and time, humans have shared experiences and wisdom through song. This year in MYP 3 music, students embarked on a quest to be such storytellers.

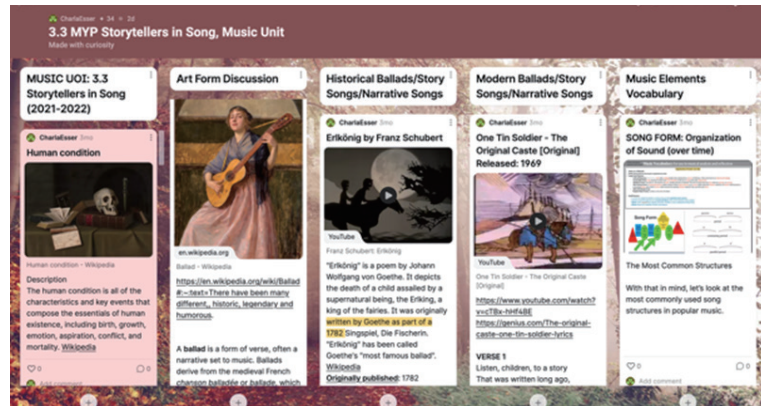
Songs reveal our truths about life. They are time capsules of the human condition.



Students researched story songs across cultures and throughout time such as narratives or ballads.



"The human condition is all of the characteristics and key events that compose the essentials of human existence, including birth, growth, emotion, aspiration, conflict, and mortality." Wikipedia



A narrative song is a sung account of connected events, a song that tells a story.

A ballad is a form of verse, often a narrative set to Music.

Students asked themselves these big questions during research:

- What did/do people value?
- What were their attitudes?
- Do we share those values/attitudes with them?
- What do these stories tell us about our shared humanity?
- What can we learn from the stories?

Students manifested skills as songwriters and storytellers. They transferred knowledge and understanding from Literature and Music to develop their final product.

Global Context: Identities and relationships

In the content of their stories, students approached subjects such as:

- Personal efficacy and agency
- Happiness and the good life
- Physical, psychological, and

social development

- Transitions
- Health and well-being
- Lifestyle choices
- Human nature and human dignity
- Moral reasoning and ethical judgment
- Consciousness and mind
- Identity formation
- Self-esteem
- Status
- Roles and role models
- Teams
- Affiliation and leadership
- Attitudes
- Motivation
- Independence

As risk-takers, students shared their original Music with the community during "Arts Week." In addition, the students demonstrated their appreciation for their peers throughout the process of developing and presenting.



IT'S NOT MY PROBLEM

Ta Benz, Magnolia Cottage Grades 1 – 3 Teacher

One characteristic of a child moving from early childhood into lower elementary is the need to belong. Maria Montessori calls it gregario instincto. The child is no longer egocentric or only concerned for herself but is now curious about others and wants to know what her role is and where she fits in. The home is no longer sufficient. She is now ready to broaden her horizons, or rather, to enter the lower elementary classroom. All she wants to do is make friends, find who wants to be her friend, know who she can work with, and make more friends. Such is the strong social need of the lower elementary child.

So, when you hear, "It's not my problem," it is not a statement often heard at this level. How does one respond to such a statement? Some would say, "It depends on the context. What was the topic of the conversation?" Of course, everyone wants to be respectful of other people's rights and privacy. No one wants to impose themselves when they are not wanted. But when a 6-9-year-old says, "It's not my problem," context or topic seems irrelevant. Bringing international mindedness into our lower elementary environment is no easy task.

Through the curriculum, we guide the children to connect with the environment and each other. We try to foster the question, "How may I be of service?" Like the *Plants' Story*, through the process of their existence, not only do plants provide the essential oxygen, but they also provide shade for a weary traveler, food for the hungry, and shelter for the homeless. When the children go out and interact with their environment, as our class did this spring to Baiquelin Forest, they share in the experience and are given the opportunity to show gratitude. The best part of the trip was "picking up the trash"! Fostering an appreciation for our environment also promotes a love of and care for each other so that it is evident that eventually, not having a sustainable world will be "our problem."



让儿童绘本画出更加精彩的世界

还记得你人生中读过的第一本绘本吗？还记得第一次阅读绘本时带给你的惊喜和感动吗？当你阅读绘本时，能从这些图文并茂的书中看到些什么呢？

绘本有神奇魔力。一本好的绘本不仅能给我们带来很多奇思妙想，也是打开孩子国际视野的一把钥匙。在绘本的引导和教育下，我们观察现实和思考人生，接纳和包容不同，关注人类共同关心的普遍性问题。绘本充满无限可能。

在今年五年级的非母语中文课上，我们进行了一场有趣的文学体验——鼓励年轻的汉语学习者通过创作自己的绘本来建立自我与世界的联系。除了绘本阅读者的身份，学生也化身成为绘本的创造者，用自己的方式阐释对世界的理解。绘本创作在主题“共享地球”下展开。这一主题不仅可以了解孩子们的内心世界，培养他们的全球意识，而且给予孩子们机会用他们的语言和视角来理解联合国可持续发展目标。

结合充满童趣的插画，孩子们的绘本从不同的方面展示了对这个世界的理解与爱。《搜救犬毛球》这部温暖之作聚焦于关爱流浪动物，尊重生命。《小明变了》引导我们找回对食物的敬意，珍惜食物，养成节约的好习惯。《星云国和地球国的战争》图文合奏生动地传达了和平的珍贵和美丽。这些绘本既简单又生动，在每一个情节设计处都能让我们有惊喜之感。在绘本的滋养下，孩子们的同理心和国际情怀也在悄然萌发。

尽管在创作绘本的过程中不时会遇到一些小小挑战，但孩子们站在自己的立场去思考，用自己的耳朵、眼睛和心灵去体会。通过创造属于自己的绘本，孩子们更深刻地认识到，每个人都可以成为极有影响力的力量，共同助力一个更美好更精彩的世界。

CHILDREN'S BOOKS FOR A BETTER WORLD

Judy Li, Grade 5 TA

Do you still remember the first picture book that was read to you before you could read it yourself? Or do you remember the picture books that activated your imagination and brought you delight for the first time? When you read those picture books, what did you see?

Picture books are powerful. They allow us to see ourselves and the differences and similarities of other people. They also open doors for us to step out of stories and apply newly-acquired information to everyday situations. Picture books are full of learning and teaching possibilities.



This year in our grade 5 non-native Chinese class, we planned a literacy experience that offered an opportunity for young Chinese learners to make self-to-text connections by creating their own picture books. With a focus on engaging students as both readers and creators of picture books, we worked on stories that addressed the theme "Sharing the planet." Our goals were to encourage young minds to learn how the world is deeply connected, to be globally aware, and to develop an understanding of social and environmental justice goals as defined by the United Nations Sustainable Development Goals in a fifth-grader way.

Combined with students' beautiful illustrations, their picture books focused on different aspects of caring for the planet. One student turned a kind and thoughtful eye to the suffering of homeless animals and told us to respect life. Another student managed to show what we could do to solve food waste problems and make positive changes. There is also a story that conveys the message of spreading peace and kindness worldwide. Students' empathy towards others and love of the planet Earth are evident both in the image and accompanying text.



Young learners gained insight into both international mindedness and sustainability through thinking, sharing, and responding to the real world. They had a more profound understanding that everyone, including young people, can be an excellent influential source to help create a better and more peaceful world.



When I first arrived in Qingdao, Laoshan bathing beach was not only almost inaccessible, but if you managed to get onto the beach, you had to walk on sand peppered liberally with discarded cigarette ends and piles of trash either blown to the beach from the land or washed up from the sea. The beach had a better supply of free plastic bags than the local supermarkets!

After the SCO conference, the beach had a facelift, and the local area was beautified. With the opening of Shilaoren Metro Station and a full renovation of the local area, the area was transformed. Now, years later, no one can deny that the beach is still both a tourist destination and a source of local pride. The results of this spectacular upgrade have spread outwards into the local area, and in the last two years, for example, many of the electrical substations have been charmingly painted.

Seeing the transformation and the rise in local tourism, people are becoming more aware of how Qingdao transformed its pollution problems and be more aware and determined to solve those problems beyond Qingdao.

The problems are often complex, and there are no simple answers. The solutions we need can only come from knowledgeable thinkers who are sufficiently caring, courageous, and collaborative to work together to create innovative and thoughtful responses.

ACT LOCAL, THINK GLOBAL

Mark Brierley
*Upper School Dean of Teaching
and Learning, HOD Science*



Qingdao's local environment has been cleverly



Sarah Rahbar, Discarded fishing nets can maim or kill many

However, the first step for an individual is to be aware of the issues, and therefore studying ecology and the environment is vitally important to start early and be developed throughout school.

MYP 1, as part of their humanities work, recently went on a beach clean-up to another of Laoshan's beaches and collected a large amount of beach garbage consisting mostly of plastics and an unusually large amount of discarded fishing nets. These experiences allow students to reflect on their own practices and understand the horror of the Pacific gyre and its accumulation of plastic, meters deep and tens of kilometers across, floating in the sea, made from discarded trash from surrounding countries.

In MYP 3, ecology is a science unit that delves into the science of energy and matter transfers in the environment, and students increase their understanding of bioaccumulation, biomagnification, environmental disasters, invasive species, and how humans have carelessly or accidentally made the world more toxic or less diverse.

Ecology is an essential part of every person's education. It allows us to develop our understanding of the local, national, and international problems that affect multiple countries. In turn, this helps build a student's international mindedness and entwines with their knowledge of people and their cultures, and how they think and behave. Only people can solve the problems people make, and it takes the type of people an IB education inspires to do so. People who can communicate in multiple languages, analyze complex problems, and develop solutions that address and resonate with different people from different cultures so that they can all work together to play their parts to build a more hopeful future for us all.

IN YOUR OPINION, WHICH OF THE COUNTRIES YOU HAVE VISITED DOES THE MOST TO MEET SDG #2?

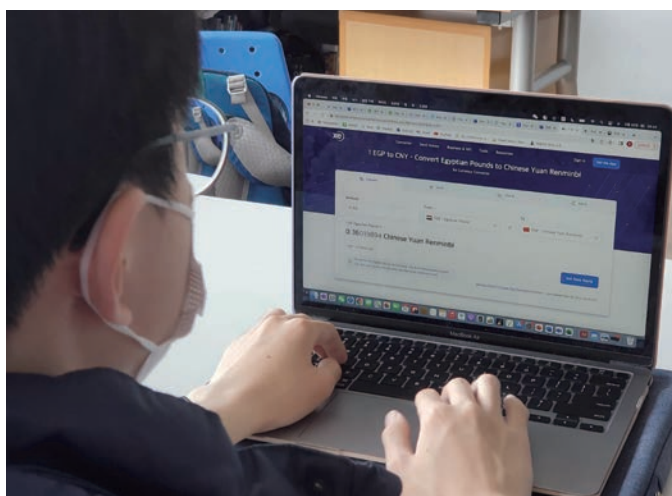
Lwazi Zakumba, Math HOD

At first glance, the question posed above would typically come from a humanities classroom. However, this question was not posed in a humanities classroom but a mathematics classroom. In the IB MYP program, the interconnectedness of subjects is highly encouraged, so it should not be surprising that math students were asked this type of question.



Why did the MYP 2 Math class have to answer this question?

In unit 5 of our MYP 2 Mathematics class, we explored "rates", specifically conversion rates, focusing on the global context of globalization and sustainability and looking into the concepts of equivalency and relationships when exploring the different currencies. For example, how does 5 million RMB used to support villages to grow rice farms in China equate to the AUS \$1 million Australia donated to various feeding programs? For their final summative, the students had to choose one country they would like to visit from each of the following 5 regions: Asia, Europe, the Middle East, Africa, and the Americas, making it five countries in total. The two main goals of the summative were that the students, in pairs, needed to book a



round trip, with accommodation included, from China to each of the five countries, and secondly, that in each country they visited, they needed to research about one initiative that dealt with Goal #2 of the UN Sustainable Development Goals (SDG) which is zero hunger. SDG #2 looks at several factors like the promotion of sustainable agricultural innovations as a way to improve nutrition.

In booking this round trip, they needed to apply their knowledge and skills in converting from one currency to the next, and in calculating the total budget they would need for this type of trip. They also needed to find the total amount of funding the different initiatives received in each country.

In the end, the idea was for the students to have a better appreciation for the different financial systems, or currencies, used in other countries and how, when one is traveling, these things need to be considered. Also, for the students to find out what different countries were doing in tackling SDG #2, and to look at the funding that these initiatives get and have the students appreciate the amount of money because now they can convert those funds into something they are familiar with, i.e., the RMB.





Kate Zeng, Azalea Cottage TA

We come from all over the world. We come from different places. We come here - Qingdao Amerasia International School. During the induction training for new employees, looking at the world map on the wall, countless silk lines from all over the world overlapped and gathered in Qingdao, a national historical and cultural city, a seaside city with evergreen seasons and bursts of vitality. At that moment, I felt that we had become a community. This spirit was more and more actively displayed in the subsequent week's work. We were both unique and diverse. We developed together through understanding and cooperation. This is the international consciousness I have realized.

I have also integrated international awareness into teaching Chinese as a foreign language. My students come from different countries. They not only experience Chinese culture and learn Chinese, but also learn about the beauty of seasons in different countries by introducing the characteristics of the four seasons in their respective countries. By comparing Chinese and western table manners, they can deepen their understanding of each other's cultures. Through the production of Chinese traditional handicrafts, they can better experience Chinese traditional festivals. We will sing birthday songs in Chinese for birthday students. Birthday students will also teach us to sing birthday songs in their mother tongue. Our classroom is inclusive and diverse, seeking common ground.



美亚在行动， 国际意识 与联合国 可持续发展 目标

我们来自世界各地，我们来自五湖四海，我们来到这里——青
岛美亚国际学校。新员工入职培训时，看着整面墙的世
界地图，无数条丝线从世界各地重叠并牵扯着聚集到青岛——这个
国家历史文化名城，这个四季常青、迸发活力的海滨城市，那一
刻我感觉到我们成为了一个整体，那是一种精神的汇集，这种精
神在之后的工作中越来越积极地展现出来，我们既独特又包含着
多样性，我们在理解与合作中共同发展，这就是我体会到的国际
意识。

我也把国际意识融入到了对外汉语教学，我的学生来自不同
的国家，学生们不只体验中国文化，学习汉语，通过介绍各自国
家的四季特点，了解不同国家的季节之美，通过对比中西方餐桌
礼仪，加深对彼此餐桌文化的理解，通过中国传统手工的制作，
让学生们更好地体验中国传统节日，我们会为过生日的学生用汉
语唱生日歌，过生日的学生也会教我们用其母语唱生日歌，我们
的课堂既有包容性又有各自的多样性，求同存异，海纳百川。
学校里随处可见联合国可持续发展目标的宣传标识，为保护
动物和环境捐款，帮助贫困儿童，减少办公和学习用品的消耗，
纸张要用正反面，下课及时关灯和教学设备，节约粮食，不使用
纸杯和一次性餐具，为减少口罩污染，戴可持续使用的布质口罩
等等。联合国可持续发展目标已融入到我们的工作、学习和生活
中，我们会在可持续发展的道路上继续前行。



INTERNATIONAL MINDEDNESS AND THE UN SUSTAINABLE GOALS AT AMERASIA

Publicity signs of the United Nations sustainable development goals can be seen everywhere in schools. We donate money to protect animals and the environment, help poor children, reduce the consumption of office and school supplies, use both sides of paper, turn off the lights, save food, do not use paper cups and disposable tableware, and wear sustainable cloth masks to reduce mask pollution. The United Nations sustainable development goals have been integrated into our work, study and life, and we will continue to move forward on the road of sustainable development.

跨文化视角下的 二零二零年北京冬奥会开幕式

二〇二二年北京冬奥会开幕式作为全世界共同参与的体育盛会，作为跨文化传播的载体，创造性地将具有意境美的中华优秀传统文化、强大的科技实力、团结的民族精神和深远的人类命运共同体意识融于：一起向未来：的主题中。北京冬奥会成为全球多元文化交汇融合的最佳场所，成为跨文化传播的大舞台。

学生们在中文课上观看了展示优秀的中华文化和精神的冬奥会开幕式，有两千年历史的二十四节气，国宝大熊猫元素，如意、飞天等传统元素，书法、篆刻、印章等传统艺术。56个民族代表手手传递国旗，来自世界各地的年轻人：一起向未来：；黄河之水天上来，的水墨成冰，冰雪五环在冰立方中破冰而出……学生们还欣赏了自由式滑雪女子大跳台比赛的精彩视频，是2022年冬奥会中国获得的第一块金牌。学生们从谷爱凌身上学习到了奥林匹克精神，挑战更高、更强、更完美的运动极限，勇于尝试、勇于拼搏、超越自我，敢于享受生命，以此赢得属于自己精彩的人生；学生们还积极参与了冬奥知识竞赛。最后，学生们制作了冰墩墩剪纸。冰：象征着纯洁、坚强，是冬奥会的特点。墩墩：意喻敦厚、健康、活泼、可爱，契合熊猫形象，象征着冬奥会运动员强壮的身体、坚韧的意志和鼓舞人心的奥林匹克精神。剪纸写着：一起向未来：，彰显了奥运会团结世人克服挑战、共创人类的未来的力量。

学生们从北京冬奥会开幕式中的每一个细节里，体会到蕴含着悠久的历史积淀、丰富的文化内涵和国人的文化自信和浪漫情怀。欣赏了跨文化传播下的世界文化呈现出的多样性，在保持本民族文化认同、树立文化自信的同时，尊重其他民族文化，加强不同文化之间的沟通与交流。

2022年北京冬奥会针对促进人的发展，明确了可持续目标，在奥运会筹备和举办的每个层面都充分体现多元化，并且反对一切形式的歧视。北京冬奥会重文化，传统多样性以及人人平等。



THE OPENING CEREMONY OF THE 2022 BEIJING WINTER OLYMPIC GAMES: A CROSS-CULTURAL PERSPECTIVE

Apple Liu, PYP Chinese Teacher

The opening ceremony of the 2022 Beijing Winter Olympic Games created common humanity as the entire world watched in camaraderie with the theme "Together for the Future." The Beijing Winter Olympic Games set the stage for the convergence of diverse cultures worldwide and promoted cross-cultural communication. In Chinese class, students watched the opening ceremony of the Winter Olympic Games, which showcased the rich history of Chinese culture through the 24 solar terms developed over 2000 years. The opening also celebrated the Panda, China's national treasure, as well as Ruyi, and Feitian, traditional calligraphy, seals, and papercutting. All 56 of China's ethnic minorities passed the national flag and saw the five Olympic rings form out of ice made by the Yangtze River. Eileen Gu won gold for China, which really excited our students as they celebrated their host country. Every detail of the Beijing Winter Olympics' opening helped students appreciate China's long history and rich culture. While also celebrating the diversity of world cultures!





“사랑하면 알게 되고 알면 보이나니 그 때 보이는 것은 전과 같지 않으리라.”

조선시대의 명문장가 유한준이 쓴 ‘석농화원’에 담겨 있는 별 같은 문장이다. 인생에서 사랑이 얼마나 중요한 것인지에 대해 설파하는 경구이자 동시에 더 나아가 평생 학습의 긍정적인 가치를 내포하고 있는 문구라 할 수 있다. 사랑하고 배우고 깨우치라는.

올해 우리 MYP2 3의 학생들 역시 마지막 단원인 “신화, 전설, 그리고 민담”을 배우면서 이 말의 진가를 몸소 확인하였다고 감히 말하고 싶다. 어릴 때, 웃어른에게 들었던 익숙한 전래동화, 학습만화로 접했던 그리스 로마 신화, 여행지에서 보고 들은 구조물의 전설 등 많은 이

"If you love, you will know, and if you know, you will see. Then nothing will be the same as before."

It is a famous sentence contained in "Seoknonghwawon," written by Yoo Han-Joon, a renowned scholar of the Joseon Dynasty in Korea. This epigram preaches how important love is in life and promotes a lifelong love of learning. Love, learn, and enlighten!

This year students truly embodied this phrase in MYP 2 & 3, in the Unit "Myths, Legends, and Folktales." Students experienced the power of old stories as they recalled stories such as familiar traditional fairy tales they heard from their parents when they were young, Greek and Roman myths they encountered through cartoons, and legends they saw and heard on trips. Students explored myths and legends of many different countries and also published Korean myths, legends, and folk tales, of their own!

Students realized that stories, regardless of their origin, had certain characteristics in common. Like the history of mankind, the story continues to evolve as it is passed down from generation to generation, text to text, and now into another variety of media, continually transforming. Even if we come from different continents, different races,

이야기들을 상기하면서 아이들은 옛이야기가 가지는 힘을 다시 한번 느낄 수 있었다. 이 단원을 공부하면서 한국의 신화, 전설, 민담을 조사하고 발표하였으며 한 단계 더 나아가 다양한 나라의 이야기 구조를 찾아 공유하고 마지막에는 새로운 설화를 창작하고 발표하였다. 이러한 일련의 과정에서 학생들은 우리가 익히 알고 있었던 이야기구조가 어느 특정 국가적 특색을 띠고 있으면서 동시에 다른 여러 나라에서 다양한 '모티프'의 형태로 나타나고 있다는 사실을 알게 되었다. 태초의 이야기는 인류의 역사처럼 희로애락을 겪으며 더하고 더해져 변형된 상태로 입에서 문자로 전해지고 지금은 또 다른 다양한 매체로 진화를 계속해 나가고 있는 것이다. 우리는 다른 대륙, 다른 인종, 다른 언어, 다른 문화를 가지고 있더라도 그 저변에 우리는 결국 같은 것을 공유하고 있는 것이다.

국제적 감각을 키우기 위해서 우리는 영어를 비롯한 다양한 국가의 언어를 배우고 우리에게 일어나는 다양한 세계적 이슈들을 배우고 익힌다. 그리고 그를 통해 우리는 하나의 문제가 우리가 속한 작은 사회의 문제만이 아니라 문제를 인식하고 같이 해결해야 하는 하나의 인류라는 사실을 깨닫게 된다. 하지만 관점을 바꾸어 우리가 가진 보편적인 옛이야기를 통해 우리의 정서가 일맥상통한다는 사실을 배움으로써 글로벌 시민으로 살아가는 기본적인 자세를 다잡는 것 역시 필요한 것이 아닌가 싶다.

THE STORIES WE SHARE

Joon Yeong Park,

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Korean Liaison and Korean College Counselor*

중고등부 국어교사 박준영



different languages, and different cultures, we do have storytelling in common.

To develop an international mind, we learn various countries' languages and explore the global issues we all face. And through it, we realize that one problem is not just a problem in our small society, but our common duty to recognize and solve the problem together. Changing our perspective and establishing a basic attitude to live as global citizens is also necessary by learning that our emotions align with the old universal stories we share.

BUILDING HOMES AROUND THE WORLD!!

Ruby Kalsi

Peony Cottage Co-lead Teacher

Our Peony Cottage explorers engaged in expressive and open-ended discussions and classroom activities that fostered international mindedness, developed deeper understandings of language and culture and nurtured lifelong respect for others. Through our daily interactions, we practiced being communicators, thinkers, showed we care, took risks and practiced self-reflection.

During the “Where We Are in Place and Time” PYP ‘Homes’ unit, children identified and observed the similarities, differences and interconnections of homes around the world. They also discussed the diversity of materials used to create homes in different places and spaces and explored homes around the world through our amazing selection of books and hands-on materials.

Developing an understanding that homes reflect cultural influences and local conditions, was one way that students in Peony Cottage developed their international mindedness. They were also encouraged to use materials in sustainable ways. Children constructed homes using toilet paper rolls, cardboard scraps and twigs picked up from our nature walks. Designing 3D models of homes including houses made of bricks, animal homes and tree houses were among emerging common favorites.



For our year-long unit, ‘Living Things’ under the transdisciplinary theme of “Sharing the Planet”, we explored the characteristics of living things as our inquiries elaborated children’s awareness about the importance of protecting the Earth and everything in it. Peony Cottage children actively engaged in taking care of their immediate environment; be it taking care of classroom plants, picking up another person’s litter, singing about new beginnings in springtime or noticing a tiny living thing and curiously watching it with care, curiosity and compassion. Action comes after awareness, and we believe that all these little actions and thoughts will go a long way to creating a platform for our young explorers as they consciously begin to develop their understanding and grow to become true Citizens of the World.

We believe that an appreciation for the world and international mindedness will develop only when children learn to care for their immediate surroundings with a sense of respect and responsibility!



ਵਸ਼ਿਵ ਭਰ ਵੱਚਿ ਹੱਜ ਬਣਾਉਣਾ

ਰੂਬੀ ਕਲਸੀ

ਸਾਡੇ ਚਪੜਾਸੀ ਕਾਟੇਜ ਖੋਜੀਆਂ ਨੇ ਭਾਵਪੂਰਨ ਅਤੇ ਖੁੱਲ੍ਹੇ-ਅੰਤ ਵਾਲੇ ਵਚਿਰ-ਵਟਾਂਦਰਿਆਂ ਅਤੇ ਕਲਾਸਰੂਮ ਦੀਆਂ ਸਰਗਰਮੀਆਂ ਵੱਚਿ ਹੁੱਝੇ ਹੋਏ ਸਨ ਜਿਨ੍ਹਾਂ ਨੇ ਅੰਤਰਰਾਸ਼ਟਰੀ ਮਾਨਸਕਿਤਾ ਨੂੰ ਉਤਸ਼ਾਹਤ ਕੀਤਾ, ਭਾਸ਼ਾ ਅਤੇ ਸੱਭਿਆਚਾਰ ਦੀ ਡੂੰਘੀ ਸਮਝ ਵਕਿਸਤ ਕੀਤੀ ਅਤੇ ਹੋਰਨਾਂ ਵਾਸਤੇ ਜੀਵਨ-ਭਰ ਦੇ ਆਦਰ ਦਾ ਪਾਲਣ-ਪੋਸ਼ਣ ਕੀਤਾ। ਆਪਣੇ ਰੋਜ਼ਾਨਾ ਦੇ ਸੰਵਾਦਾਂ ਰਾਹੀਂ, ਅਸੀਂ ਸੰਚਾਰਕਰਤਾ, ਚਤਿਕ ਬਣਨ ਦਾ ਅਭਿਆਸ ਕੀਤਾ, ਇਹ ਦਖਿਅਿਆ ਕੀ ਅਸੀਂ ਪਰਵਾਰ ਕਰਦੇ ਹਾਂ, ਜੋਖਮ ਲੈਂਦੇ ਹਾਂ ਅਤੇ ਆਤਮ-ਚਤਿਤ ਦਾ ਅਭਿਆਸ ਕਰਦੇ ਹਾਂ।

"ਜੱਥੇ ਅਸੀਂ ਥਾਂ ਅਤੇ ਸਮੇਂ ਵੱਚਿ ਹਾਂ" PYP 'ਹੋਮਜ਼' ਯੂਨਿਟ ਦੇ ਦੌਰਾਨ, ਬੱਚਿਆਂ ਨੇ ਸੰਸਾਰ ਭਰ ਦੇ ਘਰਾਂ ਦੀਆਂ ਸਮਾਨਤਾਵਾਂ, ਭੀਨਤਾਵਾਂ ਅਤੇ ਅੰਤਰ-ਸਬੰਧਾਂ ਦੀ ਪਛਾਣ ਕੀਤੀ ਅਤੇ ਇਹਨਾਂ ਦਾ ਨਰਿਖਣ ਕੀਤਾ। ਉਹਨਾਂ ਨੇ ਵਭੀਨ ਸਥਾਨਾਂ ਅਤੇ ਸਥਾਨਾਂ ਵੱਚਿ ਘਰਾਂ ਦੀ ਸਰਿਜਣਾ ਕਰਨ ਲਈ ਵਰਤੀਆਂ ਜਾਂਦੀਆਂ ਸਮੱਗਰੀਆਂ ਦੀ ਵਭੀਨਤਾ ਬਾਰੇ ਵੀ ਵਚਿਰ-ਵਟਾਂਦਰਾ ਕੀਤਾ ਅਤੇ ਕਤਿਬਾਂ ਅਤੇ ਵਹਿਰਕ ਸਮੱਗਰੀਆਂ ਦੀ ਸਾਡੀ ਸ਼ਾਨਦਾਰ ਚੋਣ ਰਾਹੀਂ ਵਸ਼ਿਵ ਭਰ ਵੱਚਿ ਘਰਾਂ ਦੀ ਪੜਚੋਲ ਕੀਤੀ।

ਇੱਕ ਅਜਹੀ ਸਮਝ ਦਾ ਵਕਿਸ ਕਰਨਾ ਕੀ ਘਰ ਸੱਭਿਆਚਾਰਕ ਪ੍ਰਭਾਵਾਂ ਅਤੇ ਸਥਾਨਕ ਹਾਲਤਾਂ ਨੂੰ ਦਰਸਾਉਂਦੇ ਹਨ, ਇੱਕ ਤਰੀਕਾ ਸੀ ਜਿਸ ਨਾਲ ਪੀਓਨੀ ਕਾਟੇਜ ਵੱਚਿ ਵਚਿਅਾਰਥੀਆਂ ਨੇ ਆਪਣੀ ਅੰਤਰਰਾਸ਼ਟਰੀ ਮਾਨਸਕਿਤਾ ਦਾ ਵਕਿਸ ਕੀਤਾ। ਉਨ੍ਹਾਂ ਨੂੰ ਟਕਿਊ ਤਰੀਕਿਆਂ ਨਾਲ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਲਈ ਵੀ ਉਤਸ਼ਾਹਤ ਕੀਤਾ ਗਿਆ ਸੀ। ਬੱਚਿਆਂ ਨੇ ਟੋਆਇਲਟ ਪੇਪਰ ਰੋਲਾਂ, ਗੱਤੇ ਦੇ ਟੁਕੜਿਆਂ ਅਤੇ ਸਾਡੀ ਕੁਦਰਤੀ ਸੈਰ ਤੋਂ ਚੁੱਕੀਆਂ ਟਹਣੀਆਂ ਦੀ ਵਰਤੋਂ ਕਰਕੇ ਘਰਾਂ ਦਾ ਨਰਿਮਾਣ ਕੀਤਾ। ਘਰਾਂ ਦੇ ਤਡੀ ਮਾਡਲਾਂ ਨੂੰ ਡਜ਼ਿਏਨ ਕਰਨਾ ਜਿਸ ਵੱਚਿ ਇੱਟਾਂ ਦੇ

ਬਣੇ ਘਰ, ਜਾਨਵਰਾਂ ਦੇ ਘਰ ਅਤੇ ਟਰੀ ਹਾਊਸ ਸ਼ਾਮਲ ਹਨ, ਉੱਭਰ ਰਹੇ ਆਮ ਪਸੰਦੀਦਾ ਲੋਕਾਂ ਵੱਚਿ ਇੱਕ ਸਨ।

"ਧਰਤੀ ਨੂੰ ਸਾਂਝਾ ਕਰਨਾ" ਦੇ ਅੰਤਰ-ਅਨੁਸ਼ਾਸਨੀ ਥੀਮ ਦੇ ਤਹਿਤ ਸਾਡੀ ਸਾਲ ਭਰ ਦੀ ਇਕਾਈ, 'ਲਵਿੰਗ ਥੀਗਜ਼' ਲਈ, ਅਸੀਂ ਜੀਵਤ ਚੀਜ਼ਾਂ ਦੀਆਂ ਵਸ਼ਿਸ਼ਤਾਵਾਂ ਦੀ ਪੜਚੋਲ ਕੀਤੀ ਕਉਕਿ ਸਾਡੀਆਂ ਪੁੱਛਗਿੱਛਾਂ ਨੇ ਧਰਤੀ ਅਤੇ ਇਸ ਵਚਿਲੀ ਹਰ ਚੀਜ਼ ਦੀ ਰੱਖਿਆ ਕਰਨ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਬੱਚਿਆਂ ਦੀ ਜਾਗਰੂਕਤਾ ਨੂੰ ਵਸ਼ਿਥਾਰ ਨਾਲ ਦੱਸਿਆ। ਚਪੜਾਸੀ ਕਾਟੇਜ ਬੱਚੇ ਸਰਗਰਮੀ ਨਾਲ ਆਪਣੇ ਨੇੜਲੇ ਵਾਤਾਵਰਣ ਦੀ ਦੇਖਭਾਲ ਕਰਨ ਵੱਚਿ ਹੁੱਝੇ ਹੋਏ ਹਨ; ਚਾਹੇ ਉਹ ਕਲਾਸਰੂਮ ਦੇ ਪੌਦਿਆਂ ਦੀ ਦੇਖਭਾਲ ਕਰਨਾ ਹੋਵੇ, ਕਸਿ ਹੋਰ ਵਕਿਕਤੀ ਦਾ ਕੂੜਾ ਚੁੱਕਣਾ ਹੋਵੇ, ਬਸੰਤ ਦੇ ਸਮੇਂ ਵੱਚਿ ਨਵੀਆਂ ਸ਼ੁਰੂਆਤਾਂ ਬਾਰੇ ਗਾਉਣਾ ਹੋਵੇ ਜਾਂ ਕਸਿ ਛੋਟੀ ਜਹੀ ਜੀਵਤ ਚੀਜ਼ ਨੂੰ ਦੇਖਣਾ ਹੋਵੇ ਅਤੇ ਉਤਸੁਕਤਾ ਨਾਲ ਇਸਨੂੰ ਧਿਆਨ, ਉਤਸੁਕਤਾ ਅਤੇ ਤਰਸ ਨਾਲ ਦੇਖਣਾ ਹੋਵੇ। ਜਾਗਰੂਕਤਾ ਤੋਂ ਬਾਅਦ ਕਾਰਵਾਈ ਆਉਦੀ ਹੈ, ਅਤੇ ਸਾਨੂੰ ਵਸ਼ਿਵਾਸ ਹੈ ਕੀ ਇਹ ਸਾਰੀਆਂ ਛੋਟੀਆਂ-ਛੋਟੀਆਂ ਕਰਿਅਿਆਵਾਂ ਅਤੇ ਵਚਿਰ ਸਾਡੇ ਨੌਜਵਾਨ ਖੋਜੀਆਂ ਲਈ ਇੱਕ ਪਲੇਟਫਾਰਮ ਬਣਾਉਣ ਲਈ ਬਹੁਤ ਅੱਗੇ ਵਧਣਗੇ ਕਉਕਿ ਉਹ ਜਾਣ-ਬੁੱਝ ਕੇ ਆਪਣੀ ਸਮਝ ਨੂੰ ਵਕਿਸਤ ਕਰਨਾ ਸ਼ੁਰੂ ਕਰਦੇ ਹਨ ਅਤੇ ਸੰਸਾਰ ਦੇ ਸੱਚੇ ਨਾਗਰਕਿ ਬਣਨ ਲਈ ਅੱਗੇ ਵਧਦੇ ਹਨ।

ਅਸੀਂ ਵਸ਼ਿਵਾਸ ਕਰਦੇ ਹਾਂ ਕੀ ਸੰਸਾਰ ਅਤੇ ਅੰਤਰਰਾਸ਼ਟਰੀ ਮਾਨਸਕਿਤਾ ਲਈ ਪ੍ਰਸੰਸਾ ਤਾਂ ਹੀ ਵਕਿਸਤ ਹੋਵੇਗੀ ਜਦੋਂ ਬੱਚੇ ਆਦਰ ਅਤੇ ਜ਼ਿੰਮੇਵਾਰੀ ਦੀ ਭਾਵਨਾ ਨਾਲ ਆਪਣੇ ਨੇੜਲੇ ਆਲੇ-ਦੁਆਲੇ ਦੀ ਦੇਖਭਾਲ ਕਰਨਾ ਸੱਖਣਗੇ!



保护地球——我们在行动

美 亚社区在4月22日庆祝了世界地球日，我们想借此机会激发孩子们保护地球环境的认知和意识。今年地球日的庆祝主题是“每天都是地球日”。莲花班的学生们学习了一首名为“今天我们能做何种不同的事情——以更加环保的方式生活”的歌曲，我们一起头脑风暴了照顾地球的不同方式。在晨圈上，我们带领学生进行了相关的思考和反思，作为一个班级社区的成员，我们如何能贡献自己的一份力量，以更加环保的方式来生活。

每天我们都在做大量的学习实践，在学生心中播下保护环境和关爱地球的种子。我们坚信，通过点点滴滴、日复一日的实践行动，我们能让地球变得更好。

当我们召开家长会时，总会收到来自家长们的焦虑问题，我们如何去能更好的支持学生在家里的学习？作为一名EC老师，我们总是鼓励家长带孩子出去户外。例如，在不同季节的大自然中漫步，聆听鸟儿的叫声，在海滩上寻找贝壳，观察花园里花朵的每日生长等等。通过这些活动，孩子们开始培养对动植物的爱和尊重，富有尊重的态度是从家里培养的，这也为终身喜欢和热爱大自然奠定了基础。

我们在教室的教具架上也准备了丰富多彩的活动。例如，照顾室内植物是学生最喜欢的活动，学生们特别喜欢浇水、修剪和清洁植物的叶子。

插花是深受学生喜欢的另一项工作。学生们为帮助我们创造一个美丽的课堂环境而感

到自豪。这种与花互动的经验使他们有机会观察和欣赏各种类型的芽、花、叶和茎，同时调动了他们探究植物各个部分的主动性。当这些花瓶陈列在不同的教具架上时，可以让学生在一天中留意到大自然所带来的美感和多样性。

莲花班的学生在通过每日练习提升自己的环境保护意识。每次洗完手后，我们使用一张纸巾；我们将每张纸还能用的边边角角保存在“草稿纸”抽屉中，用于其它艺术项目；我们使用可重复使用的袋子和容器，来减少一次性塑料的使用。

今年春天，所有学步儿和EC教师一起努力，建设了一个美丽的蒙台梭利花园。小鸟喂食器、风铃、种植不同的蔬菜和花卉、音乐墙等，小小花园成了学生们欢乐的乐园。学生们特别喜欢使用不同的园艺工具并清洗它们。拔掉杂草，给植物浇水，观察地上的昆虫……

我们都是地球村的成员。作为一名教育者，让我们继续行动起来！



Mia Xiao,

Lotus Cottage Early Childhood Lead Teacher



TAKING CARE OF THE EARTH: WE ARE IN ACTION



"Solicitous care for living things satisfies one of the most lively instincts of the child's mind. Nothing is better calculated than this to awaken an attitude of foresight." -Maria Montessori

Amersia celebrated Earth Day on April 22 and took advantage of the opportunity to inspire awareness and appreciation for the Earth's environment. This year's theme was "Everyday is Earth Day". The children in Lotus Cottage have been singing Martin Kerr's lyrics, "What can we do differently today, to live a more environmental way?" from The Environment Song, and we have brainstormed many different ways to take care of the Earth. During our morning meetings, we reflected as a class community on how we can contribute, each in our own way, to live in a more environmentally friendly way.

We have been doing lots of daily practice to sow the seeds of protecting the environment and taking care of the Earth in the children's hearts. We do believe if we are in action "little by little day, by day" (Martin Kerr), that we can make the Earth a better place.

When we hold Parent-Teacher Conferences, we always get the anxious question from parents, "What can we do to support the children's learning at home?" As EC teachers, we always encourage the parents to take the children outside. For example, walking in nature during different seasons, listening to the birds, looking for shells at the beach, and observing the daily growth of the flowers in the garden. By doing these activities, the children start to cultivate love and respect for plants and animals, and an attitude of respect begins at home. This is the best foundation for a lifetime of compassion and interest in nature.

In the classroom, there are a variety of activities



being prepared for the shelves too. Taking care of indoor plants is one of the children's favorite activities. Children like to water, prune and clean the leaves of the plants.

Flower arrangement is another activity greatly enjoyed by our children. They take such pride in helping to create a beautiful environment in our classroom. This experience of working with flowers will give them an opportunity to observe and appreciate the various types of buds, blossoms, leaves, and stems as they engage in active investigation of plant parts. Displaying the arrangements in vases on different shelves can bring the child's attention to the beauty and variety in nature as they go about their days.

Lotus Cottage students actively promote care for the environment through daily practices. We practice conserving by using only one paper towel after washing our hands. We save the scraps from a piece of paper in a drawer to be used for other purposes, including art projects and writing notes. We use reusable bags for soiled clothing and storage boxes to minimize the use of single-use plastics.

This spring, all toddler and early childhood classrooms worked together to build a beautiful Montessori garden. We hung up a bird feeder and wind chimes, planted different vegetables and flowers, and worked on a music wall, amongst other things. This made the garden a joyful paradise for the children. They enjoy using different garden tools and washing them, pulling the weeds, watering the plants, and observing the insects on the ground! We are all members of the global village. As an educator, let us carry this task forward!

INTERNATIONAL CUISINE

INTERNATIONAL MINDEDNESS

Alessia Centamore, DP Italian, MYP Chinese Language



“The thing I absolutely love about food is it's a common thread that connects us no matter what culture we come from.” — Poh Ling Yeow, MasterChef Winner

When thinking about how I brought International Mindedness into my students' lives during this school year, many ideas come to mind. As an international teacher, my main goal is to teach students how to be open-minded, embrace and respect cultural differences, accept other traditions, and support peers in sharing their cultures.

Last term, I led the International Food Club, with the help of Ms. Judy. There are several reasons I decided to lead cooking classes for PYP (Primary Years Programme) students. First of all, cooking is my biggest passion. Secondly, one thing that all cultures share is the importance of food. Thirdly, cooking has countless benefits for children. Cooking with children is an extremely important activity because the fun they feel in experimenting is an excellent opportunity for stimulation and growth. Creating something from raw materials is very rewarding. If they have prepared it with their own hands, the children can take more pleasure in tasting a dish they would have otherwise refused. This also results in better eating habits. Cooking with children is also a wonderful opportunity to enrich their vocabulary and talk about respect for the environment and resources. Through “doing” we can teach them how water, food, and energy are precious goods not to be wasted, and how precious they are in everyday life. Cooking with children also teaches them good habits regarding hygiene

and care for the environment; wash your hands before and after touching food and keep the work environment clean.

One of the United Nations Sustainable Development Goals (SDG) we focused on during the International Food Club was SDG 3 “Good health and Well-Being – ensure healthy lives and promote well-being for all at all ages.” During the after-school activity (ASA) the students learned to cook food that was not only healthy but also quick and simple to make. We live busy lives and tend to buy fast food because it is very convenient and obviously, fast. My main goal for this ASA was to show the students that healthy meals don't have to be boring and tasteless, and healthy food does not need to be complicated to be delicious. In fact, each lesson was only 40 minutes long, so we could only use quick recipes.

During the International Food Club, the students experienced how the taste changes in different cultures and travelled internationally through the food. Our students cooked Brigadeiro from Brazil, Quinoa Tabbouleh from Lebanon, pizza and spaghetti with tomato sauce from Italy, and banana bread, mug cake, and pancakes from the US.

Before going to the school cafeteria to prepare the food, the students would learn about the culture behind each dish, where it came from, and when people tend to eat it. They would also guess the ingredients,

and the steps for making it by looking at a picture of the dish. Then they would decide how to divide the labor amongst themselves. Every student was responsible for two steps of the recipe. This taught students that it is necessary to be patient and respect rules to obtain a good result. Rules like this don't feel so rigid to children as they are involved and curious about the final outcome. At the end of our Food Club, the students received a chef's award and we celebrated by enjoying pancakes topped with fruit.

“You have to taste a culture to understand it.” — Deborah Cater



“La cosa che amo assolutamente del cibo è che è un filo conduttore che ci collega indipendentemente dalla cultura da cui veniamo.” – Poh Ling Yeow



Quando penso a come ho integrato l'International Mindedness nella vita dei miei studenti durante questo anno scolastico, molte idee mi sono venute in mente. Da insegnante di una scuola internazionale, il mio obiettivo principale è insegnare agli studenti come essere di mentalità aperta, abbracciare e rispettare le differenze culturali, accettare altre tradizioni e sostenere i coetanei nella condivisione delle loro culture.

Lo scorso semestre, con l'aiuto dell'insegnante Judy, ho condotto l'International Food Club. Ci sono diversi motivi per cui ho deciso di tenere lezioni di cucina per studenti del PYP (Primary Years Programme). Prima di tutto, cucinare è la mia più grande passione. In secondo luogo, una cosa che accomuna tutte le culture è l'importanza del cibo. In terzo luogo, la cucina ha innumerevoli vantaggi per i bambini.

Cucinare con i bambini è un'attività estremamente importante perché il divertimento che provano nello sperimentare è un'ottima occasione di stimolo e di crescita. Creare qualcosa con materie prime è molto gratificante per i bambini. Quando preparano il cibo con le proprie mani, i bambini riescono a provare più piacere nell'assaggiare un piatto che altrimenti avrebbero rifiutato. Ciò si traduce anche in migliori abitudini alimentari. Cucinare

con i bambini è anche una splendida occasione per arricchire il loro vocabolario, ma anche per parlare di rispetto dell'ambiente e delle risorse. Attraverso il “fare” possiamo insegnare loro come acqua, cibo ed energia siano beni preziosi da non sprecare, e quanto siano preziosi nella vita di tutti i giorni.

Un altro beneficio dell'International Food Club è insegnare le buone abitudini igieniche quando si a contatto con il cibo: lavarsi le mani prima e dopo aver toccato il cibo e mantenere pulito l'ambiente di lavoro.

Uno degli obiettivi di sostenibilità delle Nazioni Unite (SDG) su cui ci siamo concentrati durante l'International Food Club è stato “Assicurare la salute e il benessere per tutti e per tutte le età”. Durante l'attività extra-curricolari (ASA) gli studenti hanno imparato a cucinare cibi non solo sani, ma anche veloci e semplici da preparare. Viviamo una vita frenetica e tendiamo a comprare fast food perché è molto conveniente e, ovviamente, veloce. Il mio obiettivo principale per questo “ASA” era mostrare agli studenti che i pasti sani non sempre sono noiosi e insipidi, e che il cibo sano non necessariamente richiede lunghi tempi di preparazione per essere delizioso. In effetti, ogni lezione durava solo 40 minuti, quindi potevamo usare solo ricette veloci.

Durante l'International Food

Club, gli studenti hanno sperimentato come il gusto cambia nelle diverse culture e hanno viaggiato a livello internazionale attraverso il cibo. I nostri studenti hanno cucinato Brigadeiro dal Brasile, Quinoa Tabbouleh dal Libano, pizza e spaghetti al pomodoro dall'Italia, banana bread, mug cake e pancake dagli Stati Uniti.

Prima di andare alla mensa scolastica per preparare il cibo, gli studenti hanno fatto delle ricerche sulla provenienza dei piatti e le tradizioni legate ad essi. Gli studenti dovevano poi indovinare gli ingredienti e i passaggi da seguire, guardando l'immagine. Dopodiché, gli studenti dovevano scegliere il proprio ruolo nella preparazione della ricetta. Ogni studente era responsabile di due fasi della ricetta. Avere ruoli da rispettare ha aiutato gli studenti a capire che è necessario essere pazienti e rispettare le regole per ottenere un buon risultato. Regole come questa non vengono percepite negativamente dai bambini poiché sono coinvolti e curiosi del risultato finale.

Al termine del nostro Food Club, gli studenti hanno ricevuto un attestato di frequenza e un diploma da Chef e abbiamo festeggiato gustando pancake conditi con frutta.

“Bisogna assaporare una cultura per capirla.” – Deborah Cater

CELEBRATING CHINA, CELEBRATING INTERNATIONAL MINDEDNESS

Veronica Huang, Sunflower TA / Chinese teacher



When I think of how we approach International Mindedness in Sunflower Cottage and Chinese class, I realize that it genuinely connects our two educational philosophies of International Baccalaureate and Montessori. The big central ideas that PYP offers under the transdisciplinary themes all address the need to think globally, and the Montessori method of Grace and Courtesy provide the concrete, real-life applications of these ideas.

Even though we have many nationalities, we are one world. Although we are all different, we respect other people's cultures because we understand that we are part of the whole.

Being an IB & Montessori Chinese teacher, I have never stopped thinking about how to guide students in cross-cultural communication and help students seize the opportunities to learn and experience the Chinese culture. Whether it was paper cutting, drawing Chinese characters with spaghetti, or practicing Kungfu dance, Tai Chi fan, or sword dancing, students engaged and experienced Chinese cultural elements daily. We worked to build an understanding of the world around us.

第三届“山海青缘——我的留学青岛故事”
主题活动颁奖典礼





This year, students also had the opportunity to attend the competition hosted by the International Cooperation and Exchange Division of the Qingdao Municipal Education Bureau. But we had only one week and a half to prepare. We decided to have faith in each other, trust in ourselves, trust in one another, and trust those who are presently making decisions around us. It's a concept that seems easy to understand but is layered within the foundation of becoming a truly internationally minded person.

Our students showcased their talent and resilience by performing traditional Kungfu dance and songs, Tai Chi fan, and sword dancing.

I hope to guide my students and expose them to authentic Chinese culture. The IB & Montessori curriculum continues to allow our students to connect and collaborate with others through a deep understanding of different cultures and the ability to be open-minded.



在今后的日子里，我希望能够继续引导我们的学生们，帮助他们更多地了解真正的中国文化之精髓。IB和蒙特梭利课程持续让我们的学生提升对不同文化的深刻理解和，保有开放的心态、学习热情和思考能力，尊重和拥抱多样性，与世界进行良好的沟通，获得共同成长。

如往年一样，我们可爱的学生们今年也参加了青岛市教育局国际交流合作处主办的在青留学生中华文化才艺大赛。但因疫情影响，这次只有不到两周的筹备时间，我们决定从信心树立入手——相信自己，信任彼此，尊重团队精神和决策。这看似简单，却是一个真正具备国际意识和情怀的基础。最终团队上下通力合作，学生们抓紧时间刻苦练习，为大家呈现了一场场包括功夫舞蹈和歌曲、太极扇和太极剑的精彩演出并全体获奖，展现了他们的坚韧和才华。

作为一名IB和蒙特梭利中文教师，我从未停止思考如何引导学生进行跨文化交流，帮助学生抓住机会学习和体验中国文化。无论是剪纸、创作、意面汉字，还是功夫舞蹈、太极扇或太极剑，学生们都积极参与并体验了融入有中国文化元素的各类活动，使得他们对于我们身处的世界拥有丰富的理解并加深了全球化联系。

虽然背景不同，我们即世界。尽管各自拥有差异和多样性，但我们尊重他人的观点和文化，因为没有人是一座孤岛，每个人都是整体的一部分。

作为一名IB和蒙特梭利中文教师，我从未停止思考如何引导学生进行跨文化交流，帮助学生抓住机会学习和体验中国文化。无论是剪纸、创作、意面汉字，还是功夫舞蹈、太极扇或太极剑，学生们都积极参与并体验了融入有中国文化元素的各类活动，使得他们对于我们身处的世界拥有丰富的理解并加深了全球化联系。

国

际情怀可以说是IB课程的灵魂所在。回顾过去的一年，国际情怀在向日葵班和非母语初级中文班的孕育和传递，可以说它真正体现了IB国际文凭和蒙特梭利这两大教育理念的交汇和融合。IB六大超学科主题的设置，都是针对全球化思维的需要，而蒙特梭利的注重智慧成长与品德的养成，则为这些抽象主题和概念提供了具体的、应用于现实生活进而探究事物本质的可能。

Hazel Lee, English Language & Literature HOD

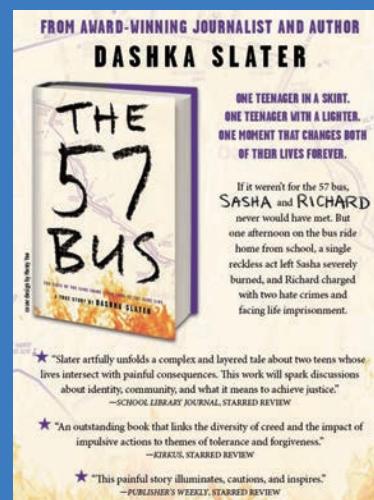
This year, I was fortunate enough to find a book that fit all these goals – *The 57 Bus*. This was our anchor text for our unit titled “Multiple Perspectives,” in which students explored the idea of how a range of diverse perspectives can help us develop a better understanding of reality.

Fortunately, and perhaps unsurprisingly, the MYP 2/3 students rose to the challenge. They immediately took an avid interest in Sasha, the protagonist of this real-life story, who was born male but identifies as non-binary. The concept of gender and sexuality as a spectrum was new to most of them, but they approached the topic with an open mind and a willingness to discuss and ask questions without judgement. This was greatly helped by the fact that their health teacher, Ms. Jessica Tsuchiya, was also covering this topic in health class around the same time. It wasn't at all planned, but the spontaneous interdisciplinary learning that happened, as a result, was certainly serendipitous.

Exploring these unfamiliar topics made me realize my own biases as well. I had assumed these issues would seem irrelevant to

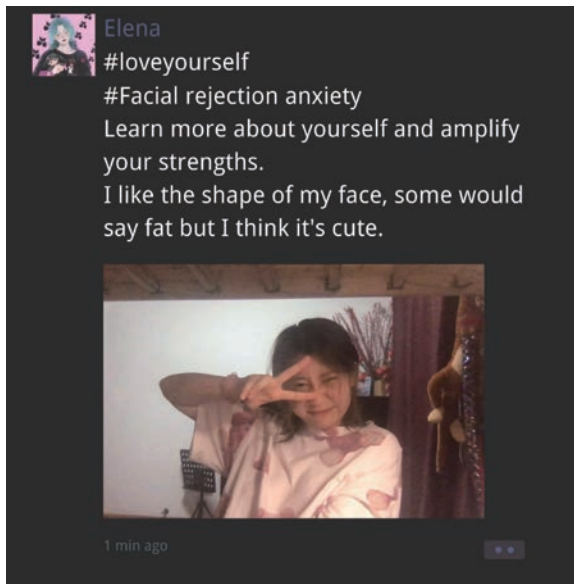
our students, but nothing could be further from the truth. It was a great opportunity for students to have open conversations about gender bias and inequality and how this affects their own lives. Some of the MYP 3 students even took the initiative to integrate their learning into their Community Projects, communicating their newfound information and their own ideas to a wider audience via social media.

The greatest feeling as a teacher is when you provide students with a new lens with which to view the world and watch them turn it into a rainbow of new ideas and perspectives. It is both gratifying and humbling to see them go beyond your expectations. Teaching *The 57 Bus* taught my students a lot about the world and themselves, but it also taught me to have faith in my students and to trust in their ability to engage in their learning with both curiosity and empathy.



CELEBRATE YOU!

Jessica Tsuchiya,
MYP/DP English Language Acquisition, Health
Teacher, Language Acquisition English HOD



This year in health class, students studied what it means to be "happy in your own skin." MYP 1 to 5 explored the messages we receive about our bodies and the impact these subliminal messages can have on our conscience. In order to live a balanced and healthy lifestyle, students reflected on what they considered to be the "perfect" body type, and thought about the way they portrayed themselves on social media and the reasons behind these thoughts. By actively engaging with activities that brought into question the myth of what a perfect body is, students were

able to identify, analyze and question beauty standards set by their culture.

Students engaged with the idea that most cultures have an ideal "type." They compared how food plays an important role in self-image and discussed how making good personal wellness choices could help them gain confidence and control over who they are. Students discussed the pressures they face as teenagers to act, be and look a certain way to be accepted by their society and peers. As a final project, students put all their learning together by reflecting on what it means to be unique and authentic. They thought about their strengths and weaknesses and the wondrous ways all humans are different. Their project asked them to show a picture of themselves without filters or adjustments, state why their individual uniqueness is something to be celebrated, and create a positive hashtag for current and future students to follow. Students were then asked to write out a piece of advice in a "Twitter style" message encouraging future teens to love and accept themselves. Students found the unit both enlightening and challenging as they explored their idea of body image and challenged societal and individual beliefs around this topic. Messages were displayed in the school as an encouragement to both themselves and future students.





Chris Borodenko, *Dream Lab, MYP Art*

Dream Lab has given the students of Amerasia the opportunity to make ideas into reality. Through the integration of technology, hand tools, a fully functional woodshop, a robotics department, and visual arts materials, students have been able to dream big and create innovative visions into functional products.

After a semester of immersive problem solving and exploration into the functionality of the tools within Dream Lab, students in MYP 4 and MYP 5 began a unit unifying the foundations of the design process to create something distinctly creative; musical instruments. Students researched the origins,



function, and mechanics of each instrument they selected. A deeper understanding of the mechanics of sound and vibration and how materials work to generate and resonate sound were among this unit's technical and conceptual challenges.

As students initiated their projects, there was a wide range of interest, showing incredible diversity and curiosity around instruments of the world. Among the projects students researched and created, there was representation from every continent (excluding Antarctica). The instruments chosen all have deep roots in the cultures they stem from and gave students a unique understanding of how arts and expression are anchored in the traditions, technologies, and modes of communication unique to each culture.

Some of the instruments built include an Australian Aboriginal Didgeridoo, a Native American Pow-wow drum, a West African Djembe, a Box Lyre from the Middle East, African Mbiras, and Dizi from China. With each instrument, students encountered new

challenges, placing them in a unique position to consider how people from each of the indigenous cultures might work to solve similar problems. Then, using the tools and expertise at hand, they persisted to all create usable, functional instruments that they were able to share with the entire Amerasia community.





EAST MEETS WEST

Lauren Borodenko, BEG Arts Director

As an introduction to theatre in the Middle Years Program this year, students in MYP 1 engaged in an East meets West theatre unit. This unit focused on establishing a grounding of knowledge, conceptual understanding, and skill development through the lens of World Theatre Traditions. As a school based in China and surrounded by Chinese culture, this was a unique opportunity to access the students' prior knowledge in the class. We experienced first-hand the conventions and practices of Chinese theatre traditions as well as those in other geographically close regions to develop a deeper understanding of the role of theatre and the arts within and across cultures.

Our journey started with establishing our common understandings of what theatre is and a deep immersion into two aspects of the MYP Theatre course: the exploration of theatre and theatre practices from different times and cultures and the development of students' creativity and theatre skills. Working from the Statement of Inquiry: Dramatic communication is culturally and contextually grounded and shaped by the interpretation of the performer, students explored conventions of Western Theatre traditions as well as Japanese Kabuki and Noh theatre as well as Chinese Peking Opera.

Throughout the unit students were engaged practically in creating theatre production elements, creating incidental sound effects, Noh masks based on character archetypes, and designing Peking Opera costumes to best represent their character attributes. They each developed an individual stylized performance element of a Kabuki Mie. A Mie is a key feature

of Kabuki where the actor uses a technique requiring them to freeze the body in a very powerful, exaggerated pose to indicate that the character's emotions have reached their maximum.

The summative assessment task in this unit asked students to adapt a script of a common folk tale and integrate the production and performing conventions of the World Theater Traditions we learned about throughout the course. The final performances saw the use of masks, costumes representative of character attributes, and many exemplary Kabuki Mie poses- giving the audience a fresh and unique experience performed by confident, empowered young actors of the world.



CLIMATE CHANGE IN CHINESE CLASS

Daisy Yang, Magnolia Cottage TA, Grade 2 Chinese Language Teacher

In the global context of increasing international awareness and promoting the UN SDGs, we are keenly aware of the importance of bringing this awareness into the classroom. Although it is an abstract concept that is difficult for students to understand, we must make the abstract concrete!

Firstly, global climate change is an increasingly severe challenge for human beings. We encourage children to create picture books about *One Earth, One Home*. Picture books are rich in patterns and easy to understand. Through

these beautiful images and rich words, children present to us the potential beauty of all things in the world. Our great student leaders thought about how Mother Earth feels when human beings don't take care of her? We also explored human beings' place in the biological chain. Children need to understand how global climate change is related to their current environment.

"Cradle of The Ancestors" is a poem describing how our ancestors lived in the ancient forest and lived in harmony with nature and helped children understand

how nature has changed over the years through man's impact. This poem awoke students' imaginations and expanded their love of nature. Children shared this poem with their parents, activating their passion for protecting the environment and becoming agents of change.

Protecting the environment requires action, action, and more action. Students took action on our field trip to BaiQueLin Farm. There, students explored nature and cared for Mother Earth by picking up litter. International mindedness requires action, not just thoughts.

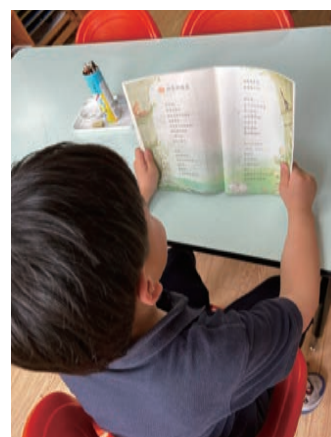
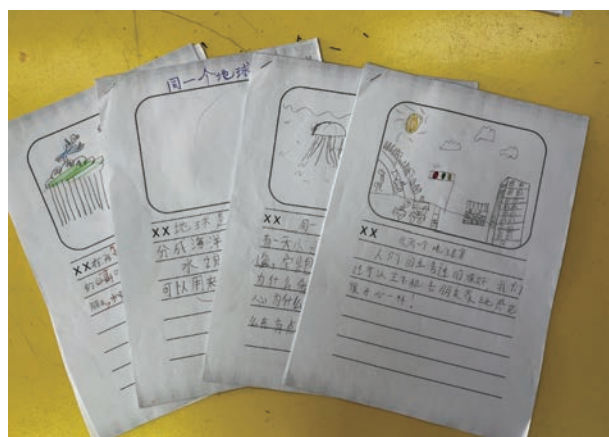
对于国际意识和SDGs需要更深入的思考，我们需要更多的实践和理论进入这个主题。

第三，也是最重要的，保护环境不仅仅是一个口号，而是一种行动。这就需要孩子们主动保护我们赖以生存的地球。我们一起去百雀林农场探究：植物如何交流，这一主题过程中，鼓励孩子们在户外捡起周围的垃圾，教他们不要乱扔垃圾，保护我们的土地。

其次，孩子们需要了解全球气候变化与他们现在所处的环境有什么关系，以及它有多大。穿越时空追溯地球的过去有助于孩子们理解和感受全球气候和自然环境的差异。《祖先的摇篮》是一首诗，描述了我们祖先如何在古老的森林中生活，与自然和谐相处。诗歌是优美的音乐，孩子们可以朗读动情，通过老师的叙述，在他们的想象中追溯远古的传说。引导学生了解原始森林是祖先生活、生长的地方，我们的祖先曾经有过一段美好的时光。长期在绿色的怀抱中，为祖先提供了各种资源的生长和发展所需的安全保障，人类从原始森林一步步走出摇篮，进化到今天，使原始森林是祖先的摇篮。引导学生理解赞美与感恩，对森林永远的绿色祝福。从而加深全球气候对人类生活和环境的变化和影响。此外，孩子们可以充分发挥想象力，续写对自然的向往，将这首诗分享给父母，朗诵给他们听，讲述一个关于祖先摇篮的故事。从这些入手，积极调动孩子保护环境的欲望。

在国际意识和可持续发展目标不断提高的全球背景下，我们敏锐地意识到将这种理念带入课堂的重要性。虽然这是一个抽象的概念，学生很难理解，但我们的义务是把抽象具体化，把国际意识和SDGs融入课堂，达到潜移默化的效果。下面是我们课堂中的具体实践。

在



INTERNATIONAL MINDEDNESS

Laki Faamamafa, Lower School PE



How did you apply International Mindedness in Physical Education class? There are so many ways you can teach the kids about International Mindedness in class, sometimes you can teach the students about it but sometimes they develop these skills in a class by themselves. I will mainly focus on the topic below because this is most likely my focus this year in our Physical Education class.

(3R rules) Respect-Most of the students that I taught this year know the 3R rules (Respect yourself, respect others, respect the environment) I think in PE or any other subject RESPECT comes first in student's learning, without learning how to respect yourself you cannot respect others or your surroundings. That

is why it is very important to learn about how to respect yourself. Some students ask questions like:

1. How do you respect yourself?
2. How do I know that I have been respecting myself?

Well, respect yourself, it is all about how do you take care of yourself daily. Are you doing enough daily activities to stay healthy? Do you get enough sleep at night? Are you listening to the teacher? Are you being a good friend to your peers? How much do you share with your peers during class? Are you using positive ways to interact with your teachers and others? How do you handle losing and winning during activities or competitions?

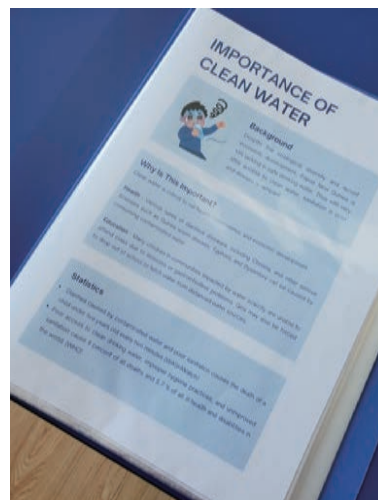
Students have been making huge improvements this year to our 3R rules as they have shown sportsmanship and willingness to help each other during our class. Respecting the environment goes to everything that happens on campus and at home or anywhere they go. It is important to make sure you put back the equipment once you finish using it. Help the teacher to collect the equipment if needed. Wear your mask when you walk around the campus. If you see rubbish on the floor, make sure to pick it up and put it back in the rubbish bin. Say hello to anyone you walk pass or give a high five or shake hands.





INTERNATIONAL MINDEDNESS IN MYP MATH

Kris Kruppa, MYP Mathematics Teacher



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

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

In MYP 3, students researched deforestation in countries around the world, modeled forest areas using linear equations, and made predictions about what the future might hold for global forests. Most importantly, students explored the reasons behind deforestation in various countries and suggested ways to combat it. Students also demonstrated international mindedness by working in groups to answer the question, "What does it mean to be human?". While the question may seem philosophical in nature, students were challenged to describe it mathematically.

Students collected data on variables such as GDP, lifespan, disease, mental health, and education in different countries, then examined relationships between the variables through linear regression. Finally, each group presented their findings and used them to propose an answer describing our shared global humanity.

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

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



SHADOW PUPPETRY

Deborah Gan, Drama Teacher

In PYP drama, during the 'Legacies' unit, students in Grades 1-3 learned about different shadow puppetry designs from all around the world and how the modern world has brought shadow puppets to life by using hand and body shadows.

Manipulated by puppeteers using rods, the figures create the illusion of moving images on a translucent cloth screen illuminated from behind. Many seasoned shadow puppetry artists can perform dozens of traditional plays transmitted orally or found in written form.

hand puppets. Finger puppets are manipulated by a single finger. Students explored finger puppets and hand puppets and wrote their own finger puppet plays.

Chinese shadow puppetry is a form of theatre with colorful silhouette figures made from leather or paper, accompanied by music and singing.

A hand puppet is a type of puppet that is controlled by the hand or hands that occupies the interior of the puppet. A glove puppet is a variation of



LIVING ON THE EARTH

Hailey Chen, Azalea Teacher Assistant, Chinese Language Teacher



捡拾垃圾的过程让孩子们反思人类行为对大自然带来的伤害,也让孩子们看到减少使用塑料产品的重要意义。描绘自然风景时,孩子们很享受微风习习、安静作画的状态。回来的路上,孩子们会互相提醒将垃圾扔到垃圾桶,也会讨论如何给垃圾分类。

共享地球是国际情怀的核心之一,这几年人们在应对疫情的同时也没有停止过环境保护的重视。杜鹃花班的孩子们在进行探究主题:我们所处的时空——自然遗产的学习时来到白雀林观光园进行实地考察。学生们在这里捡拾垃圾、描绘自然风景,体会大自然带给人类不同体验。

共享地球





WE ARE FLOWERS OF ONE GARDEN. WE ARE LEAVES OF ONE TREE.

—A SPECIAL SUMMONS IN SUNFLOWER COTTAGE

Li Yan, G1-3 Sunflower Cottage Lead Teacher

In Sunflower Cottage we chose a special summons, which is to sing "We are flowers of one garden. We are leaves of one tree. Come and join us in our quest for unity. It's the way of planting peace on Earth." The last line of lyrics was added by our student Lily when she was in second grade. The summons indicates the students' knowledge of different human skin colors and recognition of human unity.

When a group of 6 to 9-year-old elementary school students from seven countries sit on the same carpet, our little classroom is like a tiny garden on the Earth. In this small and beautiful garden there are twenty tender flowers of different colors gathered together and blooming day by day, not to compete for glory, but to do their part to decorate our common home: the Earth 🌍 with their unique beauty.

This summons is a subtle reminder to children that *we are all part of the whole, that we are all nourished by common roots and leaves, that we need to share resources, and that we are all equal no matter where we come from, what our backgrounds are, and what color our skin is.* These ideas are both an important part of the education of international mindedness and the basic requisite for achieving the United Nations Global Sustainable Development Goals.

There are many academic activities in our class to support the spirit and inspiration mentioned in the summons:

"We are all part of the whole"

In the study of History and Geography, our young students explored and drew the super continent Rodinia which was formed during the Proterozoic Era (2,500-543 million years ago)

and realized with awe that all the modern continents were connected millions of years ago.

"We are all nourished by common roots and leaves"

Our Grade 3 students spontaneously organized a class meeting to discuss the history and location of Ukraine and Russia on the world map when the crisis arose several months ago. They reached a conclusion that the two countries should make peace instead of fighting with each other.

"We need to share resources"

Our students discussed thoroughly and made essential agreements to reflect their understanding of *we need to share resources* in daily learning and social activities.

When children saw animals injured by plastic pollution, they were naturally motivated to question the use of plastic products and tried to shoulder the responsibility of protecting the environment and its natural resources. They were the leading force in the environmental protection action of banning plastic packaged yogurt in school. Students made a soccer ball using the plastic products collected from home. In writer's workshop, they wrote their informational piece about how to make a plastic soccer ball.

"We are all equal no matter where we come from, what color our skin is."

In response to the curiosity of our first graders about their classmate's different skin colors, we shared the common ancestry of human beings and scientific research on the influence of sunlight on our ancestors' skin color. Some children studied the geographical location of each continent and reflected on their distance from the equator. When asking the students to compare the different skin tones

to different colors of flowers in a garden, we invited them to imagine what it would be like if there were only one color of flower in all gardens. After they all agreed that a single-colored garden wouldn't be beautiful, we introduced Martin Luther King Jr.'s speech "I Have a Dream" and Louis Armstrong's song "What a Wonderful World" for the young thinkers to embrace the idea of unity in diversity. We believe that by giving them plenty of time, space and life experience to reflect on their understanding of human skin color and perception of human unity, they will realize the truth of these ideas.

"We are flowers of one garden. We are leaves of one tree. Come and join us in our quest for unity. It is the way of planting peace on Earth..." This summons will continue to be sung in Sunflower Cottage to nurture our future world leaders.



我们是一园之花，一树之叶——向日葵班的召集令

日葵班的师生在培养自己国际情怀的实践中进行了多种尝试，囿于篇幅，我仅举一例说明。

对人类不同肤色的了解和人类一体性的认知

在向日葵班，我们选取了一个特殊的召集令，那就是吟唱：我们是一园之花，我们是一树之叶，大家一起来吧，为了团结的目标而努力，这是在地球上播种和平的途径。这首歌的最后一句歌词是我们的学生“”在二年级的时候加上去的。当来自七个不同国家的6到8岁的小学生们围坐在同一张地毯下，我们小小的教室俨然就是地球上的一个小小的袖珍花园，在这个小而美的花园里有二十朵形色各异的小花聚在一起，逐日绽放，他们不是为了争奇斗艳，而是为了尽己之力，以独特的美去装点我们的共同的家园：地球。这个召集令潜移默化地提醒孩子们我们都是整体的一部分，我们都受到同源根系和所有叶脉劳作的滋养，我们需要分享资源，除此之外，它还有一个特别的暗示：那就是无论我们来自哪里，背景如何，肤色深浅，我们都是平等的，都同样重要，也都肩负着照顾地球的使命——而这些理念既是国际情怀教育的重要内容，也是达成联合国全球可持续发展目标的基本保障。

受各种因素的影响，有些一年级的孩子对同学的不同肤色表现出了好奇，为了应对这个现象，



我们分享了人类的一体性以及人类祖先的肤色与太阳光照的影响，也鼓励孩子们去研究早期人类，将还把不同肤色比作花园里不同色彩的花朵，请孩子们想象如果所有的花园里只有一种颜色的花朵会是什么样。马丁路德金的演讲：我有一个梦想：和阿姆斯特朗的歌曲：多么美好的世界：都一一介绍给这些6-9岁的思想家：我们相信给孩子们充足的时间和空间去重新思考自己对待人类不同肤色的了解和人类一体性的认知，他们一定会自己找到答案。

对一体性认知的扩展和实践

在进行国际文凭小学项目及的单元主题探究时，孩子们喜欢：我是谁？及：我身在何处？以及：分享地球：等主要课题，我们与孩子重温了蒙台梭利小学课程中伟大的故事，以扩展他们对一体性的认知。通过演绎其中关于宇宙的起源的故事内容，孩子们发现原来形态各异的万事万物，包括人类在内，其实都是由与星尘同样的元素组成的，我们都来自同一个源头，无论我们以任何形式出现在宇宙中、地球上，我们都是同一源头的一部分；而生命的故事中对生命时同轴的解读带给孩子们更多具象的滋养，从单细胞生

命体到多细胞生命体，从最早的脊索动物到鱼类，再从鱼类到哺乳动物，进化这只无形之手已在人类的到来之前做足了准备，来拥抱和滋养这些可以直立行走，用双手去制做工具，还可以用发达的大脑去沟通、去学习外语的新生命体，我们会向孩子们发问：人类运用自己的天赋为万物一体的地球做了什么贡献？在寻找这个问题的答案的同时，孩子们也完成了对如何：分享地球：这个单元主题的探究。怀着对动植物的感恩，当孩子们看到视频中被塑料垃圾戕害的海洋动物朋友时，很是触动，他们在家中收集塑料垃圾，带到学校称重，统计每周各个家庭消耗的塑料垃圾的克重，毫不犹豫地协商决定停止食用学校提供的带有塑料包装的酸奶制品，他们还在数学课上进行跨学科活动，测量出每个酸奶塑料盒的重量，依此推算出他们每年减少使用的塑料总量。孩子们还在远足百雀林时，不辞辛苦地收集山路上、庭院里的各种塑料垃圾，以免它们被风吹到附近的海洋里。临近期末，孩子们开始使用竹竿作为材料，为校园里的昆虫建立一个夏日宾馆，让它们在暑假期间享受不被打扰的生活环境。

我们是一园之花，我们是一树之叶，大家一起来吧，为了团结的目标而努力，这是在地球之上播种和平的途径。为了滋养未来世界的年轻领航者们，这样的召集令将一如既往地在向日葵班的角落响起。



INTERNATIONAL MINDEDNESS IN ATHLETICS

Kimi Tsuchiya, Athletics Director

How do student-athletes learn to be internationally minded? Do they learn to be respectful, compassionate, and collaborative when I have the first athletics meeting at the beginning of the year and explain the Amerasia Athletics expectations? Do they learn to collaborate when coaches teach the importance of sharing the ball in practice? Do they learn respect during a match when the opponent fouls them, and the referee does not make the call? The answer is that all the above is necessary. As an Athletic Director (AD), I need to set clear expectations of sportsmanship. In practice, coaches need to teach that individual plays are less effective. In matches, players need to get into situations where they learn to restrain themselves.

However, the most important, I believe, is that coaches and ADs need to walk the walk. You can be doing all the right things to prepare for the match: lay down expectations, and teach the players to pass, but if ADs are yelling at the referees for calls and coaches are talking to their players in a demeaning manner, then players will also not show respect to the game, opponents, teammates, referees, and their coaches.

We, coaches and ADs, are not perfect, but we remind ourselves that the players look at us for guidance, support, and direction. We impart our emotions and behaviors to the players. It starts with the AD and the coaches.



Overall, Amerasia is known for our excellent sportsmanship. We often take the Sportsmanship trophy or are a contender for the award at every tournament. I see our players shaking hands after a loss, helping pick up opponents when they are down, taking questionable calls, and cleaning up after tournaments. We will continue to strive to be internationally minded: respectful, compassionate, and collaborative because that's who we are.



INTERNATIONAL MINDEDNESS: BECOME POSITIVE COMMUNICATORS

Nora Xu, Grade 4C TA

International mindedness refers to an individual's connection to the global community. It means that the individual is a member of the global community and takes positive action as a citizen to create a better world. What does a child with international mindedness look like? They are caring, principled thinkers. They are open-minded, intellectual explorers. They are patriots who understand and embrace their own culture and celebrate the cultures of others. They are capable and positive communicators.

We focused on developing communication, as well as technical, collaborative, and social skills in our Chinese classes for the 2021-2022 school year. We used Chinese character cards to work with peers in small groups to recognize characters and practice word recognition in pairs through activities such as flipping cards, spinning the wheel, and hammering in the literacy unit. We watched text animations together. We used posters to extract the story's main elements, analyze the storyline, describe the pictures, and role-play to recreate the storyline during class discussions. We followed the Think-Pair-Share steps to express our opinions, listen to our peers' opinions, and share them with the class. We used technology tools such as Wordwall, Quizizz, Edpuzzle, and others for their interaction and cooperation during assessments.

Not only did we emphasize communication and collaboration in the Chinese classroom, but we also extended it to children's real life experience. We used the Word of the Day to record life moments and share them with peers. We went out of the classroom to look for summer. We thought about and discussed how to protect the Earth with our hands. We read and shared our favorite stories in our Literature Week storytelling assembly. We learned folk customs and made handmade lanterns for the Chinese New Year. We made handmade zongzi, wore colorful hand ropes at the Dragon Boat Festival, and made thank you cards for our moms on Mother's Day.

The children communicated and cooperated with their peers, families, teachers, and communities through these activities. They are growing in their journey to being positive communicators, active in becoming a better version of themselves for a better society.



国际意识：成为积极沟通者

国际意识是指个人与世界社区的联系，个人是世界社区的一员，并作为成员为创造美好世界做出积极行动。有国际意识的孩子是怎样的？他们是关爱他人、有原则的思考者。他们是思想开放的知识探索者。他们是爱国者，了解和拥抱本民族和其他民族的文化。他们是有能力的积极沟通者。

在2021至2022学年的中文课上，我们专注于沟通、技术、协作和社交技能的发展。在识字单元，我们使用汉字卡片与同伴进行小组合作识字，通过翻卡片、转盘、敲锤子等活动进行双人认字练习；在课文单元，我们一起观看课文动画，利用海报提取故事主要元素，分析故事情节，描述图片，进行角色扮演再现故事情节；在课堂讨论时，我们按照思考—配对—分享的步骤来表

达自己的观点，倾听同伴的意见并和全班进行讨论；在评估测试时，我们借助Wordwall、Quizizz、Edpuzzle等科技手段进行同伴互动和小组协作。

沟通与协作不仅发生在中文课堂上，更延续到了孩子们的实际生活中。我们用《每日一句》记录生活的精彩瞬间并与同伴分享，我们走出教室寻找夏天的身影，我们思考并讨论如何用双手保护地球，我们阅读并在文学周讲故事大会上分享自己最喜欢的故事，我们在春节一起学民间习俗、做手工灯笼，我们在端午节一起做粽子、戴五彩手绳，我们在母亲节为妈妈们制作感谢卡片。

孩子们通过这些活动与自己、与同伴、与家人、与老师、与社区进行了沟通与协作，在成为一个积极沟通者的路上不断进步，为成为更好的自己 and 创造更加美好的社区而积极行动！





DEVELOPING INTERNATIONAL MINDEDNESS THROUGH MULTILINGUALISM

David Nazari, G1-3 Sunflower Literacy Specialist

"Establishing lasting peace is the work of education all politics can do is keep us out of war." Maria Montessori

To be internationally minded, a child needs to have a good sense of identity. This is why it is important to celebrate a child's own culture, customs, background, and (mother tongue) language.

In the past bilingualism was seen as a hindrance to children's learning. My mother was told to stop speaking Arabic to me as it would prevent me from learning French properly. At the time, I experienced this as part of my identity being taken away from me. We now know that multilingualism enriches student learning and promotes international mindedness.

Early exposure to a foreign language has been shown to

help in developing a flexible way of thinking. When learning a language, it is also important to have an understanding of the culture of the country in which it is spoken in order to be able to have a full understanding of the linguistic nuances. In a school like Amerasia, which is filled with students and teachers from every part of the world, students can interact and talk about all the differences in their cultures and come together to find solutions to world problems to achieve unity and lasting peace. During the unit of inquiry, "Legacy", the students discussed the issues between Russia and Ukraine, and they independently chose to research about the legacy of the Soviet Union and the history of Ukraine. They created

their own presentation to invoke a peaceful solution to these countries' challenges.



探寻文化遗产， 了解多样文明

小学五年级第「单元」的人文主题是：足下万里，寰宇纷呈万花筒。孩子从世界著名的水上城市威尼斯到牧场之国，再到埃及不可思议的金字塔，跟着作者移步换景，足下万里，充分领略了如万花筒般绚丽多彩的寰宇风光。这些作者就像一个个讲解员，通过他们的介绍，我们看到了、听到了、知道了这些地方的美——自然的美、文化的美、文明的美、和谐的美。

单元总结性评估任务设计为走进世界文化遗产。通过探究学习，选择一处感兴趣的世界文化遗产，完成一篇600字左右的文章，并通过演讲的方式向大家展示收获的新知和反思。

世界文化遗产，是一项由联合国发起的国际公约建制，以保存对全世界人类都具有杰出普遍性价值的自然或文化处所为目的。世界文化遗产是文化的保护与传承的最高等级，世界文化遗产属于世界遗产范畴。国际思维意味着理解、尊重和重视不同的文化，拥抱多样性，并知道不同的观点可以提供很多东西。

通过世界文化遗产的宣讲会，孩子们不仅了解了北京猿人的历史及其文化意义，重温了长城的雄伟风范，也领略了英国大本钟、金字塔背后的历史和故事。在演讲过程中，孩子们也都从历史传承和我们应该担负的责任等角度进行了反思，立足本土，拥抱了世界各地多样的文化与传统。

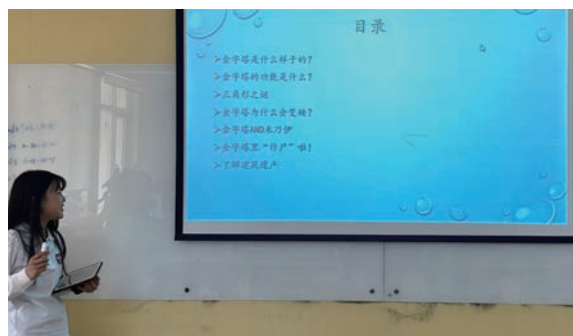
EXPLORING CULTURAL HERITAGE AND UNDERSTANDING DIVERSE CIVILIZATIONS

Hui Yuan, Lower School Chinese Department Chair

The theme of Unit 7 for PYP 5 Chinese class was "A Kaleidoscope of Worlds." From the world-famous city of Venice to the incredible pyramids of Egypt, children followed the authors as they moved from one place to another and traveled thousands of miles to fully appreciate the kaleidoscope of colorful landscapes around the world. These authors are like interpreters. Through their writing, we see, hear and know the beauty of these places - the beauty of nature, the beauty of culture, the beauty of civilization, and the beauty of harmony.

The summative assessment task delved into the cultural heritage of various places throughout the world. Through inquiry learning, students chose a world cultural heritage of interest, completed an essay of about 600 words, and presented their new knowledge gained to their peers. International mindedness means understanding, respecting, valuing different cultures, embracing diversity, and knowing that different perspectives have much to offer.

Through the World Heritage presentation, the children not only learned about the history of the Beijing Apes and its cultural significance, revisited the majesty of the Great Wall, but also appreciated the history and stories behind Big Ben and the Pyramids. During the presentation, the children also reflected on the perspectives of historical heritage and the responsibility we have to our local community and our global community.



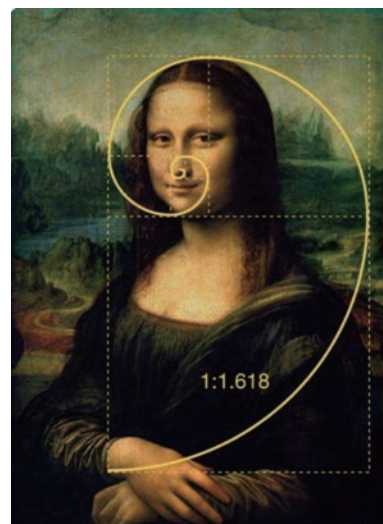
For Grade 11 (DP 1) math, International Mindedness has always been part of our class. In learning different mathematical concepts, we discussed the contribution of the relevant mathematicians. For example, in the seventh century, the Indian mathematician Brahmagupta proposed the idea of negative numbers by using small dots or small circles to indicate that the numbers are negative.

When we talk about Archimedes (c. 287 BC to 212 BC), the first thing that appears to mind is Archimedes' significant contributions to physics. Archimedes' principle established that any floating object displaces its weight of the fluid it is in. Archimedes also significantly contributed to math, discovering and proving the law of exponents.

Chinese are familiar with the Gou Gu Ding Li (Pythagorean theorem). Actually, it has long been known to the Babylonians, but the earliest proof was attributed to Pythagoras. He proved that the square on the hypotenuse of a right-angled triangle is equal in area to the sum of the squares on the other two sides. And this theorem was named after him. Pythagoras was also the first in the world to discover the golden ratio. This ratio is recognized as the most aesthetically pleasing ratio. As the golden section of the most elegant proportion rhythm, there are many applications in the real world. For example, if you want to take a beautiful photo, do not put the object in the center but set it at about 0.618 degrees to make it more beautiful.

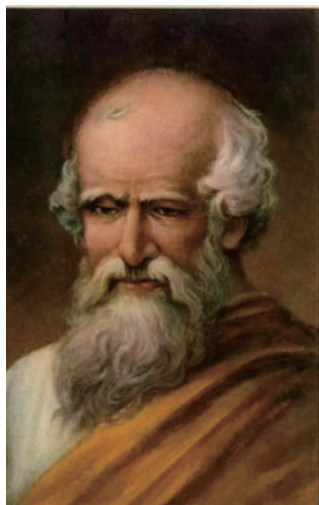
In these stories, students see that mathematicians

from different countries with different cultural backgrounds have made various historical contributions to mathematics. The development of mathematics is credited to the efforts and the wisdom of all the people from around the world.



INTERNATIONAL MINDEDNESS IN DP MATHEMATICS

Sunny Sun, PYP, MYP, and DP Mathematics Teacher



在这些人物故事中，学生感受到不同国家，不同文化背景的数学家们，都有对数学做出的不同的，历史性的杰出贡献。数学的发展，凝聚了世界各国人民的智慧。

中国人很熟悉的勾股定理，其实早已为巴比伦人所知，而最早的证明则可归功于毕达哥拉斯。他证明了直角三角形斜边平方等于两直角边平方之和，即我们所说的毕达哥拉斯定理，而且毕达哥拉斯是世界上第一个发现黄金分割理论的。黄金分割是指将整体一分为二，较大部分与整体部分的比值等于较小部分与较大部分的比值，其比值约为0.618。这个比例被公认为是最能引起美感的比例，因此被称为黄金分割。作为最优雅的比例节奏的黄金分割，现实中有很多体现，比如说你要想照一张美丽的照片，不要把主角放在正中央，而是定在大约0.618的位置上更有美感。

当我们提到阿基米德（约公元前287年到公元前212年），首先想到的是阿基米德在物理上所作出的重要贡献。阿基米德原理：浸入液体里的物体受到向上的浮力，浮力的大小等于它排开的液体受到的重力。而在数学上阿基米德也贡献很大，发现并证明了指数定律。

年级 (DP1) 的数学课上，国际视野一直贯穿其中。在不同的知识点，数学概念的学习过程中，我们会讨论到相关联系，有贡献的数学家。比如说，七世纪时印度数学家婆罗摩笈多提出了负数概念，用小点或小圈记在数字上面以表示负数，他在世界数学史上有较高的地位。

数学中的国际视野

十一

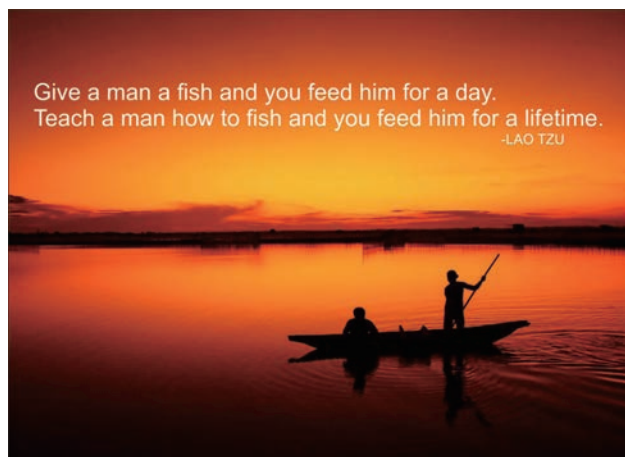
DOES AID AID THOSE IN NEED?

Giovanni Romeo,
IB DP & TOK Coordinator
MYP Integrated Humanities

This year, during our second unit in MYP 5 Integrated Humanities, grade 10 students examined the history of international and foreign aid through a series of case studies stemming from the implementation of the Marshall Plan. In so doing, students identified various forms and methods of aid programs from bilateral and multilateral programs, to programs that focus on grants, loans, and direct investments. One of our principal focal points was on the types of aid given; its purpose and rationale with regards to economic development, peace and security, or humanitarian relief. Despite the successes of the Marshall Plan, there isn't a social science consensus as to the efficacy of international aid for economic development. Historical examples demonstrate a positive correlation in some instances, a negative correlation in others, and often little impact despite the associated opportunity costs. While acknowledging the controversy around peace and security aid, we highlighted that this was not true for humanitarian aid where humanitarian aid, particularly in the field of healthcare, has routinely shown to have a demonstrable, sustained positive impact, sometimes surpassing a program's stated goals with even better returns and a higher quality of life for those living in the impacted community. This set up an interesting juxtaposition. We analyzed the history of economic aid and uncovered some of the trappings of this mythos and drew contrasts to the details and contexts of humanitarian aid programs that worked. Students observed that one key difference often lay in the local scope of the latter and the top-down approach of the former. Economic aid naturally features a political power imbalance between the donor and recipient and its administration is typically from the governments of either or both parties. Humanitarian aid is typically much more decentralized and administered locally. The historic success of the latter points towards international mindedness as the financial resources of donors are able to have the most sustained and positive impact when these resources are administered by local experts who understand the unique socio-economic circumstances, political history, and cultural geography of the recipients'



communities. This provoked the question; however, to what extent can we assist in sustainable economic development in impoverished regions and countries of the world? This inquiry led us to examine the macroeconomics of trade, particularly free and fair trade practices. We discovered that the United Nations' Sustainable Development Goal of "No Poverty" cannot be achieved by momentary acts of generosity or political advantageous programs but rather requires a deeper integration and sustainable commitment of the globalized economy with the impoverished who have been left behind and cut off from the benefits of cultural diffusion, direct foreign investment, and international trade. This UN SDG's ultimate success then recalls the adage from Lao Tzu, "Give a man a fish, feed him for a day; teach a man to fish, feed him for a lifetime." Teaching, however, has much higher opportunity costs – not only in terms of finance but also in terms of both human resources and time – than giving. In this arena, would-be donors who see political advantage and imagined ethical value for aid; could achieve far more as equitable trade partners.





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