

Perspectives on International Mindedness 2015-2016



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MISSION STATEMENT

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

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Intercultural Understanding in the Toddler Classroom

Emilie La Roux



Our Toddler classroom this year consists of a very international group of children whose parents are from Spain, Germany, China, Thailand, France, United States, Philippines, United Kingdom, Australia, Japan, and Denmark! We are very careful to teach a deep respect for all individuals, and the children see this modeled in the way that the teachers treat each other and in the way we treat the children and their parents. We encourage children to think about others and use words and gentle touch to avoid conflict. We believe that this is the beginning of intercultural understanding, and our hope is that this early experience of children interacting in a respectful way with those whose language, customs, and appearance are different from their own will provide the basis of continued and growing understanding.

We are a complete bilingual immersion classroom with English and Chinese being spoken by native speakers. The children are bathed in a rich linguistic environment where directions are given bilingually, stories are read in both Chinese and English, and language materials are taught in both languages. Children learn counting, colors, animal names, and more bilingually. After months in this environment, our toddlers understand verbal directions, and many begin to address teachers naturally in the teachers' native tongues. We have also engaged parents in the use of their own languages by asking them to read books and sing songs in their mother tongue, thereby developing respect for our students' own languages and exposing classmates to the sounds of those languages.

This year our toddlers participated in several cultural events, including a Chinese New Year Temple Fair, an

Easter egg hunt and egg painting activity, and concerts from older students (one in particular featured the beginning string class performing American fiddle tunes).

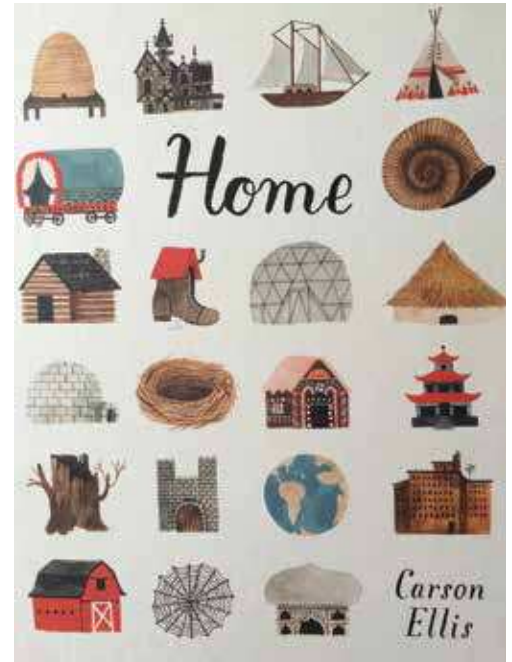
Finally, Montessori cosmic education, which addresses global perspectives of time and place, forms a basis of further broadening global awareness. Our toddlers are beginning to understand such things as days of the week, time, seasons, nature and science, and places in the world beginning with their own city and country. This year we have also begun to explore the globe and continents of the world. Our students enjoy seeing which continents they and their classmates' families come from. These are the tiny seeds of knowing that there is much more than the children's own narrow perspectives and that there is a large world to which they are connected. It is our hope that we have helped to provide a solid foundation of international mindedness upon which they will continue to build throughout their education.

We hope that this early experience of children interacting in a respectful way will provide the basis of continued and growing understanding.



Making Our Homes Around the World

Jacqueline Oussoren



Over the course of the 2015-2016 school year, students in the Peony Cottage engaged in meaningful conversations and classroom activities that fostered intercultural awareness, developed deeper understandings of language and culture and a lasting respect for others.

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

During this unit of study, students were exposed to a specific range of literature that highlighted the similar and different types of homes around the world. This, in turn, led to rich conversations and discussions, and provided visual context in which to introduce new vocabulary. These books remained in the classroom for several months so that students could consolidate information and ideas and to share their wonderings with one another.

Students engaged in independent and collaborative learning activities that ultimately led to deeper intercultural understandings. Individually, the older students in the class drew pictures in a multiple home matrix and

labeled their chosen types (apartments, houseboats, yurts, castles, huts, tree-houses, houses on stilts, igloos, tents, etc.) They took time to design their own larger 2D multimedia models of homes that captured their interests, with houseboats and tree-houses emerging as common favourites. Some students used books, prior conversations and their imaginations for inspiration. One of the most engaging activities was the ‘100 wooden prism challenge’, in which small teams of students worked collaboratively to create different types of homes using the same materials. Various stages of this process appear in pictures and demonstrate creativity and understanding in the diversity of their structures.

Developing an understanding that homes reflect cultural influences and local conditions, was one way that students in The Peony Cottage deepened their intercultural awareness.

Students were invited to explore the world’s rich cultural heritage by recognizing and identifying the similarities, differences and interconnections of homes around the world.

'Offering the World to the Child'

Kathryn Porray



Communication is at the heart of international mindedness, and our children are becoming effective communicators in multiple languages. The classroom environment supports multilingualism in several ways. Many of our children have been with us now for 3 years and have developed competency or fluency in both English and Chinese. They seamlessly move between languages throughout their day, and we regularly observe children spontaneously translating ideas, comments, or instructions for the benefit of their classmates. The 3 year cycle and mixed-age grouping of the class is instrumental in developing this competency. Several of our children speak another language at home, and this year there were many conversations about which languages they speak, where they have traveled, and where they have lived before. Children were even interested to learn several words, such as greetings and counting numbers, in the languages represented by children in our class.

The Montessori materials are rich in hands-on, concrete exploration of reality, and "offer the world to the child" in a way they can tangibly explore. An example is the Sandpaper Globe, which young children in the sensitive period for touch can feel the continents and the oceans, learning land and water. The Puzzle Maps of the continents are endlessly interesting and children learn the names and locations of the countries. Many children carefully illustrated large maps of their own to take home. The Geography folders extend their experience by offering children collections of photographs of people, places, homes, animals, clothing, types of transportation, and different activities in different places around the world. Children loved to pore over the pictures, noticing details, mixing and sorting them according to various criteria, finding similarities and differences. Some of the older children chose to write their observations using the Movable



Alphabet. These open-ended materials were a platform for many conversations about the world and its people.

This year we had several wonderful visitors from the wider school which also provided rich experiences to our children. 5th grade chose stories in different languages to read in small groups with our students. We had several visitors during Book Week to share particular folk tales and stories from different countries. We also had visitors share instruments and play some music from various cultures. These early experiences offer children impressions of the richness and beauty of the world and provide a springboard for later formal study.

Open-ended materials were a platform for many conversations about the world and its people.



The Oneness of Humanity

Dr. Vanessa Rigaud

Student studied “the oneness in humanity” through the lens of the Sharing the Planet Unit. This unit gave students the opportunity to develop internationally-mindedness both through activities within the classroom and through a field trip to the Qingdao Museum.

We began the unit by investigating the elements of a biome and delved deep to explore the all Asian Biomes. The students were thrilled with they findings and were surprised of the many cultures found here in their backyard. 30 nonfiction books were published by the students. Students wrote about interesting facts and new discoveries of how each biome influences their fundamentals needs. James was excited to share the process used to built “Ruba Homes” in the grasslands of Asia, comparing with Kaito’s and Leo’s finding of “Mud Homes” in the desert. Cici was fascinated by Peking Robins found in the temperate forest of Asia.

As the concept of the global village becomes an increasing reality, it was important for the Grade 1 students to discover the world’s diversity, to understand how the world is inter-connected. It is quite is easy for us to begin to see the indolence of culture and needs blend together globally. Student saw similarities and

differences in their own backyard. Their global perspective has been awakened.

This unit cultivated an awareness of global perspectives, and develops an appreciation for Asian cultures and global geography.

As the global village becomes a reality, it is important for students to discover the world’s diversity.



Appreciating Our Names

Hui Yuan

The classrooms at QAIS naturally lend themselves to developing International Mindedness. My first grade class is made up of five nationalities, and just as many mother tongues. International mindedness is developed through each of the learner profiles, and young learners are often unaware of how their reactions can potentially impact their classmates. In some cases, a new name can cause a reaction within a class that is potentially hurtful. I have found that increased knowledge leads to increased open mindedness, and this notion drove this particular unit.

In the Unit entitled “We are different”, we explored other people’s opinions and reflected on our thoughts and actions to better understand ourselves. We learned that we are all different. We have different names, different appearances, and different abilities. However, we learned that we can still appreciate each other

regardless of our differences. Students explored each of their last names, and discovered the unique elements that make up a person’s name. They discovered the history and meanings of each of these names, and developed an invaluable intercultural understanding.

As students learned the meaning and significance behind last names, their reaction to the names changed. The name no longer seemed silly, but took on a more serious meaning. While the students were becoming more open minded they were developing an intercultural understanding based on one of the most personal elements of self, “our names”.

I have found that increased knowledge leads to increased open mindedness.

Poetry is An International Language

Bradley Murray



In the Grade 2 classroom, we worked a great deal with poetry. We explored how it is a unique and powerful form of expression. The students learned about poetry devices, including, but not limited to, rhyme, personification, alliteration and simile. They challenged themselves to use these devices in their own writing. The students also had several opportunities to participate in a poetry writing session in their mother tongue, and were encouraged to share poems in their mother tongue, or other languages.

The students began by creating their own free verse poetry. We have been learning how to see the world through the eyes of a poet, to seeing regular things in new and poetic ways. Instead of a ceiling, we, as poets, see a sky. To start, the students take little moments from their day and describe them for an audience in new and imaginative ways.

With all this base knowledge in place, the students were paired with older students from the MYP programme to either create a poem in their mother tongue, or discover how a poem is created in a language they do not speak.



This project was an opportunity for the students to learn about multilingual communication, as well as effective collaboration with students brought together at this school from all over the world. In this unit we spent a great deal of time learning to communicate in a variety of ways, in a variety of languages. Doing so, we became a more balanced and caring group of learners.

As well, our unit celebration provided an opportunity to teach our parents all that we have learned in poetry, and have them support the students further in writing poems in their mother tongue.

We spent time learning to communicate in a variety of ways, in a variety of languages.

This activity supports complex, dynamic learning in a very special form of expression. These poems were included in our final class project: a poetry anthology written by the students, and friends of the students, in Grade 2.

The Grade 2 class also explored how important their roles are as stewards of the Earth. During three of our units of inquiry, the students developed a better understanding of how connected and fragile the Earth's ecosystems are, and what they can do to make sure that our world lasts for a long time. By understanding that they have an important part to play in maintaining the Earth's resources, they come to better understand how we are all part of the same international family. and interdependent world.

Creating and Expressing Folktales

Christina Szyman



The third graders visited the Qingdao Museum to see a Shadow Play about the ancient folktale A Journey to the West. We learned about the story from Ms. Sarina through an interactive PowerPoint before we visited the museum. The students were able to watch and hear a part of the story through a beautiful shadow play. The students were able to interact with the puppeteers and learn how to make the shadow puppets move and interact with each other.

Through the arts, people convey their uniqueness as human beings.

We also were taken on a tour of calligraphy art and learned about famous Chinese artists. The third graders learned about different types of brushes that are called *maobi*. The students were then able to collaborate with other students from Qingdao and created their very own calligraphy.

This trip integrated with our PYP central idea, in the “How We Express Ourselves” unit: Through the arts people use different forms of expression to convey their uniqueness as human beings. The students then completed their summative assessments in the class by writing a fairy tale and putting on their very own shadow play. This new knowledge of how the play should work and look helped as the students constructed their own production. It presented powerful opportunities to apply new understanding to take action.

Calligraphy: Life Through Motion

Kirsten Loza

During Grade 4’s Art Expression unit under the transdisciplinary theme How we express ourselves, students explored the central idea “Throughout history, people have interacted with each other and communicated using arts.”

The lines of inquiry for this unit are:

- how people communicate through art
- how art works provide insights and information
- the role of arts in different cultures, place and times
- development of art forms over time.

During this unit, the Grade 4 class created and responded to a variety of art forms and styles from different countries and eras. Students considered the works of famous artists like Van Gogh, Jackson Pollock, Matisse, and Andy Warhol.

During this unit, students also had an opportunity to learn about Chinese calligraphy. Ms Hailey gave the

class an overview of the history of Chinese calligraphy including how it is learned, who studies them and why it is viewed as an art form. She talked about the different tools and techniques used in doing calligraphy. Ms Hailey guided the students in how to hold the brush on paper and how to create different strokes. Students wrote Chinese characters and their work was exhibited as part of the Grade 4 unit sharing.

“Calligraphy is sheer life experienced through energy in motion that is registered as traces on silk or paper, with time and rhythm in shifting space its main ingredients.” - Joan Stanley-Baker

Building International Mindedness and Community in Beijing

Sean Oussoren



I was fortunate to spend my year learning with and from a very diverse group of students - two from Korea, one from China, one from Australia via China, one from India and one from Sweden. If you add in my Canadian background, our class was a very unique and a very active place for generating multi-dimensional perspectives of the world. Seeing this diversity everyday helped my students and I to really appreciate the variety of opinions and viewpoints there are in the world. Understanding the different ways that humans interact with one another and the world would happen on a regular basis, through discussions of current events and stories during language classes, sharing math computational strategies from different countries, and in our various inquiries that took place as part of the PYP programme.

Despite the differences, we were also able to celebrate our commonalities as well – the needs and wishes and feelings that we all feel, no matter what our background is. One of the most memorable moments of seeing this commonality was during the grade 5-6 trip to Beijing as part of our unit on buildings and structures. We had travelled to the capital to gain a greater understanding of the ways in which buildings are constructed to serve a variety of needs. Walking on the Great Wall, wandering through the Hutong, exploring the Forbidden City and marveling at the modernity of the Water Cube and The Bird's Nest Stadium were definite highlights for us all which allowed us to appreciate living in China.

At the end of each day, what brought us together as a group, however, was the desire to break bread together, to laugh with one another, and to feel part of a community, not only of learners, but more importantly of human beings. Sitting down eating Peking Duck, noodles, dumplings and other delicious foods together in a restaurant while listening to Peking Opera was something that made us realize that no matter where we're from, at the end of the day we all appreciate good food and a chance to share our stories with one another.

What brought us together was the desire to feel part of a community, not only of learners, but of human beings.



Connecting Through the Language of Sport

Shawn Skinner



The “language of sport” often transcends normal communication patterns. Students with the motivation and desire to be successful as a part of a team will find a way to communicate with their teammates. This is evident from the highest ranks of international sports, where it is quite common for professional athletes to leave their countries of residence and join a team of players that do not share their language.

The PYP soccer team was represented by four different nationalities and four different mother tongues. This was both a multi-age and multi-lingual group of students. In the arena of sport, communication needs to be quick, explicit, and unmistakable. This communication often comes in short effective “blasts”, or through the means of non-verbal communication. Throughout the program children were encouraged to speak both on and off the field. In order to be successful on the field they needed to communicate. Although the primary ‘language’ on the field was English, the students also learned and developed their own ‘subject specific’ language, which identified when a player wanted a teammate to pass, shoot, or get in the correct position.

Students were motivated to improve their skills on the field, and they were a part of a small community that wanted to be successful as a unit. Therefore, they encouraged each other to understand the drills that were performed in practices. Students often required demonstrations to make meaning of the expectations on the field. The team made sure that each player understood

how to perform a drill, and would often choose to physically demonstrate a skill, rather than speak.

The PYP soccer team was made up of a group of players, who were motivated to succeed. Their success was completely dependent on their ability to cooperate and communicate. Although the forms of communication were varied, they were extremely effective. Perhaps more importantly, the communication was always positive and encouraging. The students agreed that they performed much better when they were supported through both their triumphs and mistakes on the field. This knowledge certainly transcends sport, and will serve these participants well both inside and outside of our school.

In order to be successful on the field, students needed to communicate.



Exploring Children’s Human Rights in Music

Charla Esser

During our first unit of inquiry in music, the students explored ways in which artists play a role in developing a community's beliefs and values towards human rights and responsibilities. Students shared and explored cultural musical examples that supported the central idea. They examined ways in which composers used the lyrics and the music to elicit emotional responses from both the participant and the listener.

As a summative project, the students composed songs that expressed their own ideas and feelings towards conflict, peace, and/or the rights and responsibilities of children. They collected examples of the basic human rights they feel a child should have in every community and shared ways they believe children can take responsibility as a member

of a community. The students defined the attitudes of co-operation, respect, and caring and utilized their understanding of these words in the development of their lyrical ideas for song writing. All ideas explored came together in the completion and presentation of a song composed to express their summative ideas with a global community.

Students developed understanding that our previous knowledge comes from who we are and our experiences. These experiences have an impact on our personal beliefs and values and affect the way we view human rights and responsibilities.

After completion of the music, students shared their compositions and reflected upon its impact on others and themselves, including explorations on how this inquiry and experience had changed them and what new questions arose about the world around them as a result.



“Children have rights too.

To live a happy life. To have food. To have water.

To have family. To have shelter. To have medicine.

To have friends. To have fun in the sun.

Go to sleep in peace when the day is done.

Human rights number one!”



Eager Readers in Every Language

Shannon Carney

One special aspect of our school community is that we have such a vibrant collection of cultures and languages to share. It brings me so much joy to watch students express themselves in more than one language! Possessing the ability to speak multiple languages is something many of our students don't give much thought to, as their language acquisition may have happened naturally at home with their family members. Whenever possible, I encourage students to recognize this multilingualism as a skill and a gift to be proud of.

A program that has naturally showcased this gift has developed in PYP 2's library sessions. Sparked from one student's interest to share a book with her classmates in her mother tongue of Swedish, our semiweekly library classes have turned into a story-sharing time in many different tongues!

Not only are students excited and proud to share a story from their culture, but reading aloud in front of their classmates gives them a sense of confidence and helps them to become risk-takers. I have seen

several students transform from nearly silent to eager and excited to read as much as possible to their class! During these readings, we have been able to hear the different sounds and patterns of several different languages, as well as see books that are written in different formats. Seeing and hearing these similarities and differences bring up questions that lead into discussions, and the students can feel proud to share information and traditions of their culture with their school family. During the readings, you can sometimes hear a soft chatter of many languages as students translate for one another! It has been a true pleasure to watch PYP 2 students blossom into confident, internationally-minded individuals, with a sense of pride in their culture and a keen interest in others' cultures alike.

Reading aloud in front of their classmates gives students a sense of confidence, and a sense of pride in their culture.

Language Class Opens Minds

Hailey Chen

Intercultural awareness has several parallels with open mindedness, and this has been a major area of focus in my Chinese Language classroom this year. When we talked about some topics, the students were allowed to brainstorm their opinions or ideas to whole class. These exercises helped them to be more open-minded, as they brought their personal histories, and became open to other values and views, seeking and evaluating different points of view.

Based on that, they always reflected on their own cultures, opinions and ideas through class discussions. They will also recorded others' opinions so that they also get the chance to understand more about others.

In the class they will know what they need or want to know through various media including documentaries, speeches, advertising videos and others. This is also a way for them to know more about what the world looks like, how different people make different choices, what we can do to protect diversity in our world.



Rhyming in Different Languages

Apple Liu

The classrooms at QAIS naturally lend themselves to developing international mindedness, particularly with regard to intercultural awareness. My Grade 2 class is made up of six nationalities; they are Chinese, Japanese, Korean, New Zealander, Hungarian and Sweden. International mindedness is developed through each attribute of the learner profile in the course of any particular unit of inquiry.

Throughout the year, we had mug day presentation every Friday. Students bring their mugs and read their favorite poems in their different mother tongue on that day. The students had a good understanding of how to create poetry, and also learned about how to use expression when reading. They are developing the courage to read poetry confidently in front of the

audience. They also enjoyed the unique rhythm of the poems from different countries. In the poetry unit, the students' exploration of poetry made them stronger writers and stronger readers. They enjoyed creating and presenting their poems with their parents.

In Grade 2 morning meeting, the students enjoyed to share something interesting about their own culture. They are willing to listen and consider every one's point of view. So the students had a good opportunity to learn more about different cultures and different countries.

Students enjoyed the unique rhythm of poems from different countries.

Accessing Culture Through Stories

Ginny Wang

In my Chinese language class, I always try to develop the students' international mindedness. The students in Grade 1 are made up of three nationalities. They are Swedish, Polish and Canadian. Every country has its own culture. As a Chinese teacher I try to let the students know more about Chinese culture. For example, when the Chinese new year was coming, I had the students watch a story of Chinese new year. After watching the story, the students know that Nian was a monster that always came to the village to eat people and all the people were scared. But an old man was not afraid of it. He decided to stay and he knew that Nian was afraid of red color and firecrackers. So he put a lot of red paper on the doors, and he set off firecrackers when Nian appeared. Nian was scared away. Since then, Chinese people have always celebrated the new year in this way.

In the future I will add more different culture elements in my class and continue to develop the students' international mindedness. Besides, the students also can introduce their own culture to their classmates in Chinese class in order to make everyone to be a globalized citizen with international mindedness.



Their Story: History

Jason Hershberger



This unit focused on history and storytelling - the way an event is portrayed in the media and the way it is lived and remembered by individuals. Students chose a historical event that had some impact on their family history. They then researched the event to learn more about how the event is explained, remembered, and discussed. Then students interviewed a family member who had some first hand experience with the event. Based on their research and the interview students presented their observations about the "story" of the event to their peers.

This assignment allowed students to be internationally minded in a number of ways. First, students were globally engaged. They had to research and learn about a significant historical event- one that impacted the world, a state, or a people. Second, they had the opportunity to use their multilingualism. Since they were interviewing relatives most of the students conducted the interviews in the mother tongue and then presented the information to their peers in English. Finally, the students increased their intercultural understanding by presenting and listening to the other students, learning more about historical events and the personal experiences related to them by their classmates' families.

Some of the events that students learned and shared about include the Chinese Cultural Revolution, the Indonesian Tsunami, the Chinese anti- rightist movement, the 2008 Beijing Olympics, Sarin gas attack in Japan, and the Korean War.

Students had to research and learn about a significant historical event - one that impacted the world, a state, or a people.



Language Permeates the Whole Curriculum

Dr. Vivian Cui

Language and literature incorporate creative processes and encourage the development of imagination and creativity through self-expression.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. A lot of DP literature works show the diverse culture. Students need to identify an understanding the constructed nature of meanings generated by language and the function of context in this process. The studies of literature in translation from other cultures also help with the development of international mindedness and share the world civilization.

Language and literature incorporate creative processes and encourage the development of imagination

and creativity through self-expression. In MYP Year 2 Fable unit, students share the fable of their own country and find out the common ideas and values. This is the process of from national experience to global perspective. Then students need to apply their imagination and creativity to rewrite a fable. The students work reflects their thoughts which are beyond the culture difference and more internationalization.

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Student need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. In MYP and DP Chinese Language and Literature curriculum, the units are balanced between language learning and literature learning. Students are encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Language is the bridge to the world. Literature learning helps students to understand and respect the difference and similarity of the world, through which they become world citizens.

A Legendary Language Fair

Stella Zhao

Our unit about Myths and Legends helped Middle Years Programme students to develop attributes of international mindedness in terms of the IB Learner Profile, specifically becoming reflective and growing as communicators.

Before the unit started, I gave students a clear final task of preparing for a language fair which, as the theme of this unit, would ask MYP students to present a myth and legend to the Primary Years Programme students, and give a clear introduction of the connection between myth/legend and modern life. PYP students interacted and participated actively in a discussion by sharing their own ideas and opinions.

To improve students' reflective skills, students were asked to write a reflection after the language fair, including strengths and shortcomings in class performance and expectation for language fair.

By the end of the language fair, students had become more communicative, reflective, and active in their learning. They learned to study Chinese Language A with multiple points of view and international mindedness through different sources, cultures and societies.



Learning About the World to Inform Our Community

Rafael Angel Mendoza

One of the aims of the IB MYP Language Acquisition course is to encourage students' awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities. Since this aim is fully aligned with QAIS Mission Statement, in our English class in MYP 2 and 3 we could not miss the opportunity to use the news as our classroom weather forecast and, hence, become involve with the events transpiring in the world which, inevitably, impact the way we look at our lives as internationally minded individuals.

Learning a language implies becoming acquainted with the aspects that exist behind the grammar and its culture.

In November 2015, terrorist attacks occurred in Beirut, Lebanon and Paris, and we decided to take action and learn about the reasons why conflict emerged from stereotypes, as well as the impact of appearances in our daily lives and decision-making processes. Not only was our attention placed on the religious aspects

of the issue that we were addressing, but also on the scarce or lack of tolerance and the assumptions and generalizations that exist, which certain people seem not to question.

Authentic resources such as readings, newscasts and conversations with people who have experienced similar situations served as the tools in our exploration; our sessions were filled with reflection, and gave way to questions that caused us to broaden our convictions and, undoubtedly, encouraged us to see the world with different eyes. In a few words, we were living the essence of the subject on our skin.

Learning a language implies becoming acquainted with the aspects that exist behind the grammar and its culture, and engaging in the process of creating information and learning about the language through the language.

To bring our unit to an end, we decided to create videos utilizing portions of the sources we employed in class in order to create awareness in our community about the impact of appearances for we are all of a global community and, as such, we need to engage in everything that constitutes an opportunity to contribute to world peace and understanding.

Language Changes Perspective

Brian Quist

International mindedness involves giving and showing respect to other cultures. It is not just a way of thinking, but it is putting into practice that thinking to create a way of life for all people to respect and share with one another. Through this philosophy we share different ways of life, beliefs, ideas, dreams, practices, and hopes. Even through simple every day actions we can practice international mindedness.

The act of trying to speak another culture's language is something I see our students constantly try to perfect every day. Through this language-learning journey these students are practicing international mindedness because they understand that the world is viewed and expressed from different perspectives and mindsets. It allows them to incorporate aspects of other cultures

into their own and come to the conclusion that the human experience is a universal one, though we have different ways of looking at the world and expressing our ideas



What is Development? What is Civilization?

Jacqueline Sturm

In MYP 4 and 5, students began the year with an investigation into technological development. Students explored both the positive and negative aspects of technological inventions and innovations, asking themselves, “do the overall benefits of development outweigh its negative effects?”. These issues were examined from both historical and modern perspectives, and were viewed through the lens of developed and developing nations. Students concluded that although “development” may mean different things in different times and places, all humans have a duty to care for one another and the earth.

Our second unit focussed on human rights. We discussed the historical and cultural relativity of rights in an attempt to ascertain if basic universal human rights truly do exist. We then went on to research human rights issues throughout the world, ultimately developing and delivering lessons to the rest of the school community about human rights and how we, as members of the global community, can work together to improve everyone’s quality of life.

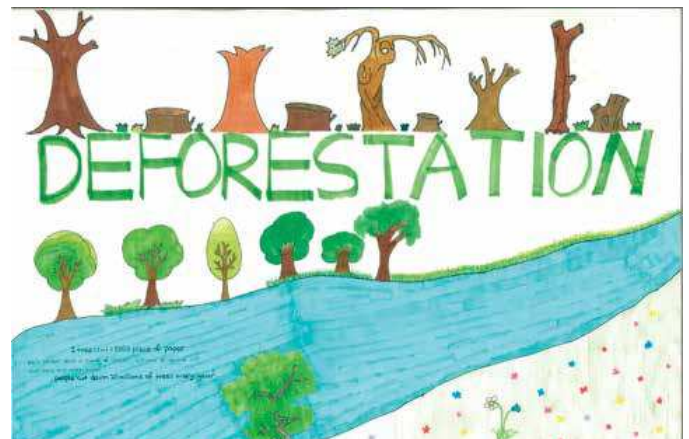
After this we explored the idea of human nature, engaging in an inquiry where we attempted to discover if all humans can be said to share a common nature. We examined a variety of theories of human nature from around the world, incorporating these perspectives into our own understandings and opinions.

Our fourth and final unit was about genocide. Students examined various definitions of genocide and attempted to understand the motivations behind these atrocities. Ultimately, students were investigating the roots of such conflict, learning what intercultural differences lead to these tensions and, ultimately, how to resolve and overcome these differences and hostilities before they escalate to violence. This approach to conflict resolution was examined from both civil and international perspectives.

In other years students investigated the idea of civilization, asking “what does it mean to be civilized?”. We examined the various forms that power, violence and revolution may take throughout the world and the cultural interpretations and expressions of each. We also inquired as to how geographic location and cultural background may influence the way in which individuals view and interpret the world.



Although ‘development’ may mean different things in different times and places, all humans have a duty to care for one another and the earth.



A Closer Look at Prosperity

Nathan Ashelman

In The Good Life unit, MYP4 students selected, compared, and graphed various statistical indicators of prosperity across multiple countries to determine which was more prosperous by their chosen measures.

In this unit students explored what 'prosperity' means, and deepened their knowledge of the current state of global development and (in)equality. Most students' initial choice for measuring prosperity was GDP, so we used statistical datasets to compare typical (mean, median) wealth and equitability of distribution (data spread, quartiles, quintiles). Soon, however, we asked the students to define prosperity at a deeper level, and reflect on what other measures of living a "good life" might be. Students brainstormed as a group, researched examples of other measures, such as Bhutan's Gross National Happiness and the Legatum Institute's Prosperity Index, and were inspired by watching Hans Rosling's dynamic visualizations of global development of health and wealth. Students studied Tim Jackson's Prosperity without Growth report and began questioning whether the current model of ever-increasing economic growth and ecological impact are sustainable. By analyzing scatter plots of

all nations' happiness, life-expectancy, and education participation against income, students quantitatively defined how much is "enough" to be happy, health, and educated, and determine whether there is already sufficient global wealth to attain these for all.

In their summative assessment, students chose several countries to compare, which typically included their native country as well as others they were interested in. They selected measures of prosperity they believed to be most important, researched global datasets and justified the reliability of their data sources, and created a presentation using statistics to describe and compare the prosperity of their countries, including creative graphs to visualize the data. Students presented their findings to the class, so all could benefit from a growing awareness of the state of our global community.

Students explored what 'prosperity' means, and deepened their knowledge of the current state of global development and (in)equality.

Holistic, Global Awareness in PE

Reuben Fitzgerald

Physical Education helps in the development of "Internationally Minded" students by using the IB Learner profile/PYP Attitudes as a way to enhance the vision of creating a well rounded and caring community. Students are encouraged throughout each unit to reflect on what it means to be a thinker, principled, knowledgeable, communicators, open-minded, caring, reflective, balanced, risk takers and an inquirer. Having the students think about these traits along with the attitudes of the PYP, students gain an appreciation of what it takes to be a global citizen and internationally minded.

The MYP students this year developed their international mindedness through their inquiry into health issues that affect people globally. Sexuality, mental/emotional health, social wellbeing and drug use are problems that people face each day, all over the world. This inquiry encouraged international mindedness through having the students look critically at how these problems start, how they can

be managed, and suggest ways in which they can be resolved.

Students from all grades gained appreciation of international mindedness by playing games and sports from around the world. Students played Cricket, Kio Rahi and experienced different elements of dance in the movement composition unit.



Global Housing In Frame

JD Holtrop

One example of encouraging international mindedness this year, was a unit with MYP 2 & 3, called "Build Your Dreams". This unit most closely developed "Global Engagement", by encouraging students to commit to addressing humanity's greatest challenges by critically considering power and privilege, and recognizing that they hold the earth and its resources in trust for future generations. During the unit, students researched the global impact of societal, governmental, and personal decisions and their effects on the world, the environment, and it's inhabitants. After completing their research and identifying the problems and considering the importance of developing solutions, students applied their knowledge by designing sustainable eco-friendly 3D modeled houses/environments to share with the community during arts week. They included various sources of renewable energy, recycling systems, and other environmentally friendly design features.



Science is Collaboration

Canan Çermen

Unity within diversity is a major theme in biology. No matter how diverse all living things are, we all share common properties, we share common genetic codes. We are all connected together in the tree of life. Our differences make us unique and valuable.

We have 8 nationalities in our DP Biology class: Hungarian, Australian, Canadian, Chinese-American, Malaysian, Indian, Korean and Turkish. As a diverse, multinational and multicultural group, we had many opportunities to explore the role of international mindedness in science. In our unit about biological molecules, we learned about different countries' diets, and which major biological molecules make them up. We were excited to find out about all the different types of breakfasts different countries have, and surprised to see that no matter what we eat, we still get different ratios of the same molecules: proteins, carbohydrates and lipids.

In our ecology and conservation unit, we learned how release of greenhouse gases occurs locally but has a global impact, so international cooperation to reduce emissions is essential. In this unit, the students also made presentations about alien and invasive species in their own countries and explored their biological control methods. It was very interesting for us to see that an organism that is 'native and harmless' in a certain country

may be 'invasive and threatening' in another country.

The ecology and conservation unit helped increase our global awareness and realize that no matter which country we live in, which nationality we belong to, we share one big beautiful home: the Earth. This unit also made us realize how our actions make an impact on the environment we live in, and on the bigger scale, on everyone's environment.

When we studied cell structure, we learned that microscopes were invented simultaneously in different parts of the world at a time when information travelled slowly, and how modern-day communications have allowed for improvements in the ability to collaborate, enriching scientific endeavor. In our unit about cell division, we learned how biologists in laboratories throughout the world are researching into the causes and treatment of cancer. These units allowed us understand and appreciate the power of international mindedness and collaboration in science.

No matter how diverse all living things are, we all share common properties, we share common genetic codes.

Serving Their Community, Creatively

Mark Brierley



This year at QAIS, Grade 8 students put the MYP community project in place for the first time. The community project is a major stepping stone towards the personal project in MYP 5, and the theory of knowledge (ToK) and CAS in the IB Diploma Program. Students can participate individually or in groups of up to three students, and they have the opportunity to participate in sustained, self-directed inquiry within their own chosen global context.

The community project encourages students to explore their rights and responsibilities in local and global communities, and gives students an opportunity to develop an awareness of needs in various communities which they can address through service learning. In this way, the community project is an important step in developing a greater understanding of our common humanity and helps students move to thinking about global issues.

As I think we have come to expect from our Grade

8 students, they showed a remarkable amount of creativity, thought and passion in their projects (all of which are done in their own time and in addition to other homework and assessments that are taking place). Justin, Charlie and Ray took on the task of direct action at a Laoshan beach, where they not only had a drive to collect trash, but also raised awareness through a booth at our QAIS Family Fun Run. In addition, they also give a presentation to a large section of the MYP, senior PYP students and teachers, where they informed us of the danger of ocean trash inflicting pain, suffering and ultimately death of large numbers of marine organisms.

David and Jere took a research route to create an iBook aimed at informing a younger audience of the problems associated with global warming, while Victoria, Diana and Sunny decided to work at redesigning classroom signs in multiple languages thereby indirectly serving the QAIS community as well as raining an appreciation of mother-tongue languages.

There were other very interesting projects as well, also all related to International Mindedness. However, what is really important is that all these projects involved action that has had a significant impact on our small community, but always a larger impact on those taking part because projects like these are incredibly powerful ways of learning.

The community project is an important step in developing a greater understanding of our common humanity and helps students move to thinking about global issues.

Cultural Values Out of the Shadows

Pauline Roby

The MYP Art Unit, OUT OF THE SHADOWS: (Cultural Tones) is an example of how the Art Curriculum at QAIS facilitates cultural understanding and International Mindedness

In this Unit, students gained knowledge and understanding, of the link between aesthetics and culture. They observe how artists use the element of tone in Eastern and Western Art; and realize how the differences in the aesthetics originate from and reflect different cultural philosophies, religious beliefs, and way of life.

The illusion of form as a tonal composition is represented differently In Eastern and Western Art, and can reflect inherent cultural values.

Students work in Groups to analyse texts on Western and Eastern Art, and filled in a table and discussed their findings.



School Trip Emphasizes Harmony, Heritage

Almon Yao

Each year, QAIS 7 & 8 graders travel within China to experience a cultural and historical part of the country. This year, students visited Fujian Nanjing Tulou because tulou is a living world heritage, a place of harmony and happiness, and a cluster of Hakka culture. The main objectives of the trip were to promote an awareness of keeping national heritage, and to deepen the understanding of service and action.

After visiting tulou, students had better understanding of China in its geographical, cultural, and natural aspects, having explore the uniqueness of local customs and lifestyles, artistic form and cultural background. This increased the students' awareness of keeping national heritage as well as how to preserve invaluable assets.

In addition to visiting the tulou, students also climbed up to a mountain to dig bamboo shoots, plucked tea leaves at tea plantation, planted trees, and cooked dinner at an open space. These activities called upon students' critical

thinking skills and integrated multiple intelligences. Through inquiry and communication, they expressed themselves clearly and critically, being open-minded and non-judgmental. This series of activities also allowed the students to experience the combination of effort, frustration, and physical work was highly appreciated. They deeply understood that it's everyone responsibility to preserve and protect the traditional culture and world heritage.



Languages Allow Us to Think Differently

Jeff La Roux

As a language teacher, I am aware of the language that my students use and often ask them to explain some of their word choices. The words we use reveal the way we think, and I have found that people from countries other than my home country think differently than I do. Their thoughts and the way that they process information are reflected in the words that they choose to use. Sometimes it feels like a puzzle that needs to be solved. While at a Chinese restaurant, for example, I said, "Thank you," to a waiter who responded to me by saying, "No thanks." At first, his response sounded like he didn't want to do something, but what he actually meant was "no thanks are needed," which would be a direct translation from the response that is appropriate in the Chinese language.

I learned from my students that the vegetables that I distinguish as beans or peas are all considered beans in Chinese. There is no distinction between peas and beans. It reveals the way vegetables are classified and the way that Chinese recognize the world around them. Why do Americans classify peas and beans separately? Why do we think that is normal? Why are my students surprised to find that I have extra words to separate vegetables that don't need to be separated in their minds? Our cultures have guided us as we grew up to learn things in specific ways. To learn that others have not learned the same lessons reminds us that we live in a multicultural world where differences are intriguing, curious, and revealing.

Another example of the way people perceive their world is represented by a traditional Chinese greeting used in the morning which translates to English as "Have you eaten?" I don't greet people that way, but it shows that Chinese people developed a concern for each other and would check on each other by asking if they had started their day with a bite of food.

Because sharing in one's own language is important to understanding another person, we allow our students to conduct student-led conferences in their mother tongue. It is difficult for the English-speaking teachers to understand, but it permits students to share their thoughts with their parents in a comfortable dialog.

Learning a new language is more than just learning vocabulary. It provides us with a window into the way others think. Being part of an international community

allows us to experience the world through the language and eyes of the people we interact with. As such, it broadens our understanding of international cultures.

The community project is an important step in developing a greater understanding of our common humanity and helps students move to thinking about global issues.



Comparing and Contrasting Economic Systems

Murat Gökalp

As an economics teacher, I had many opportunities to exchange international and cultural differences, and of course similarities with my students.

This process started with recognizing and embracing the diverse backgrounds of each individual in the classroom. Since the word 'global' is the main focus in the economics lesson, whenever we had a global economic phenomenon, we immediately referred to our own countries and cultures.

Here are some examples:

What is the exchange rate in your country?

What is agricultural production?

Labour intensive or capital intensive production?

What are the well-known enterprises of your country?

To what degree does the state intervene in the economy?

The questions are always welcomed, the differences are discussed but never focused as a political agenda, and never caused as a political conflict.

Whenever we had a global economic phenomenon, we immediately referred to our own countries and cultures.



My students were so surprised when they learned that even though the calendar year has been more or less the same around the world, the fiscal year in economics has very different applications changing between the countries!

Exploring the Relationship Between Language and Identity

Dr. Dan North

From the start of the DP English Language A course, I have encouraged students to reflect upon their own use of English, and the ways in which the language we use might not only help us to describe our environment and our experience, but might also shape and construct the way we experience the world and the way we identify ourselves as people. With a class of eight students of seven different nationalities, the different levels and types of spoken English might be seen as a challenge, but I have tried as much as possible to see this as an advantage when teaching students about how language works. The first ice-breaker exercise I used in the first class was for each student to think about an expression or idiom from their mother tongue that was culturally specific and could not easily be translated into English or other languages. This helped to initiate a conversation about how language can be seen as an ever-changing historical repository of culture. English absorbs influences from other languages and cultures very easily, and it is a valuable lesson to draw attention to how our means of expression is influenced by culture, even if English is our first language. Learning English does not need to be about coming to identify with the English culture, but about seeing the role played by language in shaping our own cultural identity.

This theme re-emerged later in the course when the class read three works of literature, each very different from the last, and considered how our understanding of the texts is affected by individual experiences as well as culturally specific interpretations that might vary over time. For instance, we read Shakespeare's final play, *The Tempest*, and looked at various stagings of the drama to help us think about how different cultures might find different parts of it more or less resonant with their own historical experiences. Post-colonial societies would, for instance, find powerful themes of slavery and oppression that might have been given little attention by audiences in Shakespeare's day. We also read *Alice's Adventures in Wonderland* and watched excerpted adaptations from the USA, Czechoslovakia, Japan and others to compare the stories' relevance across time and culture, particularly in relation to variant ideologies about childhood and the politics of education. Finally, we looked at Marjane Satrapi's graphic novel *Persepolis*, in which she tells, in comic strip form, the autobiographical tale of how her family sent her away to Austria to escape the Islamic Revolution in Iran, and

how she struggled to develop her own identity while failing to assimilate with the cultural trends in any of the places and social groups within which she found herself. Aside from giving us a fascinating case study of comic book forms and of literature in translation (the original text was written in France, where Satrapi had finally settled), *Persepolis* provoked enlightening discussion about how our identities may be shaped by the cultural influences we take with us, and by the influences we absorb from around us. Because literature, through language, allows us to share the experiences and perspectives of others by allowing us to identify with an author's innermost thoughts, it is an excellent tool for sharing intercultural ideas and feelings.



Learning English does not need to be about coming to identify with the English culture, but about seeing the role played by language in shaping our own cultural identity.



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