



The Baishan Beacon

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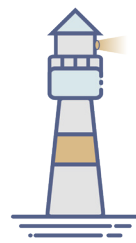
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Balancing Screen Time: Why Technology Matters, but Moderation is Key

平衡屏幕时间：为什么技术很重要，但适度是关键

In today's world, technology is undeniably a vital part of our lives. It is transforming industries, revolutionizing education, and shaping the future. As parents and members of the school community, we recognize the importance of equipping children with the skills they need to thrive in a digital world. But while technology is essential, it's crucial to ensure that children's screen time is balanced with other aspects of life. As we raise the next generation, we must be mindful of how much time our children spend in front of screens.



Why Technology is Important for Kids

There's no denying that technology can enhance learning. Interactive apps, educational games, and online resources provide children with opportunities to engage with new concepts and foster critical thinking skills. In the classroom, digital tools can offer personalized learning experiences, helping kids at all levels grow and explore. Technology also prepares kids for a future in which digital literacy will be crucial in nearly every profession.

Beyond education, technology allows kids to stay connected with family and friends, express their creativity through digital art, and engage in interactive play that builds problem-solving skills. It helps them develop a sense of curiosity and introduces them to the wider world. These benefits are important, and we want our children to be well-prepared for the future.

The Hidden Risks of Too Much Screen Time

While the benefits of technology are clear, excessive screen time can have detrimental effects on children's development. Too much screen time can lead to a variety of health and social challenges, especially if children are using devices in ways that are not age-appropriate or balanced with other activities.

1. Physical Health Concerns: Extended screen time has been linked to issues such as eye strain, headaches, and poor posture. More concerning is the impact on physical activity. When children spend too much time on screens, they are often sedentary, which contributes to an increased risk of obesity and other health problems. Studies show that kids who are less active may also struggle with sleep patterns, as screen time close to bedtime can interfere with the natural sleep cycle.

2. Social Development: Children learn important social and emotional skills through face-to-face interactions with their peers. Excessive screen time, particularly with social media and online gaming, can limit these vital interactions. Kids may struggle with empathy, communication, and conflict resolution if they rely too heavily on digital platforms for socializing.



3. Mental Health: Research has shown that too much time spent on screens, especially on social media platforms, can contribute to feelings of anxiety, depression, and loneliness in children and teens. The pressures of online comparison, cyberbullying, and the constant need for validation can negatively impact a child's self-esteem and emotional well-being.

Striking the Right Balance

As parents and educators, we must focus on helping children find a healthy balance between screen time and other activities. While technology is a valuable tool, it should not replace face-to-face interactions, outdoor play, or physical exercise. Here are a few tips to help manage screen time effectively:

- 1. Set Time Limits:** It's important to set clear limits on how much screen time is appropriate. The American Academy of Pediatrics suggests that children aged 2 to 5 years should have no more than one hour of screen time per day, while children aged 6 years and older should have consistent limits on screen time. For older children and teens, it's essential to monitor content, ensuring it is educational and age appropriate.
- 2. Encourage Outdoor Play:** Physical activity is crucial for children's health and development. Encourage your children to play outside, engage in sports, or simply explore nature. Outdoor activities not only promote physical health but also help improve mood and mental well-being.
- 3. Lead by Example:** Children often model their behavior after their parents. If we want to instill healthy habits, we must practice what we preach. By setting limits on our own screen time, we show our children that balance is key. Enjoy family time without the distraction of screens—whether that's through reading, cooking, playing board games, or simply talking.

4. Create Screen-Free Zones: Designate certain areas of your home, like the dinner table or bedrooms, as screen-free zones. This encourages quality family time and provides a break from the constant pull of technology. Use these moments to connect with each other, share stories, and engage in meaningful conversations.

5. Promote Creative Activities: Encourage your children to pursue hobbies that don't involve screens, such as drawing, painting, playing an instrument, or reading. These activities can foster creativity, reduce stress, and help children develop new skills. Technology will continue to play an essential role in our children's lives, but it's vital to be aware of the potential drawbacks of excessive screen time. By setting reasonable limits and encouraging a range of activities, we can ensure that our children grow up with the digital skills they need, while also developing healthy habits that will benefit their physical, social, and mental well-being. As a school community, let's work together to help our children find a healthy balance in this digital age.

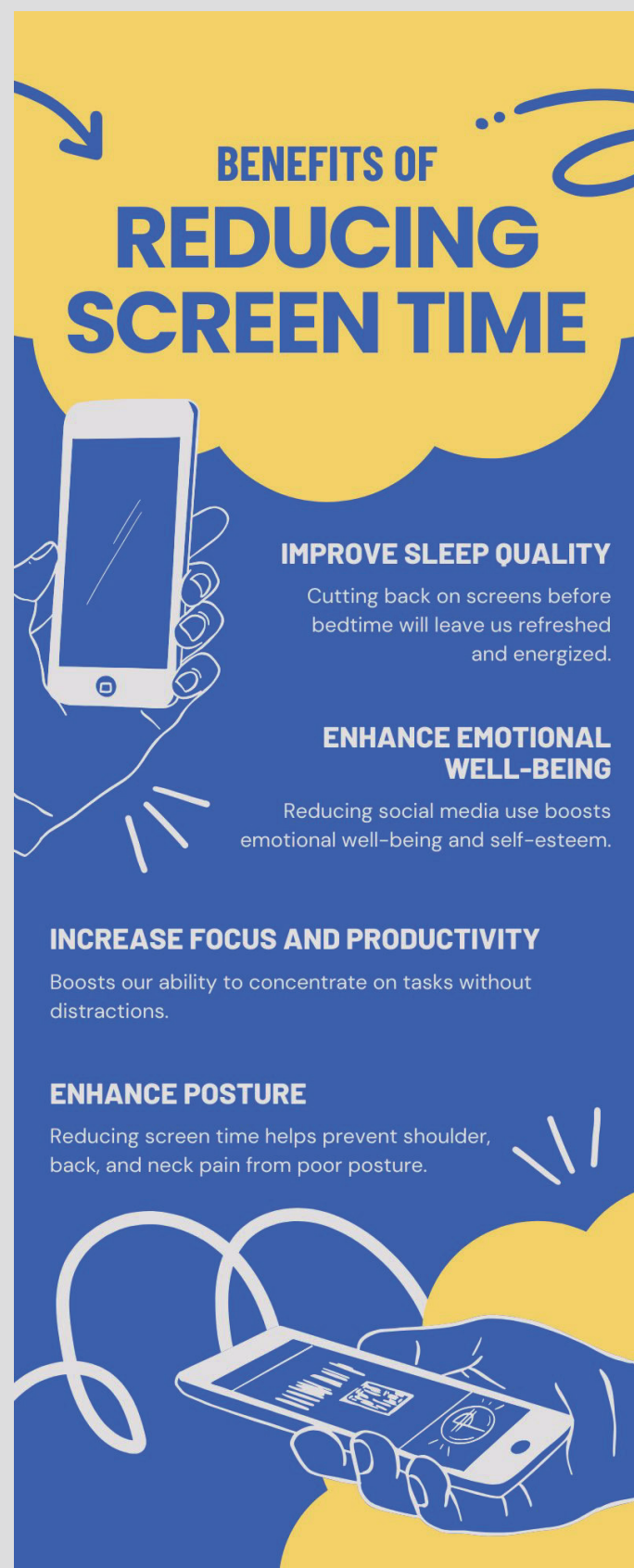
在今天的世界中，技术无疑是我们生活中不可或缺的一部分。它正在改变各行各业，革新教育，塑造未来。作为父母和学校社区的成员，我们都意识到培养孩子在数字化世界中生存和发展的技能是多么重要。然而，虽然技术至关重要，我们也必须确保孩子们的屏幕时间与生活中的其他方面保持平衡。在我们培养下一代的过程中，必须谨慎对待孩子们花费在屏幕前的时间。

为什么技术对孩子们很重要

毫无疑问，技术能够增强学习体验。

互动应用程序、教育游戏和在线资源为孩子们提供了与新概念接触并培养批判性思维的机会。在课堂上，数字工具可以提供个性化的学习体验，帮助各个层次的孩子成长和探索。技术还为孩子们提供了在未来的世界中不可或缺的技能。

除了教育，技术还帮助孩子们与家人和朋友保持联系，通过数字艺术表达创意，并参与互动游戏来培养问题解决能力。这些优势非常重要，我们希望孩子们为未来做好准备。



过度屏幕时间的隐藏风险
虽然技术的好处显而易见，但过度的屏幕时间可能会对孩子的成长产生负面影响。如果孩子们使用设备的时间过长，或使用不适合其年龄的内容，可能会带来健康和社交上的问题。

1. 身体健康问题：长时间的屏幕使用与眼睛疲劳、头痛和不良姿势等问题相关。更令人担忧的是，过度使用屏幕可能会影响孩子的身体活动。孩子们长时间盯着屏幕时，往往会保持静坐，这增加了肥胖和其他健康问题的风险。研究显示，活动较少的孩子可能还会在睡眠方面遇到问题，因为临睡前使用屏幕会干扰自然的睡眠周期。

2. 社交发展：孩子们通过与同龄人的面对面互动学习重要的社交和情感技能。过度使用屏幕，尤其是社交媒体和在线游戏，可能会限制这些宝贵的互动。如果孩子们过度依赖数字平台进行社交，他们可能会在同理心、沟通和解决冲突方面出现困难。

3. 心理健康：研究表明，过度使用屏幕，尤其是社交媒体平台，会导致孩子和青少年出现焦虑、抑郁和孤独感。在线比较的压力、网络欺凌以及不断追求认同感可能会对孩子们的自尊心和情感健康产生负面影响。

寻找正确的平衡
作为父母和教育者，我们必须帮助孩子在屏幕时间与其他活动之间找到健康的平衡。虽然技术是一个宝贵的工具，但它不应取代面对面的互动、户外活动或身体锻炼。以下是一些有效管理屏幕时间的小贴士：

1. 设定时间限制：明确规定合适的屏幕时间非常重要。美国儿科学会建议，2到5岁的孩子每天不应超过一小时的屏幕时间，而6岁以上的孩子应当有一致的屏幕时间限制。对于年纪更大的孩子和青少年，监控其使用内容也很关键，确保其内容适合年龄并且富有教育意义。

2. 鼓励户外活动：身体活动对孩子的健康和发展至关重要。鼓励孩子们去户外玩耍、参加运动或探索大自然。户外活动不仅能促进身体健康，还能改善情绪和心理健康。

3. 以身作则：孩子们通常会模仿父母的行为。如果我们想要培养健康的习惯，就必须身体力行。通过限制自己的屏幕时间，我们向孩子们展示了平衡的重要性。享受没有屏幕干扰的家庭时光——无论是一起阅读、做饭、玩桌游还是简单交谈。

4. 创建无屏幕区域：可以在家中设置一些无屏幕区域，如餐桌或卧室。这有助于鼓励优质的家庭时光，也让孩子们暂时摆脱屏幕的诱惑。利用这些时光与孩子们交流、分享故事，进行有意义的对话。

5. 促进创意活动：鼓励孩子们进行不涉及屏幕的爱好，如绘画、演奏乐器或阅读。这些活动不仅能激发创造力，减轻压力，还能帮助孩子们发展新技能。

技术将继续在我们孩子的生活中发挥重要作用，但我们必须注意过度屏幕时间的潜在负面影响。通过设定合理的限制并鼓励多样化的活动，我们可以确保孩子们在掌握数字技能的同时，也能养成有益于身心健康的习惯。作为一个学校社区，让我们共同努力，帮助孩子们在这个数字化时代找到健康的平衡。

Supporting Literacy Development: A Parent's Guide to IPC & IMYC Literacy Programs

支持读写能力发展： 家长指南 — IPC与IMYC读写课程



As parents, we all want to see our children thrive academically, and one of the most important aspects of their education is literacy. At our school, we are proud of the robust literacy programs within the IPC (International Primary Curriculum) and IMYC (International Middle Years Curriculum) that support children at every stage of their educational journey. These programs aim not only to strengthen students' reading and writing skills but also to foster a lifelong love of learning. Here's how we approach literacy and how you can support your child at home.

The IPC Literacy Program: A Foundation for Success
The IPC literacy program is designed to support each student's unique learning needs by providing differentiated instruction that targets key areas of literacy development. With a strong focus on phonics, fluency, and comprehension, the program ensures that all students are engaged and challenged at their individual levels. Phonics is a foundational skill, and the IPC program emphasizes the importance of mastering letter-sound relationships before progressing to more advanced concepts.

Students engage in targeted phonics activities that support their understanding of the building blocks of reading. Fluency is another key component, as students are encouraged to read smoothly and with expression. Through tools like The Six-Minute Solution, students practice reading aloud and track their progress in terms of reading speed and accuracy. This practice helps build confidence and fluency, enabling students to focus on comprehension as they read.

Through this combination of phonics, fluency, and comprehension, the IPC literacy program ensures that students build the essential skills they need to become confident, capable readers.

The IMYC Literacy Program: Empowering Older Students
As students progress to the IMYC, literacy becomes more complex, with a focus on deeper comprehension and writing across subjects. The IMYC literacy approach continues to emphasize reading, but with an added focus on critical thinking and writing. Students are encouraged to respond to both fiction and non-fiction texts, improving their analytical and writing abilities.

Additionally, there is ongoing support for developing essential literacy skills such as phonics, fluency, and comprehension. While these areas are introduced and strengthened in earlier grades, the IMYC provides continued opportunities for students to refine these skills through targeted activities and individualized support. Teachers provide feedback to guide students in improving their reading fluency, ensuring they read with greater speed, accuracy, and expression. Comprehension skills are honed through exercises that require students to analyze texts more deeply, while phonics is reinforced as needed to ensure a strong foundation for reading success.

Specialized Tools for Literacy Growth
Two powerful tools used in the IPC and IMYC programs are The Six-Minute Solution and All About Reading. These tools aim to improve students' reading fluency through timed practice, allowing them to see their progress week by week. The Six-Minute Solution is particularly effective for tracking reading speed and accuracy, motivating students to set and reach personal goals.

Incorporating Global Themes into Literacy
In IPC and IMYC classes, literacy isn't just about reading and writing skills; it also involves connecting to global themes. Through special programs aligned with international celebrations such as Peace Day and Earth Day, students engage with literature that broadens their cultural understanding and awareness.

At-Home Activity Ideas:

- Explore Global Stories: Read books related to different cultures and global events. Discuss the significance of these events and encourage your child to share their thoughts.

- Library Visits: Encourage a love for reading through local or school library visits. Allow your child to choose books based on their interests, creating a habit of independent reading.

Digital Resources to Support Literacy
In today's digital age, online resources like RazKids and Readtheory.org offer children engaging, personalized learning experiences. These tools are designed to help students build reading skills at their own pace while providing valuable feedback.

- RazKids: Provides leveled books, interactive listening, quizzes, and progress tracking. This resource helps children enhance their reading comprehension and fluency.

- Readtheory.org: Offers adaptive reading comprehension exercises with instant feedback and progress reports, allowing children to work on skills that need improvement.



Practical Tips for Helping Primary and Secondary Students at Home

For Primary Students:

- Encourage Reading: Make reading a part of your daily routine. Allow your child to pick books that interest them, fostering independence and a love for reading.
- Ask Questions: Discuss what they've read. Ask questions about the story, characters, and what they think will happen next. This reinforces their comprehension skills.
- Writing Together: Engage your child in creative writing. Whether it's a story, poem, or even a simple journal entry, writing helps to solidify literacy skills.

For Secondary Students:

- Discuss Their Books: Ask your child what they are reading and encourage them to make connections between their books and real-world events.
- Tracking Progress: Support your child in tracking their reading progress and completing regular book reviews. This helps them engage more deeply with the material.
- Review Tracking: Ask to see your child's progress charts. Celebrate improvements, even small ones, and encourage them to keep working towards their next milestone.

Literacy is a Partnership

At school, we provide a rich literacy program designed to meet the needs of all students, but literacy development is a partnership between home and school. By actively engaging in your child's literacy journey, you can reinforce the skills they are learning and help them succeed. Whether it's reading together, tracking their progress, or exploring new books, your involvement is invaluable. Together, we can foster a love of reading and writing that will last a lifetime.

作为家长，我们都希望看到孩子在学术上取得成功，而教育中最重要的方面之一就是读写能力。在我们的学校，我们为IPC（国际小学课程）和IMYC（国际中学课程）中强大的读写项目感到自豪，这些项目支持孩子在教育旅程的每个阶段。这些项目不仅旨在增强学生的阅读和写作技能，还旨在培养他们终身的学习热情。以下是我们如何看待读写教育，以及您如何在家支持孩子。

IPC读写项目：成功的基础

IPC读写项目旨在通过提供针对关键读写发展领域的分层教学，支持每个学生的独特学习需求。该项目着重于语音、流利度和理解能力，确保所有学生都能在自己的学习水平上得到充分的参与和挑战。

语音是基础技能，IPC项目强调在学习更高级概念之前，掌握字母与声音之间的关系。学生通过有针对性的语音活动，加深对阅读构建块的理解。

流利度是另一个关键部分，学生被鼓励流畅且富有表现力地阅读。通过像《六分钟解决方案》这样的工具，学生练习朗读，并跟踪他们在阅读速度和准确性方面的进展。这项练习有助于建立信心和流利度，使学生在阅读时能够更加专注于理解。

通过语音、流利度和理解能力的结合，IPC读写项目确保学生掌握成为自信、能干读者所需的基础技能。

IMYC读写项目：赋能高年级学生
随着学生进入IMYC，读写变得更加复杂，重点是更深层次的理解和跨学科写作。IMYC的读写方法继续强调阅读，同时更加注重批判性思维和写作。学生被鼓励对小说和非小说文本作出回应，提高他们的分析和写作能力。

此外，IMYC还提供持续支持，帮助学生发展语音、流利度和理解等核心读写技能。尽管这些技能在早期阶段已经得到介绍和强化，IMYC通过有针对性的活动和个性化支持，继续为学生提供精炼这些技能的机会。教师通过反馈指导学生提高阅读流利度，确保他们能以更快的速度、更高的准确性和更丰富的表现力阅读。理解能力通过要求学生深入分析文本的练习得到锻炼，而语音则在需要时得到强化，以确保阅读成功的坚实基础。

专用工具促进读写成长

IPC和IMYC项目中使用的两个强大工具是《六分钟解决方案》和《阅读全程》。这些工具旨在通过定时练习提高学生的阅读流利度，使他们能够每周看到自己的进展。《六分钟解决方案》特别有效于追踪阅读速度和准确性，激励学生设定并实现个人目标。



将全球主题融入读写教育

在IPC和IMYC课堂中，读写不仅仅是关于阅读和写作技能，还涉及与全球主题的联系。通过与国际庆祝活动如平日和地球日相结合的特别项目，学生与文学作品互动，拓宽他们的文化理解和意识。

在家活动建议：

- ☑探索全球故事：阅读与不同文化和全球事件相关的书籍。讨论这些事件的意义，并鼓励孩子分享他们的想法。

- ☑图书馆访问：通过访问本地或学校图书馆来鼓励阅读热情。允许孩子根据自己的兴趣选择书籍，养成独立阅读的习惯。

数字资源支持读写能力

在今天的数字时代，像RazKids和Readtheory.org这样的在线资源为孩子们提供了互动的个性化学习体验。这些工具旨在帮助学生以自己的节奏建立阅读技能，同时提供有价值的反馈。

RazKids：提供分级书籍、互动听力、测验和进度跟踪。这个资源帮助孩子增强他们的阅读理解能力和流利度。

Readtheory.org：提供自适应阅读理解练习，具有即时反馈和进度报告，使孩子能够提高需要改进的技能。

帮助小学和中学学生的实用建议

小学学生：

鼓励阅读：让阅读成为你每天的日常。允许孩子选择他们感兴趣的书籍，培养独立性和阅读兴趣。

提问：讨论他们读的内容。问他们关于故事、人物的问题，或者他们认为接下来会发生什么。这样可以加强他们的理解能力。

共同写作：与孩子一起进行创意写作。无论是故事、诗歌，还是简单的日记，写作都有助于巩固读写技能。

中学学生：

讨论他们的书籍：问孩子他们在读什么，并鼓励他们与书籍与现实世界事件进行联系。

追踪进度：支持孩子跟踪他们的阅读进度并完成定期的书评。这样有助于他们更深入地与材料互动。

查看进度：要求查看孩子的进度图表。庆祝进步，即使是小进步，并鼓励他们继续朝着下一个目标努力。

读写是一种合作关系

在学校，我们提供了一个丰富的读写项目，旨在满足所有学生的需求，但读写发展是家校合作的结果。通过积极参与孩子的读写旅程，您可以强化他们正在学习的技能，帮助他们取得成功。无论是一起阅读、跟踪他们的进展，还是探索新书，您的参与都至关重要。我们可以一起培养孩子对阅读和写作的热爱，这种热爱将伴随他们一生。

Highlights from the International Team

国际课程精彩锦集

February & March Class Recaps 二月三月班级概要



Kindergarten

Springtime Learning: Growing Vocabulary and Skills in PreK and Toddler Classes

春季学习：在学前班和托班中发展词汇和技能

Did you know that during spring, some animals change their fur or feathers to blend in with the new green plants and flowers? As we welcome the new season, we also welcome all our new friends who have joined our class! While letter recognition remains our focus, students also learn to share and wait their turn in activities. This term, PreK students will continue to build on their phonetic awareness and improve their English vocabulary. In our Toddler classes, a more hands-on approach is adopted – as students learn how to identify shapes and colors in everyday objects. Puzzles, illustrations, and nursery rhymes are incorporated into each lesson to make learning fun and relatable.



你知道在春天，有些动物会改变它们的毛发或羽毛，以融入新的绿色植物和花朵中吗？

当我们迎接新季节的同时，我们也欢迎新朋友加入我们的班级！虽然字母识别仍然是我们的主要重点，但学生们也在活动中学习分享和耐心等待轮流。本学期，学前班的学生将继续加强语音意识技能，并提高他们的英语词汇量。

在我们的幼儿班中，采用了更加动手实践的教学方法——学生们学习如何识别和辨认日常物品中的形状和颜色。拼图、插图和童谣被融入每一节课中，使学习变得有趣且贴近生活。



Celebrating Learning with Popcorn, Literacy, and Culture

用爆米花、读写能力和文化庆祝学习

In the past months, our students wrapped up their learning journey of the short e CVC word family! Through interactive games and sentence reading, they practiced various word families, building confidence in their early reading skills. To celebrate their hard work, we had a special popcorn-making activity, where students explored their five senses—hearing the kernels pop, smelling the delicious aroma, touching the fluffy popcorn, seeing it change shape, and finally tasting the yummy treat!

Alongside our literacy lessons, we also explored Chinese New Year, learning vocabulary that is related to the celebration, like lantern, dragon dance, lion dance, fireworks, and dumplings through fun games and movement activities. Our theme-based learning continued with exciting lessons on shapes, fruits, and winter clothes, where students engaged in action-based activities like sorting, matching, following movements, and singing.



在过去的几个月里，我们的学生完成了短元音e CVC词族的学习旅程！通过互动游戏和句子阅读，他们练习了词汇家族中的多种单词，增强了他们早期阅读技能的信心。为了庆祝他们的辛勤努力，我们进行了一个特别的爆米花制作活动，在活动中，学生们听到了玉米粒爆裂的声音、闻到了美味的香气、触摸到了膨胀开的爆米花、看到了它变形的过程，最后品尝到了美味的爆米花，一步一步地探索他们的五种感官！

除了认词识句，我们还探索了中国的新年。通过有趣的游戏和生动的活动，我们学习了与庆祝中国新年相关的词汇，如灯笼、舞龙、舞狮、烟花和饺子。之后我们继续进行了主题学习，学生们通过分类、配对、动作模仿和唱歌等形式进行亲身体验，完成了有关形状、水果和冬季衣物的有趣课程。



Grade 1 ESL

Year 1's Return: A Journey of Confidence and Enthusiasm

一年级归来：自信与热情的学习之旅

Following the recent holiday break, our Year 1 pupils have returned with an impressive boost in confidence and a palpable enthusiasm for the learning journey ahead. As we embrace new challenges, the children will engage in thoughtful discussions centred around the delightful task of describing their favourite pets. This exploration will not only enhance their vocabulary but also deepen their understanding of the diverse world of animals.

In our upcoming lessons, pupils will learn to use adjectives effectively, enabling them to articulate their thoughts and feelings about their beloved pets. They will also identify various types of pets, gaining insights into their specific needs and the essential principles of responsible pet care. This holistic approach aims to foster empathy and an appreciation for the responsibilities involved in nurturing a pet.

Moreover, we always set aside time to engage with our imaginative character, 'Cookie Monster,' who delights us with his whimsical and often outrageous thoughts on a variety of topics.



This playful interaction encourages pupils to envision fantastical scenarios, such as having a pet monster or considering the challenges of caring for larger-than-life animals that spark their imagination.

To further enrich our learning experience, we integrate new songs that guide us through different stages of the lesson. These musical interludes serve not only to enhance the enjoyment of our classroom environment but also help to keep our minds fresh and focused. By weaving together creativity and structured learning, we aim to cultivate an engaging atmosphere where every pupil feels inspired to explore and discover.

As we embark on this exciting term, we look forward to witnessing the growth and development of our pupils as they engage with new concepts and learn to express themselves with confidence and clarity.

在最近的假期结束后，我们的一年级学生以令人印象深刻的自信心和对学习旅程的热情重返课堂。随着我们迎接新的挑战，孩子们将围绕一个有趣的任务展开讨论——描述他们最喜爱的宠物。这一探索不仅能丰富他们的词汇量，还能加深他们对动物世界多样性的理解。

在接下来的课程中，学生们将学习如何有效地使用形容词，使他们能够更清晰地表达自己对宠物的想法和感受。他们还将认识不同类型的宠物，了解它们的具体需求，并学习负责任养宠物的重要原则。这种全面的学习方法旨在培养孩子们的同理心，让他们更懂得关爱和照顾宠物的责任。

此外，我们还会留出时间与我们富有想象力的角色“饼干怪”（Cookie Monster）互动，他总是用天马行空、妙趣横生的想法给我们带来欢乐。这种有趣的交流能激发孩子们的想象力，比如让他们设想拥有一只怪兽宠物，或者思考如何照顾超乎想象的大型动物。

为了进一步丰富我们的学习体验，我们会融入新的歌曲，帮助学生们顺利进入课程的不同环节。这些音乐插曲不仅让课堂更加有趣，还能帮助孩子们保持专注，让思维更敏捷。通过将创造力与系统化的学习相结合，我们致力于营造一个充满吸引力的课堂环境，让每一位学生都能在探索 and 发现中获得灵感。

在这个激动人心的新学期里，我们期待着见证学生们的成长和进步，帮助他们掌握新知识，并自信、清晰地表达自己。

Grade 2 ESL

Buying Snacks & The 5 Senses

购买零食 & 五种感官

In our Grade 2 English class, we explored Unit 1: Buying Snacks. Students learned new vocabulary related to purchasing snacks and practiced distinguishing between countable and uncountable nouns. They also worked on using “like” and “likes” correctly in sentences to express preferences.

Additionally, we delved into the five senses—sight, smell, hearing, taste, and touch—and discussed how they help us in daily life. Through engaging activities, students expanded their vocabulary and deepened their understanding of the world around them. It has been a fun and interactive learning journey!



在二年级英语课堂上，我们学习了第一单元：购买零食。学生们学习了与购买零食相关的新词汇，并练习区分可数名词和不可数名词。他们还学习了“like”和“likes”的正确用法，以便更准确地表达自己的喜好。

此外，我们探讨了五种感官——视觉、嗅觉、听觉、味觉和触觉，并讨论了它们如何帮助我们在日常生活中感知世界。通过互动活动，学生们扩展了词汇量，加深了对周围世界的理解。这是一次充满乐趣和互动的学习旅程！



Our recent exploration of the school was an exciting and interactive learning experience! Using directional language, the students embarked on a guided tour, discovering various rooms and critical areas within the school. They practiced giving and following directions, helping each other navigate hallways, classrooms, and spaces like the library, cafeteria, and gym. The students designed their dream schools with creative layouts and unique features like restaurants and nap rooms. They then participated in a fun role-playing activity, where they acted as tour guides during a simulated open day. In this scenario, they warmly greeted “visiting parents” and confidently provided directions, ensuring everyone could find their way around. It was a fantastic way for the students to apply their learning in a meaningful and enjoyable way!



Grade 3 ESL

Finding our way around the school.

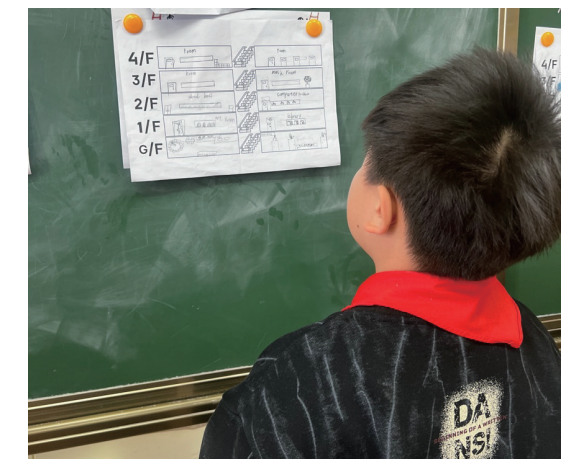
在学校里找到我们的路



我们最近对学校的探索是一次令人兴奋和互动的学习体验！学生们使用指示性语言，开始了一次导游之旅，探索了学校内的各个房间和关键区域。他们练习了给出和遵循指示，帮助彼此在走廊、教室以及图书馆、食堂和健身房等空间内导航。

学生们用创造性的布局和独特的功能（如餐厅和午睡室）设计了他们的梦想学校。然后，他们参加了一个有趣的角色扮演活动，在模拟开放日中扮演导游的角色。在这个场景中，他们热情地迎接“来访的家长”，并自信地提供方向，确保每个人都能找到自己的路。

这是学生以有意义和愉快的方式应用所学知识的绝佳方式。



Grade 4 ESL

Exploring Community and Collaboration in Year 4

探索社区与合作



With a variety of exciting resources, including books, technology, and hands-on activities, Year 4 is set for a fantastic term ahead. We are eager to see our pupils thrive as they engage with new concepts and continue their discovery. Here's to a successful and inspiring term!



Now that we have returned from our Chinese New Year holiday, Year 4 pupils are buzzing with excitement for the engaging lessons we have lined up! In the weeks following the break, we explored after-school clubs and the important roles of community helpers. Our unit on after-school clubs allowed pupils to investigate various types of clubs, discussing their purposes and the significance of rules for participation. Through creative activities, such as mind mapping and group discussions, pupils articulated their understanding of how these clubs enhance our community. Following this, we shifted our focus to community helpers. Pupils learned about the diverse roles these individuals play, from doctors to fire-fighters, and how they contribute to our society's well-being. Through presentations and collaborative projects, they deepened their appreciation for these vital roles. As we continue our learning journey, we will build on these themes, exploring more about the impact of community helpers and how clubs function. Our approach includes ongoing formative assessments to ensure we support each pupil's individual needs.

春节假期结束后，四年级的学生们满怀热情地回到课堂，期待着我们精心安排的精彩课程！假期后的几周里，我们探索了课外俱乐部以及社区服务人员的重要角色。

在课外俱乐部单元中，学生们调查了不同类型的俱乐部，讨论了它们的目的以及参与规则的重要性。通过头脑风暴、分组讨论等创造性活动，孩子们深入思考这些俱乐部如何丰富我们的社区生活。

随后，我们将学习重点转向社区服务人员。学生们了解了医生、消防员等不同职业的角色，以及他们如何为社会的福祉做出贡献。通过演讲和合作项目，孩子们更加珍惜这些至关重要的职业。

在接下来的学习旅程中，我们将继续深入探讨社区服务人员的影响以及俱乐部的运作方式。我们的教学方法包括持续的形成性评估，以确保每位学生都能得到个性化的支持。

凭借丰富多样的学习资源，包括书籍、科技工具和动手实践活动，四年级的同学们将在新学期迎来精彩的学习体验。我们期待看到他们在新知识的探索中茁壮成长！祝愿大家度过一个充实而富有启发的学期！



Grade 5 ESL

Teamwork 团队合作

After encountering the Past Tense, many students can generally describe their completed actions. However, understanding the concept of the Present Perfect Tense presents its challenges because there isn't an equivalent in Mandarin. Nevertheless, Grade 5 students have been doing a great job as they learn to master this tricky tense! They have learned some of the irregular forms and memorising it through practice, games, chants and repetition.

接触了过去式后，许多学生已经能够基本描述自己完成的动作。然而，现在完成时的概念对他们来说是一个挑战，因为汉语中并没有完全对应的时态。尽管如此，五年级的学生们在学习这一复杂时态方面表现出色！他们已经掌握了一些不规则动词的变化，并通过练习、游戏、朗诵和重复记忆来巩固知识。

Grade 6 ESL

Study Tours

游学团 / 研学旅行

Students from Grade 6 are currently learning about two international cities: London and New York, since the theme of their textbooks centres around studying English in foreign cities. Through videos, students have been exposed to the diverse environments, activities and rich history the cities have to offer. Meanwhile the grammatical emphasis has focused the usage of the conjunctions: "neither...nor, either... or..., both... and". They worked in groups, using their imagination and chose a destination to do fun activities with their classmates. Finally, they presented their dialogues that incorporated grammatical language.

六年级的学生目前正在学习两个国际城市：伦敦和纽约，因为他们的教材主题围绕着在国外城市学习英语。通过视频，学生们了解了这些城市丰富的环境、多样的活动以及深厚的历史文化。同时，语法学习重点放在连接词的使用，例如："neither...nor (既不...也不)"，"either...or (要么...要么)"以及"both...and (既...又...)"。

学生们分组合作，发挥想象力，选择一个目的地，与同学们一起设计有趣的活动。最后，他们运用所学的语法知识，呈现了精彩的对话展示。



Grade 7 is currently exploring the fascinating world of national and international cuisines. Throughout this unit, students are learning to compare the diets of Chinese people with those of other cultures worldwide. They are discovering how location, climate, and cultural traditions influence the foods people eat and how dietary habits vary across different regions. Students are also developing a deeper appreciation for the food they consume daily. They are reflecting on the importance of food in their own lives and how it connects to their heritage. To make learning more personal, they will create a family cookbook, a special collection documenting the unique and traditional dishes enjoyed at home. This project will allow them to celebrate their cultural backgrounds, share personal food experiences, and better understand the role food plays in shaping identity and community.



Grade 7 ESL

Exploring Global Cuisines:

Understanding Food, Culture, and Traditions

探索全球美食：理解食物、文化和传统



七年级目前正在探索国家和国际美食的迷人世界。在整个单元中，学生正在学习比较中国人的饮食与世界上其他文化的饮食。他们正在发现地理位置、气候和文化传统如何影响人们的饮食，以及饮食习惯在不同地区如何变化。

学生们也对他们每天食用的食物有了更深的欣赏。他们反思食物在自己生活中的重要性，以及它与自己的传统之间的联系。为了让学习更加个人化，他们将制作一本家庭食谱，这是一个特别的收藏，记录家中享用的独特和传统菜肴。这个项目将使他们能够庆祝自己的文化背景，分享个人饮食体验，并更好地理解食物在塑造身份和社区方面所起的作用。



Grade 8 ESL

Unravelling the Unknown:

Exploring Mysteries and Storytelling

揭开未知的面纱：探索奥秘和讲故事

Grade 8 is embarking on an exciting journey into the unknown! In this unit, we are diving into the world of mysteries, exploring strange and extraordinary events from around the globe. From disappearing ships and eerie monsters to unexplained UFO sightings, we uncover the secrets behind these fascinating phenomena.

While discussing these mysteries, students are not only fueling their curiosity but also honing their storytelling skills. Through creative discussions and writing exercises, they are learning how to craft compelling narratives, build suspense, and develop intriguing characters. By the end of the unit, students will collaborate to create their own mystery story, shaping its plot and bringing their unique ideas to life.

八年级正在开始一段令人兴奋的未知之旅！在这个单元中，我们将深入探索神秘的世界，探索来自世界各地的奇怪和不可思议的事件。从消失的船只和怪异的怪物到无法解释的UFO目击事件，我们揭开了这些迷人现象背后的秘密。

在讨论这些谜团时，学生不仅激发了他们的好奇心，还磨练了他们的讲故事技巧。通过创造性的讨论和写作练习，他们学习如何构建引人入胜的故事情节，建立悬念，并发展有趣的角色。在单元结束时，学生将合作创作自己的神秘故事，塑造情节，并将他们独特的想法付诸实践。

Grade 9 ESL

Engagement in the ESL classroom

参与到ESL课堂中

The key to getting results from students long term and ensuring retention of concepts and language studied is to get full engagement from the students in the classroom. Movement, competition and a chance to entertain their friends are all great tools to improve this. The grammar auction is a great activity that forces students to focus on the minute elements of grammar, teaching each other as a means to avoid mistakes and scrutinizing the finer points, it also encourages communication and, through competition, enthusiasm. Role plays offer a fun way to practice target language, bringing out the creativity in the students while tackling subjects that are close to their hearts. The connections formed between language and experience promotes retention of the target language.



GRAMMAR AUCTION

- Identified correct sentences score points
- Identified incorrect sentences score points if you can tell me what's wrong



要从学生身上获得长期的成效，并确保学生能保留所学的概念和语言，关键在于让学生在课堂上充分投入。运动、竞争和娱乐朋友的机会都是改善这一点的好工具。

文法拍卖会是一个很好的活动，它迫使学生专注于文法的细微元素，互相教导是避免错误和仔细检查细节的一种手段，它也鼓励沟通，并通过竞争，激发学生的热情。

角色扮演提供了练习目标语言的有趣方式，在处理学生心目中的主题的同时，也发挥了学生的创造力。语言和经验之间形成的联系可以促进目标语言的保持。



Grade 10 ESL

Prioritizing Health: Caring for Our Bodies and Minds

优先考虑健康：照顾我们的身体和心灵

Health plays a vital role in our daily lives, and Grade 10 students are exploring different ways to care for their bodies and minds. This unit focuses on understanding the connection between mental and physical well-being, emphasizing the power of the mind over the body.

Students are also learning to offer thoughtful advice to friends when they feel unwell, fostering a supportive and health-conscious community. To implement their learning, students will conduct a survey to assess the health habits of teenagers in our school. Based on their findings, they will create practical health tips to help the Baishan community maintain well-being, especially during long study sessions.

This unit encourages students to make informed choices about their health while promoting awareness and positive habits among their peers.

健康在我们的日常生活中起着至关重要的作用，10年级的学生正在探索不同的方式来照顾他们的身体和心灵。本单元着重于理解精神和身体健康之间的联系，强调精神对身体的力量。

学生们还学习在朋友感到不适时提供周到的建议，培养一个支持和健康意识的社区。为了实施他们的学习，学生们将进行一次调查，评估我校青少年的健康习惯。基于他们的发现，他们将创造实用的健康提示，帮助白珊社区保持健康，特别是在长时间学习期间。

本单元鼓励学生对自己的健康做出明智的选择，同时促进同龄人的意识和积极的习惯。





IPC1

Shocking Discoveries: IPC 1 Students Light Up Their Learning!

令人震惊的发现：

IPC 1 年级学生点亮他们的学习之旅！

IPC 1 students have been full of excitement as they dive into their new unit, "It's Shocking!" Through hands-on experiments, they have already discovered the power of static electricity, sound energy, and light energy, watching in awe as balloons made their hair stand up and sound waves traveled through different materials. The most electrifying part so far has been building their own circuits, learning how batteries, wires, and bulbs work together to create a flow of electricity. But the excitement doesn't stop here! As they continue their learning journey, they will explore even more types of energy, deepening their understanding of how electricity powers our world.

To wrap up their shocking adventure, they will invite their parents to a special exit point, where they will showcase everything they have learned. Stay tuned—there's still plenty of energy left in this unit!



IPC 1 年级的学生们在新单元“令人震惊！”中充满了兴奋与欢乐！通过动手实验，他们发现了静电、声能和光能的力量，惊奇地看到气球让他们的头发竖起来，了解声波如何穿过不同的材料。目前为止，最令人兴奋的部分是自己组装电路，学习电池、导线和灯泡如何协同工作以产生电流。但兴奋之旅并没有就此结束！随着继续学习探究，他们将探索更多类型的能量，加深对电力如何驱动世界的理解。为了圆满结束这一震撼的旅程，我们将邀请家长参加这一次的特别成果展示（Exit Point），向大家展示他们所学到的一切。敬请期待——这个单元的能量还在持续发光发热！

This month, our Grade 2 students embarked on an exciting journey into the world of energy! They explored different types of energy, its impact on our daily lives, and the potential dangers of electricity. The classroom was filled with curiosity and hands-on discoveries as students experimented with static electricity—using balloons, water, wood, wool, and other materials to observe fascinating effects. While learning about the different types of electricity, the children made rice "dance" and even communicated with each other using string phones, bringing scientific concepts to life in a fun and interactive way. One of the most exciting moments was when students created their own electric circuits and successfully lit up a bulb! Their excitement and sense of accomplishment were truly inspiring as they saw their knowledge and skills come to life. The young scientists from IPC 2 not only deepened their understanding of energy but also developed essential problem-solving and critical-thinking skills.



IPC 2 Explores the Power of Energy IPC2 能量之旅



IPC2 的学生们踏上了一段激动人心的能量探索之旅！他们了解了不同类型的能量，能量对我们日常生活的影响，以及电力的使用和潜在的危险。这个单元充分调动了孩子们的好奇心和动手实践的能力，学生们通过实验探索静电现象——使用气球、水、木头、羊毛等材料观察有趣的现象。

在学习不同类型的能量时，孩子们让米粒“跳舞”，甚至用土电话互相交流，以有趣且互动的方式将科学概念带入生活。最令人兴奋的时刻之一是学生们自己制作电路并成功点亮了灯泡！当他们看到自己的知识和技能变为现实时，那种兴奋和成就感真是令人鼓舞。

在本单元中，小小科学家们不仅加深了对能量的理解，还培养了解决问题和批判性思维的重要技能。



IPC3

Exploring Forces 探索力量

The new semester is off to an exciting start, marked by an inspiring field trip to a science museum that served as the perfect introduction to our first topic, "Feel the Force." This engaging entry point set the stage for the exciting experiments that followed, sparking curiosity and creativity among students. To explore the various types of forces and their presence in our daily lives, we have been conducting a series of hands-on experiments. We began with friction, using ice cubes coated in different substances to observe how varying levels of friction influence motion. This was followed by another friction experiment involving ramps covered with diverse materials to study how friction affects marbles rolling down. Shifting gears, we delved into gravity, examining its impact on everyday objects by exploring weights and Newtons and comparing weight versus mass. One of the most thrilling activities so far has been our air resistance experiment, where students designed and tested egg parachutes to see which design could create the greatest air resistance and safely protect their egg. This hands-on approach has made learning about forces both dynamic and fun, with many more experiments lined up to further deepen our understanding of this fascinating topic.



新学期以一次充满启发性的科学博物馆实地考察拉开了序幕，这次实地考察为我们的第一个主题“感受力量”奠定了完美的开端。这段引人入胜的经历为接下来的实验做好了铺垫，激发了学生的好奇心和创造力。为了探究各种类型的力量及其在日常生活中的表现，我们进行了多项实践性实验。我们从摩擦实验开始，利用涂有不同物质的冰块观察不同摩擦力如何影响运动。接着，我们在覆有不同材料的斜坡上进行实验，研究摩擦力对滚动的玻璃弹珠的作用。随后，我们深入探讨了重力，通过研究重量与牛顿（力的单位）以及比较重量与质量，来理解重力对日常物体的影响。其中最精彩的实验之一是空气阻力实验，学生们设计并测试鸡蛋降落伞，以寻找能够产生最大空气阻力并保护鸡蛋安全的最佳设计。这种实践性学习让探索力量的过程变得生动有趣，更多精彩实验也将在后续安排中继续进行，进一步丰富我们对这一迷人主题的理解。

IPC4

Feel The Force 感受力

IPC Grade 4 students have been exploring the concept of forces through hands-on scientific experiments. They studied various forces, including push and pull, friction, gravity, air and water resistance, buoyancy, tension, and magnetic force. To bring these abstract concepts to life, students engaged in interactive activities. For push and pull, they participated in a Tug-of-War to experience these forces firsthand. To investigate friction, they built ramps with different surfaces to test which materials created the most resistance. Exploring gravity and air resistance, students designed parachutes and tested their effectiveness by attaching an egg in a cup. Their success was measured by how long the parachute took to land and whether the egg remained intact. They also used a Newton Meter (N) to determine the gravitational pull of different objects. For buoyancy, students conducted experiments to observe why some objects float while others sink. Lastly, they constructed a suspension bridge to understand how forces play a crucial role in the structures we see in everyday life.



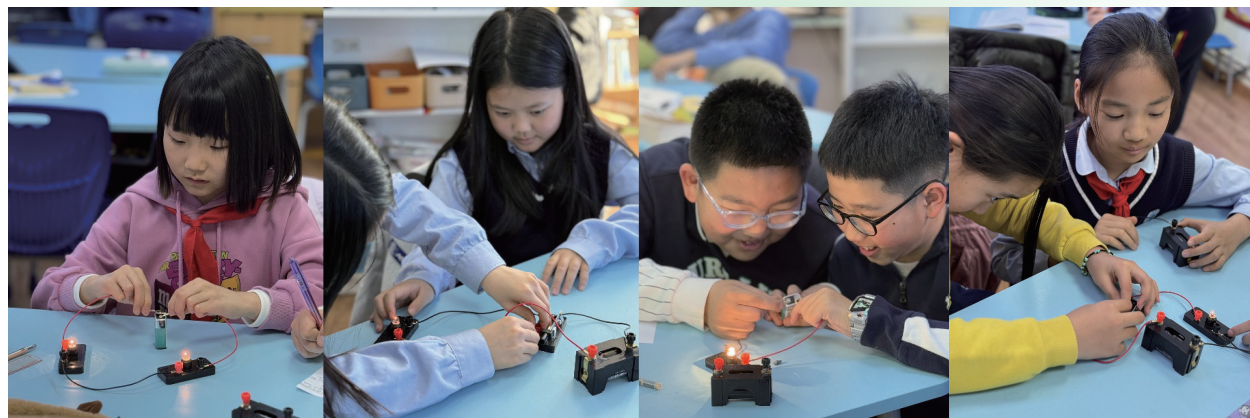
IPC四年级的学生最近在探究“力”的概念，并通过一系列有趣的实验来加深理解。他们学习了多种力的类型，包括推力和拉力、摩擦力、重力、空气和水的阻力、浮力、张力以及磁力。为了让这些抽象的概念变得更直观，学生们进行了多个互动实验。比如，在学习推力和拉力时，他们通过拔河比赛来亲身体验这两种力的作用。研究摩擦力时，他们设计了不同表面的斜坡，并测试哪种材料的阻力最大。在探索重力和空气阻力的过程中，学生们制作了降落伞，并在降落伞下方固定一个装着鸡蛋的杯子，测试它的缓降效果。成功的标准是降落伞落地的时间长短以及鸡蛋是否完好无损。此外，他们还使用牛顿测力计（N）来测量不同物体的重力大小。在浮力实验中，学生们观察了为什么有些物体能浮在水面，而有些则会下沉。最后，他们搭建了一座悬索桥，以此来理解力在我们日常生活中的重要作用。



IPC5

Exploring Energy, Circuits, and Electricity in Action

探索能量、电路以及实际应用中的电



IPC5 students have been exploring how electricity works in our new unit titled "Full Power." Throughout this unit, they learned to make predictions related to variables and conduct scientific investigations safely while exploring how energy transfer generates electricity. They documented their methods and results using tables, graphs, diagrams, and models to effectively communicate their findings. Additionally, they developed an understanding of different types of circuits and their components.

As part of their learning, students compared two different batteries — a 1.5V single-cell battery and a larger, rectangular 9V battery. They predicted which battery would be more powerful and which one would last longer when powering the same device. To support their reasoning, they reviewed the cross-section drawing of a 1.5V cell battery from the previous activity and discovered that a 9V battery consists of six 1.5V cells combined together.

To deepen their understanding, students conducted Experiment 1, where they investigated how voltage affects the brightness of a bulb. Before testing, they made predictions about the outcome and considered how different voltages influence electrical circuits. This activity reinforced their ability to make scientific predictions, conduct experiments safely, and analyze how energy transfer plays a role in electricity generation. Through hands-on learning, they documented their findings effectively and deepened their understanding of circuits and their components.



IPC5的学生在名为“满格电力”的新单元中，一直在探索电的工作原理。在整个单元的学习过程中，学生学会了对相关变量做出预测，并在探究能量转换如何产生电能的同时，安全地开展科学调查。学生运用表格、图表、示意图和模型记录下实验方法和结果，从而有效地传达自己的研究发现。此外，学生还深入理解了不同类型的电路及其组成部分。

作为学习内容的一部分，学生对两种不同的电池进行了比较——一种是1.5伏特的单节电池，另一种是更大的矩形9伏特电池。他们预测了在为同一设备供电时，哪种电池功率更大，哪种电池续航更久。为了支持自己的推断，他们回顾了上一次活动中1.5伏特单节电池的剖面图，并发现9伏特电池是由六节1.5伏特的电池组合而成的。

为了加深理解，学生进行了实验——探究电压是如何影响灯泡亮度的。在测试之前，他们对实验结果做出了预测，并思考了不同的电压会如何影响电路。

这项活动增强学生做出科学预测的能力，让他们能够安全地进行实验，并分析能量转换在发电过程中所起的作用。通过亲自动手实践，有效地记录下了自己的研究成果，同时深化了对电路及其组成部分的理解。

IPC Drama

BAISHAN INTERNATIONAL PRESENTS: THE RAIN QUEEN!

白珊国际教育敬献：《雨之女王》

Over the past two months, IPC and IMYC students have been working together to bring Baishan International's very first theatrical production to life! The Rain Queen follows the journey of a young girl whose world is turned upside down when she discovers that she will become the first Rain Queen in a long history of rain kings. The play was inspired by a story from the Balobedu tribe in Limpopo, South Africa about a generation of Queens who are believed to possess rain making abilities. This is more than just a play—it is a cultural journey and a celebration of storytelling. The main cast began rehearsals before the Chinese New Year break and will be joined by the rest of the cast on March 10th.

Students have shown incredible commitment—not only in rehearsals but also in the effort they put into building their characters. They have grown so much as actors, demonstrating creativity, respect, and a strong work ethic. As their teacher, I'm inspired by their dedication. The success of this production wouldn't be possible without the help of many people across our school community. Our school HR assistant has been assisting with the logistics of the show, our talented music teacher has stepped in to assist with costume, working alongside IMYC 7 and 8 students, who are part of the crew and design team. Our Chinese Art teachers are contributing their skills by making the set, and our school photographer is capturing every moment.



A special mention must also go to our incredible stage assistant manager and parents for all their continuous support. Now, with just a few weeks to go, all the hard work is coming together. On March 27th and 28th, our students will finally get to showcase what they have been working so hard on.

We can't wait for everyone to see The Rain Queen and witness the magic of drama at Baishan International. This production is proof that when a community comes together—with passion, dedication, and teamwork—something truly special can happen!

Get your umbrellas ready, the Rain Queen is coming to Qingdao! See you at the show!





在过去的两个月里，IPC 和 IMYC 的学生们齐心协力，共同打造了白珊国际学校的首部戏剧作品**！《雨后女王》讲述了一位年轻女孩的旅程——当她发现自己将成为历史上首位“雨后女王”而非“雨王”时，她的世界被彻底颠覆了。**

本剧灵感源自南非林波波省巴洛贝杜（Balobedu）部落的故事，相传该部落的女王世代相传掌握着召唤雨水的能力。这不仅仅是一场戏剧表演，更是一场文化之旅，一次对故事讲述的庆祝。

主角们在春节假期前就开始了排练，而其余演员将在 3 月 10 日正式加入团队。

学生们展现了非凡的投入度——不仅在排练中全力以赴，更在塑造角色时倾注了心血。他们在表演方面成长显著，展现出创造力、尊重和坚定的职业态度。作为他们的老师，我深受他们的敬业精神所鼓舞。

这部戏剧的成功离不开整个学校社区的鼎力支持。

我们的校务助理帮助协调演出后勤，才华横溢的音乐老师协助服装设计，并与 IMYC 7 和 8 年级的学生（剧组及设计团队成员）密切合作。中国美术老师负责制作舞台布景，校内摄影师正在记录这场精彩旅程的每一刻。此外，还要特别感谢我们出色的舞台助理经理以及家长们的持续支持！

现在，距离演出仅剩几周时间，一切努力正在逐步汇聚成最终的精彩呈现。

3 月 27 日和 28 日，学生们将正式登台，向大家展示他们辛勤努力成果。

我们迫不及待地想让大家欣赏《雨后女王》，见证白珊国际戏剧的魅力。这次演出证明了当一个社区怀揣热情、奉献精神 and 团队协作时，必能创造真正非凡的奇迹！

准备好你的雨伞吧，雨后女王即将降临青岛！

演出见

IPC MUSIC

Unlocking the Secrets of the Musical Stave

揭开五线谱的奥秘



IPC 3 Word Song

IPC 3 2024-2025

Unlocking the Secrets of the Musical Stave

Use the letters in names and words to create a melody.

♩ = 80

Tyler

C E C F E G A E B C

Tina

A B B A A A G

Luca

G B B A A C G C C A D

Vivian

F E A D B E E C F A

Mandy

C A C E E E E C A D E E E C

Joshowy

A A C C E E E G A B B C C

音乐常被称为一种世界通用的语言，但如果它还能成为一种秘密代码呢？在本单元中，学生们既是作曲家，又是密码破译者，探索音乐记谱与密码学之间的关系。他们学习了五线谱上的音符如何表示音高和节奏，并利用这些知识创造自己的音乐密码。为了让信息更加个性化，他们选择了家人、宠物和地点的名字，并找出其中对应的音乐字母音符。然后，他们用这些音符创作了短小的四小节歌曲，每首作品都隐藏着一条信息。在最后阶段，所有学生的作品被整合到一个完整的乐曲中，并通过 MuseScore 进行播放，让他们听到自己的音乐密码如何融合在一起。这一经历不仅加深了他们对音乐记谱的理解，还激发了创造力，并培养了解决问题的能力。学生们不仅学会了阅读和书写音乐，还解锁了符号和模式的力量，以全新的方式进行交流。你准备好破解这个音乐密码了吗？



Music is often called a universal language, but what if it could also be a secret code? In this unit, students became composers and codebreakers, exploring the relationship between music notation and cryptography. They learned how notes on a staff represent pitch and rhythm and then used that knowledge to create their musical codes. To make their messages personal, they chose the names of family members, pets, and places, identifying the musical alphabet tones within them. They composed short four-bar songs with these tones, each carrying a hidden message. In the final stage, all the students' compositions were combined into one piece using MuseScore, allowing them to hear their unique musical codes come together. This experience deepened their understanding of music notation, encouraged creativity, and fostered problem-solving. More than just learning to read and write music, students unlocked the power of symbols and patterns to communicate in new and exciting ways. Are you ready to crack the code?

IPC PE

Building Foundations through Space Invasion and Obstacle Challenges

通过空间入侵和障碍挑战建立基础

In Milepost 1, students explored Space Invasion Games, focusing on movement, spatial awareness, and teamwork. Through activities like tag variations and obstacle courses, students improved running, dodging, and balancing skills while navigating through cones, hoops, and small hurdles. These challenges helped develop coordination, agility, and basic game strategy, as students learned to move into space, avoid defenders, and support teammates. The focus was on participation, confidence, and building fundamental motor skills in a fun and active environment.

在里程碑1处，学生探索了太空入侵游戏，重点在于运动、空间意识和团队合作。通过变位追逐和障碍跑等活动，学生在穿过锥形物、圆圈和小障碍时，提高了奔跑、躲闪和平衡能力。这些挑战有助于发展协调性、敏捷性和基本的游戏策略，同时学生学会了在空间中移动、躲避防守者和支持队友。重点是参与、自信和在有趣和活跃的环境中建立基本运动技能。



Developing Team Play with Basketball and Football skills

发展篮球和足球技能的团队比赛



在体育竞赛单元中，Milepost 2 的学生专注于篮球和足球，重点提升技能和战术意识。在篮球课程中，学生练习了运球、击地传球和胸前传球、投篮以及防守站位。在足球课程中，他们学习了控球、传球、绕标志桶运球和射门。

通过小组对抗赛，学生锻炼了沟通能力、团队合作，并在压力下运用战术策略。本单元不仅培养了核心技术技能，还帮助学生理解如何在竞技比赛中高效合作。

During the Games Unit, Milepost 2 students concentrated on basketball and football, emphasizing skill progression and tactical awareness. In basketball, students practiced dribbling, bounce and chest passes, shooting, and defensive positioning. In football, they worked on controlling the ball, passing, dribbling through cones, and shooting on goal. Small-sided games encouraged communication, teamwork, and applying strategies under pressure. This unit built essential technical skills and helped students understand how to work together effectively during competitive play.

Exploring Global Games through Field Hockey

通过曲棍球探索全球比赛项目

In Milepost 3, students explored Games from Around the World, with a focus on field hockey. They developed stick-handling techniques, including push passes, dribbling in tight spaces, and shooting accuracy. Defensive skills such as blocking and intercepting were also introduced through dynamic drills and small matches. By practicing game scenarios, students improved their decision-making and spatial awareness, learning to adapt to fast-paced play. This unit not only strengthened their technical abilities but also expanded their appreciation of global sports traditions.



在 Milepost 3，学生们探索了世界各地的运动游戏，重点学习了曲棍球。

他们掌握了球杆操控技巧，包括推传球、狭小空间运球以及精准射门。在防守训练中，学生练习了封堵和拦截，通过动态训练和小组比赛提升实战能力。

通过模拟比赛场景，学生们提高了决策能力和空间意识，学会适应快节奏的比赛环境。本单元不仅强化了他们的技术能力，还拓宽了他们对全球体育文化的认识和理解。

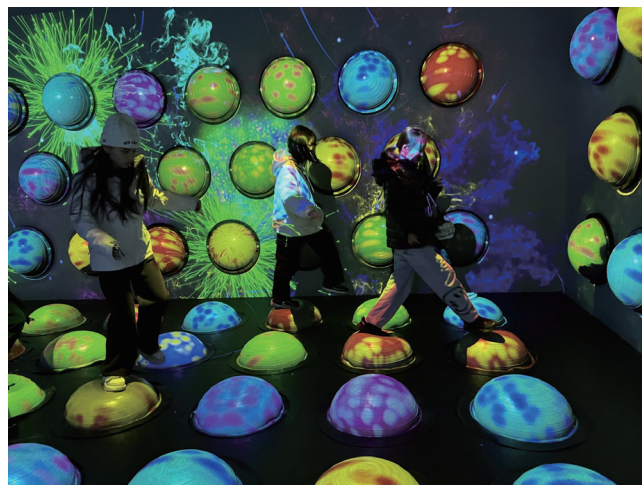
IMYC Introduction

IMYC Spring Back to School

IMYC春季返校



IMYC students returned from the winter break to settle back into learning routines and begin their new units of study. Grade 7 students are studying Structures with the Big Idea of Formal arrangements and relationships underpin or give organization complex issues. Grade 8 students are currently studying Courage with the Big Idea of Being true to yourself requires bravery. Students began the process to facilitate learning with an Entry Point to visit the Hi-Sense Science Museum. Students examined different science exhibits as connected to their Big Idea. At school, students worked through a Knowledge Harvest in each subject before starting the research-record-reflect cycle of learning.



IMYC（国际中学课程）的学生们结束寒假返回学校，重新适应学习节奏，并开始了新单元的学习。七年级的学生正在学习“结构”这一单元，其核心概念是“正式的安排和关系是支撑或组织复杂问题的基础”。八年级的学生目前正在学习“勇气”单元，核心概念是“做真实的自己需要勇气”。

为了促进学习，学生们以参观海信科学博物馆作为学习的切入点。学生们考察了与他们核心概念相关的各种科学展品。回到学校后，在开始“研究—记录—反思”的学习循环之前，学生们在每门学科中都进行了知识梳理。学生们还参加了一项活动，通过在学习背景下确定要研究的不同国家，来拓宽他们本学期的国际视野。学生们将中国认作自己的祖国，并选择新加坡作为他们的目标留学国家，因为新加坡有可能是他们继续接受高等教育的目的。然后，学生们挑选了他们在本单元想要探索的“收养国”（所研究的国家）相关的主题。学生们制作了展示内容，并分享了他他们对所选国家的喜爱和欣赏之处。全体 IMYC 教师对展示的国家进行投票，最终美国脱颖而出。在整个主题单元的学习过程中，学生们将从祖国、目标留学国和所研究国家的不同视角进行思考。随着本学期的推进，学生们将共同创作一个公开展示内容，向学校社区展示他们的学习成果。

学生们还恢复了繁忙的课外活动时间表，为参加袋鼠数学竞赛、河马英语竞赛以及今年夏天的世界学者杯全球赛做准备。学生们也会在放学后参与《雨之女王》的戏剧排练，有的担任演员，有的负责场景设计，还有的负责制作服装。对学生们来说，本学期一开始就充满了令人兴奋且充实的活动。



Students also took part in an event to broaden their internationally minded learning this term by determining different countries to examine in the context of their learning. Students will recognize China as their home country and selected Singapore as their host country, as a possible goal country for their continuation into higher education. Students then selected ideas for adopted countries they would like to explore this unit. Students created presentations and shared what they liked and appreciated about their chosen country. The entire IMYC faculty voted for the presented country with the USA finally coming out on top. Students will consider the perspective of their home, host and adopted country throughout their thematic unit learning. Students will co-create a public display to show their findings to the school community as we progress through the term. Students also resumed a busy timetable of extra-curricular activities to prepare for Math Kangaroo and Hippo English as well as the World Scholar's Cup Global Round this summer. Students have also worked after school to support drama rehearsals for The Rain Queen, either as performers, set designers or costume makers. This term has started with a lot of exciting and fulfilling activities for students.

IMYC 7

IMYC English Language Arts

IMYC 英语语言艺术

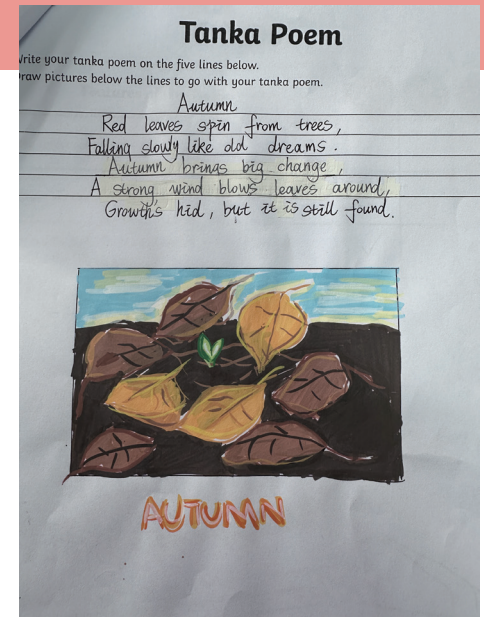
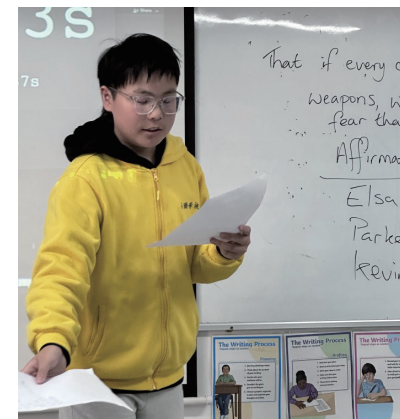
Students began their learning of Structures by exploring what they know about poems and poetry both in Chinese and English. Students started their unit journey by learning and composing four different kinds of cinquain poems, haiku, tanka, limerick and different kinds of acrostic poems. Students examined how parts of speech, sentence grammar and syllable structure vary in different poem forms. Students also extended their learning of figurative language from last term to see how poets write about nature to comment on the human condition through metaphor and personification.

Students also developed their research and writing process to work on presentations about a chosen poem form. Students practiced summarizing, paraphrasing and referencing skills in researching and presenting information and adding their own critical feedback to what they have researched. Students also began to connect their creative writing skills through poetry composition to a range of different topic areas connecting to United Nations Sustainable Development goals such as gender and pay inequality, protecting our earth and water as well as responding to war.



学生们通过探索自己对中英文诗歌的了解，开启了对“结构”这一主题的学习。在本单元的学习旅程中，学生们首先学习并创作了四种不同的诗歌体裁，即五行诗、俳句、短歌、打油诗，以及不同类型的藏头诗。学生们研究了在不同的诗歌形式中，词性、句子语法和音节结构是如何变化的。学生们还拓展了上学期对修辞性语言的学习，探究诗人是如何通过隐喻和拟人手法描写自然，以对人类生存状况发表见解的。

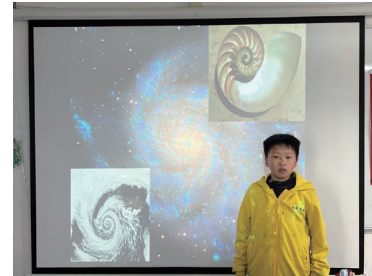
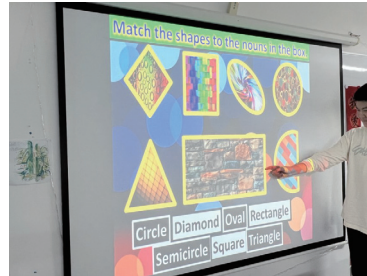
学生们还完善了自己的研究和写作流程，以制作关于所选诗歌体裁的展示内容。在研究和展示信息的过程中，学生们练习了总结、释义和引用的技巧，并对自己的研究内容给出了批判性的反馈。学生们还开始将自己在诗歌创作中培养的创意写作技能与一系列不同的主题领域相联系，这些主题涉及联合国可持续发展目标，比如性别和薪酬不平等问题、保护地球和水资源，以及应对战争等方面。



IMYC Mathematics and Science

IMYC数学与科学

This month in Mathematics, grade 7 students started off our unit of Structures by looking at Mathematics from a new angle. Students listened to a Ted Talk given by a mathematician in which he proposed that mathematics is like a sense, similar to sight or hearing, and that by using this sense it will only get stronger. Students then looked at fractals and how fractals can and are found all around us. Students then took a nature walk to see fractals in nature. Afterwards, students began to look at the shapes we use in constructing buildings and how shapes defined our living spaces.



七年级数学课上，学生们通过观看一位数学家的TED演讲，以一个新的视角开始了“结构”单元。这位数学家提出，数学就像一种感觉，类似于视觉或听觉而且通过使用这种感觉，它会变得越来越强。接着，学生们研究了分形——自然界中无处不在的各种形状。在一场自然漫步之旅中，观察分形现象，自然界中的几何奇迹令学生们大开眼界，惊叹不已。从自然界回到人类社会，学生们探索建筑物中的形状，领悟形状如何定义了我们的生活空间。



This month in Science, grade 7 students began our unit on Structures with a Knowledge Harvest activity geared towards understanding the different ways that lifeforms are interconnected. Students were asked to discuss the needs of a variety of organisms and how those needs are linked to one another. Students also examined what living creatures are made of and evaluated whether all creatures are made of the same things. Students constructed a Mind Map which they presented in class to express their thoughts on the Structures that surround us, bind us, and those that form the building blocks of our being.



本月在科学课上，七年级的学生开启了关于“结构”的单元学习，以一项“知识收获”活动拉开序幕，该活动旨在理解生命体相互关联的不同方式。

学生们被要求讨论各类生物的需求，以及这些需求是如何彼此关联的。他们还研究了生物是由什么构成的，并评估是否所有生物都由相同的物质组成。学生们构建了思维导图，并在课堂上展示，用以表达他们对于环绕我们、联结我们以及构成我们生命基石的各种“结构”的思考。

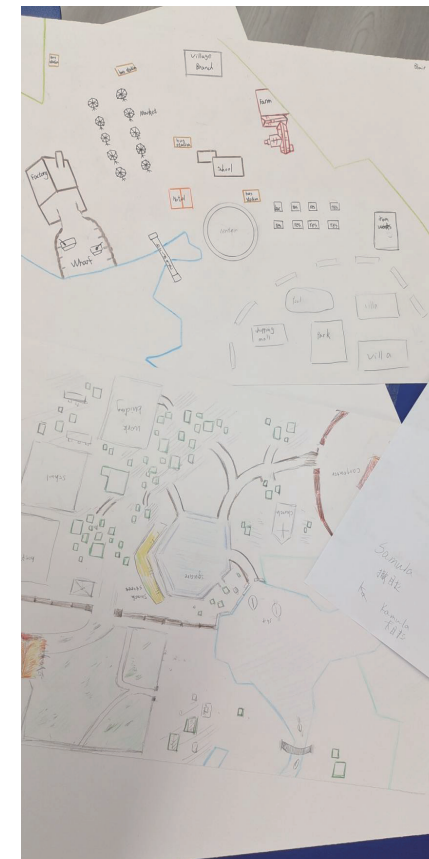


IMYC Humanities and ICT

IMYC 人文与信息技术



In Humanities, 7.3 students are introducing themselves to the theme of Structures, whether physical, legal or social through the makeup of their own colony. In this extensive project, students were first tasked with choosing an optimal location for their settlement, using mapping data to select a location that offered shelter, resources and a comfortable climate. The students then went on to design and map a settlement on their chosen location, first brainstorming the types of structure that are necessary for a new colony and placing them according to concerns for security and efficiency.



The students then formed groups, selecting the student in their group who had mapped the best settlement and then working from that to design a system of laws, including policies on education, religion and marriage. They laid out the requirements for immigration and citizenship, a framework of what would be considered crimes and what punishments lawbreakers could expect. Finally, the students decided what industries they would focus on and what their official languages will be. The final stage of the project is about branding.

Students needed to represent their new nation state with a slogan or mission statement emphasizing a set of values, then design a flag that uses color and symbols to show those values clearly and characterize their country. All this work will be tied together with an infographic poster to pair with their map as the final product.



在人文学科课程中，7.3 班的学生学习构建殖民地这一课题，从实体结构、法律结构或社会结构等方面出发，围绕“结构”这一主题进行自我展示。在这个大项目中，学生们首先要完成的任务是选择一个最佳定居点，他们需利用地图资料来选择一个能提供庇护所、资源和舒适气候的地点。然后，学生们在选定的地点上设计并绘制聚落地图，他们要集思广益，确定一个新殖民地所需的各类建筑结构，并从安全性和效率两方面考虑，进行布局安排。

随后，学生们进行分组合作，每个小组选出绘制定居点布局图最出色的同学，然后以该同学的设计为基础，设计一套法律体系，包括教育、宗教和婚姻方面的政策。他们还制定了移民和公民身份的相关要求，明确了犯罪框架以及违法者应受到的惩罚措施。最后，学生们确定了他们将会重点发展的产业以及自己的官方语言。

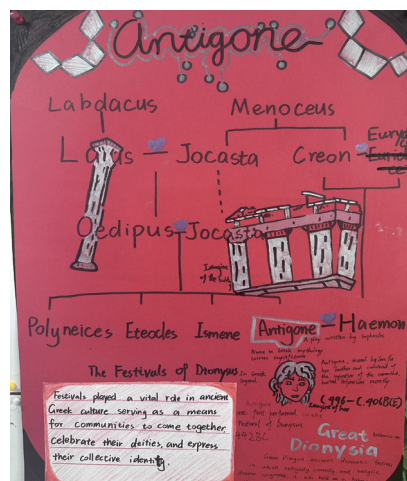
该项目的最后一个阶段是品牌塑造。学生们需要用一句口号或使命宣言来代表他们的国家，强调一系列价值观。然后他们需要设计一面国旗，通过颜色和符号清晰地展示这些价值观，彰显出他们国家的特色。所有这些工作都将以信息图海报结合起来，并结合他们绘制的地图，成为最终的作品。



IMYC 8

IMYC English Language Arts

IMYC 英语语言艺术



Grade 8 returned to school to renew and refresh their morning literacy routines, writing and study of their new unit of Courage. Students examined the meaning of courage with associated keywords relating to the idea of “being true to oneself” and how the ancient Greeks believed that courage was a virtue, a necessary quality in person to live a good life. Students began research classical Athens, the playwright Sophocles, and his play Antigone. Students began reading Don Taylor’s 1980 BBC TV interpretation of Antigone, their set text for the unit, examining the various elements of Athenian tragedy stagecraft and how it was recreated for modern viewers. Students looked at how stage directions, spoken cues and subtext show the difference between characters in conflict and how this connects to the development of plot.

Students also began to develop their non-fiction reading and writing by connecting themes of gender discrimination and developing peaceful institutions through their study of Antigone to the world today, seeking to understand why a play written 2,500 year ago is still very relevant in the modern context.

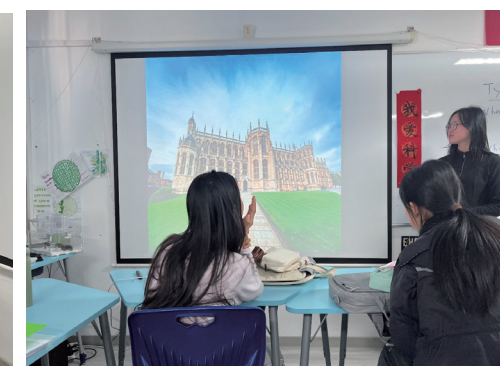
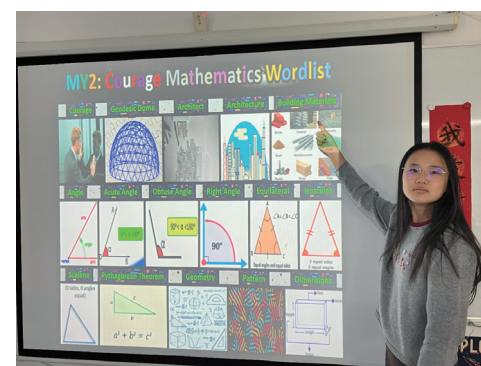


Students also began practicing writing their own play scripts, thinking of staging and showing the character through choice of language.

八年级的学生重返校园，重新恢复并巩固了他们早晨的读写常规活动，开始写作并学习新单元“勇气”。学生们探究了“勇气”的含义，以及与“做真实的自己”这一理念相关的关键词，还了解了古希腊人认为勇气是一种美德，是一个人过上美好生活所必需的品质。学生们开始研究古典时期的雅典、剧作家索福克勒斯以及他的剧作《安提戈涅》。学生们开始阅读唐·泰勒于1980年为英国广播公司（BBC）电视节目改编的《安提戈涅》版本，这是该单元的指定文本，他们研究了雅典悲剧舞台艺术的各种元素，以及这些元素是如何为现代观众重新演绎的。学生们探讨了舞台指示、台词提示和潜台词如何展现冲突中人物之间的差异，以及这与情节发展有何关联。学生们还开始练习创作自己的戏剧剧本，思考舞台布置，并通过语言选择来展现人物形象。



学生们还通过将《安提戈涅》中性别歧视以及建立和平机构等主题与当今世界相联系，开始提升他们的非虚构类作品的阅读和写作能力，力求理解为什么这部创作于2500年前的戏剧在现代背景下仍然具有很强的现实意义。



This month in Mathematics, grade 8 students have begun our unit on Courage by examining the life of a famous architect, Buckminster Fuller, who spent his life promoting the efficient use of materials and space to help solve societal problems. Students first examined different types of houses that exist around the planet and created a one-slide presentation in which students presented and debated which type of house humanity has created, that best suits the needs of people. One student came up with an interesting idea that people should choose to live in self-driving R.V.'s and work remotely on their computers. People could then work as the R.V. was driving and when they were finished, they could explore a new place on Earth. Afterwards, students began looking at the geometry behind geodesic domes and how to create 3D geometric shapes utilizing the least amount of materials.



IMYC Mathematics and Science

IMYC数学与科学

本月在数学课程中，八年级的学生开启了关于“勇气”的单元学习，通过研究著名建筑师巴克敏斯特·富勒（Buckminster Fuller）的生平展开。富勒毕生致力于推广高效利用材料与空间，助力解决社会问题。

学生们首先探究了地球上现存的不同类型房屋，并制作了单页演示文稿，在其中展示并讨论人类所创造的哪种房屋最能满足人们的需求。有一名学生提出了一个有趣的想法：人们应该选择住在自动驾驶的房车里，通过电脑远程工作。这样一来，人们可以在房车行驶途中工作，结束工作后，还能去地球上的新地方探索一番。

之后，学生们开始研究测地穹顶背后的几何原理，以及如何用最少的材料构建三维几何形状。



This month in Science, grade 8 students began our unit of Courage by taking on the role of epidemiologists and virologists. Students discussed different types of diseases and how and why they should be grouped together. Students then reviewed the 7-characteristics of living organisms. Afterwards, students began to look at microscopic organisms such as fungi and bacteria as well as viruses to begin to understand the causes of infectious diseases. Next, students will examine what doctors can do to treat infectious diseases and how to stop them from spreading.

本月在科学课上，八年级的学生以流行病学家和病毒学家的角色开启了关于“勇气”的单元学习。学生们讨论了不同类型的疾病，以及为何要将它们归类以及如何归类。接着，学生们复习了生物体的七大特征。之后，学生们开始研究真菌、细菌以及病毒等微生物，以此初步了解传染病的成因。接下来，学生们将探究医生能够采取哪些措施来治疗传染病，以及如何阻止传染病的蔓延。



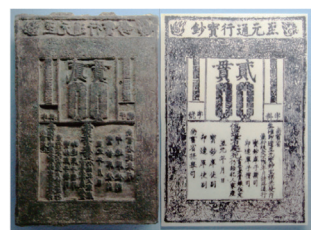


IMYC Humanities and ICT IMYC 人文与信息通信技术

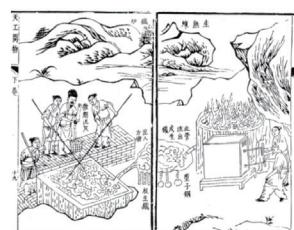
In Humanities, 8.3 students have been exploring the theme of Courage through the exploits of various global explorers, examining their motivations and the potential rewards of discovery. This introduced them to the key idea of collective learning and how it describes the ideal conditions creating opportunity for innovation. The example of Yuan and Song dynasty China was used to introduce the concepts of population growth and connectivity.

In the first phase of project work, students will complete a mini-project on a chosen explorer, mapping their route and describing the drive for their discoveries. Next students will look in-depth at three key explorers, Marco Polo, Ibn Battuta and Zheng He mapping their journeys and analyzing their contributions to global connectivity and collective learning.

The theme of courage is wonderfully realized in the work of people who strike into unknown territory, refusing to be intimidated by the odds of failure or the criticism of detractors. In this way, the students can be inspired to take risks in their own studies and by extension their lives.



A Yuan dynasty (1271-1368) printing plate and barknote.



Chinese iron workers smelting iron ore to make pig iron and wrought iron in 16th century.

IMYC Specialists: Drama and PE

IMYC特色课程：戏剧和体育

In PE, grade 7 students have been learning the fundamentals of basketball, focusing on building their confidence and teamwork. Throughout the lessons, students practiced key skills such as basic dribbling, chest passes, bounce passes, shooting techniques, and moving into space to support teammates. They also began learning simple strategies for defense and how to create opportunities to attack. By participating in games and drills, students have been improving their skills, making quick decisions, and developing positive communication on the court. These experiences help students build confidence, work together effectively, and enjoy playing as a team.

In PE, grade 8 students have been developing their basketball skills while focusing on teamwork and improving their overall game performance. Students have been practicing a range of essential skills, including dribbling, passing, shooting, and defensive positioning. They also explored more advanced concepts such as the fast break, turnovers, and how to quickly transition from defense to offense.

Through these activities, students learned the importance of making smart decisions during gameplay, supporting their teammates, and staying focused under pressure. These lessons aim to help students grow both in their sporting abilities and their personal development.

在体育课上，7.3 班的学生一直在学习篮球的基础知识，重点培养自信心和团队合作精神。在课堂中，学生们练习了基本运球、胸前传球、击地传球、投篮技巧以及如何通过跑位为队友提供帮助。他们还开始学习简单的防守策略以及如何创造进攻机会。

通过参与比赛和训练，学生们不断提高技能，学会快速决策，并在场上培养积极的沟通能力。这些体验帮助学生提升自信，更能够让学生有效地合作，享受团队比赛的乐趣。



在体育课上，8 班的学生一直在提高篮球技能，同时注重团队合作和整体比赛表现的提升。学生们练习了一系列基本技能，包括运球、传球、投篮和防守站位。他们还学习了更高级的概念，如快攻、失误转换以及如何在防守和进攻之间快速切换。

通过这些活动，学生们学会了在比赛中做出明智的决定、支持队友和在压力下保持专注的重要性。这些课程不仅帮助学生提高运动能力，也促进了他们的个人成长。

The Rain Queen: A Story of Courage, Identity, and the Power Within

白珊英文戏剧《雨之女王》：

一个关于勇气、身份认同和内心力量的故事



The story itself follows Pula, a young girl living in the Kingdom of Rain—a land ruled for generations by Rain Kings. When the heavens choose her, not her brother, to become the next ruler, chaos ensues. Tradition is challenged and gender roles are questioned. Pula is then sent on a quest to find the legendary “Heart of Rain”, a sacred object no one has ever heard of before. Along the way, she faces fearsome creatures, meets unlikely allies, and discovers that true leadership comes not from strength, but from sacrifice, courage, love, and the ability to work together.



Baishan International School’s Drama Department made history with the debut of The Rain Queen, an original theatrical production that our drama teacher, Bestina Mamabolo had the great honor of writing and directing. This play was inspired by the rich cultural heritage of the Balobedu Tribe in Limpopo, South Africa. “Queen Modjadji”, or the “Rain Queen,” is a hereditary queen of the Balobedu tribe. She was believed to have special powers, including the ability to control the clouds and rainfall.



Representation is essential—especially in international spaces where cultural diversity should be celebrated. This show was a love letter to authenticity, originality, and honoring every child’s reflection on stage. Our shows were a true celebration. We had a full house, with support pouring in from Qingdao Baishan School, Qingdao Amerasia International School, parents from the IPC and IMYC communities, and QISS. The energy was electric, and for many of our students, this was their very first time performing in a full-scale production. The audience was everything we could’ve hoped for: warm, responsive, encouraging, and kind. They made the students feel seen, heard, and celebrated.



At its core, The Rain Queen is about discovering that everything we seek outside of ourselves often already lives within us. We are vessels, each holding gifts the world needs. Sometimes it just takes a little faith, a little reflection, and a little storytelling to remind us of what we carry. Here is to the first of many great shows.

白珊英文戏剧作品《雨之女王》是一部原创戏剧作品，由我们的戏剧老师 Bestina Mamabolo 担任编剧和导演。这部戏剧的灵感来自南非林波波省的巴洛贝杜部落丰富的文化遗产。“女王莫贾吉”，或“雨之女王”，是巴洛贝杜部落的世袭女王。人们认为她拥有特殊的能力，包括控制云和降雨的能力。

故事本身讲述了普拉，一个生活在雨之王国（一个由雨王统治了几代的国度）的年轻女孩。当上天选择她而不是她的弟弟成为下一个统治者时，混乱就随之而来。传统受到挑战，性别角色受到质疑。然后，普拉被派去寻找传说中的“雨之心”，一个从未有人听说过的神圣物品。一路上，她面对可怕的生物，遇到意想不到的盟友，并发现真正的领导力不是来自力量，而是来自牺牲、勇气、爱和合作的能力。

《雨之女王》中的主题——身份、自我发现、改变和协作，这也是戏剧老师每天都能在学生身上看到的成长。导演努力塑造能反映学生身份的角色，同时推动他们成长为表演者。孩子们能以尊重、好奇和喜悦的态度拥抱这些角色，这是最好的礼物。

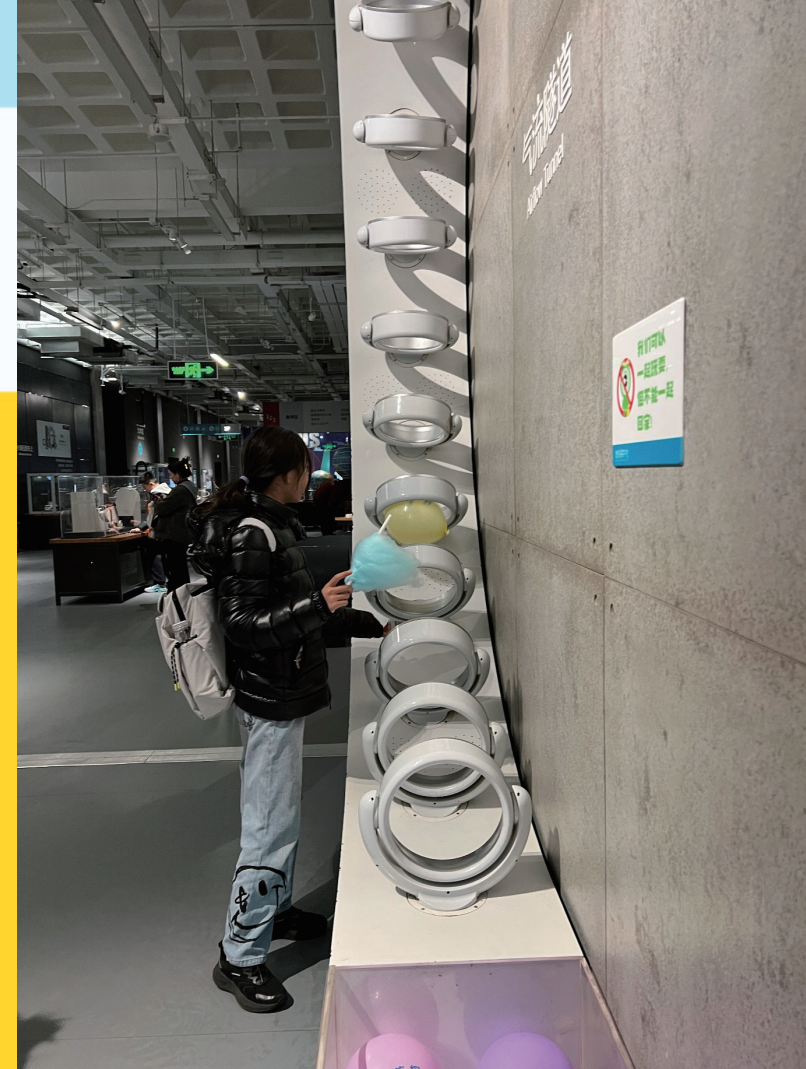


从构思到谢幕，《雨之女王》一直是一个极具特色的项目。戏剧老师设计服装和布景，并精心挑选了音乐原声来支持故事的情感弧线。通过各种形式——音乐、声音、图像、语言和动作进行故事的演绎——将我们更加紧密地联系在一起。《雨之女王》的创作正是基于这一点，这个故事不仅用文字讲述，还用身体、用节奏、用情感来讲述。导演想创作一场能与许多人产生共鸣的演出，同时也能象征那些经常被忽视的声音和故事。发声和表达至关重要，特别是在鼓励文化多样性的国际舞台上。这场演出是对真诚、原创的致敬，是对每个孩子在舞台上的呈现的尊重。

这场戏剧演出是一次真正的庆祝。现场座无虚席，得到了青岛白珊学校、美亚外籍人员子女学校、家长朋友以及青岛第一国际学校的大力支持。气氛非常热烈，对于很多学生来说，这是他们第一次正式的英文表演。观众给了我们所能期望的一切：热情、反应迅速、鼓励和支持。他们让学生们感到被看到、被听到、被祝福。

《雨之女王》的核心在于发现：我们寻求的一切往往已经存在于我们自身之内。我们每个人都承载着世界需要的美好品质。有时只需要一点信念，一点反思，一个故事，就能提醒我们已经拥有的可贵的礼物。我们的精彩才刚刚开始！



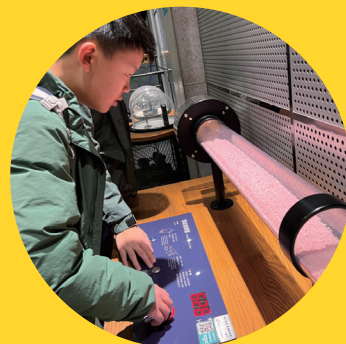


Hi-Sense Science Museum Trip

Hi-Sense 科学馆之旅

IMYC students took part in a combined Entry Point by taking a trip downtown to the Hi-Sense Science Museum. Students had the opportunity to connect with science through hands-on activities and displays while better preparing themselves for what's to come in their classes during their thematic units. Students explored gas pressure through bubbles and water works. They evaluated size and scope with farm equipment and aerial vehicles. They explored the human body and engaged in various physics experiments related to light, sound, and magnetism. Afterwards, students went up to the top floor and looked at displays related to the life sciences such as the creation of a tornado, animal habitats, and fossilized remains. Overall, the students gained a greater appreciation for the courage it takes to learn something new and the structures that underpin the world around us and our creations.

IMYC 七八年级学生一同前往海信探索中心，以一场别开生面的实地考察之旅开启新单元。通过动手实践体验，参观模型展示，学生们直观体验科学的魅力，激发新单元主题内容的学习兴趣。实地考察项目丰富多彩，俨然一场科学盛宴。通过观察气泡和水厂，探索大气压力；参照农场机械和航空器材，建立规模和范围意识。人体结构奥秘无穷，令人惊叹；光、声、磁物理实验神秘惊奇，引人入胜。登上顶层，探究龙卷风的形成原理，观察动物栖息地和化石遗骸等生命科学知识，各种科学展示应接不暇，回味无穷。科学探索实地考察，激发了学生们探索学习新事物的“勇气”，意识到我们周围的世界至开展创作都需要有“结构”来支撑，学生们对即将开展的新单元学习充满期待。



Stories from our students

学生故事

IMYC book reviews

THE SALEM WITCH TRIALS

By Kate Light

I'm interested in history. By reading this book, I can understand the social, religious and political conditions of the United States in the late 17th century.

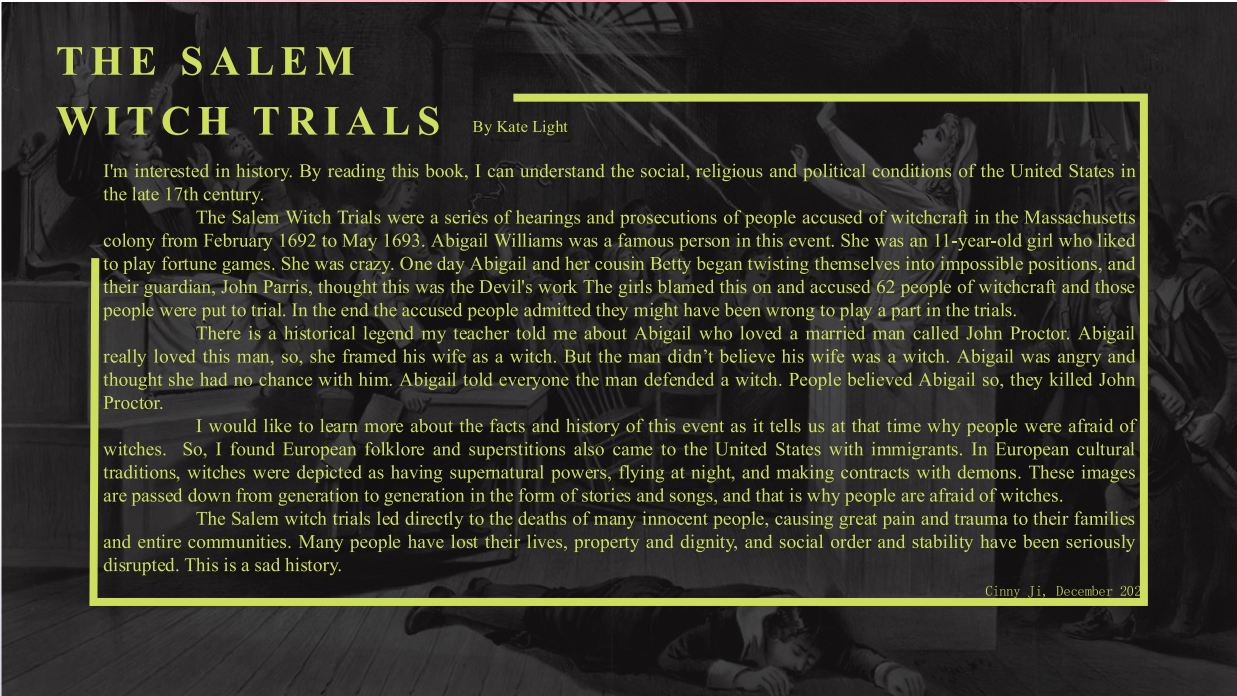
The Salem Witch Trials were a series of hearings and prosecutions of people accused of witchcraft in the Massachusetts colony from February 1692 to May 1693. Abigail Williams was a famous person in this event. She was an 11-year-old girl who liked to play fortune games. She was crazy. One day Abigail and her cousin Betty began twisting themselves into impossible positions, and their guardian, John Parris, thought this was the Devil's work. The girls blamed this on and accused 62 people of witchcraft and those people were put to trial. In the end the accused people admitted they might have been wrong to play a part in the trials.

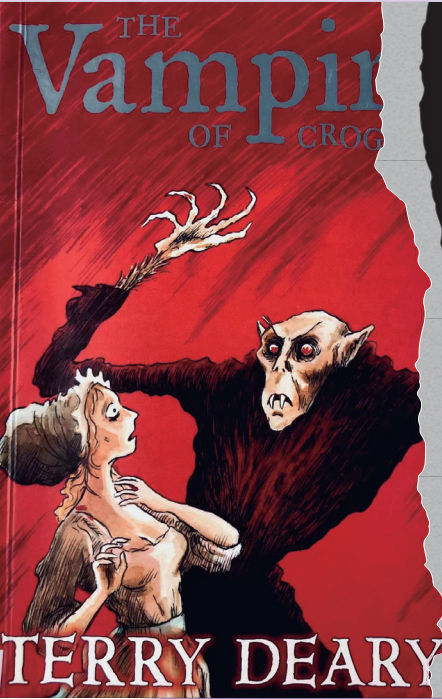
There is a historical legend my teacher told me about Abigail who loved a married man called John Proctor. Abigail really loved this man, so, she framed his wife as a witch. But the man didn't believe his wife was a witch. Abigail was angry and thought she had no chance with him. Abigail told everyone the man defended a witch. People believed Abigail so, they killed John Proctor.

I would like to learn more about the facts and history of this event as it tells us at that time why people were afraid of witches. So, I found European folklore and superstitions also came to the United States with immigrants. In European cultural traditions, witches were depicted as having supernatural powers, flying at night, and making contracts with demons. These images are passed down from generation to generation in the form of stories and songs, and that is why people are afraid of witches.

The Salem witch trials led directly to the deaths of many innocent people, causing great pain and trauma to their families and entire communities. Many people have lost their lives, property and dignity, and social order and stability have been seriously disrupted. This is a sad history.

GINNY LI, December 2022





Book Review of *The Vampire of Croglin* by Terry Deary

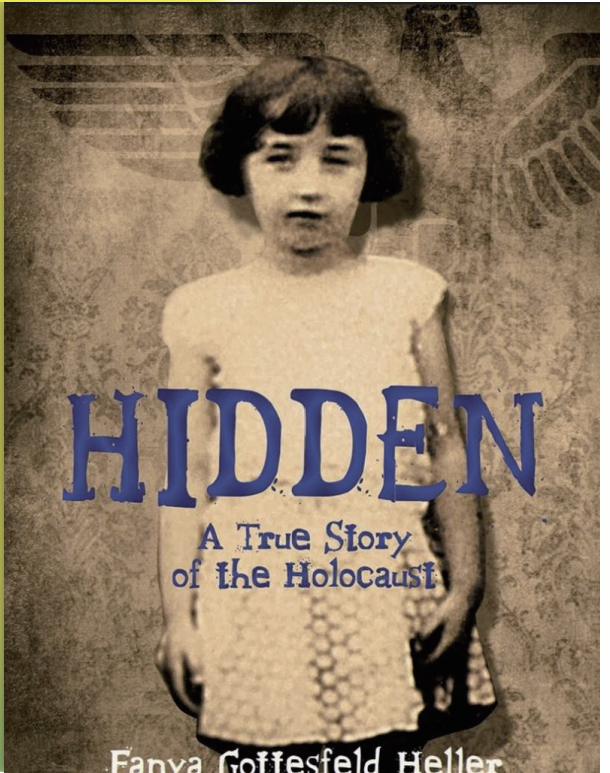
Do you believe that there's vampires in the world? I read an interesting but weird book this term. It is named *The Vampire of Croglin*. It is a horror book. This book was written by Terry Deary. He said that this was a real legend in Croglin. But no one can prove that this was real. Also no one can prove that this was fake.

This book talks about an old story that happened in Croglin and what happened after this legend. A boy named Tommy moved with his family to Croglin. Tommy met a strange girl called Alice and she told him a story about vampires that happened in Croglin. My favorite character is Alice. Not because she had a positive personality, but she was a mysterious stranger. There are many secrets about her. She is weird and laughs like a devil. But until the end of the story, no one knows her identity. She is kind, too, but just a little bit. These personalities appear in her but are not contradictory. For example, in chapter 4, she lies to Tommy that she ate the berry from the strange garden, and she would die. When Tommy cries, she laughs at his timidity. But after that she told the story of the vampire to Tommy.

BOOK REVIEW OF *HIDDEN* BY FANYA GOTTESFELD HELLER

I picked the book from the school library. I chose to read this book because the book cover is unique and connects with the holocaust. I am really interested in the Holocaust. I learnt a little about it in Model United Nations class. In my opinion, the Holocaust is a painful history.

The book starts with a description of the Holocaust. The Holocaust was the state-sponsored persecution and mass murder of millions of European Jews, Romani people, the disabled, political dissidents and homosexuals by the German Nazi regime between 1933 and 1945. The true story talks about Fanya and her family who are Jews. They escape to the countryside. On the journey, Fanya met Jan. Jan is a handsome Ukrainian policeman. He fell in love with Fanya. During the holocaust, Fanya's family hide in an attic, forest, a hole or even a chicken coop. They didn't have enough food. They had to rely on Jan to bring them a little food at a time to survive. They have been chased and laughed at. But they endured to survive.



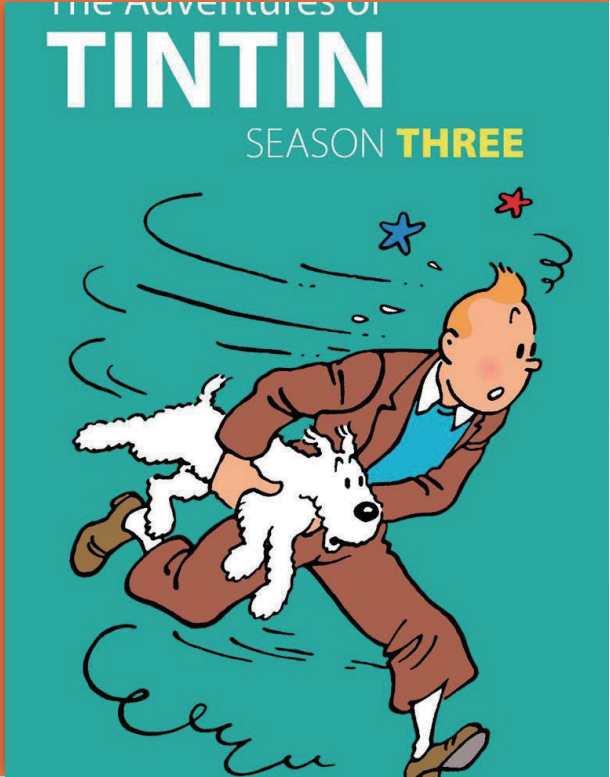
Book Review of *Cigars of the Pharaoh* by Hergé

The Adventures of Tintin is a collection of Tintin books. Each book is very interesting, one of my second favorites is the Pharaoh's cigar. The plot of the book is very interesting and there is mystery. Tintin often has to solve puzzles and uncover secrets, also there are many interesting characters, such as the loyal Snowy and the comical Captain Haddock. The settings are global, the stories happen in many different places around the world.

The Adventures of Tintin was created by Hergé. His real name is Georges Prosper Remi. He's a Belgian cartoonist. He was born in 1907. His art style is detailed and imaginative. He combined exciting plot with great characters. His work is loved worldwide.

Tintin is a young and energetic reporter. He has spiky blond hair and a determined face. His eyes are bright and full of curiosity. He often wears a stylish trench coat and a pair of comfortable trousers. He is of medium height and has a slim build, it allows him to be agile and quick on his feet.

Tintin is brave and resourceful. He has an unwavering sense of justice and is always ready to have adventures. With his sharp mind and quick thinking, he can solve complex mysteries and overcome numerous challenges, he never gives up.



IMYC G8 Tradition Interview Articles

Traditions Interview with Bestina Mamabolo

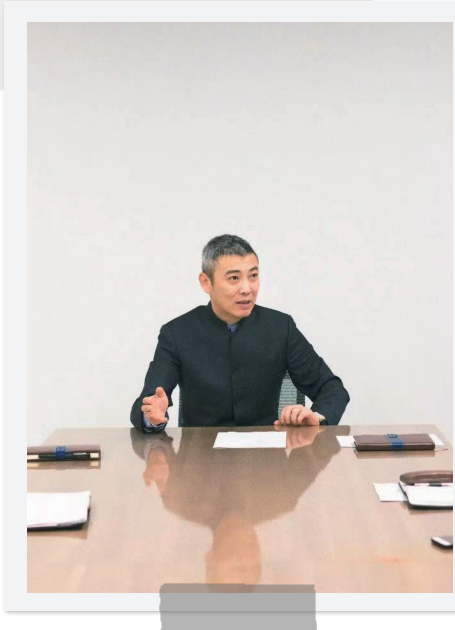
By Cinny JI



Ms. Bestina comes from South Africa which is in the southern hemisphere. She has lived in the USA, South Korea and China. She is a drama teacher. Her skill is teaching acting. She likes cleaning her house and listening to music.

Ms. Bestina is not a traditional person. She and her family are not traditional. She is a Christian. She told me that Christianity has influenced her a lot. For example. She related how she learned from a young age that when you see someone, because they are older than you, you have to say hello. Even if they are famous, like Eminem. Christianity also influenced how she treats others and the decisions she has made, for example, how to meet people and respect them.

Tradition Interview about Chinese Education



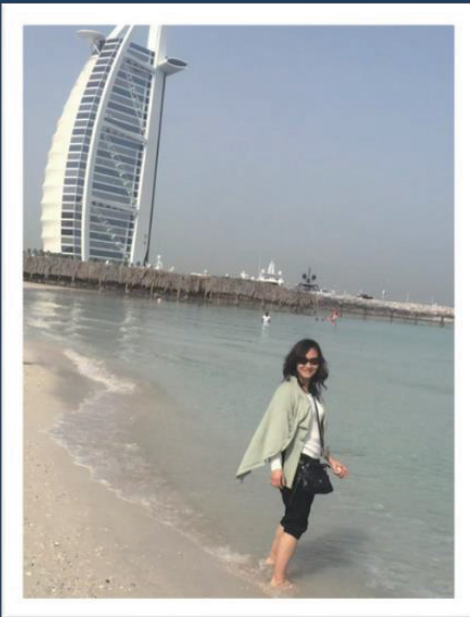
I interviewed my father about his opinion of Chinese tradition education, and its influence on his life. This topic also influences my life, and we both have many thoughts about Chinese traditional education.

My father is 53 years old. He has short ashen hair and big eyes. He grew up in Qingdao and has always worked there. He did not enter higher education, but he has his own opinion about Chinese traditional education. My family did not have any members enter higher education until my cousin, we did not have this tradition. My mother's family and my father's family are quite different. My grandmother and grandfather were farmers. But my paternal grandma started a successful business at the age of 50. They are from different levels of society.

Tradition Interview by Elsa Wang

My mom's name is Wenxiang. She is from Pingxiang City, Jiangxi Province. My mom looks friendly and gentle. She has got curly brown hair and big eyes. She told me she came to Qingdao because her husband worked in Qingdao and she loves the sea.

She also told me that there are many famous mountains in Jiangxi. Such as Lushan, Wugong Mountain and Sanqing Mountain. These mountains are all connected to Buddhism, most of the mountains have temples. Mom shared with me many customs about Buddhism. She said that on certain worship days each year, people only eat vegetarian food for three days. They wear plain clothes. They do not wear jewelry but wear Buddhist beads. Although she doesn't believe in Buddhism. She followed these customs She also said that Mid-Autumn Festival and the Spring Festival are both related to Buddhism. She told me more about Spring Festival. During this festival, people will set off firecrackers and go up the mountains to worship the Buddha for wealth and peace.



Tradition in Sport Between Two Countries

by Parker Zhang

On December 12th I interviewed a PE teacher from IMYC, Yunis Mustafayev. He is tall and strong, his hair is long and flowing, Somehow, he looks artistic. He has deep-set eyes that are full of intensity, his broad shoulders and long arms show his strength and health. I interviewed him about the traditions in his home country of Azerbaijan and his teaching experience. I want to know the difference between sports traditions and education in China and Azerbaijan.

