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The Baishan Beacon

白珊灯塔



Learning with Purpose:
How the IPC and IMYC Prepare Students for the Future
有目标的学习: IPC 和 IMYC 如何为学生的未来做好准备

Highlights from the International Classes
国际课程精彩集锦

Meet Bobby the Baishan Beluga!
让我们认识一下白珊吉祥物——白鲸鲍比!

Stories from our students
学生故事



The Baishan Beacon

白珊灯塔

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Learning with Purpose: How the IPC and IMYC Prepare Students for the Future

By Coleton Tillett, Vice Principal – International Department

有目标的学习：IPC 和 IMYC 如何为学生的未来做好准备



Students then move through stages of Research, Recording, and Reflection, developing essential skills for thinking critically and making connections between what they learn in school and what they see in the world.

Another important feature of both curricula is the focus on Personal Learning Goals. These goals, such as adaptability, cooperation, respect, and resilience, are woven into daily lessons and classroom culture. Students don't just learn about these qualities; they practice them. Whether working on a group project, leading a presentation, or solving a challenge, our learners are developing the habits of mind that will serve them far beyond school walls.

In the IMYC, students take this process a step further. As young adolescents, they begin to explore who they are and how they fit into a bigger picture. The IMYC supports this by emphasizing independent inquiry, reflection, and communication, helping students take increasing ownership of their learning and preparing them for the challenges of secondary education and life beyond.

In today's fast-changing world, knowledge alone isn't enough. Students need to think creatively, collaborate with others, and adapt to new situations, skills that will be essential for their future workplaces and communities. The IPC and IMYC help them develop these global competencies while nurturing curiosity, empathy, and confidence.

In the International Department of Qingdao Baishan School, we are proud to guide our students in learning with purpose, preparing not just for exams, but for life.

在青岛白珊学校，我们相信教育不仅仅是记住知识点，而是帮助学生更好地理解自己、他人以及周围的世界。通过国际小学课程 (IPC) 和国际初中课程 (IMYC)，学习成为一段充满目标的旅程，不仅促进学生的学业成长，也帮助他们在个人和全球视野上不断发展。

IPC 和 IMYC 围绕着具有现实意义的“大理念”而设计，例如可持续发展、沟通与交流或自我认同等主题。这些主题将科学、历史、艺术等传统学科有机地联系在一起，让学习更具意义。每个单元从“引入活动 (Entry Point)”开始——一次充满趣味和参与感的体验，激发学生的好奇心。随后，学生们经历“研究

(Research) —记录 (Recording) —反思 (Reflection) ”等阶段，培养批判性思维与跨学科学习的能力，让课堂知识与现实世界相互连接。

两个课程体系的另一个重要特色是个人学习目标 (Personal Learning Goals)。这些目标包括适应力、合作、尊重与坚韧等品质，贯穿在日常课堂和校园文化中。学生不仅仅是学习这些品质的概念，更是在实践中不断体验和发展它们。无论是团队项目、课堂展示，还是解决问题的过程，他们都在培养能够受益终身的思维习惯。



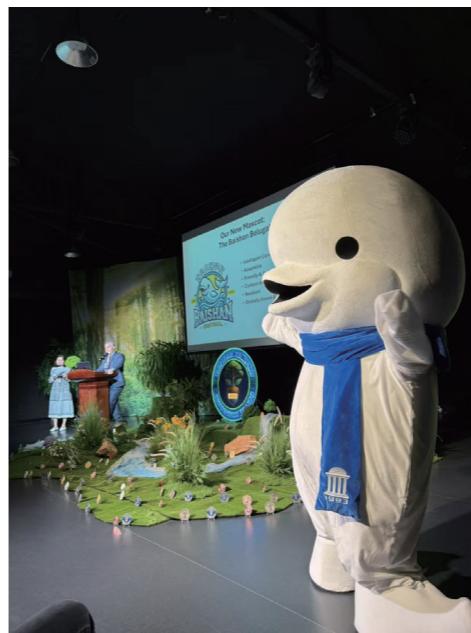
在IMYC阶段，学生的学习过程更进一步。正值青春期的他们开始探索自我，思考自己在更大世界中的角色。IMYC通过强调自主探究、反思与沟通，帮助学生逐步掌握学习的主动权，为中学阶段及未来生活中的各种挑战做好准备。

在当今快速变化的世界中，仅有知识是不够的。学生需要具备创造性思维、协作能力和适应力——这些都是未来工作与社会生活中不可或缺的核心技能。IPC与IMYC正是在培养这些全球化核心能力 (Global Competencies) 的同时，激发学生的好奇心、共情力与自信心。

在青岛白珊学校国际部，我们为引导学生进行“有目标的学习”而自豪——他们不仅为考试做准备，更是在为人生做好准备。

Meet Bobby the Baishan Beluga!

让我们认识一下白珊吉祥物——白鲸鲍比！



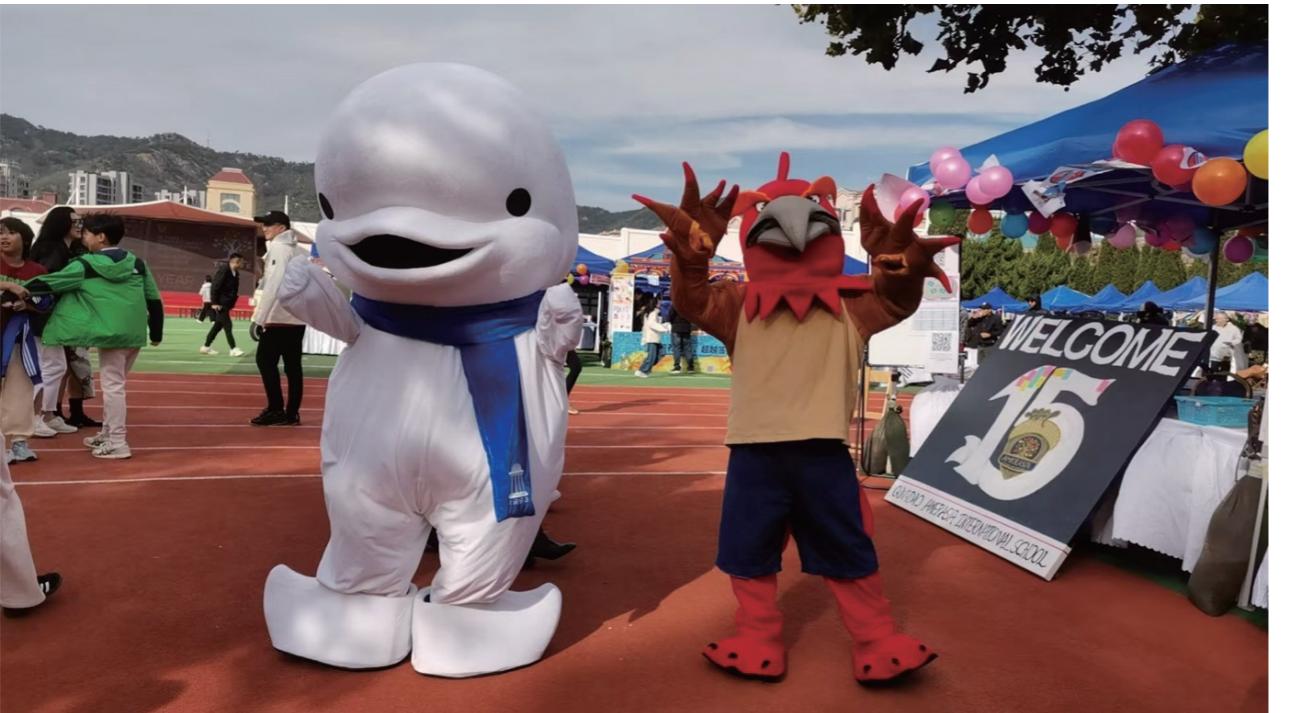
We're excited to introduce Bobby the Baishan Beluga, the official mascot of Qingdao Baishan School! Last April (2025), we officially adopted the Beluga as our school mascot to represent the heart and spirit of our international community. After many creative student submissions and much discussion, the Beluga Whale was chosen as the symbol that best represents who we are and what we value. The Beluga made its official debut during our Welcome Back Assembly in September, where students from both the IPC and IMYC programs joined together to celebrate the start of a new school year. The moment Bobby appeared on stage; the Black Box filled with excitement and cheers. And yes, our Beluga has a name! Students voted to call our mascot Bobby — a friendly, playful name that can be used for either a boy or a girl. This allows Bobby to remain gender-neutral, symbolizing that every student, no matter who they are, is part of our caring and inclusive Baishan community. So, why the Beluga?



Beluga whales are curious, cooperative, and adaptable, three traits that perfectly connect with our IPC and IMYC Personal Learning Goals. They work together in pods, communicate clearly, and thrive in challenging environments. Like our students, the Beluga reminds us to be resilient, thoughtful, and internationally minded, embracing learning with courage and care.

The Baishan Beluga, now proudly known as Bobby, appears on our house banners, event posters, and school spirit days as a symbol of connection across our community. Whether we're learning in the classroom, performing on stage, or competing on the field, Bobby reminds us that together, we are stronger.

Welcome to the family, Bobby the Baishan Beluga!



我们非常高兴地向大家介绍白珊白鲸鲍比 (Bobby the Baishan Beluga) ——青岛白珊学校的官方吉祥物！

去年四月（2025年），我们正式选定白鲸作为学校的吉祥物，象征着我们国际社区的核心与精神。经过许多富有创意的学生投稿和全校讨论，白鲸最终被选为最能代表我们是谁、以及我们共同价值观的象征。

在九月的返校欢迎大会 (Welcome Back Assembly) 上，白鲸首次正式亮相。来自 IPC 和 IMYC 项目的学生们欢聚一堂，共同庆祝新学年的开始。当鲍比出现在舞台上的那一刻，黑盒剧场 (Black Box) 里爆发出热烈的欢呼与掌声，气氛无比激动。

当然，我们的白鲸还有一个名字！学生们投票决定将吉祥物命名为“鲍比 (Bobby)”——一个友好、活泼的名字，既可以用于男孩，也可以用于女孩。这样一来，鲍比保持了性别中立**的特征，象征着无论是谁，每一位学生都是白珊这个充满关爱与包容的大家庭的一员。

那么，为什么选择白鲸呢？

白鲸以好奇心、合作精神和适应力强而闻名——这三种特质正好与 IPC 和 IMYC 课程中的个人学习目标 (Personal Learning Goals) 相契合。白鲸群体生活，善于沟通，在充满挑战的环境中依然茁壮成长。就像我们的学生一样，白鲸提醒我们要坚韧、体贴、具备国际视野，以勇气与关怀拥抱学习。

如今被亲切称为鲍比 (Bobby) 的白珊白鲸，已经出现在我们的学院旗帜、活动海报和校园精神日上，成为连接整个社区的象征。无论是在课堂学习、舞台表演，还是体育比赛中，鲍比都提醒我们：团结让我们更强大！

欢迎加入白珊大家庭——白珊白鲸鲍比！

Highlights from the International Team

国际课程精彩锦集



September & October Class Recaps
九月十月班级概要

Kindergarten

Stories and Routines: A Joyful Start to Kindergarten!

故事和常规：快乐的幼儿园生活！



The kindergarten students have had a wonderful start to the year! Along with our phonics and festival theme topics, students were introduced to a new activity: story time integration! This new activity helps our students build their listening and comprehension skills while expanding their vocabulary! We also didn't forget our back-to-school classic topic—classroom routines and rules! Establishing these foundations highlights and ensures a wonderful, safe, and productive year ahead.



幼儿园的学生们迎来了一个美好的开学季！除了我们的语音和节日主题，学生们还被介绍了一项新的活动：故事时间整合！这项新活动有助于学生们在扩大词汇量的同时，培养他们的听力与理解能力！我们也没有忘记返校季的经典话题——课堂常规和规则！这些基础的建立，突出了并确保了未来一年精彩、安全和高效。

Our Journey of Learning Begins

我们的学习之旅开始啦

We began the school year by setting classroom rules to ensure a clear, safe, and positive learning environment for everyone. Students learned to introduce themselves confidently and practiced sharing about their families. We also discussed how we celebrate important cultural festivals at home, such as the Mid-Autumn Festival and National Day, helping students appreciate traditions and cultural values. Later, we explored the topic of farm animals and the sounds they make through fun songs and games. Students have become increasingly familiar and confident in the classroom environment, participating enthusiastically in engaging activities, singing, and dancing as they continue to learn and grow together.



我们在新学年开始时制定了课堂规则，确保为每一位学生创造一个清晰、安全且积极的学习环境。学生们学习了如何自我介绍，并练习分享关于自己家庭的信息。我们还讨论了在家中如何庆祝重要的传统节日，如中秋节和国庆节，帮助学生了解并欣赏文化传统和价值观。随后，我们通过有趣的歌曲和游戏学习了农场动物及其发出的声音。学生们在课堂中变得越来越熟悉和自信，积极参与各种有趣的活动、唱歌和跳舞，在学习与成长的过程中展现出满满的热情。



Grade 1 ESL

"Embracing New Beginnings: The Grade 1 Journey". “拥抱新开始”：一年级学习之旅

Pupils have also been practising greetings in English, utilising basic tenses and pronouns, and discussing family members.

Most importantly, we have embarked on our phonics journey, which is crucial for their reading development by the end of the year. Literacy is a fundamental aspect of English learning, and establishing a solid foundation in phonics is vital; if this groundwork is not robust, it could hinder their progress in subsequent stages of learning.

We look forward to creating numerous wonderful moments and lasting memories together. Over the past few weeks, we have had the pleasure of getting to know all of our new Grade 1 pupils and welcoming them to what marks the beginning of their educational journey.

In Grade 1, we ensure that the transition is seamless, embracing elements of the kindergarten experience that they cherish, such as singing and fostering strong relationships with pupils. This helps them feel valued and motivated to excel, encouraging them to put forth their best efforts.

Our delightful companion, Cookie Monster, serves as an effective tool for breaking the ice during the initial weeks of school. Through this engaging approach, we have been focusing on essential skills, such as following instructions during lessons and taking responsibility for their school supplies.

在过去的几周里，我们很高兴能够认识所有新的一年学生，并欢迎他们开启学习之旅。为确保学生能顺利过渡到一年级，我们在日常教学中融入他们珍视的幼儿园经验，如唱歌和建立与同学之间的良好关系。这有助于让他们感到被重视，并激励他们努力学习，鼓励他们付出最佳努力。

我们的可爱伙伴——饼干怪兽，是在开学初期有效的破冰工具。通过这种引人入胜的方法，我们专注于一些基本技能，例如在课堂上遵循指示和对自己的学习用品负责。学生们还在练习用英语打招呼，运用基本时态和代词，并讨论家庭成员。

最重要的是，我们开始了语音学习之旅，这对他们在年末的阅读发展至关重要。识字是英语学习的基本方面，建立扎实的语音基础至关重要；如果这一基础不牢固，可能会妨碍他们在后续学习阶段的进展。

我们期待着共同创造更多美好时光和难忘回忆。

Grade 2 ESL

"Welcome Back, Grade 1: Embracing Fun and Learning in Grade 2"

"欢迎回来, 一年级" : 拥抱二年级学习乐趣

We are delighted to welcome our Grade 1 pupils back after the summer holidays, as they embark on a mission that feels both familiar and invigorating. Having established a clear understanding of expectations during their previous year, the pupils approach their upcoming learning challenges with remarkable enthusiasm and renewed eagerness.

In our phonics sessions, we engage in what we refer to as "Little Teacher Sessions," where pupils take turns reading Read Write Inc. (RWI) stories. This initiative not only allows them to showcase their reading abilities but also fosters a sense of confidence and camaraderie among peers. The opportunity to lead their classmates in reading has proven to be a transformative experience, allowing them to take ownership of their learning and develop essential leadership skills. We have witnessed some truly outstanding performances during these sessions, highlighting the growth and progress each pupil has made.

This term, our focus shifts significantly towards writing and expanding vocabulary, particularly in areas such as transportation and occupations. We aim to enrich their language skills by encouraging exploration of new and diverse vocabulary, which will serve as a foundation for their future communication abilities.



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Additionally, we place great emphasis on developing their skills in formulating questions, thereby nurturing their curiosity and critical thinking.

As always, we maintain our established routine, which is integral to fostering a supportive learning environment. We ensure that pupils are well-prepared for assessments, providing them with the tools they need to succeed. The journey towards academic achievement is underscored by engaging stories, comprehension questions, and a wealth of visual aids designed to support diverse learning styles. These resources not only aid in understanding but also make learning enjoyable and relatable.

Through this holistic approach, we aim to empower our pupils to embrace challenges with confidence, fostering a love for learning that will stay with them throughout their educational journey. We remain committed to guiding them on their path to success, celebrating their achievements along the way, and nurturing their development into well-rounded individuals.

我们非常高兴地欢迎学生在暑假结束后返校, 因为他们即将开始一项既熟悉又充满活力的任务。在之前的一年里, 学生们已经建立了对期望的清晰理解, 因此他们以非凡的热情和新的渴望来面对即将到来的学习挑战。

在我们的语音课上, 我们进行所谓的“小小教师课堂”, 让学生轮流朗读《阅读写作法》(RWI) 故事。这个活动不仅让他们展示自己的阅读能力, 还培养了同伴之间的自信心和友谊。领导同学进行朗读的机会被证明是一个变革性的体验, 让他们能够掌握自己的学习并发展重要的领导技能。在这些课程中, 我们见证了一些真正出色的表现, 突显了每位学生的成长和进步。



本学期, 我们的重点显著转向写作和扩展词汇, 特别是在交通和职业等领域。我们的目标是通过鼓励探索新的多样化词汇来丰富他们的语言技能, 这将为他们未来的沟通能力打下基础。此外, 我们非常重视培养他们提出问题的能力, 从而培养他们的好奇心和批判性思维。

一如既往, 我们保持既定的常规, 这对营造支持性学习环境至关重要。我们确保学生为评估做好充分准备, 为他们提供成功所需的工具。通往学术成就的旅程通过引人入胜的故事、理解问题和丰富的视觉辅助资源得以强调, 这些资源旨在支持不同的学习风格。这些资源不仅有助于理解, 还使学习变得愉快和相关。

通过这种整体方法, 我们旨在赋予学生以自信迎接挑战, 培养他们对学习的热爱, 这种热爱将伴随他们整个教育旅程。我们始终致力于引导他们走向成功的道路, 庆祝他们的成就, 并培养他们成长为全面发展的人。

It has been a wonderful start to the new school year for the students of Grade 3. We have had a fabulous time talking about our favourite seasons and weather. Our students worked in pairs to make posters about their favourite season, drawing pictures of the season and things we like doing at that time of the year. Common seasons the students like included winter and summer. Students got a chance to present their poster and thoughts to the class, telling everyone how they like having snowball fights in the winter or eating ice cream in the summer. It was an entertaining and fun adventure.



Grade 3 ESL

Our favorite seasons

我们最喜欢的季节

三年级的学生们开启了新学年的美妙篇章。我们愉快地讨论了各自最爱的季节与天气。学生们分组合作, 制作并展示最喜爱季节的海报, 描绘季节景象及当季喜爱的活动。常见季节偏好包括冬季与夏季。学生们有机会向全班展示海报并分享想法, 讲述他们如何享受冬日打雪仗或夏日吃冰淇淋的乐趣。这是一段既有趣又充满欢乐的探索之旅。



Grade 4 ESL

What do you like doing in your spare time? 你业余时间喜欢做些什么?

In Grade 4 ESL, we spent time talking about activities we did in the summer holidays and then branched off into talking about our favourite spare time activities. One exercise we completed was a short interview to find out what our classmates like doing. This allowed us to practice our skills in asking and answering of questions, spelling, sentence writing skills. Additionally, we discovered some interesting hobbies that our friends have.



在四年级的ESL课程中, 我们花时间讨论了暑假期间的活动, 然后又谈到了我们最喜欢的业余活动。我们完成的一个练习是简短的面试, 以了解我们的同学喜欢做什么。这使我们能够练习提问和回答问题、拼写、句子写作的技能。此外, 我们还发现了朋友们的一些有趣爱好。

Grade 5 ESL



Growing Our Wishing Tree 助力我们的心愿树成长

Our Grade 5 ESL students started the school year by creating a beautiful Wishing Tree! Each student wrote down their wishes and goals for the year and shared what they're going to do to achieve them. This activity connected perfectly to our grammar focus — “to be going to” — while helping students reflect on their dreams and take action toward them. It was inspiring to see how motivated and thoughtful everyone was about their goals for the new school year!

五年级的ESL学生用一棵美丽的“心愿树”开启了新学年！每位学生都写下了自己对新学年的心愿和目标，并分享了他们打算如何实现这些目标。这个活动与我们本单元的语法重点——“be going to”——完美结合，同时也让学生们思考自己的梦想，并为实现它们付诸行动。看到大家对新学年的目标充满动力和思考，真是令人感到鼓舞！



Grade 7 ESL

Parts of speech and verb tenses 词类与动词时态

During this term, Grade 7 students engaged in an in-depth study of key grammatical concepts, focusing on the parts of speech and the correct application of verb tenses, including the simple past, simple present, and present progressive tenses. The lessons were delivered through interactive and engaging activities designed to promote participation and deepen understanding. Students demonstrated notable progress in their grammar proficiency, vocabulary development, and overall language competence. Through consistent practice and collaboration, they enhanced their ability to express ideas accurately and effectively, both in written and spoken English.

本学期，七年级学生深入学习了英语语法的关键概念，重点掌握了词类以及动词时态的正确运用，包括一般过去时、一般现在时和现在进行时。课程通过互动性强、富有趣味的教学活动进行，旨在促进学生积极参与并加深理解。学生们在语法能力、词汇积累和整体语言运用能力方面均取得了显著进步。通过持续的练习与合作，他们提升了在书面和口头表达中准确、有效传达思想的能力。



Grade 8 ESL

Stories that inspire 激励人心的故事

We explored the art of storytelling and what makes a narrative meaningful. Students analyzed the structure of good stories, discussed themes such as conflict, character development, and moral lessons, and reflected on why certain stories stay with us. We also learned how to write reviews, expressing opinions and giving constructive feedback about books and films. To connect our learning to real life, we watched The Pursuit of Happyness, a powerful film about perseverance and personal growth. The story helped students think about how people overcome hardships and what it means to chase one's dreams. Through these lessons, students improved both their writing and speaking, learning to connect emotions and ideas through language.



Grade 6 ESL

Learning Together, Growing Together

一起学习，共同成长

In Grade 6 ESL, students kicked off the year by working together to create our Essential Classroom Agreement. Through discussions, group work, and reflection, they shared what helps them learn best and how we can make our class a fair, kind, and productive space. This collaborative process helped everyone reconnect after the summer break and set a positive tone for the months ahead. We're off to a great start full of teamwork and mutual respect!

在六年级的ESL课堂上，学生们以合作的方式开启新学年，共同制定了我们的《课堂公约》。通过讨论、小组合作与反思，他们分享了让自己学习得更好的方法，并一起思考如何让课堂变得更加公平、友善和高效。这个协作的过程不仅帮助大家在暑假后重新建立联系，也为接下来的学习生活营造了积极的氛围。我们以满满的团队精神和彼此的尊重，迎来了一个美好的开始！

Grade 9 ESL

Figurative language and verb tenses

修辞语言与动词时态

This term, Grade 9 students explored the richness of figurative language and deepened their understanding of verb tenses, with particular emphasis on the past tense and past participle forms. Through analytical discussions, creative writing tasks, and interactive learning activities, students examined how figurative expressions such as metaphors, similes, and personification enhance meaning and imagery in language.



They demonstrated growing confidence in identifying and applying these literary devices while refining their grammatical accuracy and stylistic expression. The lessons fostered both linguistic precision and creative engagement, equipping students to communicate ideas with clarity, emotion, and depth.



本学期，九年级学生深入探究了修辞语言的魅力，并进一步掌握了动词时态，重点学习了过去时和过去分词的运用。通过分析性讨论、创意写作任务和互动学习活动，学生们了解了隐喻、明喻和拟人等修辞手法如何增强语言的意义与形象感。他们在识别和运用这些文学手法方面表现出日益增强的自信，同时提高了语法准确性和写作风格的表达能力。课程不仅培养了学生的语言精准度，也激发了他们的创造力，使他们能够以更清晰、更富情感和深度的方式传达思想。



Grade 10 focused on English for real communication and life beyond the classroom. We began with the topic of jobs and future aspirations, discussing what careers inspire us and how to describe ambitions clearly. Along the way, we reviewed essential grammar points such as Past Simple, Present Simple, and Present Continuous, always applying them to meaningful contexts.

Grade 10 ESL

Life, Work, and the City

生活、工作与城市

Students also completed a practical unit on shopping — learning functional vocabulary and expressions for buying, comparing, and describing products. Another key focus was places in the city and giving directions, which helped students develop confidence using English in everyday situations. By combining grammar, vocabulary, and real-life communication, Grade 10 strengthened their fluency and sense of purpose in learning the language.

十年级的学习重点是培养学生在真实生活中使用英语的能力。

我们从“职业与未来理想”主题开始，讨论了学生们心中的理想职业，并学习如何清晰地表达自己的抱负。与此同时，我们复习并强化了重要语法点，如一般过去时、一般现在时和现在进行时，并在实际语境中灵活运用。

在“购物”单元中，学生们掌握了日常交流中实用的词汇与表达方式，如购买、比较与描述商品。另一个重点单元是“城市中的地点与问路”，学生们通过角色扮演练习用英语给出清晰的方向指引。通过结合语法、词汇与生活场景，十年级的学生在提高语言准确度的同时，也增强了沟通的自信与学习的目标感。

Grade 11 ESL

Feelings, Stories, and Connections

情感、故事与连接

With Grade 11, our discussions centred on the theme of emotions and communication. Students learned a wide range of vocabulary for describing feelings, moods, and attitudes, and practiced how to express empathy, excitement, frustration, or curiosity in English. We also explored the world of polyglots and the experience of learning multiple languages — reflecting on how knowing another language shapes our identity. In grammar, the focus was on narrative tenses — Past Simple, Past Continuous, Past Perfect — which students used to tell personal stories and share meaningful memories. Through storytelling, debates, and reflection, the class developed not only their language accuracy but also their ability to use English as a tool for connection and self-expression.

在十一年级，我们的主题围绕“情感与沟通”。学生们学习了大量与情绪、心情和态度相关的词汇，练习如何用英语表达同理心、兴奋、沮丧和好奇等情绪。我们还讨论了多语言学习者 (polyglot) 的经历，思考掌握多种语言如何影响一个人的思维与身份认同。

语法方面，我们重点学习了叙事时态——包括一般过去时、过去进行时与过去完成时。学生们运用这些语法结构讲述个人故事，分享珍贵的回忆。通过故事讲述、讨论与反思，学生不仅提高了语言的准确性，也学会了如何用英语表达情感、建立连接，并讲述属于自己的故事。

IPC1

Amazing Adventures in IPC 1

IPC 1年纪的奇妙探索之旅



The first weeks in IPC 1 have been exciting and educational! We have been getting to know each other and learning about how to be in school. We finished our first IPC Unit called Brainwaves: Metacognition and we just started our second, A Day in the Life. Our Brainwaves unit explored best practices around how to go about learning things. We also touched on how to handle, express, and regulate big feelings. A Day in the Life focuses on our community around us and will show us the many ways we can help the world. While learning about our community here at Baishan school, we interviewed people who help keep us safe, cook our food, and clean our classrooms. We showed we are communicators, adaptable, and thinkers. We also had a chance to interview our own families at our Open Class. We will continue to explore and discover new and exciting things about the world around us and begin to think about how we are called to action to make this world an amazing place!





IPC2 Glitter Jars and Growing Minds

闪光瓶与成长的心灵

We began our term with the Brainwave Unit, where we learned that our emotions could affect how we learn and grow. To help us understand and manage our feelings, we created beautiful glitter jars. Watching the glitter swirl and slowly settle reminded us to pause, breathe, and let our minds calm down, while letting our uniqueness shine through our creative designs.

We are now busy with Unit 2: A Day in the Life, where students are exploring different community jobs and places in and out of our community. Through discussions, activities, and projects, we are discovering how everyone plays an important role in making our world work. It has been a fun and meaningful journey filled with learning, teamwork, and plenty of sparkle, both in our jars and in our unique selves.



They articulated how knowledge of the brain directly improves their learning, showcasing specific techniques to make their educational journey more effective and enjoyable. This unit has equipped them with a foundational toolkit for lifelong learning, and we cannot wait to see them apply these skills in all their future endeavors.

当我们教孩子们认识我们与生俱来的最强大工具——大脑时，会发生什么？我们见证了一个月令人惊叹的成长！在近期完成的“Brainwave”（脑波）IPC单元中，孩子们成为了自己大脑的专家。他们超越了单纯学习知识的范畴，进入了学习“如何学习”的更高层次，并探索了管理情绪、应对挑战的实用策略。通过着重培养坚韧的“成长型思维”，学生们能以全新的自信与从容面对困难任务。

本单元在一个充满活力的“成果展示”中圆满结束，学生们成为舞台的主角，展示了他们深刻的理解力。他们清晰地阐述了关于大脑的知识如何直接提升学习效率，并展示了让学习旅程更高效、更愉快的具体方法。这个单元为他们装备了终身学习的基础工具包，我们迫不及待地想看到他们在未来的探索中运用这些技能。

IPC4

Learning, Thinking, and Growing Together! 学习、思考与共同成长！

This year in IPC 4, our students began their learning journey with the exciting unit Brainwave, where they explored the amazing topic of metacognition — learning how our brains think and learn! Through fun, hands-on activities, students discovered how the brain helps us focus, remember, and solve problems.

Next, we moved on to our second unit, People, Places, and Culture, where students learned about what it means to live together and be part of a community. For our Entry Point, IPC 4 teamed up with IPC 3 for some fantastic team-building challenges, learning how cooperation and communication help communities thrive.

During our Knowledge Harvest, students reflected on how they are connected within our school community — from classmates and teachers to the wider school environment.

The IPC learning journey continues to be full of curiosity, creativity, and collaboration. Our students are truly enjoying the hands-on approach that makes learning meaningful and exciting.

IPC3 Building Better Learners: An Inside Look at Our Brains

培养更卓越的学习者：探索我们大脑的奥秘



What happens when you teach children about the most powerful tool they own? You get a month of incredible growth! Throughout our recent "Brainwave" IPC unit, our students became experts on their own brains. They moved beyond simply learning subjects to learning how to learn, discovering practical strategies to manage emotions and bounce back from challenges. This focus on developing a resilient "growth mindset" has empowered them to face difficult tasks with a new sense of confidence and calm. The successful conclusion of the unit was marked by a dynamic Exit Point, where students took center stage to demonstrate their deep understanding.



IPC四年级本年度学习进展

今年，IPC四年级的同学们开启了一段精彩的学习之旅，首站便是令人期待的“脑电波”（Brainwave）单元。在这个单元中，大家深入探索了“元认知”这一奇妙主题——通俗来说，就是学习“我们的大脑如何思考、如何学习”！通过一系列趣味十足的实践活动，同学们亲身体验到大脑是如何帮助我们集中注意力、记忆信息以及解决问题的。



IPC5

Exploring Thinking & Community! 探索思维与社区

IPC 5 kicked off the 2025 school year with our first unit: Brainwave, all about metacognition, thinking about thinking. This unit helped us get into “thinking mode” and laid the foundation for the learning ahead. The highlight was our exciting finale: the Baishan Talk Show! Every student took part in a lively talk show-style experience, sharing what they had learned through interviews, discussions, and games, all centered around the brain. It was an interactive and memorable way to apply our new knowledge.

We've now moved into our second unit: Building a Village. IPC 5 began with a hands-on Entry Point, where students worked in teams to construct a village using limited materials. The process was rich with learning, students used multiple personal learning goals to collaborate, communicate, think, and complete their village. This sparked meaningful conversations about how challenging it must have been to build real villages in the past, and helped us reflect on what's truly essential in a community compared to modern city life.



IPC 5 is now ready to dive deeper into how villages form, grow, and shape the way we live today. We're excited to explore geography, land use, and society as we continue our journey through this unit!

IPC 5在2025学年伊始，开启了我们的第一个单元：《脑波》，主题是元认知——思考“思考”本身。这个单元帮助我们进入“思考模式”，为接下来的学习打下了坚实的基础。本单元的亮点是精彩的结尾活动——“白珊脱口秀”！每位学生都参与其中，以脱口秀的形式分享他们的学习成果，通过访谈、讨论和游戏，围绕“大脑”这一主题展开。这是一种互动性强、令人难忘的方式，让学生将所学知识真正运用起来。

我们现在已经进入第二个单元：《建造一个村庄》。IPC 5以一个动手实践的切入点开始，学生们分组合作，用有限的材料建造一个村庄。虽然外观不尽完美，但学习过程非常丰富，学生们运用了多个个人学习目标来协作、沟通、思考并完成他们的村庄。这激发了大家对过去人们建造村庄的艰难过程的思考，也帮助我们反思在一个社区中真正重要的元素，以及与现代城市生活的差异。

IPC 5现在已经准备好深入探索村庄是如何形成、发展，并塑造我们今天的生活方式。我们很期待在接下来的学习中继续探索地理、土地使用和社会结构！

IPC6

Building a Village 建造一个村庄

Grade 6 students have been fully engaged in our exciting Milepost 3 unit, Building a Village. For their entry point, they imagined being stranded on a deserted island with no way out and had to work together to survive. Their challenge was to plan, design, and build a functioning village that could support their community. Using recycled materials, creativity, and teamwork, the students built impressive models complete with rivers, shelters, farms, and community spaces.

During their presentations, each group proudly explained how their village members would find food, stay safe, and live peacefully together. It was wonderful to see how much thought they put into their designs and how confidently they shared their ideas.

This project has brought out the best in our Grade 6 learners. They have shown great cooperation, resilience, and problem-solving skills — true reflections of the IPC personal goals. The students are enjoying every moment of their learning journey and continue to work hard across all subjects. We are so proud of their creativity and enthusiasm! Grade 6 looks forward to the rest of the school year with excitement, ready to face new challenges and continue growing as curious, confident learners.



IPC6 学生已全身心投入到第三里程碑阶段 (Milepost 3) 的趣味单元——“建设村庄” (Building a Village) 中。在单元导入环节 (entry point)，他们想象自己被困在一座荒岛上无法离开，需要通过协作求生。面临的挑战是：规划、设计并搭建一个能支撑社群运转的功能性村庄。学生们运用回收材料，结合创造力与团队协作，制作出了极具亮点的村庄模型，模型中不仅有河流、住所、农场，还包含了公共活动空间。

在成果展示环节，每个小组都自豪地讲解村庄居民将如何获取食物、保障安全，以及如何和谐共处。看到他们在设计中投入的细致思考，还有分享想法时展现出的自信，让人倍感欣慰。

此次项目充分展现了IPC6学生的闪光点。表现出极强的协作能力、韧性与问题解决能力——这些都是 IPC 个人发展目标的真实体现。学生们享受学习旅程中的每一刻，在所有学科中都保持着努力的状态。我们为他们的创造力与热情深感骄傲！IPC6 学生正满怀期待地迎接本学年剩余的时光，准备好迎接新挑战，继续成长为充满好奇心、自信的学习者。

IPC Drama

What is Drama?

什么是戏剧？

As our IPC Mileposts begin each year with a Brainwaves unit, our Drama classes explored how we think, learn, and create. In Mileposts 2 and 3, students used this time to review and discover the different elements of drama, such as voice, movement, and character. Meanwhile, Milepost 1 students began their journey by learning how our brains can remember and connect a sequence of movements. Using all their wonderful energy, they worked both alone and in groups to build short movement patterns and stories.

This was a great way for our younger students to learn how to work together as an ensemble—a key part of storytelling and role play. For Mileposts 2 and 3, revisiting the elements of drama through various games and quizzes, helped refresh their knowledge and build a strong foundation for the next step—acting!



IPC各学习阶段都会以脑波单元开启新学年，我们的戏剧课也一同探索了“思考、学习与创造”的奥秘。二、三阶段的同学们借此机会回顾并学习了戏剧的不同元素，例如声音、动作与角色塑造。与此同时，一阶段的同学们开始了他们的戏剧旅程，学习我们的“大脑”如何记忆并连接一连串的动作。孩子们充满活力地在个人与小组合作中，创作出短小而有趣的动作组合与故事。

这是一种很棒的方式，让低年级的同学学会如何在表演中协作——这是讲故事和角色扮演的重要部分。而对于二、三阶段的学生来说，重新认识戏剧元素帮助他们巩固了基础，也为下一步的表演做好了充分准备！

IPC MUSIC

From Patterns to Compositions: Building Music

Step by Step

从音乐模式到创作：一步步构建音乐

By the end of the unit, each student will have created a complete, original composition that reflects their growing understanding of how musical building blocks come together to form art.

Alongside composition, students have been strengthening their reading and playing skills by learning pieces inspired by traditional African Balafon music. Using our classroom's barred instruments, they have practiced reading rhythmic and melodic notation while performing patterns that interlock to create lively, layered textures. This hands-on experience has deepened their understanding of ensemble playing, timing, and balance, while connecting them to musical traditions that highlight the beauty of rhythm, repetition, and collaboration.



在本学期的音乐课中，学生们一直在探索音乐结构的“积木”——重复、变化与对比。他们从创作简短的音乐模式开始，通过节奏与旋律的实验，理解小小的音乐想法如何成为乐曲的基础。

现在，他们正迈向新的阶段——利用数字乐谱创作软件 MuseScore，将这些模式发展成更大、更复杂的作品。在这一创造过程中，学生们不仅学习如何自信地使用五线谱阅读音乐，更学会如何用它来书写与塑造属于自己的音乐。通过探索如何组合与运用多种音乐要素——例如节奏、高低音、力度与结构——他们正在发现作曲家如何通过音乐结构表达思想与情感。到单元结束时，每位学生都将完成一首原创作品，展现他们对音乐“积木”如何组合成艺术的理解。

在创作的同时，学生们也在通过学习非洲巴拉风琴 (Balafon) 风格的乐曲来提高他们的识谱与演奏技能。借助课堂上的音条乐器，他们练习阅读节奏与旋律记谱，演奏相互交织的乐句，形成生动而有层次的音乐质感。这种实践不仅强化了他们的合奏能力、节奏感与平衡感，也让他们与世界音乐传统建立联系，体会到节奏、重复与合作之美。

IPC PE

PE Journey – From Fundamental Skills to Athletics

积极学习进行时

阶段1——一、二年级
最小的学生重点练习基本运动技能。他们通过有趣的游戏练习投掷、接球和手眼协调。学生们学习控制动作、瞄准目标，并与同伴合作。这些活动为未来的运动打下了基础。

阶段2——三、四年级
三、四年级的学生开始练习田径技能。他们进行了赛跑、投掷和标枪练习。这些活动提高了速度、力量和协调性。学生们还学习了如何掌握跑步节奏以及投掷的正确技巧。

阶段3——五、六年级
高年级学生继续练习田径，但水平更高。他们练习跑步和多种田径项目，重点提升技巧和表现。学生们练习远距离投掷、快速奔跑，并在不同的挑战中结合技能。



In PE, our students from Grade 1 to Grade 6 have been learning important sports skills to help them stay active, build coordination, and enjoy teamwork. Each year group focused on activities suitable for their age and abilities.

Milepost 1 – Grades 1 & 2
Our youngest students focused on fundamental sports skills. They practiced throwing, catching, and hand-eye coordination through fun games. Students learned to control their movements, aim at targets, and work with partners. These activities built the foundation for future sports.

Milepost 2 – Grades 3 & 4
Students in Grades 3 and 4 moved on to athletics skills. They practiced running races, throwing, and javelin skills. These activities helped improve speed, strength, and coordination. They also learned about pacing in races and how to use proper techniques in throwing events.

Milepost 3 – Grades 5 & 6
Our older students continued with athletics but at a more advanced level. They practiced running and a variety of athletics events, focusing on refining their techniques and improving performance. Students worked on throwing for distance, running with speed, and combining skills in different challenges.

Across all grades, PE lessons encourage students to develop confidence, teamwork, and a love for physical activity.

在体育课上，我们一年级到六年级的学生一直在学习重要的运动技能，帮助他们保持活力、增强协调性，并享受团队合作。每个年级都有自己年龄和能力的活动。

在所有年级，体育课都鼓励学生建立自信、培养团队精神，并爱上运动。

IMYC

English Language Arts

Grade 7 students began the school year by exploring the needs of the teenage brain through the IMPARTS framework, with a particular focus on the theme of transition. As they move from Primary to Secondary school, students are learning to adapt to a new environment that requires greater independence, particularly navigating between classrooms, organising learning materials, managing homework, and meeting assignment deadlines.

To support this transition, students engaged in research and used various recording strategies to create informational posters that showcase their understanding of adaptability and the teenage brain.

Building on this foundation, students then began their Adaptability unit in English Language Arts. They are learning to analyse narratives to better understand story structure and the language choices writers make. Using tools such as the roller-coaster diagram for plot analysis, T-charts for describing character and setting as well as vocabulary work with synonyms and antonyms, students are developing skills to describe characters and settings effectively.

Next, students will apply these tools to plan and write their own stories, demonstrating their growing confidence and creativity as adaptable learners.

IMYC 7

Adapting to Secondary School

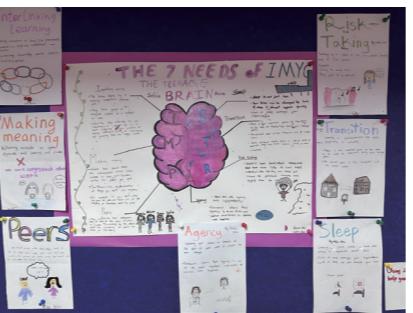
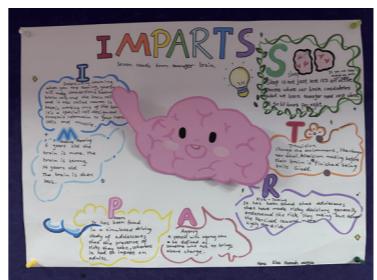
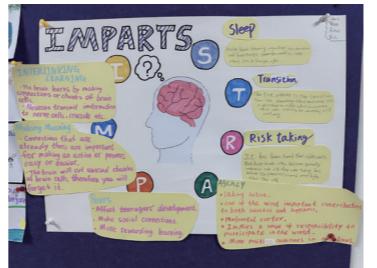
中学适应能力

七年级的学生在新学年开始时，通过IMPARTS学习框架，重点关注“过渡”这一主题，探索青少年大脑的需求。随着他们从小学过渡到中学，学生们正在学习如何适应一个需要更高独立性的环境，特别是在教室之间穿梭、整理学习材料、管理作业以及按时完成任务方面。

为了支持这一过渡，学生们进行了研究，并使用多种记录策略制作信息海报，展示他们对适应能力和青少年大脑的理解。

在此基础上，学生们开始了英语语言艺术课程中的“适应能力”单元。他们正在学习如何分析叙事结构，以更好地理解故事的构成以及作者在写作中所做的语言选择。学生们使用了如故事分析的过山车图、用于描述人物和场景的T图表，以及同义词和反义词的词汇练习等工具，来提升他们描述人物和场景的能力。

接下来，学生们将运用这些工具进行写作计划，并创作自己的故事，展现他们作为具有适应能力的学习者日益增强的自信和创造力。



Grade 8 started the term with the unit Brainwave, where they reviewed the needs of the teenage brain, explored different metacognitive approaches to learning, and learned how to self-regulate using mindfulness and breathing practices. Students researched and created posters to show the needs of the teenage brain, along with mini-posters highlighting study skills they either researched or already used to support each need of their teenage brain.

Grade 8 then moved on to the unit Tradition by learning about a range of traditions, customs, and beliefs from around the world through quizzes, stories, and the creation of a research board. Students connected their research to their home country of China, host country of the UK, and adopted country of Greece. Before beginning their own writing projects, students reviewed good academic practices such as paraphrasing and citing online resources, then researched and prepared to write about a self-chosen topic related to tradition.

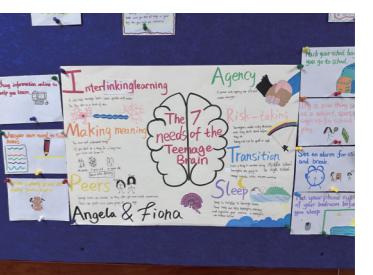
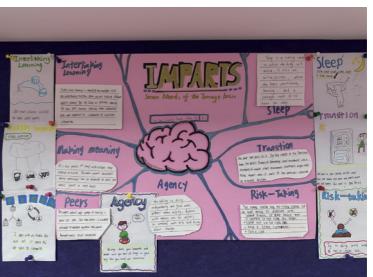
IMYC 8

Building Brains and Thinking about Traditions

塑造大脑与思考传统

八年级学生在本学期开始时学习了“脑波”单元，回顾了青少年大脑的需求、不同的元认知学习方法，以及如何通过正念和呼吸练习进行自我调节。学生们进行了研究，并制作了海报来展示青少年大脑的需求，同时还制作了迷你海报，展示他们研究或已经使用的学习技能，以支持青少年大脑的每项需求。

随后，八年级学生进入了“传统”单元，通过测验、故事和研究板的制作，学习了世界各地的各种传统、习俗和信仰。学生们将他们的研究与祖国中国、寄宿国英国以及认同国希腊联系起来。在开始自己的写作项目之前，学生们复习了良好的学术实践，如改写和引用网络资源，然后进行了研究，并准备撰写与传统相关的自选主题。



Math & Science



IMYC 9

Inquiring from the Brain to the Community

从大脑到社区的探究

九年级学生在本学年开始时，通过一个项目回顾了青少年大脑的需求，并制作了一个数字海报，用于向IMYC教职工介绍这些需求。这个项目让学生们能够通过数字媒体进行协作学习。

随后，学生们开始了当前单元“社区”的探究活动。他们参观了青岛半岛都市报的印刷厂。学生们为这次实地考察做了充分准备，提出了关于工厂功能和流程的问题，并探讨了工厂对当地社区的积极和消极影响。

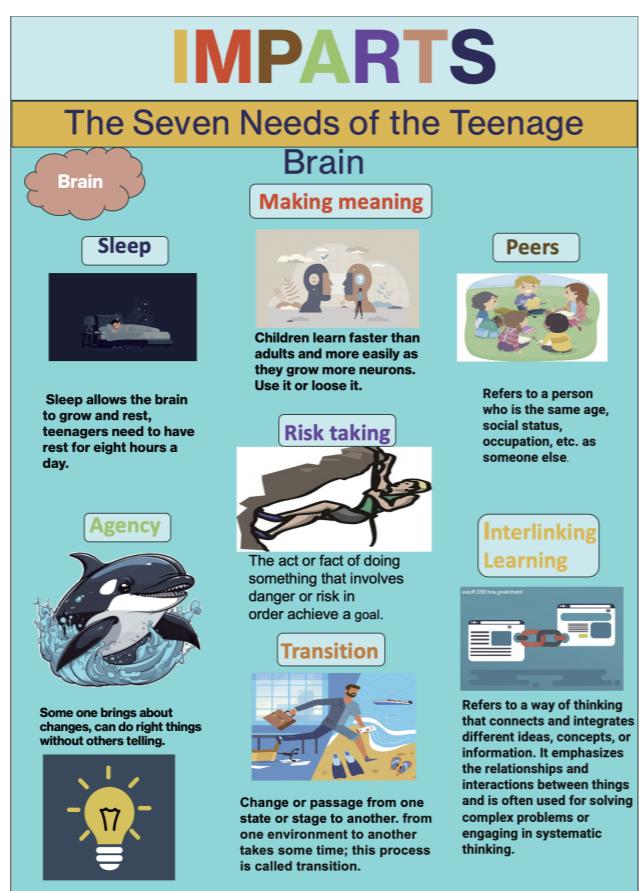
学生们接着开始创建一个Padlet资源板，用于记录关于“社区”的不同例子，围绕归属感、身份、差异、协商和欣赏等概念展开。学生们将在后续使用这个资源板，撰写关于本地社区中这些主题的报纸文章。

最后，学生们复习了改写和引用的写作技巧，并开始撰写信息类文本，描述他们在中国（祖国）、英国（寄宿国）和希腊（认同国）中感兴趣的社区。



Grade 9 started this school year by revising the needs of their teenage brain by working on a project to create a digital poster to inform the IMYC faculty about those needs. This allowed grade 9 students to work on collaborative approaches using digital media.

Students then began their inquiry into their current unit, Community, by visiting the printing factory where Qingdao Bandao newspaper is produced. The students prepared carefully for the field trip visit, asking questions about the functions and processes of the factory and how it impacts the local community in positive and negative ways. Students then worked to start a padlet resource to document different examples of Community around concepts such as belonging, identity, difference, negotiation and appreciation. Students will use this resource board later to develop newspaper articles on these themes in their local community. Students then worked to review paraphrasing and citation practices to research and write informational texts describing communities of interest in our home country of China, host country of the UK and adopted country of Greece.



IMYC 7

Brainwave Entry Point

猪脑解剖——脑波单元导入



Earlier this month, the students of IMYC kicked off their Brainwave unit by exploring the inner workings of the brain. Students examined a variety of different types of brains found in a variety of different species and then worked to examine a real-life pig brain. Students took on the role of brain surgeons by dissecting and evaluating the different parts of the brain looking for unique features and characteristics of the different parts within. Students then labelled the different parts of the brain and reflected on whether it was better for younger individuals to take on such tasks at an earlier age when their minds are more flexible rather than wait until they are older. Students finalized this activity by discussing the ethics of using organs from people in classroom dissections rather than organs from animals as the ultimate goal of these activities is to help people in need.



本月初，IMYC 学生通过探索大脑的内部运作方式开启了他们脑波单元的序幕。学生们研究了各种不同物种的大脑类型，并亲自观察了猪脑。学生们化身为脑外科医生，通过解剖和评估大脑的不同部分，寻找其中独特的特征和特点。随后，学生们为大脑的不同部分进行了标注，并思考：是否在思维更灵活的年轻时期承担这样的任务比等到年纪大些再进行更为合适。最后，学生们通过讨论课堂解剖中使用人体器官而非动物器官的伦理问题，为本次活动画上了圆满句号，这些活动的最终目标是帮助有需要的人。

IMYC 8

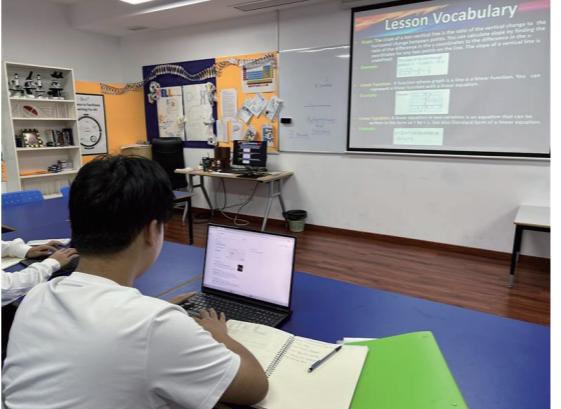
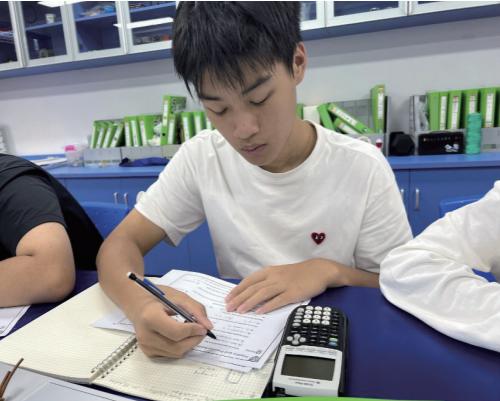
本月8.3科学课上，学生们研究了粒子理论以及导致原子发现的相关传统。学生们绘制了固体、液体和气体中粒子的行为图，并记录了它们的相似性和差异。之后，学生们观察了能量如何在粒子之间传递。随后，学生们通过研究布朗运动以及花粉颗粒在没有外力作用的情况下如何在水面上移动的。



IMYC 9

This month in Mathematics 9.3, Students worked to solve absolute value equations. Students examined the relations between functions and how functions can change when given new parameters. Students then examined direct variation and whether a constant of variation exists within a set of data. Afterwards, students moved on to linear models while also graphing functions with two variables.

本月9年级3班的数学课上，学生们学习如何解绝对值方程。学生们研究了函数之间的关系以及在给定新参数时函数如何变化。随后，学生们研究了正比关系以及在一组数据中是否存在变化常数。之后，学生们转向线性模型，同时绘制了两个变量的函数图像。



IMYC 8 & 9

Thinking Like Designers 像设计师一样思考

In Design class, students began by asking who designers are and why we need them. We discovered that design shapes almost everything around us — from products we use to the way we experience daily life. Recently, we've been learning the basics of graphic design, exploring what makes visuals clear, balanced, and memorable. In one of our sessions, students even challenged themselves to redesign famous logos, putting design principles into creative practice.

在设计课上，学生们首先思考了“谁是设计师”以及“为什么我们需要设计师”。我们发现，设计几乎存在于生活的每一个角落 - 从日常用品到我们的生活体验，都离不开设计的影响。

最近，我们学习了平面设计的基本原理，了解了让视觉作品清晰、平衡又令人难忘的关键要素。在其中一节课上，学生们还尝试重新设计著名品牌的标志，把设计原理真正运用到创作实践中。

IMYC Humanities

IMYC 7 Adaptability 适应能力



Grade 7.3 students worked on the concept of adaptability and how humans are able to adapt to difficult situations. Students are looking at how people adapt in areas where there is conflict. Students also studied the major events in Europe during World War II and created a timeline of those events to better understand the dangers that ordinary people face during times of war. They are currently focusing on life in the country of Denmark under German occupation during World War II. Students are reading the book, Number the Stars by Lois Lowry. The book is a piece of historical fiction that tells the story of two families living in Denmark during the German occupation. Although this is a fictional account it is based on real events that occurred during the occupation and will help students understand the difficulties and sacrifices that ordinary Danish citizens were forced to make.

七年级3班的学生学习了适应能力的概念，以及人类如何在困难的情况下进行适应。学生们正在探讨人们在冲突地区如何进行适应。他们还研究了第二次世界大战期间欧洲的重大事件，并制作了这些事件的时间线，以更好地理解普通人在战争时期面临的危险。

目前，学生们正专注于研究第二次世界大战期间德国占领下的丹麦生活。学生们正在阅读洛伊丝·劳里所著的《星星之火》。这本书是一部历史小说，讲述了德国占领期间生活在丹麦的两个家庭的故事。虽然这是一个虚构的故事，但它基于占领期间真实发生的事件，有助于学生理解普通丹麦公民所经历的困难和所做出的牺牲。

IMYC 7

Discovering Design 探索设计的世界

Grade 7 students began the year by exploring what design really means and what designers do. Together, we discussed how design helps solve everyday problems and makes life more enjoyable.

In our recent lessons, students learned to spot examples of good and bad design and even tried redesigning simple objects to make them work better. It's been a creative start to the year, full of new ideas and discoveries!

七年级的同学们从了解“什么是设计”以及“设计师的工作”开始了他们的学习之旅。我们一起讨论了设计如何帮助解决日常问题，并让生活变得更方便、更有趣。

在最近的课程中，学生们学习了如何区分好设计和差设计，还尝试重新设计一些日常用品，让它们更加实用。充满创意的新学期已经拉开序幕！



IMYC 8

Tradition 传统

Grade 8.3 students explored holiday traditions. They focused on the tradition of taking vacations and how vacations impact the environment and economy of popular tourist destinations. The example that students investigated is Blackpool, England. They charted the development of Blackpool from a medieval village to a 21st century vacation destination. Students displayed Blackpool's development using a flow-map. Students are currently working on developing map skills by creating a fictional holiday destination that will meet the needs of people on holiday as well as be environmentally responsible. The process of creating maps will emphasize important map elements and the concept of scale. Students will then produce a piece of writing about their fictional holiday destination.



八年级3班的学生探讨了假期传统。他们重点研究了度假这一传统，以及度假如何影响热门旅游目的地的环境和经济。学生们调查的例子是英国的布莱克浦。他们绘制了布莱克浦从中世纪村庄发展为21世纪度假胜地的过程，并用流程图展示了布莱克浦的发展。

目前，学生们正在通过创建一个虚构的假期目的地来培养地图技能。这个目的地既要满足度假者的需求，又要具备环保责任感。在绘制地图的过程中，学生们将重点学习地图的关键元素以及比例尺的概念。之后，学生们将撰写一篇关于他们虚构假期目的地的文章。



Grade 8 and 9 students have embarked on an exciting art project that delves into the rich intersection of personal identity and cultural heritage. The creative process began on an individual level, with each student producing initial sketches filled with symbols, objects, and imagery that represent their unique personality, experiences, and personal history.



Grade 9.3 students focused on communities in conflict. The students participated in a document quest analysing primary source documents from the Pig War which included, letters, government treaties, military orders, and maps. From the documents they produced a chronology of events and used a flow-map to display the information as a timeline. Students also wrote an essay about the strategies that were used to resolve the border dispute that was the central issue during the Pig War. Students are currently examining the impact of community organizations. They are focusing on the missions of these types of organizations and the work that they are able to accomplish.



IMYC 9 Community 社区

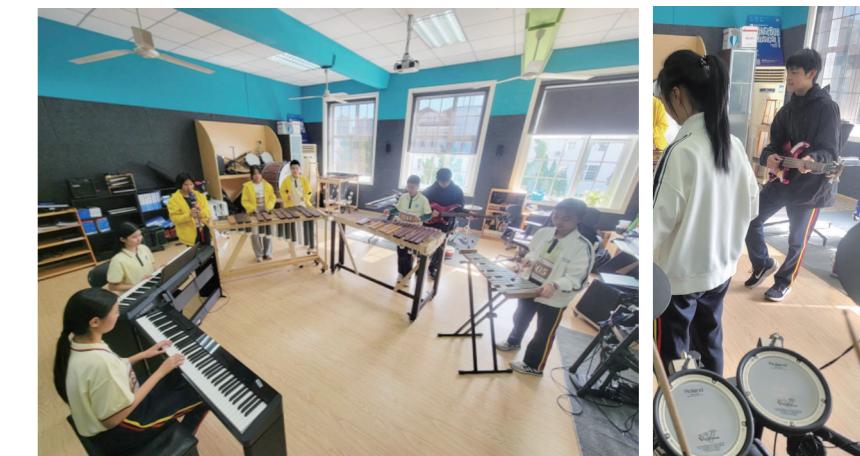
九年级3班的学生聚焦于冲突中的社区。学生们参与了一项文献探索活动，分析了“猪战”期间的第一手资料，包括信件、政府条约、军事命令和地图。通过这些文件，他们整理了事件的时间顺序，并用流程图将信息以时间线的形式展示出来。

学生们还撰写了一篇关于解决“猪战”期间边界争端所采用策略的文章。目前，学生们正在研究社区组织的影响，重点关注这些组织的使命以及它们所能完成的工作。



IMYC Music

Music has many facets in our lives; we can listen, perform, analyse, compose and more. In grade 7 our first music project was to combine all four of these facets to produce a song that people could listen and improve their mood and mental space as a result. The project is called “Music for a Mood” and students used an emotion as the catalyst for the composing process. For example, if someone is feeling tired, they might listen to a song that gives them energy, or perhaps someone is feeling stressed out so they might listen to a song to help calm down. Our students have created and contributed some wonderful examples for the community to listen to and hopefully help brighten everyone's day!



音乐在我们的生活中有着多重面向：我们可以欣赏、演奏、分析、创作等等。在七年级的第一个音乐项目中，我们将这四个面向结合起来，创作一首能够让听众心情变好、精神状态得到改善的歌曲。

这个项目名为“Music for a Mood（为情绪而作）”，学生们以一种情绪作为创作的出发点。例如，如果有人感到疲倦，他们可能会听一首能够让自己充满活力的歌；或者当有人感到压力很大时，他们可以听一首让自己放松的音乐。

我们的学生为大家创作并分享了一些非常精彩的作品，希望能够点亮每个人的美好一天！

IMYC Art

My Story, Our Tapestry

我的故事，我们的锦绣华章

This foundational step ensures that every artwork is deeply rooted in the student's own story, serving as a personal canvas for their identity. The project then expands outward, challenging students to research an artist or cultural tradition that resonates with them on a personal level. This research phase connects their individual narratives to a broader artistic or community context. The final and most transformative step involves a synthesis of these ideas, where students skilfully weave elements from their chosen inspiration into their original designs. The ultimate goal is for each student to produce a unique artwork that not only tells their individual story but also visually demonstrates its connection to a wider cultural tapestry.

八年级和九年级的学生们开启了一项激动人心的艺术项目，这项创作深入探索个人身份与文化遗产的丰富交集。创作过程始于个体层面，每位学生先完成初稿草图，用象征物、实体对象和意象符号来展现他们独特的个性、经历与人生故事。这一基础步骤确保每件作品都深深植根于学生自身的生命历程，成为展现自我身份的个人画布。

随后项目视野向外拓展，引导学生研究与自己产生心灵共鸣的艺术家或文化传统。这个研究阶段将他们的个人叙事与更广阔的艺术或社群背景相连。最终也是最关键的升华阶段，在于学生对多元理念的融合——他们将精心选取的灵感元素巧妙编织进原始设计。这个项目的终极目标，是让每位学生都能创作出独一无二的艺术作品，这些作品既讲述着独特的个人故事，又生动展现着个体与更宏大的文化图景之间的深刻联结。

IMYC Specialists: Drama and PE

Finding Our Voice on Stage

在舞台上自信发声

Our IMYC students began the year by learning about the Elements of Drama. From there, we moved into the exciting world of Improvisation! Currently, students are exploring one of the most important acting skills—projection.

Projection is not only a drama skill but also a valuable life skill: learning how to speak clearly and confidently so others can hear and understand us. This connects perfectly with one of our IMYC personal goals—being a communicator.

Students have now relocated from the classroom to the Black Box Theatre, where they can put their knowledge into practice and continue developing their confidence and stage presence. This hands-on experience is helping them prepare for our next area of learning: scene studies!

IMYC 学生在新学年开始时学习了戏剧的基本元素。随后，我们进入了令人兴奋的即兴表演世界！目前，学生们正在探索最重要的表演技巧之一——声音投射。

声音投射不仅是一项戏剧技能，也是一项宝贵的生活技能：学习如何清晰、自信地说话，让他人能够听见并理解我们。这项技能完美地契合了我们 IMYC 的个人目标之一——成为善于沟通者。

学生们现在的戏剧课已从教室转场到了黑匣子剧场，在那里他们可以将所学知识付诸实践，并继续培养自信和舞台表现力。这种实践经验正在帮助他们为下一阶段----场景学习，做好准备。



IMYC PE – Football and Volleyball Skills

IMYC 体育课 – 足球与排球技能

在我们的 IMYC 体育课上，七、八、九年级的学生通过积极参与团队活动，提升了足球和排球技能。这些活动帮助学生增强体能、协调性、团队合作和沟通能力。

足球

在足球课上，学生练习了传球、运球、射门和防守。他们学习如何控制球、保持场上空间，并与队友合作创造机会。学生们还关注战术配合，如在进攻和防守中合理站位与互相支援。

排球

在排球课上，学生提升了发球、传球、托球和扣球技能。他们学习时机掌握、手眼协调和团队沟通，以确保球不落地。学生练习快速移动、覆盖场地，并合作完成有效的进攻和防守。

Football

In football, students practiced passing, dribbling, shooting, and defending. They learned how to control the ball, maintain space on the field, and work with teammates to create opportunities. Students also focused on team tactics, such as positioning and supporting each other during attacks and defense.

Volleyball

In volleyball, students developed skills like serving, passing, setting, and spiking. They learned the importance of timing, hand-eye coordination, and team communication to keep the ball in play. Students practiced moving quickly, covering spaces on the court, and collaborating to perform successful attacks and defenses.

Through football and volleyball, students are not only improving their physical abilities but also learning essential life skills such as teamwork, strategy, and fair play. These activities encourage students to stay active, build confidence, and enjoy sports with their classmates.

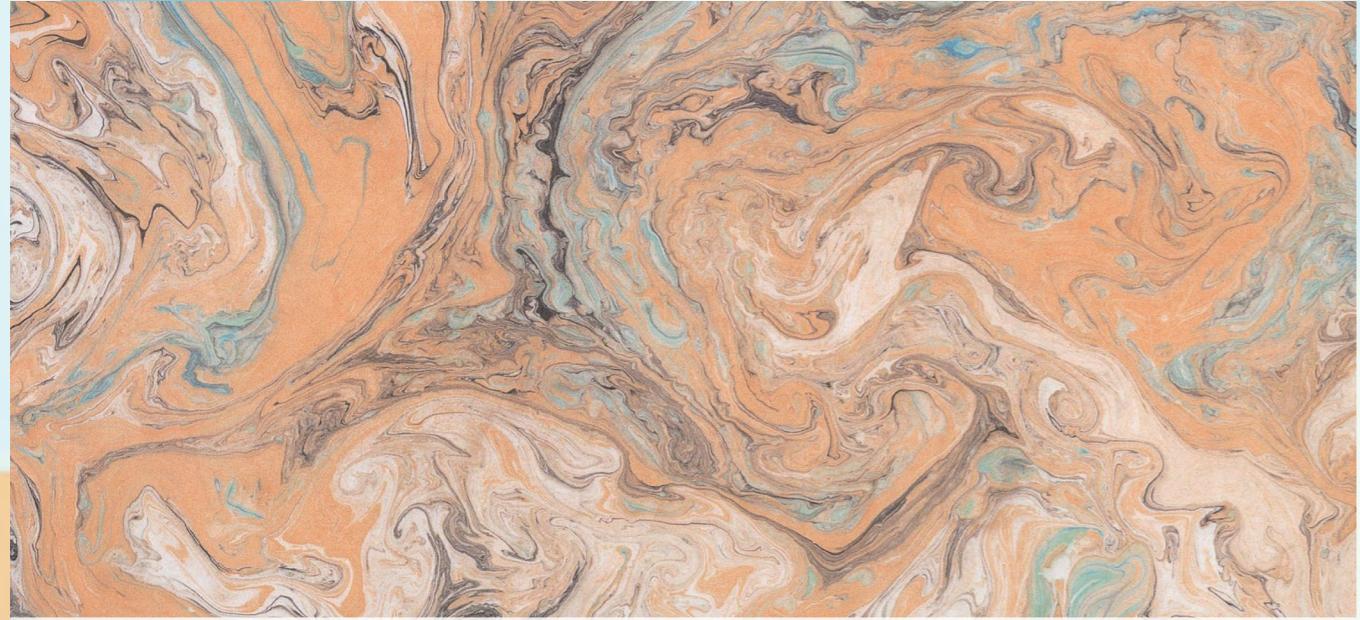


Stories from our students

学生故事

English Work from our students

学生英文作品



Pantoum

Angela Su & Cre Sun,

Class 7.3

Pantoum by Angela Su and Cre Sun

Pollution

An anthropogenic problem,
Air, water, soil, and something,
Wants people to notice them,
But people didn't pay attention to anything.

Air, water, soil, and others,
Are important things that help us,
But never been bothered by humans,
Who can help the problem for us.

Are important things that help us,
Wants people to notice them,
Who can help the problem for us,
An anthropogenic problem.

No More Pollution!!!



Limited, A. (n.d.-f). UK. Rubbish and pollution near Limehouse Basin by river Thames, London. Photo © Julio Etchart. Alamy Images. <https://www.alamy.com/stock-photo-limehouse-basin-river-thames-london-photo-20414158.html?imageid=F41638DA-A0BF-4080-8A1A-89E75F40514F&p=5756&pn=18;searchid=a41e867fad874d963b90b1he0hb2880&searchtype=0>

Pantoum by Angela Su and Cre Sun

Coral

Lives in dark, cold seafloor of the open oceans,
An interdependent home,
14 per cent coral lost now,
It is lots of animals' home.

An interdependent home,
A lot of coral bleached,
It is lots of animals' home,
now they don't have homes.

A lot of corals bleached,
14 per cent coral lost now,
now they don't have homes,
Lives in dark, cold seafloor of the open oceans.

unseen, y. (n.d.).
Coral Reef inhabitants |
SEA LIFE
Bangkok Ocean
World. SEA
LIFE Bangkok
Ocean World.
<https://www.visitsealife.com/bangkok/en/explore/our-creatures/coral-reef-inhabitants/>



Live-Dead



Types of dried coral. (n.d.). <https://ar.inspiredpencil.com/pictures-2023/types-of-dried-coral>



SAKURA

April is coming
Sakura covers my eyes
I smell the fragrance
Smiling faces on the branch
Petals fall into my hands

Kids laughter around
Chases petals in the breeze
Under the sunset
The sun looks at them quietly
Disappear with sakura

Everything is dark
But the fragrance lingers on
Smiling emerged in mind
Everything in dreams is sweet
Outside the window is white

Renga

By Blair Gong &
Miya Sun
Class 7.3



Renga by Blair Gong and Miya Sun, Class 7.3

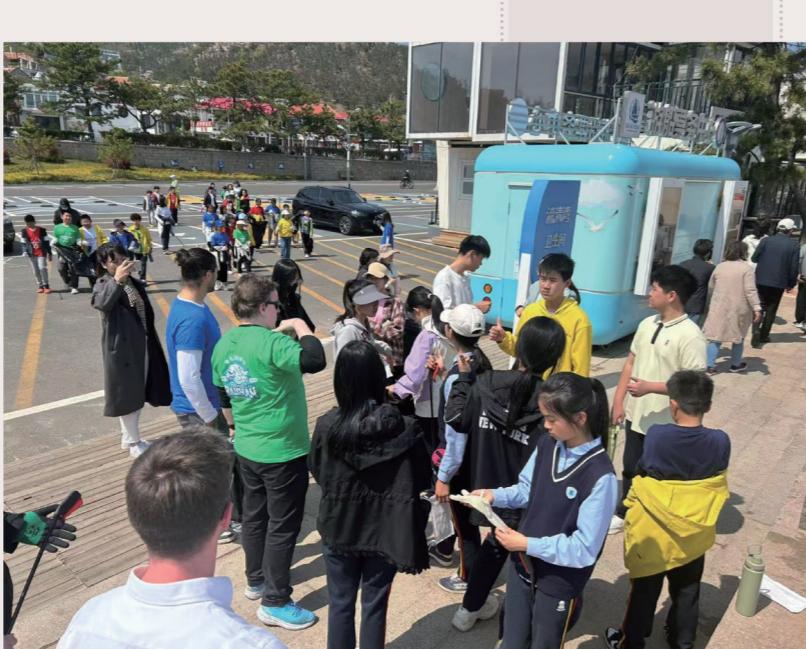
EARTH

Ocean, our home
Feeding everyone on earth
Trash and pollution

Crashing and swallowing ALL!
Drowning the source of our air

Let us help the earth
Represent lovely and hope
Let's pick up the trash

Let's destroy trash and litter
Do something for our EARTH now!



SONNETS



Arina Wei Sammy Pan
Class 7.3

5/5/2025

Sonnet by Arina Wei & Sammy Pan

Time's Quiet Song

The clock ticks on through all our days and nights
Like sand that flows through young and old alike
The sun will rise then set again so bright
The moon will shine then fade in morning light

The child will play then grow to work and learn
The fire will blaze then turn to ash so slow
The flowers bloom then sleeps below the snow
But love stays warm wherever we may go

So take my hand and walk with me today
We'll laugh and sing and chase the bright sun's ray
Each hour we share will never fade away
Like spring that comes anew each year in May
Though time moves on as all wise men may say
Our hearts keep love that never goes away

