



STONEHILL
INTERNATIONAL SCHOOL

An Embassy Group Education Initiative

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THE STONEHILL NEWSLETTER

The IB Programme - Developed in
Local and Global Contexts

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INDIVIDUAL EXCELLENCE.
COLLECTIVE PROGRESS.
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The IB Programme - Developed in Local and Global Contexts

Welcome to our third Triannual Newsletter. The focus in this edition is on the IB Programme that is developed in local and global contexts. A frequent topic in various international schools is that of 'contexts' and how they are used in teaching and learning. At Stonehill, it is used throughout our IB programme.



Contextual learning is mentioned in early research and is related to the role of motivation in education when we speak about constructivist learning-learning focused on students unique experiences. These early studies mention that connecting learning to learners' lives and interest, increase motivation to learn and learning for understanding.

Contextual learning is not isolating topics or skills by themselves with no anchor to real life but it is framing and connecting learning to real-life situations. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action.

At Stonehill, learning experiences are connected to our students' lives and to the world they have experienced. The everyday interaction with their global peers are further opportunities for exploration and learning. Additionally, our teachers provide engaging and inspiring local and global contexts that contribute towards the development of the attributes of the IB learner profile.

As IB learners, it is important that students develop their skills through a universal perspective. This helps our students organize their understanding on the basis of an internationally-minded perspective.

The COVID-19 pandemic has given us an opportunity to explore the opportunities and tensions provided by the interconnectedness of our world and the impact of decision-making on humankind and the environment.

In this issue, you will see how our students explore the interconnectedness of man made systems and communities, the relationship between local and global processes and how local experiences mediate the global. By integrating "international-mindedness" into our instruction, we encourage our students to not only learn more about their own culture and national identity but be respectful and understanding of others, thus becoming global citizens.

With warm regards,

Brian Brumsickle
Head of School

Perspectives from the Primary School

This article is about perspective...

Perspective is one of the Key Concepts unpacked by every grade in the Primary Years Programme (PYP). There are eight Key Concepts in all - Form (What is it?), Function (How does it work?), Causation (Why is it like it is?), Change (How is it changing?), Connection (How is it connected to other things?), Responsibility (What is our responsibility?), Reflection (How do we know?) and Perspective. Each is covered at least once in an academic year, embedded in one or more *units of inquiry*. Perspective is defined as "What are other points of view?"



We have been asked to describe our perspectives of the PYP through our experience. Each iteration of the Primary Years Programme (PYP) is defined by its context. Not one will be the same - nor are they expected to be the same – that is why PYP is called constructivist. The social-constructivist theory takes its notions from where it is situated, the experiences and understandings from those embedded in the programme and most importantly, the families who make up the population. We may facilitate the same unit in three different schools but the experiences and outcomes will be considerably different. (Yes, we may cover the same outcomes from the scope and sequence but differences will still be significant). That is what makes this curriculum so exciting to be a part of. That is why teachers flock to good schools so their skills can continue to grow over time...they are learners too.

As a teacher, PYP Coordinator, Assistant Principal and Principal in six different schools I have either facilitated similar units as a teacher, coordinator or leader. The teachers who have contributed to this article have similar experiences along with their remote and distance learning to share.

Karen Crooke
Primary School Principal

Here's a look at three differing perspectives, all within the context of PYP, with powerful indicators of the role a social-constructivist curriculum plays in learning.

Primary Years Programme Focus

Drama in the time of COVID



COVID-19 may have taken away the world as we knew it, but it gave us an even greater gift: time to connect and reflect. At the start of remote and distance learning, I was somewhat excited by the prospect of online teaching, and terrified at the same time because Drama is a collaborative process; even the drama games usually start from forming a circle and connecting through eye contact or touch. Well, this was not going to happen in Zoom.

So, I thought about the PYP *Units of Inquiry* and the Learner Profiles, and suddenly this new isolated world became a teaching tool that fit as the backdrop for all the units and the profiles.

The theme of my Zoom sessions would be “let’s think our way outside of our boxes,” which encouraged students to think in different ways, communicate their ideas in different ways, take risks and feel foolish acting like a cat when their family was watching, and to be open minded to accept this new “classroom” and make it work.



The theme of my asynchronous assignments was “what’s going on in your world?” I started with the most important unit for me, which was *Who We Are* because I had the difficult process of meeting all my students from P1-P8 for the first time through 30-minute Zoom sessions. I needed to connect and get to know them. So, before the Zoom sessions began, I requested each student post a picture on Seesaw and tell me their favourite books, food, movies, things they do for fun, and what they wanted to get out of Drama or any other questions they had. From there, I answered each post and shared a connection that I had with them. So, when our virtual Drama Zoom sessions started, I knew their faces and could call them by their name, which

was huge.

Then I created asynchronous assignments related to some aspect of *Where We Are in Place and Time*, *How We Organize*, *Sharing the Planet*, *How the World Works*, and of course *How we Express Ourselves*. The COVID-19 pandemic and distance learning gave so much material that all the units could be linked and examined at once. So outside of Zoom, the students were tasked with documenting their lives during the pandemic through tableaux or short films, creating our dream spring break vacations, recording good news stories, and collaborating with smaller filmmaking groups.



Drama is all about processing new information by connecting it to our own experiences and to the world around us. From that process, we create a personal story that can be understood in a universal way. It is the story of “Everyman.”



What better way to connect with my students and have them feel connected to each other than for them to share what was happening in their homes and in their own lives? How were they protecting themselves from the coronavirus pandemic? How were they coping with being stuck inside? What do they think about online learning? How were they spending their free time? What were their fears? What is it like to live in their world during a pandemic? The results were varied, but the stories told were similar and the themes were the same. When they saw each other's lives on Seesaw they were once again connected because they were having the same experiences but expressed in different ways. Instead of meeting each child in person, I got to know them through the images and videos they created and shared, and their personalities and sense of humour were evident in the way they chose to express their world.

I could not have asked for better results. At each step of the way, camera angles became more interesting and the students blossomed into budding filmmakers. They discovered new editing technologies and figured out how to use them to tell their stories. As their teacher, it was a great process to watch.



The response to the Stonehill Good News assignment was so great, it turned into an online school network. The students accepted the challenge to create logos for the network and news programs. I got over 150 responses to the challenge for the Stonehill Broadcasting Network logo and logos for each grade's news programme.

Two students even sent in unsolicited logos for a movie channel and a coronavirus updates channel, which gave the network two new programmes! Hopefully, next year the excitement will continue and Stonehill Broadcasting Network will grow into a network of student-led programming.

Now, that is truly a PYP-based real-world engagement! Thank you, COVID-19 and distance learning for challenging us and making us think outside the box.

Vicki Richardson
PYP Drama Teacher

Read-alouds and Their Cultural Contexts



The IB education is rooted in socio-cultural theory and practice. In the simplest terms, it means that knowledge is constructed first through social interaction and then internalised by the individual.

This social interaction is through the conversations we have, the books we read, the songs we sing, the choice of toys, etc. In a multicultural context, we look at what values, traditions, patterns and rules are being carried by the choice of a song, a book or a toy. This is where the 'cultural' in socio-cultural comes into importance.

How often do we think of a toy, a classroom or a bedtime story as an act of cultural transmission? Perhaps we don't think of it because cultural values can be hidden or camouflaged in our actions. If we cannot see them, how can we question them?

A few years ago, while teaching a P4 class, I began to get a sense that different students in my class were responding differently to the read-alouds I was choosing. Some students were uncomfortable with some of the texts I read and they and I did not know why. I wondered if there was something deeper going on than just everyday preferences.

These reactions are very different ways of representing agency (the capacity of individuals to act independently and to make their own free choices), knowledge and learning. When a student is listening without externally engaging, I may think, from my cultural perspective, that they are not taking agency. Is it that agency takes a very different form in their cultural perspective?



If a teacher filled a classroom and read aloud from one cultural context, we would ask why the teacher is making those choices? Of course, the teacher has a role to make certain choices as an adult entrusted with guiding the students. But giving the students a choice to share, provides them with a voice, allowing a diversity of cultural values and practices in the learning environment. This is embracing the socio-cultural theory and practice.

David Abbott
P3 Homeroom Teacher

A PYP Journey

After spending seven years as a PYP educator, I can say that it has been an enriching experience. The attributes of inquiry and reflection truly resonate with me. Over the years, the students and I have been engaged in asking questions, finding answers and making meaningful connections to real life while being reflective throughout the process. This has helped us change our perspective about different routines and take action.

One routine that has really made a difference in my teaching and learning is introducing students to mindfulness. This has made my students calm and focused. They are aware and understand their emotions well. With the support of the primary management team, I was able to introduce this practice to my colleagues and this was also adopted by other grades. Parents and students have shared how mindfulness has helped them during this unprecedented time.

The mission of PYP to develop inquiring, caring and reflective individuals have truly made a difference in the lives of many.

Hafsa Quadri
P6 Teacher

Contextualized Learning in the Secondary School

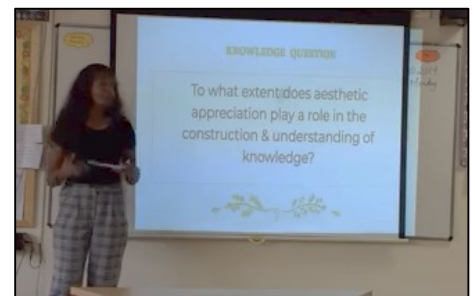
One of the biggest challenges facing all international schools with diverse student populations is to ensure that learning is 'relevant' to all learners. We know that the students are far more likely to be engaged when they can see connections between school and their 'real life', but what happens when the students in your classes have such diverse experiences outside the school? While the content of maths and science courses is fairly similar around the world, it is far less clear which novels should be read, which artwork should be explored, and whose history and geography should be studied.



Both the MYP and DP are designed to allow the students opportunities to explore topics relevant to their own lives and to connect school work to their own experiences. The culminating assessment in the MYP is the Personal Project, a six-month project in which students are required to research and create a product based on personal interests and connections.

Most students take this opportunity to explore aspects of their own culture or the host culture, and the requirements of the project force the students to connect their own interests to the world around them.

While the DP is stricter in terms of content that needs to be covered for exams, the Theory of Knowledge (ToK) course, the Extended Essay and CAS programmes provide the students with opportunities to make personal connections to their learning. ToK presentations require the students to focus on knowledge questions which are relevant to their own lives, the Extended Essay is an opportunity for students to research an area of interest in great detail, and the CAS programme requires students to engage with the local community to address global issues.



Alongside these culminating projects and DP requirements, teachers in all classes are encouraged to connect the learning in the classroom with the experiences of the students in their everyday lives wherever possible. The MYP unit planning process forces the teachers to begin with a Global Context and Key Concepts before planning content to ensure that units are relevant. Finally, many teachers look for opportunities to provide the students with a choice in assessment tasks so that all the members of our diverse community can tailor their education as much as possible to their own interests and experiences.

Joe Lumsden
Secondary School Principal

Middle Years Programme Focus

Why Am I Learning This?

Sometimes I wonder why I learnt about the French Revolution. I have never been to France, nor do I have any connection. Getting an in-depth understanding of the conceptual framework gave me insight as to why I studied it. The French Revolution was a case study for us to understand the "concept" of revolution. The concept based curriculum drives understanding and helps the students get the whole idea behind the "why" of learning.



More than 6000 schools around the world run the IB programme. Each of the programmes are unique because they are run in different ways and in different contexts. Learning when contextualised becomes the most powerful tool in the hands of the learner. Imagine learning about chemical reactions and having no clue about why we are studying it, but the moment this learning is contextualised, the students start seeing meaning and learning. Now imagine studying chemical reaction in the context of your home. The whole ball game changes; now you start seeing the same chemical reactions from a different perspective.

Learning can be contextualised from local to global levels. Studying about a Masai art form might not have meaning unless you are from Kenya. But when you start studying about indigenous art around your locality you find a whole different connection.

The MYP framework allows learners to explore different content in a context that is relevant and meaningful for the students. This helps the learner see meaning in the learning and develop as a lifelong learner.



As the students move forward in their journeys in the Middle Years Programme, they reach a very important milestone called the Personal Project. The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours.

The Personal Project formally assesses students' Approaches To Learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration. The personal project encourages students to practise and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

Over the years, the students have created their own computer systems, created awareness about human rights, they have used poetry as a strong tool to express their inner voice and have created ways to save the coral reefs. This variety assures us that students can do wonders when they are driven by their interests.

Today's global pandemic has brought out the serious problems facing modern educational organizations, where there is a lack of congruence between the traditional subject matter disciplines and the competencies required for functioning effectively in our roles as citizens, leisure participants, producers, consumers, family members and lifelong learners. Fortunately, we are grateful to be a part of a curriculum where the learner is at the core.

Jitendra Pandey
MYP Coordinator

Diploma Programme Focus

Exploring the IB Diploma Programme: Bringing Global Connections to Form Local Collaborations

As the DP coordinator of a diverse cohort of young aspiring global citizens, I have strived to sum up the extraordinary experience of our learners through this article. International mindedness in any DP classroom is one feature that brings global experiences and stories to further expand into new perspectives, ideologies, and meaningful connections. All the DP subjects and the core, aim to develop these skills to engage learners to think globally.



The Diploma Programme at Stonehill provides opportunities that enable them to develop an awareness of different cultural perspectives and an appreciation for the commonality and the complexity of human experience.

The Internal Assessments in each subject provide real-world experience through the case studies in Business, commentaries in Economics, explorations in Mathematics, and investigation in Sciences which provide the students with opportunities to visit and connect with organizations to collect primary data and learn from first-hand experiences.

The fundamentals of International Mindedness



The Diploma curriculum traditionally connects the instruction throughout different contexts with the development of students' thinking skills and takes advantage of the cultural contrast that occurs within and across these contexts to challenge students' communication skills. International mindedness is well embedded in the DP programme and encourages the students to learn and stay connected with their own culture and national identity as well as to be respectful and open-minded to others.

Some of the subjects outlined below will give you a glimpse on how our learners engage in international-mindedness and its relevance in learning.

International Mindedness in Languages

The students looked at how racial and gender stereotypes are reinforced in various ads through the use of particular images. They looked at issues that have global significance and shape people's perception. Some key questions that the students explored were, 'how are stereotypes created in the media?', 'how does the media reinforce stereotypes?' and 'how is the media critical of stereotyping?'

The students in French class typically discuss similarities between their country and France/Francophone countries and also try to understand the origins of xenophobia.

International Mindedness in Individuals and Societies

In Psychology, it was interesting to see the students trying to understand their place and the many influences that the digital environment brings. The questions going around the class were: *What does a digital world mean to an indigenous culture Vs an industry-driven culture?* They looked at whether digitization is bringing us closer and or driving us apart. They studied social media algorithms, fake news, the increase and decrease of stereotypes and the sharing of cultural practices.

International Mindedness in Mathematics

In Algebra, the students were quite interested to know the Coefficients of the Binomial expansion and how they come from Pascal's triangle that was set out by a Chinese mathematician (Yang Hui).

International Mindedness in Visual Arts

The DP artwork is influenced and inspired by different time periods and different cultures.

The wonders of Community Service

Community, Action & Service (CAS) in the Diploma Programme ensures that the students enhance their personal and interpersonal development by learning through local experience and getting connected with the community. The students worked in old age homes, orphanages, home for the disabled, animal shelters, government schools, and some NGOs to build their self-determination and collaboration with others, fostering a sense of accomplishment and empathy.



Even during this pandemic, the students stayed connected with organizations to raise funds to help the migrant workers. The students generally visit the government schools and interact with local students, despite the language barriers. Among other activities, they also choose to explore their personal interests and extend those interests towards community service. The following reflections of the students is a testimony to the skills of empathy, sensitivity and collaboration.

"We built kites with the public school kids at the Camp River Rocks despite having a language barrier. Our goal was to create a kite and make the kids genuinely happy." Kao Kamizono, Class of 2020

"As one of my CAS experiences, I am going to go to a traditional Indian breakfast place and help out the staff with things such as cleaning, cooking, and serving the customers." Clara Jensen, Class of 2020

“CARE or Charlie's Animal Rescue Centre is an animal shelter for wounded, abandoned, and helpless animals. There are numerous dogs, cats, birds, and pigs in this animal shelter that need to be taken care of and loved. I aim to become a more compassionate and thoughtful person by working here. I also want to be able to spend my time and energy productively helping anyone or anything other than myself.” Daksha Ponappa, Class of 2020

Ahead of the curve with Extended Essay

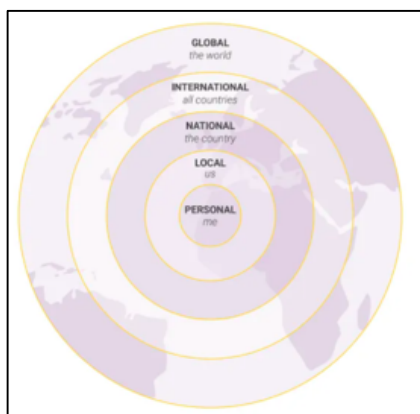


The Extended Essay gives the students an opportunity to understand, explore, and research on different cultures and interact with international or local organizations to bring their classroom learning to practice.

With a vast array of skills established through these interdisciplinary approaches, we aim to develop global citizens of tomorrow. From cultural issues to socio-economic conditions, our students have been able to analyse situations objectively. They have been able to look at global configurations while critically thinking of solutions in these uncertain times.

Manpreet Kaur
DP Coordinator

“Knowledge is seen as dynamic, ever-changing with our experiences” (Bada, 2015)

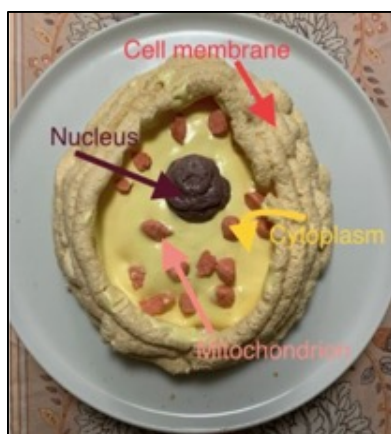


Developing skills through multiple perspectives is integral to an IB learner. One has to go beyond the information that platforms such as YouTube or Google provides. When teaching is developed from both a local and global perspective we shift from a personal, local, national perspective to a truly international one.

At Stonehill, teaching and learning are focused on conceptual and contextual learning. In MYP learning contexts demonstrate authentic world settings, events, and circumstances. These global contexts are chosen to encourage international-mindedness, make learning meaningful, relevant and authentic. Students explore these six global contexts by thinking globally and acting locally.

Beyond The Looking Glass in the MYP Sciences

In M1, the students delved into the world of cells; the microscopic structures that we are all made of from a larger lens. Linking cell structures to larger than life concepts such as “A Broadway musical, dinosaurs, or simply what goes into a pie?”

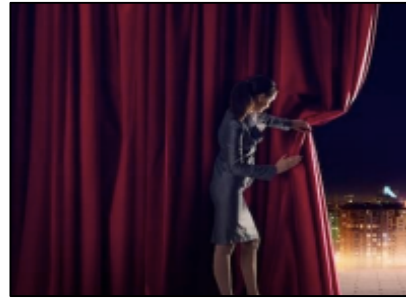


In the kitchen



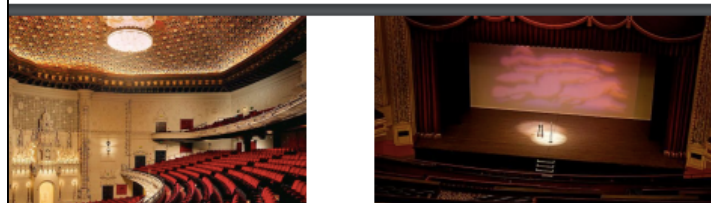
Cell Wall: Supports the cell structure

In a Broadway musical, the Cell Wall is the theatre where the Broadway musical is staged throughout its run.



■ **Cell Membrane-** Controls what goes in and out of the cell, holds everything together

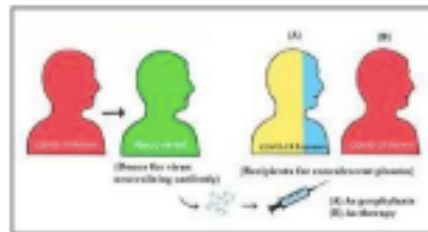
In a Broadway Musical, the Cell Membrane is the Box Office AND the Backstage Manager. One sells tickets and controls entry/exit of the audience and the other controls entry/exit of the actors.



Science in the Time of Covid-19

The pandemic has definitely got everyone thinking about all aspects of life not just at a local but global level. The students are pushed to think beyond their safe spaces and explore the impact of the virus on a much larger level.

Solution 1: Plasma immunotherapy



Vaccines:

Attenuated Vaccines - weaken the pathogens and immune system responds to the virus. (HMH part 2)

Inactivated vaccines - kills pathogen and pathogen parts. Body responds to non-activated antigens. (HMH part 2)

Nucleic acid vaccines - new type of vaccine. Uses Rna or Dna to hijack the cell's ribosomes (protein factories) and redirects them to produce virus proteins so that the cells recognize the virus. (HMH part 2)



Implications of the solution

Advantages:

- The vaccine can be given to patients who don't have the virus to stop them from getting it. This means that they can work normally.
- The vaccine will be thoroughly tested and when it is available to the public it will work.
- You don't need anything extra such as blood plasma from a previously infected person.

Disadvantages

- The vaccine will probably take a long time to make. This because scientists have to test the vaccine again and again until it is safe and works (Module 3). They also have to make sure there are no dangerous side effects
- If the dose of the vaccine is too little or too big, it may be dangerous to the body
- The vaccine will be very expensive as there will be a high demand for it.
- The vaccine will only work on people who do not have the virus.

Implications of solution 1

Advantage

- Accessibility
- Used from before

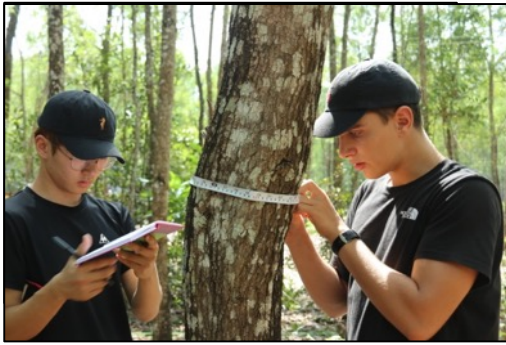
Disadvantages

- Inefficient
- Has to be given intravenously

Information by Karan Rathi



Addressing Local and Global Contexts in the Diploma Programme Jungle Traverses: ESS Tales From the Western Ghats



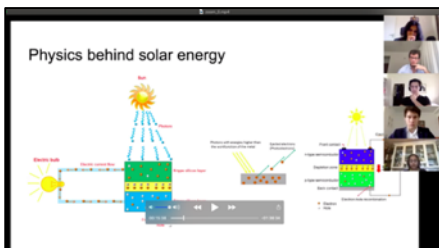
Asking questions is an important aspect of the IB programme, but asking questions that are locally and spatially specific, is even more important in Environmental Systems and Societies (ESS). A field trip to Sharavati Valley in the central Western Ghats, Karnataka opened up a range of learning opportunities in the evergreen systems of the Rainforest. The students mapped vegetation, explored several trails in the disturbed, undisturbed and the intermediate zones. The level of endemic species (native and found nowhere else on earth) noticed on all the days were stunning, be it the Malabar Hornbill, Malabar Pit Viper, Vine Snake or birds such as the Spotted Dove.

For the students, the field trip was a first opportunity to the Western Ghats and they said, “In class, we learned to see things globally. On the field, we learned to see things locally”.

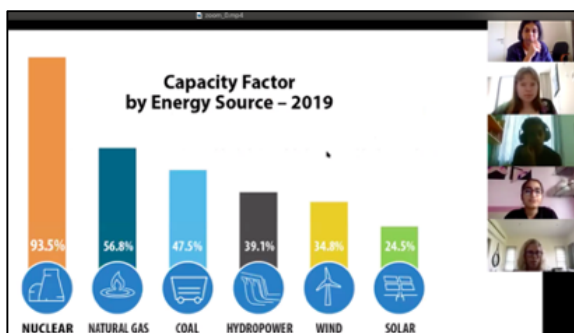


D1 Physics

During the lockdown, the D1 physics students organized a 3-hour webinar session on the best sustainable energy source for the future. While debating on 'Wind Energy' as a sustainable energy source, the students from India were mostly in favour of it since they had seen windmills on the outskirts of the city in a picturesque setting.



It was an eye-opener when a student from Denmark shared his experience of having a wind farm near a city and the plight of the city dwellers due to the huge sound pollution. The students shared each other's experiences. This is international mindedness at its best! Listening to perspectives of everyone in the class, including those of a student who lived near an abandoned nuclear power plant, led to the realisation that there was so much more to energy resources and the factors involved in extracting energy.



Nuclear energy's land footprint is smaller than all renewable sources

- Produces more electricity on less land than any other clean-air source.
- Wind farms require 360 times and solar plants require 75x more land area to produce the same amount of electricity- without factoring in capacity factor.
- 1 nuclear reactor= 1 million solar panels or 430+ wind turbines to produce the same amount of power

Conclusion

In the Sciences, we refer to “Global learning” as, “a student-centric activity in which learners from different cultures use technology to improve their global perspectives while remaining in their home countries”. Reflection activities involve third parties in student projects where the students have taken on familiar (local) and one “strange” (global) approach to their topic and argued about it thereby promoting opportunities for the students to see an issue from multiple perspectives.

Department of Science

Individuals and Societies

The IB Programme - Developed in Local and Global Contexts

‘Individuals and Societies’ encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social and economic factors that have an impact on individuals, societies and environments. It helps learners to consider both the local and global contexts.

The students can engage with exciting, stimulating and personally relevant topics and issues. The study of Individuals and Societies helps them appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping the students recognize and practise tolerance of the uncertainty and that content and methodology can be debatable and controversial.



In **Geography**, infographics and mapping play a key role in understanding space and time. One such ‘power tool’ is the “Rapid Rural Appraisal” approach that the students across high school experimented as an ‘After School Activity’. The approach carried out a series of mapping tools with a neighbourhood local community that helped them scaffold and interpret this complex interaction. Once the community got the hang of the discussion, they successfully led the students through community mapping, time trend, mobility mapping, expenditure chart, seasonal calendar, asset mapping, sociogram and the cause and effect flow diagram.

Although a few deeper insights on human-urban interactions emerged, it was pertinent in helping build a larger picture of the issues springing from urban-rural growth, when ‘urban sprawl’ is inevitable. In the future, the discussion will throw light into livelihoods and capacity building within the framework of the community. The students will be able to use the stage 2 process of ‘power tools’ to further their understanding of this context.



In **History**, both at the DP and MYP level, the students investigate and debate global trends when discussing topics as diverse as the Civil Rights movement and the dangers and challenges posed by authoritarian leaders.

The recent investigation carried out by the M5 History students focused on the Chinese Civil War and helped them consider the factors that provide a fertile breeding ground for far reaching social and political change, while the Diploma history students investigated the impact of dictators while studying Mussolini.

In **Economics**, the DP course emphasizes an understanding of how the economy works. The course focuses on inflation, unemployment, poverty, growth, sustainable development, and the relationship between sustainability and poverty. The introduction of the new syllabus emphasizes these nine concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention). This helps the students think and

reflect on different policies and how it is beneficial for countries. These topics give an insight into how governments react to the ongoing pandemic and their policies to overcome and help promote economic growth and development.



In **Business**, the course encourages the application of primary and secondary research, especially while working on Internal Assessments. Students visit existing business organizations to research the issues/problems faced by them.

The course encourages students to use qualitative and quantitative business tools such as the Ansoff matrix, Investment appraisal, Lewin's force field, decision tree, SWOT and PEST to analyze the various issues faced by businesses either locally or globally. The students learn to analyse, discuss and evaluate business activities at local, national and international levels.

In **Psychology**, the students have examined several theories and concepts that help answer global and local questions. From understanding the limitations of Reconstructive Memory by making podcasts on it to examining the very real dangers of in-group and out-group behaviour, they have understood how the world thinks, reacts and behaves in similar ways. They have looked at cultural commonalities in behaviour by critically examining cross-cultural researches. Answering questions on human behaviour is not easy, but the class, a microcosm of different nationalities and cultures, see that while as a group there are differences, there exists a common thread that runs through them.



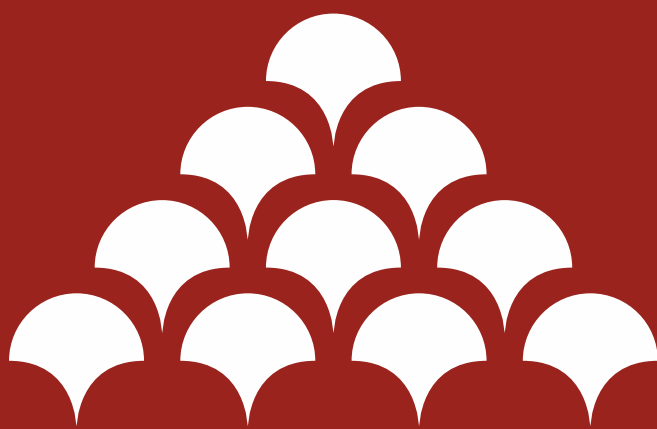
The IB's approach to Individuals and Societies as seen from the application of theories and skills in different disciplines includes a strong focus on inquiry and investigation. The students collect, describe and analyse data used in the study of societies, test hypotheses. They learn to interpret increasingly complex information, including original source material.

The study of Individuals and Societies help students develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with "the human story" as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in Individuals and Societies are essential for developing empathy and international-mindedness, including the idea that "other people, with their differences, can also be right". (IB mission statement)

The Individuals and Societies Department & The Individuals and Societies Guide

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