



EIU Best Practices Series **No. 32**

# Teacher Training and Whole School Approach for Improving Teacher EIU Competences

Beijing Institute of Education (BIE), China  
EIU Best Practices 2013



**APCEIU**

United Nations  
Educational, Scientific and  
Cultural Organization

Asia-Pacific Centre of  
Education for International Understanding  
under the auspices of UNESCO

국제연합  
교육과학문화기구

유네스코 아시아태평양 국제이해교육원

Since its establishment in 2000, the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) has served as a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region.

As educators are faced constantly with great challenges in the fast-shifting world of global interconnectedness, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past in order to learning to live together. In this regard, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences, practical integration of holistic EIU pedagogies and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of unique cases over the past seven years. This year, five new cases are introduced with series number 31 to 35.

As the Chinese economy becomes more and more connected with the rest of the world, promoting EIU in the educational system is equally rising in impor-

tance for the country's overall development. To help develop the competencies of teachers to promote values of international understanding in their schools, the Beijing Institute of Education conducts teacher training programmes and implements an EIU-based curriculum in a new primary school. Both cases complement each other: while trainees gain theoretical knowledge and practical guidance from teacher training, and they apply what they had learned in a primary school where EIU is integrated in each subject. Although still in their experimental stages, both cases suggest an innovative way to effectively bridge theory and practice in enhancing teacher competencies to implement EIU.

I believe that through this programme, various good practices can be widely shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region. In doing so, I sincerely wish that the EIU Best Practices cases continue to spread inspiration to create further openness, equality and diversity in the Asia-Pacific region and beyond.

I would like to extend my heartfelt appreciation to the National Commission of the people's Republic of China for UNESCO and the Beijing Institute of Education for their kind cooperation in sharing their experiences.

December 2013



CHUNG Utak  
Director

## EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviors that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviors in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms

and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years. APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.



CHEN Hong  
Associate Professor  
Beijing Institute of Education, China

Ms. CHEN Hong is an Associate Professor of the Beijing Institute of Education. Since graduation from her university in 1987, Chen Hong has been engaged in various capacity-building and training of teachers in basic education. From 2004 to 2009, she became the core editor of “International Understanding,” the local publication materials which are already in circulation in Beijing. She also became the editor-in-chief of the first volume of the aforementioned materials. She is also the core member of Beijing EIU Teacher Training Project. Her work entitled “International Understanding” earned her the first prize at the 3rd Beijing Basic Education Teaching Achievement in 2009 by the Beijing local government.

She also participated in editing the China-Japan-Korea International Understanding teaching materials and joined academic exchange activities on EIU in Japan, as well as conducted research on EIU and world heritage education.

Since 2011, Ms. CHEN Hong has been pursuing research on the value and strategy of education in the process of internationalization of Beijing, which she views as an important aspect in planning Beijing education.

# Contributors to the Research



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Chinese teacher at Fangcaodi International School Lize Branch, facilitated EIU-related reading activities.

## Acknowledgement

At the end of this EIU Best Practice Final Report, I would like to give sincere thanks to all the people who have had accompanied me with this project.

Firstly, I appreciate the experts from UNESCO and Beijing Institute of Education for helping me organize the materials for composing the Best Practice. I also want to give thanks to the leaders of my organization, Beijing Institute of Education, for their assistance and support. I would like to give a special thanks to Mr. Gerard Angelo I. Bambilla, an Assistant Programme Specialist of the APCEIU Education and Training Team. He gave me lots of valuable suggestions and modifications to my Best Practice report, and finally helped me finish this report. For everyone who has paid their great effort, I would like to give my heartfelt appreciation.

Meanwhile, I want to give thanks to everyone in our Beijing Institute of Education EIU training team, who are Mrs. HE Nini, Mr. LIAO Minghua, Mrs. ZHAO Keling and Mr. ZHANG Xueyan. They have deeply developed the EIU competencies of the teacher trainees during the teacher training program. And for our collaborators, Mr. ZHAO Xueliang, Mr. ZHANG Qiao from the Fengtai District Education Committee, as well as Mr. HE Fengzhen, Mrs. LI Guihua, Mrs. LI Yanru and Mrs. FANG Li from the Beijing Fangcaodi Lize Branch School who had provided us opportunities to improve our EIU research exploration. I indeed appreciate these people and they also developed their own EIU competencies during the conduct of this activity.

Finally, I would like to give my thanks to Mrs. HE Nini from the Beijing

Institute of Education, and Mrs. LI Guihua from the Fangcaodi Lize Branch School for having done a lot of research for this Best Practice report. I hope this report could be shared to many people, so that we could all deepen our understanding of EIU and how to further its development.

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# Teacher Training and Whole School Approach for Improving Teacher EIU Competences

## 1. Introduction and Background

Education for International Understanding (EIU) is an international education initiative led by UNESCO. It is against this international backdrop that China has been promoting the concept and idea of EIU in its national development and educational system. According to the Long-Term National Education Reform and Development Scheme (2010-2020) developed by the Chinese Ministry of Education, China should develop EIU, promote cultural communication, and improve students' cognition and understanding of different cultures.

### **Background of Beijing**

Beijing, the capital of China and an international city, spearheaded in improving primary and secondary school teachers' competencies to promote EIU. This provides a solid foundation for students of primary and secondary schools to improve their capacities in international understanding.

### **Background of Educational Development**

In China's basic education, many subjects are increasingly standardizing their courses by adding 'the sense of the multicultural', 'international awareness', and 'respect and understanding of world cultures' to their teaching contents. Promoting EIU has already become an indispensable demand in Chinese education.

### **Who initiated the program?**

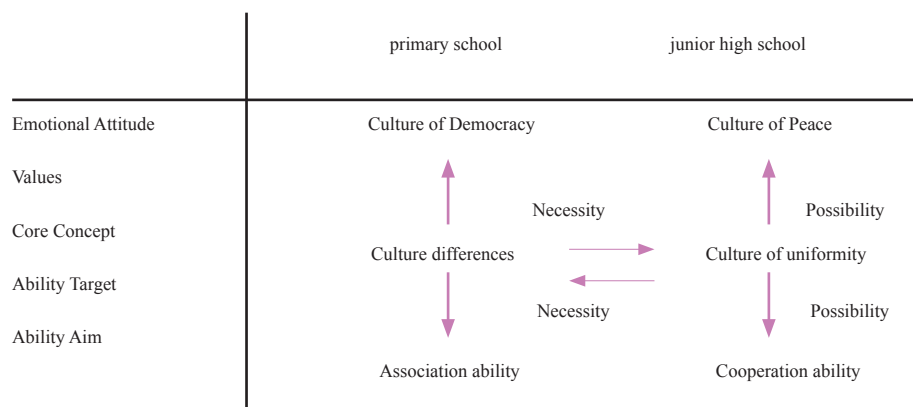
In line with the abovementioned background, CHEN Hong, an associate professor at Beijing Institute of Education, combined the research project, The Research on the Value and Strategy of EIU in Beijing's Internationalization Process (2011-2014) with the 12th Five-Year Plan issued by the Beijing Institute



of Education. Also drawing support from the EIU teacher training in Fengtai district, the purpose of her research is how to develop EIU competencies of Beijing primary and secondary school teachers.

### How did the program start?

The programme began with the development of Beijing local textbooks. In order to achieve UNESCO’s mandate in promoting EIU in Beijing basic education, the Beijing Institute of Education created a series of Beijing local textbooks called "Education for International Understanding". The textbook consists of four volumes for primary and secondary schools respectively. Based on the meaning of EIU as advocated by UNESCO and understanding of cultural similarities and differences, the Institute has developed the textbooks that help construct the theoretical framework of EIU. Cultures are different; thereby provide us with the necessity to understand cultural differences. On the other hand, cultures are also similar; thereby giving us the possibility to achieve intercultural understanding.

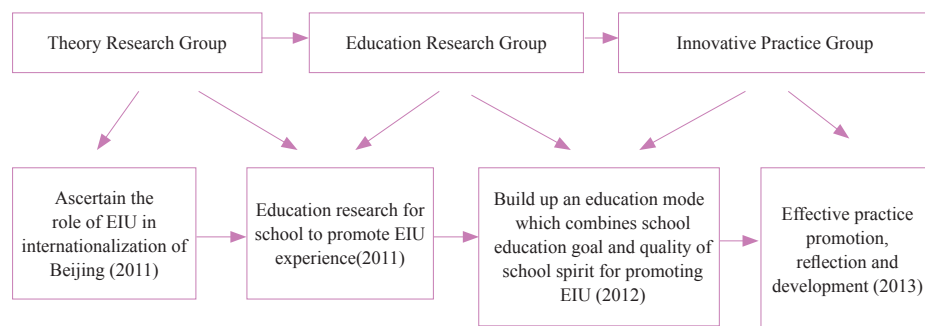


Based on this EIU theoretical framework, the core concepts, competency development objectives and content system of textbooks were developed as shown in the following table.

Grade	Core Concept	Secondary Concept	Competency-Building		Textbook Contents
			Competency-Development	Competence-Objective	
Grade 4 1st term	Cultural differences	Differences, tolerance, respect, understanding	Preliminary expression, communication (listening, understanding, communication, love) comparison, classification, initial analogy and generalization	Understand and learn to appreciate other cultures, the ability to see differences from different cultures.	Unit 1. Greetings and Communication Unit 2. Colorful Life Unit 3. City Symbols Unit 4. Festivals and Customs
Grade 4 2nd term				Empathy from a different cultural perspective, and explore cultural differences in the common pursuit.	Unit 1. On Sports Unit 2. Colorful Arts Unit 3. The Ancient Mythical World Unit 4. The Memory of Human Civilization
Grade 5 1st term	Culture unity; Culture of peace	Respect and communication, Nationality and Universality, Respect for life	Preliminary collection and sorting out information for expression, communication, comparison, classification, initial analogy and generalization	Interact equally with people from other countries and people with different viewpoints; introduce China to people from other countries.	Unit 1. The Appeal of Life Unit 2. A Visual Feast Unit 3. Visiting Other Countries Unit 4. Welcome to China
Grade 5 2nd term				Discover the beauty of life, respect for life and oppose violence.	Unit 1. The Symphony of life Unit 2. The Harmony of life Unit 3. Quality of Life Unit 4. The Eternal Exploration
Grade 7 1st term	Conscious blend of culture	Absorb, localization, integration, innovation	Collect and sort out information; preliminary analysis, assumptions, inference	As the common human feelings	Unit 1. Of the Same Origin Unit 2. Shared Civilizations Unit 3. Commonalities in Human Nature Unit 4. Sharing Joys and Sorrows
Grade 5 2nd term				Understanding of the cultural exchange and integration; resolve differences and conflicts in a peaceful manner.	Unit 1. Diversity of Civilizations Unit 2. Using Others' Strengths Unit 3. Exchanges, Cooperation and Common prosperity Unit 4. Embracing the World with an Open Heart
Grade 8 1st term	Interdependent coexistence and peace development	Competition and cooperation, independence and interdependence, responsibility	Information collection, sorting out and initial use; analysis, assumptions, inference, application	The ability to develop rules with others. Compete and cooperate with others while obeying the rules.	Unit 1. Walking into an Interdependent World Unit 2. Building the Order for Peace Unit 3. Meeting in the Harmonious Future Unit 4. China and the World
Grade 8 2nd term				The ability to analyze international issues from the perspective of history, systems and great culture	Unit 1. The Crowded Earth Unit 2. Shortage of Resources Unit 3. The South and the North Unit 4. Cooperatively build a Safe Home

### Project according to the subject study

In 2011, the project entitled “The Research on the Value and Strategy of EIU in Beijing’s Internationalization Process” headed by Ms. CHEN Hong, Associate Professor from the Department of Social Sciences of the Beijing Institute of Education, focuses on several valuable aspects of EIU and effective practical strategies to be disseminated in primary and secondary schools.



Based on the diagram, it can be seen that Teacher Training and Whole School Approach for Improving Teacher EIU Competences programme embodies the three aspects of APCEIU EIU Best Practices 2013, namely: (1) teacher training, (2) class activities, and (3) programmes related to school ethos and environment. As a result, a strong EIU textbook development team, teacher training expert team and sound school conditions were developed, which can help promote EIU in schools.

The core elements of this best practice are: (1) textbook development and EIU research as the basis; (2) teacher training for Beijing teachers to improve their EIU competences as the major activity; and (3) schools changing and improving their goals in student education by integrating EIU into the school curriculum as the focus. These elements helped teachers improve their competences to effectively promote EIU.

### What resources (human and other resources) have been used to make the program workable? How are these resources mobilized?

In order to carry out the school EIU best practice project research, several resources were utilized such as the (1) EIU textbook development group, (2) teacher training experts, (3) educational research experts, and (4) school project group. This is done in order to guide the Beijing elementary and secondary school principals and teachers of integrated practice in exploring the potential

impact of the project.

This project uses two innovative practical activities to cultivate primary and secondary school teachers’ EIU competences.

In the first activity, the Beijing Institute of Education provide teacher training to dedicated school teachers, making a solid foundation for popularizing EIU theory and practice.

In the second activity, in order to implement EIU goals and input EIU innovations in the school framework, the following three steps were used: (1) education, (2) research, and (3) reflection to continuously improve EIU competencies.

These two activities interact with each other. The first activity provides the second one a practical guidance and theoretical support whereas the second activity continually creates new activities. As a result, teachers can infuse EIU into their own teachings.

## 2. Case I. Teacher Training for Improving EIU Competences of Elementary and Secondary School Teachers

The Beijing Institute of Education, as the specialized teacher training institute for primary and secondary school teachers in Beijing since 1999, already started researching of EIU theory in the form of theoretical courses and practices. From 2004 to 2010, in order to successfully carry out EIU in primary and secondary schools, the Institute developed the theoretical framework of EIU as well as textbooks entitled "International Understanding" for primary school and secondary school (4 textbooks each). These led to the foundation of theory and practice for the construction of EIU competencies in Beijing elementary and secondary school teachers.

Teacher training is the flagship programme of the Beijing Institute of Education. It has one or two period EIU teacher training programmes and innovative practices are expressed in three main aspects: (1) drawing up the training target, (2) various training content, (3) three-step training stages and (4) researching about

training mode.

The EIU teacher training aims to (1) fundamentally comprehend the international understanding curriculum content system and teaching target audiences; (2) provide deep understanding of basic knowledge and basic skills on EIU; (3) combine the knowledge with the teachers’ teaching discipline and actively carry out EIU; and (4) grasp the teaching skills and methods of EIU to improve teaching experiences and become core teachers.

## 2.1 Teaching Methods

The training uses theoretical studies, practical activities, achievement exhibition as a “three-step” process to carry out:

Firstly, the concentrated training combined expert lectures with interactive discussion, putting emphasis on the content of teaching materials. This enables the trainees to understand the present condition of EIU in order to grasp the concept of EIU teaching mode.

Secondly, the practical training organized experts to guide teachers and let them implement the content of the theoretical study to primary and secondary school classrooms. The Institute tries to find problems in practice, then research for the solution, and improve the experimental teachers' education teaching level, targeted to carry out their individual trainings. Based on the training needs, trainees were given the opportunity to observe and participate in interactive discussions which broaden their horizon and increased their capacity.

Lastly, the achievement exhibition was conducted at the end of the training which includes sharing experiences, reactions, observations, and reflections. The wrap-up session allows the experts and teachers to evaluate and to give guidance on the effectiveness of the training in achieving its objectives. Outstanding students were also selected and accorded with prizes. This training mode has become a basic model for EIU training in Beijing primary and secondary school teachers.

## 2.2 Relevance to EIU

The teacher training programme encompasses EIU concepts, goals, framework,

and related teaching methods and skills that will help cultivate quality teachers for the promotion of EIU.

## Course Schedule

Training stage	Course model	Course name	Period (hours)	Main content	
Theoretical study	Culture and EIU	EIU definition	4	Meaning, purpose, follow-up action of EIU	
		EIU core concepts	4	Core concepts of EIU: peace, mutual understanding	
		Culture and EIU	8	EIU cultural perspective and culturology introduction	
		Comparison of Eastern and Western culture	8	Introduction of Western culture and history, discussion of the interaction of Eastern and Western culture	
		Religion and religious culture	8	Introduction of religion and religious practice	
	EIU basic skills	Chinese traditional culture	Chinese traditional culture	8	Introduction of Chinese culture, discussion on the relationship between Chinese and other cultures
			Teaching material system expression	8	Deeply analyze EIU teaching material and contents
			EIU approach and methodology	8	International understanding education approach
		Field visit	EIU design and practice strategy	8	Combining the example to analyze the characteristics of EIU design
			Historical relics and culture	8	Visit the National Museum and listen to the explanation of relics
Practical tracking and guide	Practical education	Experience activity for the whole faculty	8	Additional activity outside school which helps develop cooperation skills	
		Trainee teaching activities	60	Trainees are formed into 4 groups, each group contain 7-8 trainees to carry on teaching practice between trainees. Every group has a guide teacher to facilitate the discussion	
Achievement exhibition		Trainee visit the advanced school of EIU	20		
		Group discussion	20	Trainees have a conclusion meeting to interact with each other and to share their experiences to others.	
District discussion					

## 2.3 Impact of the Programme

From 2008 to 2013, Beijing Institute of Education has at least one EIU teacher training every year.

According to EIU teacher training module for Beijing elementary and secondary school teachers, several schools in Beijing area are starting to implement this module as their basic pattern. From 2008 to 2013, the Institute trained more than 1,000 people, covering more than 100 schools from the urban and some suburban area in Beijing. Nowadays, the teachers who participated in the training

already became core teachers of EIU practice in their district.

The national curriculum, local curriculum and school-based curriculum were discussed using different teaching approaches (see below table).

course teaching approach	national curriculum	Local (school-base) Curriculum
Permeable	Subject courses	Local (school-base) curriculum
Singular	Comprehensive practice	Social activity, international communication, theme activities

More than 40 essays from teachers and trainees about Education for International Understanding were published and disseminated in public.

## 2.4 Trainees' Reflections

According to JIN Bochen, an English teacher of Beijing Guangming Primary School, "Teaching Education for International Understanding to students" is very important. With the increasingly globalized human activities, the globalized economy and the movement towards an information-based society, communication among people become more and more essential. Understanding of each other is the bridge for better communication. The English course standard (tentative) has a slogan entitled "Helping students to understand Eastern and Western cultural differences, widening the horizon, cultivating the spirit of patriotism, and forming a healthy outlook of life" and was used as one of their tasks in English class. Meanwhile, "cultural consciousness" was also used as one of the core concepts. We made detailed descriptions of each task and target and their corresponding grades. At the primary level, we mainly study about culture and its background. The information above all shows the importance of EIU."

Teacher LI Xianmin from Beijing Fuxue Elementary School states that, "My school has an advertising video named 'On the Way'. This means we are on the way in training people with Chinese artistic appreciation and world modern thinking". And on that way, we are exploring, seeking and going forward. During this EIU study and practice, we realized that the EIU concepts have the same

view with our theory on school management. Plus, in my own practice teaching, we could actively infuse the EIU concept with great confidence."

Teacher ZHAO Jia from Beijing Chunjiang Elementary School reports that, "EIU stress on the propagating of national spirit while also promoting respect to other cultures has made me think a lot. This made me realize that every nation with its own spirit should learn how to live together, meaning coexist with others. We also need to learn from others, as well as help each other selflessly."

Based on the comments made by the trained teachers, the training has successfully fulfilled the goal of developing the teachers' EIU cognition and ability.

## 2.5 Reflections

After participating in the teacher training, the teachers should think more systematically and should try to implement it into their own teaching, thus boosting the promotion of EIU competencies.

Follow-up programmes such as conducting lectures on EIU periodically after the teacher training should be encouraged. The previous training participants could be used as resource persons to share their learning experiences.

All aspects should be considered when planning the project. The lack of experimental schools for teacher training programmes could hinder the continuous implementation of EIU programmes.

## 2.6 Suggested Improvements

Information dissemination on teacher training should be strengthened to create awareness to the whole district or even to the whole city. A holistic multi-dimensional framework of EIU practices in schools should be implemented by promoting exchange visits between schools. Linking schools together would foster exchange and dialogue thus building a foundation for mutual respect and understanding.

Below are some of the photos that depict the integration of EIU in the teachers' respective teaching disciplines.



▲ First-hand experience of cooperation



▲ A trainee, a calligraphy teacher, combines Chinese traditional culture with EIU by teaching about the harmonious relationship between heaven, earth and man.



▲ A physical education teacher combines EIU in his exercise class.

### 3. Case II. Effective Practice of EIU in Fangcaodi International School Lize

#### 3.1 School Introduction

Fangcaodi International School Lize branch campus belongs to the Fangcaodi International school district and is located in Fengtai Lize business district. It just opened on 1 September 2010. Currently, the highest grade available is grade three. Since the Fangcaodi education district accepts kids of diplomats living in the district, the students of Fangcaodi elementary school are mostly from different countries. Accordingly, the school philosophy is based on the theory of Chinese characteristics with international vision, showing EIU as its unique feature. As a branch school, the integration of EIU is an important content in the school curriculum. The EIU content module and practical course system has been formulated since the school came into service in 2010.

#### 3.2 Project Implementation Background

##### Foundation of the Project

In 2011, the Fengtai District of Beijing carried on a practical research called “EIU coming into the Schools.” As a new school in Fengtai district, Fangcaodi International School Lize branch campus participates actively in the EIU practice. At the same time, the Fengtai district authorities invited EIU experts from Beijing Institute of Education to give professional guidance and directions

to the whole district. In the process, the school not only uses EIU as an essential component of the school curriculum but also explores other EIU practical approaches.

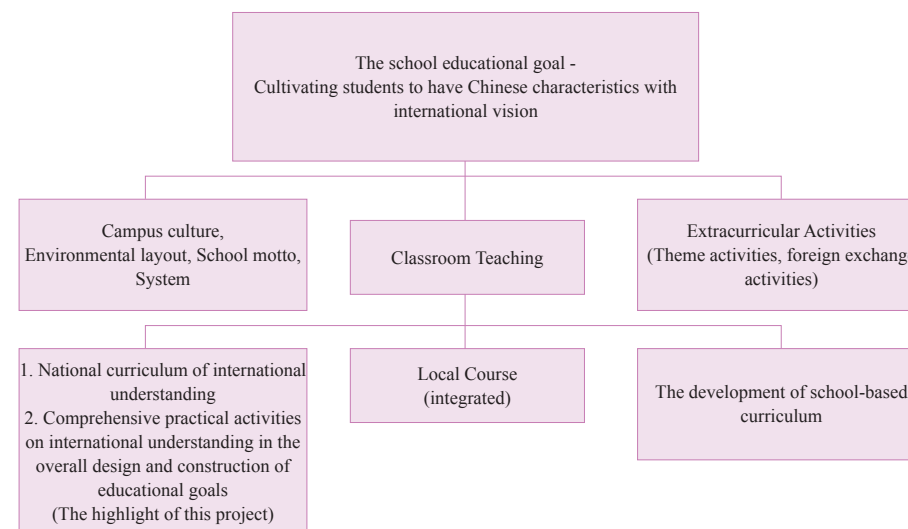
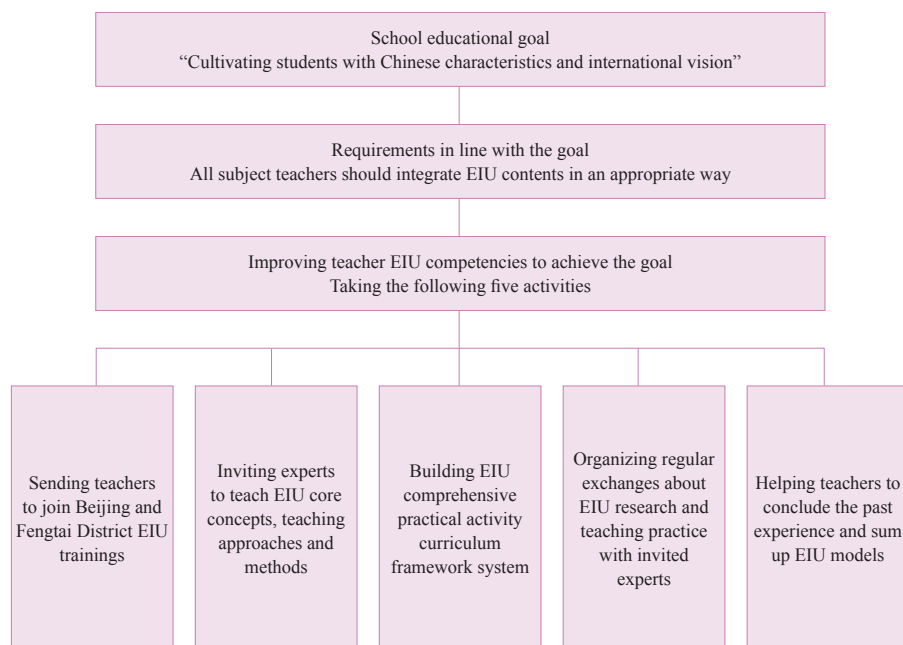
Since the Fangcaodi International School Lize branch campus receives students from other countries, it has come up with an educational school goal which is “cultivating students with Chinese characteristics and international vision,” an enormous challenge in the field of EIU. The school stresses on how to express EIU in their classes, and how to carry on EIU in practical activities. The school uses national cultural education as the core and extends into various cultures from everywhere in the world. This helps to promote the concept of EIU to the students in their classes.

##### Initiation of the Project

In order to effectively carry out EIU programmes in practical activities, different agencies worked together. There are three project sponsors: (1) Fengtai District Educational Science Research Institute, in charge of the project organization, (2) Beijing Institute of Education, in charge of the project theoretical introduction and professional direction, and (3) Fangcaodi International School Lize Branch school research group, in charge of project design and specific implementation. The school uses the combination of school educational goals and EIU objectives to construct a system to train teacher faculty.

The school administration leads the innovative practice of the Fangcaodi Lize campus to develop faculty teaching abilities as stated below:

- (1) School combines their own theory on school management “cultivating students with Chinese characteristics and international vision” with the EIU goal, thereby using EIU as an essential component of the school educational aims.
- (2) In line with the school educational goals, teacher faculties are asked to include EIU in their own subject course content.
- (3) In order to achieve the abovementioned goal, Lize campus takes three steps with five aspects to improve teacher EIU competences:



### 3.3 Goals

#### The Project Goals

The educational goal of Fangcaodi International School is “to cultivate students to have Chinese characteristics with international vision.” Based on the goal, the school sets the project orientation as “the goal of promoting EIU is to improve students’ knowledge and understanding of Chinese national culture, develop their understanding of different cultures so that they could develop an ability of identifying themselves with the great problems in the world, as well as improve their cooperative skill in international communication.”

This project reflects two features during the practical promotion of EIU in school. EIU is implemented in a holistic way and reflected in school activities. In order to fully realize the goal, the school sought a comprehensive EIU approach, utilizing the campus culture, classroom teaching and extracurricular activities to implement EIU in all aspects.

#### Project Target Groups

The target groups are elementary school students from grades 1 to 6, which means children from ages 6 to 11. However, since the school has only students from grade 1 to 3 students aging 6 – 8 years old participated in the project.

The overall promotion of EIU is designed and carried out around two dimensions: activity themes and students’ cognitive levels so as to improve students’ competencies in international understanding. The EIU practical activity goals for different grades are shown in the following table:

Activity Theme Cognitive Level (period)	Climb the Great Wall	Write Chinese calligraphy	Chinese and foreign festivals	Sports
Junior (primary school grade 1 and 2)	Climb the Great Wall and feel the grandeur of the Great Wall	Learn to write Chinese characters, experience the use of the brush	Obtain basic knowledge and understanding about festivals and their most notable symbols	
Intermediate (primary school grade 3 and 4)	Understand the origin of the Great Wall and its roles	Initial understanding of different calligraphy styles and the stories behind the formation of these styles	Know the history, significance of the festival and experience folk festival activities	

Senior (primary school grade 5 and 6)	be aware of the Great Wall's role as a symbol of the Chinese national spirit	Preliminary understanding of written words? cultural connotation, and the beauty of calligraphy	Preliminary understanding of festival culture meaning, comparing cultural differences of Chinese and foreign festivals	
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### Project Participants

The project participants include students from grade 1 to 3, their parents as well as people from neighborhood and the society.

### Method

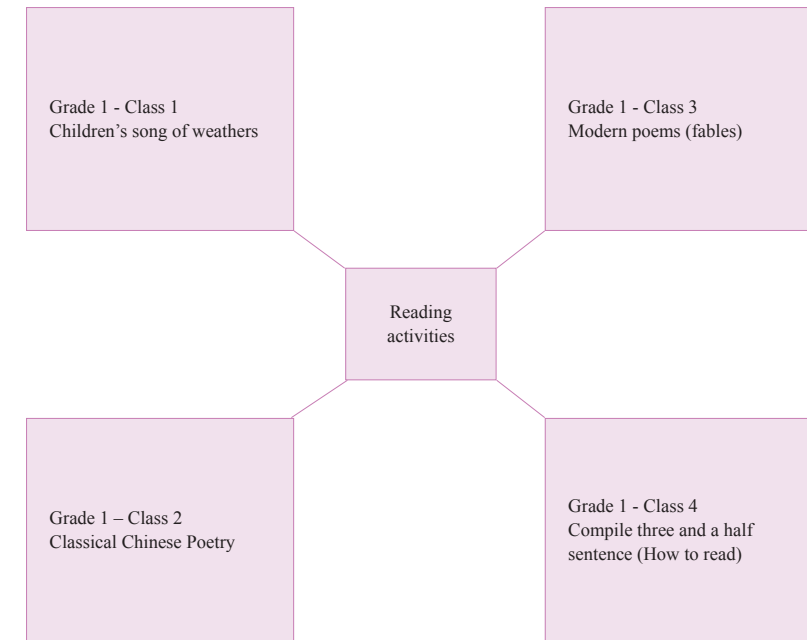
Teaching methods of innovative practice project

The project teaching principles are collective participation, experience by working, serving the neighborhood and building individual values.

### Activity Goals and Contents for the Theme of “Festival” in Different Grades

Grade	Theme: Experiencing Festivals in China and in Foreign Countries		
	Activity Goal	Activity Content	Activity Scope
Low-level (from grade 1 to 2)	Experience the local festivals and their symbolic items	Activity 1: Tomb-sweeping Day Poem club	Collective activity at school
		Activity 2: Experience minority peoples dresses, customs and life	Minority people fashion show at school  Visiting Chinese Ethnic Culture Park outside school
Mid-Level (from grade 3 to 4)	Learn about the history and meaning of festivals and experience minority activities	Activity 3: Colorful festivals	Students perform minority peoples' dances to neighborhood with parents
		Activity 4: Halloween party	Collective activity at school
High-Level (from grade 5-6)	Comparing the differences among various cultures and nations	Activity 5: Red lanterns and pumpkin lanterns (not implemented yet)	

### Different Classes in Grade one Focuses on Various Themes



Based on the requirements for reading activities, grade 1 mainly focuses on short poems, and the contents of each class do not overlap one another. These short poems are easy to read and understand, thus meeting the students' reading requirements.

### Teaching Guidelines for Innovative Practice Project

The EIU activities are using Chinese local culture as the core, and then eventually introducing diverse cultures which gave the students opportunities to reflect on their similarities and differences. Thus leads to respect, tolerance, compassion and intercultural understanding.

### Activities

The school uses different approaches such as school presentations, class teaching, and extracurricular activities which provides the platform to make the students experience and, understand cultural diversity.

## School Presentations

Every semester, the school holds an activity which involves showing EIU-themed activities such as singing, dancing and other performances. Students will showcased what they learned in the past half year. Students put paintings and pictures in achievement exhibitions.



▲ After flag-raising, Grade 3 students introduced the New Year dancing of the Tibetan people Tibet for New Year



▲ Grade 3 - Class 2 introduce the Chinese Zang ethnic minority's festival and daily food on an exhibition board

## Class Teaching

EIU is integrated into subject courses. For example, in Chinese class, students learn the reading text entitled "I am on the Great Wall" and know more about it.



▲ Teacher Ms. LI Yanru, teaching EIU through a lesson entitled, I have reached the Great Wall

Ms. LI Yanru, a trainee teacher, was giving a Chinese lesson on visiting Badaling, one section of the Great Wall. In this lesson, Ms. LI not only enriched the students' knowledge about the Great Wall of China, but also helped them know more about the historical architecture and buildings in other countries through supplementary reading. As a result, students formed a better sense of human creativity and wisdom shown in traditional culture, thus deepening their ideas of cultural diversity.

## Specialized Course: Comprehensive Practical Activity Class

To ensure the effectiveness of curriculum implementation, the school sets special after-lunch reading time for students to read Chinese and foreign classics to enjoy the beauty of literary works.





▲ In the activity entitled: “Experience various cultures through reading,” student showed their achievements by playing the revised version of the folktale The Fox and Crow

### Extra-curricular Themed Activities

Every year, the Student Union sets up an activity display in Xiachen square. In this activity, they solicit charity donations through open performances, using what they learned over the past year. They also give their paintings, hand writings and models to charity bazaar donations. Then the school will encourage everyone to join and participate in the donation campaign in order to cultivate a sense of love and responsibility in the students.



▲ Grade 3 students performing Chinese minority ethnic dances at the community square for community residents. This activity is held once a year.

The community staff and parents work as volunteers in organizing and carrying out these activities.

### 3.4 Impact of the Programme

The idea of a national spirit-international vision, which is developing awareness among students about cultural coexistence, thus preventing narrow nationalism, appears to be successfully promoted. The comparison of national culture enables students to learn about the core concepts in cultures - the shared value of humanity. This helps students to get rid of narrow-mindedness, thus learning to be tolerant, respectful and being open.



▲ Parents and children climb the Great Wall to see the majestic Great Wall.

### Comments from Key Stakeholders

A student from Hong Kong explains: “In the reading activity, I learned about the cultures and people from different countries. I also realized that people in the world all have the same life pursuit, that is, they want a peaceful, happy and healthy life.”

Chinese Student 1: “After climbing the Great Wall, I understand better the contents in class textbook and passages. I know that not only the Chinese are clever; the people from other countries are also intelligent. I am proud to be Chinese.”

Chinese Student 2: “After learning about the traditional festival of some countries

and nations, I discovered that every festival has its own story. Every festival is the embodiment of people's wishes for harvest, peace and happiness."

One parent: "The activity is very meaningful. It does not only cultivate the kids' abilities but also widens their horizons. As a result, my child has changed a lot. By this activity, I found my kid being polite and humble in communicating with others. He even told me the story of the Great Wall!"

### **Subject Integration, Achieving Results and Raising Teachers' Sense of Innovation in EIU**

By this effective research approach, teachers accumulated a great deal of related educational materials, resources and teaching approach. The trainees discovered the teaching methods to understand culture differences, which mean they develop their teaching ability and innovative competences quickly.

Character-building and life subject teacher said: "I have benefitted a lot from the integration of EIU into the character-building and life subject. Processing the huge amount of information gave me a new and deeper understanding of the national culture. The class with EIU integration also provides me with new insights on the concept of EIU. In character-building and life class, EIU should not only stay at the surface but more concentrate on character-building and moral education, which can help achieve the goals of EIU."

### **Setting up a Platform for Building EIU Community**

The effective practice and the research group helped sets up the research framework for the follow-up of EIU work and also set up a resource platform.

Through the practice activities, the society gives the school more resources and platforms, adding impetus and effectiveness to the project implementation.

Society Classroom Head Said: "When the students join the social practice activities, they learn the culture and story of every historical relic, and they can recite the story to other people who went with them. They are so great. They spread the knowledge using their own language.

District Educational Head: "I am glad to participate in yesterday's activity. The students' performances were so fantastic. They were confident and outgoing, of which I was greatly impressed. The programmes were splendid. I could see the

careful design of teachers and students in the performances. I felt like travelling between now and the ancient world. It was a wonderful experience."

## **3.5 Analysis**

### **The Relationship between Research Results and EIU**

Our research is supposed to let the students learn more about local culture from the practical activities, then experience other culture, ultimately leading to understand cultural diversity. In this way, we learn and practice so as to promote the achievement of the EIU goal. In EIU, students develop their cultural understanding, respect and tolerance towards diverse cultures.

### **Effects of Research Results on the Community and the School**

The EIU practical activities received approval from the whole faculty, students and parents, and it served as a guide for the follow-up activities. The district leaders also gave favorable comments on the EIU project. They think the activity approach should be further popularized. The school has done the EIU theme exhibitions and class-observation activities three times in Fengtai district. Every time, the district leaders, parents, neighborhood people think highly of the activities and gave their own suggestions, which helps the school to improve future EIU work.

## **3.6 Reflections and Suggestions**

EIU is very broad and profound. It enables students to develop their critical thinking. Creating exchange and dialogue among cultures, is an enormous challenge for elementary school students. The following are reflections and suggestions:

First, we need teachers to guide students properly and in a timely manner. To help students achieve and improve their understanding, teachers should organize activities for students to see and understand the common features of different cultures.

The school is carrying out the EIU practice activity. But the whole course system was not formed due to limitation of the school having only three (3) grades. Therefore, the promotion of EIU teaching contents towards different grade of students will take a long time.

## Sample Lesson Plan

### Visiting Badaling Great Wall

Fangcaodi International School, Lize Branch

by Ms. LI Yanru

#### Teaching Objectives:

1. To increase students' vocabulary and proficiency in oral English.
2. To encourage students to express their feelings and amazement through words after an expanded understanding of the design, function and aesthetic significance of the Great Wall.
3. To expand students' knowledge of representative historical architecture of other countries in comparison to the Great Wall.
4. To promote to students the wisdom of ancient laborers, national pride and the idea of one common language.

#### Teaching Process:

1. Vocabulary accumulation and oral English training as lesson introduction.

Badaling Dragon Grand  
Rise and fall Stretch out front the Great Wall

A. Teacher instruction cues

- 1) Who can read these vocabularies and pronounce them correctly, please?
- 2) Who can read them again? Please let the class know how you understood them?
- 3) Let's try to read them according to his/her understanding.
- 4) Who can use at least one word mentioned above in a sentence about the Great Wall?

2. Reading comprehension and text appreciation.

A. Student instruction cues

- 1) Slowly read the text and try to reflect on what the writer felt when he saw and heard about the Great Wall.
- 2) Underline the text that describes what the writer saw and enclose in parentheses the text that describes what the writer has heard.
- 3) When finished, look for a partner and read the text to each other. One should read about what the writer saw while the other should read what the writer has heard.
- 4) Discuss with your partner about what you have learned from the sentences
- 5) Present to the class about the sentences that were found and share to everyone what has been discussed between you and your partner.

B. Sentences used in class discussion

- Student: "The Great Wall is so grand!"
- Teacher: "What is the meaning of the grand? Who can read this sentence again?"
- Student: "The giant Great Wall is located on Mt. Tao; it rises and falls and stretches out front."
- Student: "Mother said, 'the Great Wall is 5,000 kilometers in total so people called it the Great Wall. The Badaling Great Wall is just a small part of it.'"
- Teacher: "The wall is wide and can run side by side by five or six horses. Why did the author use 'run side by side by five or six horses to describe the Great Wall is very wide?'"
- Student: "The Great Wall is what the ancient Chinese people use to attack the enemy while in defense. If someone spots an enemy, he lights up the beacon. When people from afar see the flames, everyone then knows that the enemy has arrived."
- Student: "I stood on the Great Wall. At a distance, the Great Wall is like a

dragon." The author is full of pride.

- Teacher: How can such a great project be built? Who can talk about according to what you have learned?
- Student: "Our people labored hard to let us see the Great Wall that climbs mountains and slides through thousands of miles of desert, tough and focused like a dragon that gallops through vast land. In awe of our hard-working and intelligent people, how can we not loudly praise saying – the Great Wall is indeed great!"
- Teacher: "Students, not only we Chinese are proud of the Great Wall but also those foreign heads of state marvel at the great wall. This is how the former president of the United States talked about the Great Wall."

"This is a great wall."

"Wall remains the same, China has shrunk."

- Teacher: "The Great Wall is not only the symbol of Chinese national pride but also the pride of the human civilization. Let us once again stand on tall on top of the Great Wall and give out an affectionate praise! There are other magnificent huge buildings like the Great Wall such as the Egyptian pyramids."

## Reading Material

### Visiting the Egyptian Pyramids

Today my father and I reached Egypt and saw the long-awaited pyramids. How grand the Great Pyramid of Khufu is! Its base is a square and it is surrounded by four equal triangles. The guide told us: "The pyramid looks like the Chinese character 'golden' word from the side, the so-called Chinese pyramids. We just see only one representative pyramid among many others."

As we approached the pyramid, we found out that it is made out of many megalithic blocks. The tour guide said: "There is nothing between stones that makes them attached but a stone stacked on top of another stone. Every stone is very flat and it is difficult to insert the blade in the gap, which makes the

pyramids a miracle in world architectural history.

After nearly five thousand years, a lot of ancient buildings no longer existed. However, the pyramid still stands on the African land, shining with light that shows the wisdom and strength of the ancient Egyptian people.

## **Conclusion**

Even though the Great Wall and the Egyptian pyramids are different in their ancient wisdom and the builders that created them, both of them are worthy to be cherished by the whole human civilization.