

## 2016 IIME REPORT

Country/Region [ France ]

School [ Collège La Loge des Bois ] Teacher [ Thierry Lambert ] Grade ( 7 ) Member ( 21 )

JP school [ Sijima Elementary School ] Teacher [ Kiyoshi Fujita ]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
History & Geography	<ul style="list-style-type: none"> <li>▪ Localization of Japan with Googleearth :               <ul style="list-style-type: none"> <li>◦ Time shift (day/night option).</li> <li>◦ Main cities and islands. Countries in the neighboring.</li> </ul> </li> <li>▪ Exploration of Kanazawa and the Sijima School neighboring. Virtual tour with Google Street view.</li> <li>▪ Japanese writing : very short explanation of the functioning of kanjis, hiraganas, katakanas or <u>romaji</u>.</li> <li>▪ Understanding the Japanese pupils' difficulty to read our latin alphabet. Using of Googletraduction to build short Japanese words.</li> <li>▪ Discovering Kanazawa's items (castle, samouraï houses, bamboo forest).</li> <li>▪ Listing of our local area's historical and cultural heritage</li> <li>▪ (To come): redaction of a little manual which will explain what is drawed on the mural.</li> </ul>	8
English	<ul style="list-style-type: none"> <li>▪ Conception of cards :               <ul style="list-style-type: none"> <li>◦ Presentation cards</li> <li>◦ New Years cards.</li> <li>◦ Physics objects and school park trees cards.</li> </ul> </li> <li>• Reading and understanding Japanese pupils' cards</li> </ul>	10
Music	<ul style="list-style-type: none"> <li>▪ Conception of a soundtrack for an upcoming video. The french students sang both in French ("<i>Tous les cris les SOS</i>") and Japanese ("<i>Itsumo Nando Demo</i>").</li> </ul>	5
Art	<ul style="list-style-type: none"> <li>▪ Choosing of the items to draw to present our local area's historical and cultural heritage (castle, forest, local horses, local mushrooms, ponds ... etc).</li> <li>▪ Shooting the mural to make an (almost 1:1 scale) copy which will be exposed in our local castle-museum.</li> </ul>	10

### # Theme and Message of the mural

Theme	Cultural & Local Heritage
Message United thoughts to share with the world	Being connected to each other



### # Effects and the Problems

Effects your students have gained	Points for further improvement
<p>They gained a better understanding of Japan and its culture. They were eager to send more cards to their Japanese pen-friends and were proud when they saw the newspaper article. This project permits more English practice and improvements. English reveals itself essential to be exchange between our two cultures. Some students want to stay connected with their Japanese counterparts and proposed their social network's address.</p>	<p>For our first participation I lacked anticipation on several issues. I wanted to contact a Japanese teacher and make her come in our school to present some language basics but I lacked of time to achieve all I imagined. This year is special for us, there is a big educational reform in France which is rather complicated.</p> <p>I hope to be more reactive and efficient next year and anticipate more the imperatives of French and Japanese school calendars.</p>

### # How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
<p>Our school is in a rather isolated area. Our pupils do not open themselves easily to the "outside world" and easily mismatch China with Japan. Globally, they were very enthusiastic and asked many questions on many different subjects (bamboo forest, Tokyo tower, Mount Fuji, Japanese school uniform, Japanese's houses ...). They also learned things about their local area and history. Some didn't realize all the cultural wealth within some kilometers from their homes.</p>	<p>This project permits different teachers to work together (essentially Physics &amp; chemistry, English, Art and Music but also History and French). We enjoyed working together and it's always delightful to work on something which started at the other end of the world.</p> <p>This kind of project permits a different connection between pupils and teacher.</p>

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept-Feb	-Presentation cards -New years cards -Thanking cards	Interested and motivated. Made a lot of decorated cards using pens and stickers or powerpoint.	English
SHARE Research on the theme	Sept-Nov	Using of several internet resources : Googleearth, Google Streetview or Wikipedia	A lot of questions asked, they didn't realize time was flowing so quickly ("already ?" when the ring bells)	History Geography Physics
UNITE United message/ Mural design	Nov Dec	Sharing the exchanges made on the forum. Listing our items and comparing them to the Japanese's ones	Curiosity and questions on the Japanese culture in general and on Kanazawa's items (bamboo forest, proximity of the sea, big crabs...)	Art English History
CREATE Mural painting	Feb Mar	Two "special half days" dedicated to the mural. Rotating groups.	Painting, singing, taking pictures in the park, writing cards ... A lot of motivation, fun and seriousness.	Music English Art
APPRECIATE Reflection/ Appreciation	Mar-May	To come : Exhibition in our castle-museum of a copy of the mural. Making a notice to "read" the mural for parents and visitor. Contact the local newspaper	Proudness to see that their work will be exposed or read.	Art History French

### # Aim of the Lessons and Result

Aim: Rank A to C in order you put emphasis on (A: very much/ B: much / C: not so much)

Result: Rank 5 to 1 (5: very effective / 4: effective / 3: so-so / 2: not so effective / 1: not effective at all)

Expected Effect	Aim	Result	How your students have reached it
Understanding our own cultures	B	4	In classrooms. Questions, propositions.
Understanding the other's cultures	A	5	Researches on internet, using of Googletraduction
Communication / Collaboration abilities in the class/with partners	A	5	Shooting photos in group. Relying on others' work. Painting in groups
IT skills	B	5	Using Powerpoint and numerical cameras
Creating friendship in the class/with partners	B	4	Sending nominated cards. Remembering Japanese names.
Attitude in learning	C	5	Seeing the teachers differently through a common purpose : the mural
Expression ability in words, in pictures	B	5	Some student with difficulties used this project to express themselves successfully. Realized that school skills can be useful to self expression (English, drawing ...)
Appreciation ability Appreciate the mural and the whole collaborative learning	A	3	We were behind schedule with the mural. We couldn't expose it long enough in our school. We can correct this with the building of a copy thanks to the pictures we shot. Articles in newspapers.