

2016 IIME REPORT

Country/Region [Malawi]

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Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Extra curricular activity	To introduce each other with Japanese learners.	6
Extra curricular activity	To search Malawian culture and know Japanese culture.	5
Extra curricular activity	To draw the mural.	7

Theme and Message of the mural

Theme	Culture
Message United thoughts to share with the world	Difference is personality –Connected to Earth–



Effects and the Problems

Effects your students have gained	Points for further improvement
Learners learned about Japanese culture. Therefore they recognized their own culture more. Especially they were interested in Japanese food, so they tried to cook Japanese food in practice. They could deepen the understanding of culture of both Japanese and Malawian.	It was the first time for learners to paint using paint colors and brushes. So at first, they hesitated to paint. But they got used to painting little by little. Finally, they could enjoy painting and they knew how to paint.

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

Changes in the students	Changes in the teachers
Learners learned how to write a letter and Christmas card. They haven't written any letter except their class. They have improved to write a letter every time they write. This project was good experience for them because they could make friends abroad for the first time.	International project was also their first time for teachers. So they didn't know what they should do. But after understanding how to proceed, they were very active. It was good experience for them to know about Japanese school, learners and how to communicate with foreign people.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep	Learners communicated on skype and made self-introduction cards. And then, we exchange it with Japanese learners.	It was difficult for learners to write self-introduction cards because they have do it for the first time. But they could enjoy making their introduction cards using colored paper, crayons and etc.	Extra curricular activity
SHARE Research on the theme	Oct	Learners researched Malawian culture and knew Japanese culture.	Learners communicated with their partner on forum. They looked happy to connect with them.	"
UNITE United message/ Mural design	Nov	Learners discuss about our theme and message. We decide about design of mural.	Learners could decide what they draw under the leadership of Japanese learners. They realized again their culture.	"
CREATE Mural painting	Dec Jan Feb	Learners tried to cook Japanese food. They made Christmas cards and sent it to Japan. They drew and painted the mural.	Learners ate Japanese food and used chopsticks for the first time. They were surprised that Japanese uses chopsticks when eating. They enjoyed making Christmas cards.. They tried to draw big picture, and they could complete the mural.	"
APPRECIATE Reflection/ Appreciation	Mar	Learners took a picture and showed teachers.	Learners were proud of completing the mural. They looked happy when they saw Japanese learners are seeing the mural.	"

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	A	5	Learners could realize again their culture.
Understanding the other's cultures	A	5	Learners understood Japanese culture especially culture of Tsushima city.
Communication ability in the class/with partners	B	4	Learners sometimes couldn't ask their partner anything by themselves on the forum.
IT skills	C	2	They don't have laptop and communication network was not good in Malawi. So after writing their message on the paper, they gave it to JOCV and she sent it on the Internet.
Creating friendship in the class/with partners	A	5	Learners made self-introduction cards and Christmas cards to their partner. They expected it made them happy.
Collaboration in the class/with partners	A	5	Learners could think about the message of mural by themselves, and they also told Japanese learners their idea.
Attitude in learning	B	4	Almost all the learners attended every time, but some of them were sometimes absent. Because they were hungry.
Expression ability in words, in pictures	B	4	Learners endeavored to express what they think, but they were sometimes shy.
Appreciation ability Appreciate the mural and the whole collaborative learning	A	5	Learners were happy because they knew Japanese learners have received the mural and letters. They had sense of accomplishment.