

2014 IIME REPORT

Country [FRANCE]

School [BALZAC Nanterre] Teacher [Fujiko MARTIN] grade (3) student number (22)

JP School [Seiko Elementary School] Teacher [IIDA Junichi]

Subjects, Activities and Times of the lessons

| Subject | Conception of the lesson | Times |
|---------|--|----------|
| ORIGAMI | With a camp-leader, we learnt to make different origami. Each origami explains specificities of Japanese beauty. The process of folding learnt about geometry and physics (strength of the folding, symmetrical strengths etc) | weekly |
| ARTS | Children learnt to play with Japanese arts. (Hokusai's and Hiroshige's engravings) | One term |
| ENGLISH | Children learnt "twinkle twinkle little star" in Japanese, French and English for the show at the end of the year | weekly |

Theme and Message of the mural

| | |
|--|---|
| Theme | Our beautiful cities |
| Message | The theme was about our cities. Children decided to represent their real homes (in towers, etc.) but they colored them as they wished. They decided to draw themselves in very small proportions. The Mural represents also a map to locate the school. |
|  | |

Effects and the Problems

| Effects your students have gained | Points for further improvement |
|--|---|
| Pupils understood: <ul style="list-style-type: none"> - Speaking English is a basis to communicate around the world - Japanese and French children are very alike and very different - Geography: Japan is in day time when France is in night time | It was my 1 st experience in the IIME project, so I would made further improvements: <ul style="list-style-type: none"> - Do the IIME project with older children - Make the pupils to learn English so that they would communicate in English |

How has your impression toward your partner country and/or the world changed?

| Change in student's impression | Change in teacher's impression |
|---|---|
| Children started with discovering Japan. At the end of the exchange they are ready to understand Japan at a deeper level. | Meeting Japanese children's mural allowed to understand better the work of a French teacher in a more efficient way. As a matter of a fact, French children who are studying with Japanese pupils are more efficient and concentrated. They learned about how important it is to know about oneself to meet the others |

Flow of the Activity

| Content | Month | What you did | Your students attitude/reflection | Subject |
|-------------------------|-------------------|--|--|---------|
| Introduction | SEPTEMBER-OCTOBER | Reading the Japanese Introductions. Draw and send "identity cards" to Japanese children. | Interest for a new country | |
| Research | NOVEMBER-DECEMBER | Reading the answers of the Japanese pupils. Answering to the Japanese introduction | Understanding of the importance of English as an International Language | |
| Composition | JANUARY | -Learning to draw squares and right angles -using tracing paper to draw on the mural | Understanding of the structure of Japanese cities: Homes, Bridges, Populations and then, choosing what to represent: Supermarket (Intermarché), Cultural monument that identify Nanterre (Prefecture, Amandiers theater), and using 2 Parisian monuments to give orientation (Eiffel tower and Grande Arche) | |
| Painting | FEBRUARY | -Drawing with felt-tip marker, painting | Interest for proportions of each component of an entire common mural. | |
| Appreciation Reflection | MARCH | Writing some wishes to Japanese pupils | Analyzing what can interest Japanese pupils in France. Giving ideas | |

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 | Coming from overseas, French pupils have a twisted relationship with France, they are used to separate classic and modern France. Painting a mural with Japanese children asked them to make a synthesis about different angles. |
| Understanding the other's cultures | A | 5 | |
| Communication ability in the class/with partners | A | 4.5 | Jet lag and poor capacities in English on French side were corrected thanks to the forum |
| IT skills | A | 4.5 | We received a white board in January, so French pupils started to read more and more the messages on the forum. |
| Creating friendship in the class/with partners | A | | French Students understood the value of cooperation and of friendship to reach efficiency. |
| Collaboration in the class/with partners | A | 4.5 | French students realized that they have to work as pairs or team to reach efficiency during the painting. |
| Attitude in learning | A | 5 | Any work connected to the Japanese mural was made with the most accurate seriousness: cards were nicely colored, written. |
| Expression ability | A | 5 | Children started to learn in a quicker and better way French and English languages when they realized that their writings would be read by Japanese pupils. |
| Appreciation ability | A | 5 | Children started to be proud of the mural when all the school started to congratulate them. |