

## 2014 IIME REPORT

Country [ Pakistan ]

School [ Springfield Public School ] Teacher [ Sadia Nazir, Syeda Ifrah ] grade (5-8) student number (13)

JP School [ Nuka Elementary School ] Teacher [ Kazunori Ochiai ]

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

| Subject        | Conception of the lesson                                 | Times |
|----------------|--|-------|
| Social Studies | Rural areas and the living style                         | 2     |
| Art            | How to handle light. Making figures and giving 3d-effect | 6     |
|                |  |       |

### # Theme and Message of the mural

|         |   |
|---------|---|
| Theme   | City Escape   |
| Message | The art activity has opened the doors of learning for students to simply cross disciplinary boundaries and to explore from multiple perspectives. |



### # Effects and the Problems

| Effects your students have gained   | Points for further improvement   |
|---|--|
| It was a great experience, children learned a lot from this activity and they gained a lot of information about culture, customs and traditions .This activity is very meaningful for students as always and they get great different ideas about different cultures and festivals. | It is to inform you that the painting we sent the school in July did not match with the sketch partner school had made in September; it was not at all in coherence with the sketch we sent. We did raise the issue once we saw and we were told that it will be changed by Japan school but when the mural came no such changes were made as agreed upon. |

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

| Change in student' s impression  | Change in teacher' s impression   |
|--|---|
| Students were having many ambiguities in their minds about different customs and traditions which were clear after doing work on this project. They loved the thoughtful cards sent. | Teacher's also get chance to communicate with the teachers from Japan school and they came to a conclusion that teachers in another part of the world are pretty much same and their work is similar to the Japanese teachers |

### # Flow of the Activity

| Content                 | Month | What you did   | Your students attitude/reflection  | Subject |
|-------------------------|-------|--|--|---------|
| Introduction            |       | Students made introductory cards for partners just to exhibit the likes and dislikes.                              | They were equally excited.   |         |
| Research                |       | Students had been provided with an access of internet for research and to make their own sketches.                 | Initially they were bit scared of painting buildings but when they practiced it, they were at ease.  |         |
| Composition             |       | They composed figures along with different activities and tried to show their culture.                             | It was indeed a splendid activity performed by our students.   |         |
| Painting                |       | The area was allocated for each student to work.   | Students painted it joyfully.  |         |
| Appreciation Reflection |       | The students were taken to different branches of the school, where they received appreciation and acknowledgement. | They were in great mood when they gave the presentation turn by turn. In the end they were photographed which had been added to the institution's cap. |         |

### # 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      | We have explored from internet and have even visited the places ourselves.   |
| Understanding the other's cultures               | B   | 4      | Students learned a lot about culture ,life style ,festivals and buildings etc.   |
| Communication ability in the class/with partners | A   | 5      | Now, they can speak more accurately about the cultures and festivals.  |
| IT skills  | B   | 4      | IT skills have been improved a lot.  |
| Creating friendship in the class/with partners   | A   | 5      | New year and introductory cards became a channel which opened the doors of friendship with partners.   |
| Collaboration in the class/with partners         | B   | 4      | Initially there were some issues but later they were resolved.   |
| Attitude in learning                             | A   | 5      | Getting things at first was a difficult task, but later they were resolved.  |
| Expression ability                               | B   | 4      | The students were excited to apply colors on big sheet and at the same time a bit nervous but through hard work their nervousness was over come. |
| Appreciation ability                             | A   | 5      | It was undoubtedly a fabulous effort on student's part.  |