

2015 IIME REPORT

Country [France]

School [Collège La Fontaine des Près] Teacher [Gaÿte Delphine] Grade (10/11) Students (28)

Partner [(JP) Hikawa Elementary School] Teacher [Kumiko Ozaki]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
English	Learn to introduce themselves, to write his portrait,	4
IT	Use the online forum	8
ART	Research the local heritage (Culture, monuments, traditions ...) Reflection of the whole work, Draw a mural	9
Culture	Research to Japanese culture	5

Theme and Message of the mural

Theme	Local heritage (culture, monuments, traditions) in France and Japan. In France, Paris monuments and our town of Senlis, famous French writers, plants and animals representative of our region(fox, deer, rooster...), costume...
Message	Presentation of our country to give want to visit France. Japan and France are two countries with different cultures but we are all global citizens. We want to live together in mutual respect and peace.



Effects and the Problems

Effects your students have gained	Points for further improvement
Students discovered Japanese culture through representations of the fresco. They researched the monuments, animals, costumes, represented in the mural. They found that Japanese young people have the same interest centers like them. (Sports, video games ...)	We have fallen behind in the implementation of the project due to a change of an English teacher. We therefore delayed in correspondence with our Japanese friends. As the project ends in March, we have not been able to talk with our correspondents as much as we would have liked.

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

Change in student's impression	Change in teacher's impression
<p>Students discovered Japan, a country far from France. Students know the Manga culture. They imagined that Japan only through stereotypes (sushi, kimono, manga ...)</p> <p>They found another rich culture at the heritage, traditions, gastronomy ...</p>	<p>We also discovered another culture. A culture that we know not much. We were impressed by the professionalism of our correspondents and generosity (gifts received with the fresco). We thank our partners for this exchange.</p>

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Oct Nov	Initial contacts with our partners. Production of presentation portraits of each student. Choice of theme for the mural.	The students were very excited to participate in this project. They discovered that their Japanese correspondents had the same school subjects and the same centers of interest.	English
Research	Nov	Realization of our college video presentation. Choice of Construction of the fresco. Presentation of our city.	They enjoyed making the video and have managed to overcome their shyness. They discovered the Japanese landscape and animals.	English
Composition	Dec	Research on the theme: What will represent on the fresco: What monument? ...	They were very excited to wait the parcel from Japan. They discovered with great happiness the package. They were very happy to gifts sent by their correspondents (candy, drawing, portrait...)	Art Culture
Painting	Jan Feb	Paint our part fresco in small groups.	They realized their part of fresco, with great care and attention to detail. They were very proud of their work. They were proud to present their work to their parents and to the press at the end of February.	Art
Appreciation Reflection	March April	Research on heritage and Japanese culture	We continue the project even if our partners have finished their school year. Students have done research on objects, places represented on the Japanese side of the fresco.	English Culture

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	2	The students struggled to take an interest in their country and culture. They wanted above all to discover Japan.
Understanding the other's cultures	A	4	Students did research on the internet. We learned about our partner school's culture. Students have done research on objects, places represented on the Japanese side of the fresco.
Communication ability in the class/with partners	B	4	In class, students had to communicate with each other to agree on things represented on our part fresco. In relation to our partner school, we communicated through the forum where we shared information about each other through different means like pictures and videos.
IT skills	C	2	Many students do not practice computer before this year. The start-up was complicated. As time passed, it became easier. The project would have lasted longer it would have been more beneficial.
Creating friendship in the class/with partners	A/B	5/3	In class, I feel the students have become better friends since they have had spent a lot more time together to realized the fresco. Creating a link between the Japanese students and others but as we have fallen behind early in the project, we have not had time to create as many links as we wanted.
Collaboration in the class/with partners	A/B	4	The collaboration was running so well in the class. They worked very well together for the realization of video and painting the mural. they wanted to live up to their Japanese correspondents. They did not want to disappoint them.
Attitude in learning	B	4	The students were really excited about the new things. They were also positive and active towards this project.
Expression ability	B	4	The achievement of portraits and video allowed students to improve their English accent and overcome their shyness.
Appreciation ability	B	4	I am very proud of our students for reflecting the process and the final product. Our students appreciated the IIME project.