

## 2017 IIME REPORT

Country/Region [ France ]

School [ Collège La Loge des Bois ] Teacher [ Thierry Lambert ] Grade ( 9th ) Member ( 21 )

JP school [ Higashi- Atago Junior High School ] Teacher [ Takefumi Ohtsuka ]

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

Subject	Conception of the lesson	Hours
<b>History &amp; Geography</b>	<ul style="list-style-type: none"> <li>• Localization of Japan with Googleearth : Time shift (day/night option). Main cities and islands. Countries in the neighboring.</li> <li>• Exploration of Tama-City and the Higashi-Atago Junior High School neighboring. Virtual tour with Google Street view.</li> <li>• Japanese writing : very short explanation of the functioning of kanjis and <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 Tama-City environment. Comparison between the great Tokyo and the Parisian agglomeration.</li> </ul>	8
<b>English</b>	<ul style="list-style-type: none"> <li>• Conception of cards : Presentation cards New Years cards.</li> <li>• Research on paralympic sports and athletes.</li> <li>• Reading and understanding Japanese pupils' cards</li> </ul>	10
<b>Music</b>	<ul style="list-style-type: none"> <li>• Conception of a soundtrack for an upcoming video. The french students sang both in French and Japanese the worldwide known Let it go from the famous disney' s Frozen soundtrack ( « <i>Libérée délivrée</i> » in French ; « <i>レット・イット・ゴー</i> » in Japanese).</li> <li>• Last year' s video (key words « <i>senonches kanazawa</i> » ) : <a href="https://www.youtube.com/watch?v=8zApronF4P4">https://www.youtube.com/watch?v=8zApronF4P4</a></li> </ul>	5

### # Theme and Message of the mural

Theme	Paralympic games (Tokyo 2020) / Handicap
Message United thoughts to share with the world	Handicap can make us stronger



### # 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 enjoyed sending cards to their Japanese pen-friends and to receive cards from Japan. This project permits more English practice and improvements. English reveals itself essential to exchange between our two cultures.</p>	<p>We dedicated two special days for the drawing or 12 hours of work on the mural. Maybe the two days must be more separated to permit some work on the structure or some colors during the art class and to permit some schedule change in case of weather happenings.</p> <p>This year we had a lot of snow which blocked the school buses for several days. As 3 out of 4 of our pupils comes in buses, it blocked our second mural day for a while.</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 discovered the paralympic games and the courage of all these disabled athletes.</p> <p>Some of our students have started to learn basic kanjis, they enjoyed drawing japanese characters. They find this writing quite artistic.</p>	<p>This project permits different teachers to work together (essentially Physics &amp; chemistry, English, Art and Music but also 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
<p><b>MEET</b> Self-introduction</p>	<p>Sept-Feb</p>	<p>-Making pairs (French-Japanese students) -FaceTime meeting -Presentation cards -New years cards</p>	<p>Interested and motivated.</p>	<p>English</p>
<p><b>SHARE</b> Research on the theme</p>	<p>Sept-Nov</p>	<p>Using of several internet resources : Looking for famous athletes in former paralympic games. What were their handicap, their story. Selection of 4 paralympic sport for the mura</p>	<p>A lot of interest shown. Many students didn't realise that disabled people could do such incredible performances. Amputated people in swimming pools puzzled a lot of our students. They realised that there was something behind the olympic games.</p>	<p>Physics</p>
<p><b>UNITE</b> United message/ Mural design</p>	<p>Nov-Dec</p>	<p>Sharing the exchanges on the forum. We made two FaceTime exchanges. We plan a third for the aftermaths. The exchange of cards compiling some researches on the theme.</p>	<p>The exchange on the forum gives an unity between the referent teachers AND the students. Pupils were quite impressed seeing each-other through the Face-Time interface. Though some phrases were prepared, some were very shy.</p>	<p>Art English History</p>
<p><b>CREATE</b> Mural painting</p>	<p>Jan Feb</p>	<p>Two "special days" dedicated to the mural. Rotating groups.</p>	<p>Painting, singing, taking pictures in the park, writing cards ... A lot of motivation, fun and seriousness.</p>	<p>Mangaka interventi on Music Art</p>

APPRECIATE Reflection/ Appreciation	Mar– May	To come : Creation of a notice to explain the mural for parents and visitor. We'll make a half scale replica of our mural and expose it in our local museum. Contacts with the local newspaper	Proudness to see that their work will be exposed or read.	Art French
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### # Effect and evaluation gained through the collaborative learning

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

Expected effect	Evaluation	Scenes / points teachers felt the effects
Understanding your own cultures	4	Internet researches on French (and Japanese) Paralympic athletes. Parallel with our school engagement towards disabled people.
Understanding your partner's cultures	5	In classroom : using google maps or translation to explore Japanese Language
Information literacy (research, share)	3	Internet researches
Communication ability (interactive exchange)	4	Making of cards (powerpoint and handwriting). Preparation of phrases to say during FaceTime moments.
Critical thinking (objective, logical views)	3	Students realized the difficulties and courage the disabled athletes encounter. These issues are somehow difficult to handle for youngsters.
Active learning and action	4	3 out of 4 students were motivated enough to enlarge their work out of school to make the project advancing.
Collaboration (in the class, with partners)	5	The professional mangaka (Jason Dilukeba) who went helping us was very glad of the active collaboration with almost all students.
Expression ability (in words, in pictures)	5	Great artistic work of some students who took the lead on some of the mural's characters.
Appreciation ability (the mural, the whole collaborative learning)	5	Globally the students were very motivated. Some were very efficient and took their responsibility in the mural's drawing.