

## 2017 IIME REPORT

Country/Region [ Namibia ]

School [ Kameru Primary Eco School ] Teacher [ Yukiko Yamamoto ] Grade ( 5&6 ) Member ( 14 )

JP school [ Hara Elementary School ] Teacher [ Yuya Ezaki ]

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

Subject	Conception of the lesson	Hours
Social Studies	<ul style="list-style-type: none"> <li>Learn basic information about Japan (watching photos and know geography and demography)</li> <li>Research about Japan (house, clothes, people, food, language, writing)</li> <li>Research about our tradition and culture (clothes, music, food, history and house of Himba, Herero, Zemba and Ovambo)</li> <li>Learn tradition and culture from the slide by partner school</li> </ul>	8
English	<ul style="list-style-type: none"> <li>Introduce ourselves (our favorite things)</li> <li>Present our school and town by making a movie</li> <li>Present our culture and tradition by making a movie</li> <li>Write cards</li> <li>Have a presentation about the mural to whole school and education inspector</li> <li>Fill a questionnaire</li> </ul>	5
Arts	<ul style="list-style-type: none"> <li>Experience Japanese culture (play with Japanese toys, watch Japanese animation movies, taste Japanese food, write our names in Japanese)</li> <li>Draw idea sketch of the mural</li> <li>Draw rough sketch on the mural</li> <li>Paint the mural</li> <li>Play with "Karuta"(gift from our partner school)</li> </ul>	10
IC	<ul style="list-style-type: none"> <li>Learn the procedure of editing movie</li> <li>Watching videos from the partner school</li> </ul>	3

### # Theme and Message of the mural

Theme	<b>Tradition and Culture</b>
Message United thoughts to share with the world	<b>We all have beautiful culture</b>

Attach photos of your students painting and a completed mural.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
<p>During them working in the project, they learnt to cooperate with each other to create something better not only with our partner school but also among ourselves. As the project goes along, our learners became more and more proud of their own school, town, tradition and culture. They also had good respect to Japanese learners and their culture. The fact that the mural will be exhibit at different places makes learners excited since people can know about them through the mural. Additionally, this project improved their English skill and drawing skill as well.</p>	<p>The communication between our two schools can be more often and intimate in order to make the project more active. Without great time difference and internet connection issue, we wanted to have a videoconference. It could make learners feel friendship with our partner school.</p>

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

Changes in the students	Changes in the teachers
<p>Their impression by learners about Japan was that it has modern technology and many new things. Through the project, they found that Japan has unique culture that has been passed on for long time. They also feel Japan is close in their mind though it is very far physically.</p>	<p>As I am Japanese live in Namibia. I feel that I participated this project</p>

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
<p><b>MEET</b> Self-Introduction</p>	<p>Sep- Oct</p>	<ul style="list-style-type: none"> <li>Learn basic information about Japan</li> <li>Research about Japan</li> <li>Introduce ourselves</li> <li>Experience Japanese culture</li> <li>Watching videos from the partner school</li> </ul>	<ul style="list-style-type: none"> <li>Learners had high motivation for the project</li> <li>Learners were struggling and trying to explain themselves in English</li> <li>Learners were very curious about Japanese culture and school in Japan</li> </ul>	<p>SOS ENG ARTS</p>
<p><b>SHARE</b> Research on the theme</p>	<p>Nov</p>	<ul style="list-style-type: none"> <li>Research about our tradition and culture</li> <li>Present our culture and tradition by making a movie</li> <li>Learn the procedure of editing movie</li> <li>Learn tradition and culture from the slide by partner school</li> </ul>	<ul style="list-style-type: none"> <li>Learners were active in research by reading books and having interview to their family</li> <li>Learners found difficulty to explain their culture and tradition to those who are from another culture</li> <li>Many questions were asked regarding the slide by our partner school</li> </ul>	<p>SOS ENG ARTS IC</p>
<p><b>UNITE</b> United message/ Mural design</p>	<p>Dec</p>	<ul style="list-style-type: none"> <li>Draw idea sketch of the mural</li> </ul>	<ul style="list-style-type: none"> <li>Learners had good discussion about what to draw</li> </ul>	<p>ARTS</p>

CREATE Mural painting	Feb	<ul style="list-style-type: none"> <li>• Draw rough sketch on the mural</li> <li>• Paint the mural</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation was made to complete the mural</li> <li>• Mixing colour was challenging for learners since they are not used to painting materials</li> </ul>	ARTS
APPRECIATE Reflection/ Appreciation	Feb– Mar	<ul style="list-style-type: none"> <li>• Play with “<i>Karuta</i>”</li> <li>• Have a presentation about the mural to whole school and education inspector</li> <li>• Fill a questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Learners practiced and became confident in presentation</li> <li>• Learners answered questionnaire with high satisfaction and achievement</li> <li>• Learners commented “I am excited that the mural will be exhibit many places”, “I will never forget about this project in my life”, “I want to visit Japan in the future to see our friends at Hara Elementary School.”</li> </ul>	ENG ARTS

### # 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	5	It was a good opportunity to research since it is not often for the learners to present their culture.
Understanding your partner's cultures	5	Movies and slides by partner school show good picture of their culture.
Information literacy (research, share)	4	Although our school do not have full facility of library and computer, we share resources. Learners appreciate learning by sharing movies.
Communication ability (interactive exchange)	4	Teachers could have more communication. We expected to have videoconference, but the time difference was our challenge.
Critical thinking (objective, critical views)	3	It was challenging for our learners to find out what to research and what to share to the learners at partner school. However, once they got assisted to find objectives, they work actively.
Active learning and action	4	It was a good practice for learners to learn according to their interests and awareness of issues.
Collaboration (in the class, with partners)	5	Some has quarrels with each other in the beginning of the project, but they have been building a bond among them through the project. They also paid respect to learners of partner school and could collaborate well.
Expression ability (in words, in pictures)	5	English skill and presentation skill has been improved for all learners. Learners feel they could express the message well in the mural.
Appreciation ability (the mural, the whole collaborative learning)	5	A questionnaire and presentation helped learners appreciate better. Sharing the information about the project to their parents and community was meaningful as well. Overall, Whole collaborative learning was worthwhile for them.