

2014 IIME REPORT

Country [French Polynesia]

School [Collège de Taiohae – Nuku Hiva] Fine art Teacher [Emeline Cholley]
 grade (12 years old) student number (63)

JP School [Jyuichiya Elementary School of Kanazawa] Teacher [Kou Fukuda]

Subjects, Activities and Times of the lessons

***We made the IIME project with 3 classes of twelve years old pupils. So the time mentioned for each lesson is corresponding to the time per class.**

About the painting of the mural, only voluntaries of the 3 classes participated. They were 36.

Subject		Conception of the lesson	Times* *
English (September)		<u>Getting to know one another</u> The Polynesian pupils send cards to introduce themselves.	2h
Creation of 5 quizzes (September)	Fine arts	<u>“Show in images who you are and what you like”</u> The pupils introduce themselves through personal drawings. Lesson on narrative images such as comics and others.	4h
	English	<u>Recording of the Polynesian pupils</u> who first introduce themselves and then give a clue to enable the Japanese pupils to guess who made the drawing.	1h
	Technology	<u>Creation of an online game: “Match the recordings with the right drawing”</u> , posted on the College website.	
Dance & Fine arts		<u>Making of a video of the “Ori Deck dance”</u> (a trendy dance) Pupils filmed themselves dancing for the Japanese pupils.	4h
History & geography (October)		<u>Thematic research (1): Exposés</u> The pupils made exposés about various subjects from the local culture in the form of a page with a title, a historical and a current picture of the subject, a small text explaining the past and present customs linked with each subject, and a personal drawing of it.	6h
English (October)		<u>Summary and translation of the local culture exposés.</u>	1h
Technology (October)		<u>Laying out of the translated exposés</u> combined with scanned drawings and pictures and posted on the College website.	2h
Fine art (October)		<u>Visual report</u> made by the pupils on two symbolical places of Taiohae: the ancestral <i>Temehea</i> site and the Cathedral. Creation of 2 slide shows from the pictures taken by the pupils.	1h

Fine art (October)	<u>“Showing the Marquesas Islands local culture with various drawings”</u> . This step is a kind of visual brain storming to prepare the mural’s content.	3h
English (November)	<u>Questionnaires</u> about the Japanese pupils documents on Kanazawa heritage.	1h
Fine art (November)	Each pupil makes <u>3 sketches to part the mural</u> with their Japanese partners.	1h
English (November + December)	<u>Making of a video</u> : The pupils prepare several questions for their Japanese partners.	2h
Fine art (November + December)	<u>“Looking for a drawing to express the Marquesan heritage”</u> Once the canvas agreed with our Japanese partners, the Polynesian pupils make downscaled rough designs of the future mural (team work in groups of 3 or 4).	5h

Theme and Message of the mural

Theme	Heritage (cultural and natural)
Message	<p>On the Japanese part, we can see a mix between traditional symbols such as the castle of Kanazawa, the <i>Kenrokuen</i> garden and technological symbols such as the train and the city station.</p> <p>On the Marquesn part, the cultural and natural heritage is represented.</p> <p>The natural heritage is shown through the ocean life, the volcanic mountains, the waterfalls, the flora and fauna (horse, bird, turtle, shark, manta ray). Today, the Marquesan way of life is still very close to nature.</p> <p>The Marquesan patterns and the couple dancing the emblematic “bird dance” on a “PaePae” (ancestral Marquesas’ living place) show that major cultural traditions are still alive in the Marquesas Islands.</p> <p>The centered red circle mingled with the Marquesan cross symbolizes the meeting of the two cultures. The diagonal and curved division of the mural, drawn like a wave, is meant to record that Japan and the Marquesas Islands are both archipelagos of the Pacific Ocean.</p>



Effects and the Problems

Effects your students have gained	Points for further improvement
<p>Our pupils learn to work together by doing the collective artwork. They had a new approach to their own culture and way of life by comparing it to the Japanese pupils' environment.</p> <p>They were surprised to discover by the traditional Japanese dance of Kanazawa, which is very different from their own traditional dance. It made them think and talk a lot.</p>	<p>It was our first participation in the project.</p> <p>I think we could have communicated more by videoconference, above all about the mural composition.</p> <p>Our computers are old and our internet connection is very slow. That's why we didn't try videoconferences. Maybe, the English level of the pupils was not good enough to exchange in that way. That was our English teacher's opinion.</p>

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

Change in student's impression	Change in teacher's impression
<p>Some Polynesian pupils discovered a culture they didn't know at all. Some others thought Japan was only a modern country with skyscrapers. Those were surprised to learn about more traditional aspects such as the <i>kenrokuen garden</i>, the traditional houses district...</p>	<p>I was surprised to see how the Japanese educational system is different from ours. I also noted the importance of the collective approach through the works sent to us.</p>

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sept.	We made presentation cards and 5 quizzes to match a personal drawing with a recorded presentation and comment in English.	They enjoyed making presentation cards. It was more difficult for them to introduce themselves with drawings. It's an exercise they are not used to doing at this age. They had fun when recording their voices to make the quizzes.	English Fine arts
Research	Oct.	(1) The pupils made exposés about various local cultural topics. They translated them and presented them on the college website. (2) They went to visit historical places in the city and took pictures. (3) They drew a panel of subjects of the local culture. (4) We sent several videos of the traditional and modern local dances (<i>Ori Deck dance</i>), plus videos of the traditional Marquesan oven filmed during the local heritage day.	The exposés were an effort for them because they had to do some research at home and on the Internet. They were enthusiastic to take pictures during the visit. They were proud of the results (slide shows). They worked with care to do their drawings because they knew they were for the Japanese pupils.	Hist/geo , English Fine arts
Composition	Nov.	The pupils sketched some propositions for the composition of the mural	The pupils felt involved in the composition. They were a bit disappointed not to have exchange on that matter with the Japanese pupils.	Fine arts
Painting	Jan- Feb.	36 voluntary pupils of the three classes painted the mural in small groups outside their school time.	In the beginning, they were shy at painting. They learnt how to draw with the use of a video-projector. They learnt how to paint using shading and other techniques. In the end, they felt more confident and eager to finish the mural on time. Even pupils who are not very good at drawing participated in the painting.	Fine arts
Appreciation Reflection	March	Pupils of the three classes went to visit the mural and the whole of the works exhibited in the town hall. We are making an online quiz to know more about pupil's appreciation and reflection. This step is not achieved yet at that time.	Some of them thanked us for being chosen to participate in the project. They said that they were aware of the importance of remaining close to their cultural heritage and their language. They were proud of being able to complete the mural all together and show it to the world.	Fine arts

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	By comparing to Japanese pupils' information. By doing research on their own culture. By representing some aspects of their own culture.
Understanding the other's cultures	B	3	By discovering and commenting the Japanese pupils' documents and videos.
Communication ability in the class/with partners	B	4	By practicing English to introduce themselves and ask questions to the Japanese pupils. By making recordings of themselves and acting in videos. By discussing in class on the creation of the mural.
IT skills	C	1	By recording, taking pictures and making videos. By doing the layout of their exposés.
Creating friendship in the class/with partners	B	3	There was little individual communication with the partners because there were too many participants (63).
Collaboration in the class/with partners	B	4	By discussing in class on the creation of the mural. By painting in small groups on the collective artwork. By exchanging information on each other's culture. By sharing the mural's painting.
Attitude in learning	A	4	They were involved in most of the activities and eager to know about the Japanese pupils' way of life. They enjoyed learning drawing and painting techniques to achieve the mural.
Expression ability	B	4	They practiced English with more interest because there was an actual aim.
Appreciation ability	B	4	They were able to explain what they did. They were aware they had learnt about themselves and about others.