

2013 IIME REPORT

Country [Zimbabwe]
 School [Helena infant school] Teacher [chipo marunda] grade (2-4) student number (30)
 JP School [Takasago Elementary School] Teacher [Maiko Azuma]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
art	develop painting skills and composition and appreciation of work	6
Social studies	presentation if Japanese and Zimbabwean culture.	15
Enviromental science	study of the different climates, food and farming looking at similarities and differences	5

Theme and Message of the mural

Theme	Nature
Message	each culture has different landforms natural and man made that are the world beautiful and we must love each other and the world.



Effects and the Problems

Effects your students have gained	Points for further improvement
most of my learners have not had experience with or gone out of Zimbabwe. The partnership with the school and the embassy broadened their thinking. This project brought the whole school together as the Japanese presentations where whole school sessions.	more interaction could have taken place between the learners. However time differences and limitation with technology in zimbabwe were a set back.

Have you made your activity open in your school or in your local area? How was their reaction or reputation?

PR you did inside/out of your school	Reaction/reputation from around

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	october	recieved and sent out introduction cards	they loved it. They became aware of the postal service system in Zimbabwe and how messages are passed on around the world.	social studies
Research	october/November/	partnered with the Japanese embassy for information gathering on Japanese culture. Took a trip to Victoria fall and have zimbabwean traditional dance sessions to understand our local culture. The Japanese and Zimbabwean traditional picnic. Used the internet	The learners had a practical worthwhile learning experience all teachers managed to mainstream Japan into their teaching. The staff and students had a hands on experience that was meaningful.	English Enviromental Art Technology
Composition	january	drawing and painting the mural	it was challenging to combine abilities in painting the mural however the learners where excited every time it was time to paint. The 2 full day painting workshops as combined classes were a thrill for the learners. They also developed skill in sharing and expressions ideas. They learnt to respect and use other peoples ideas in class.	Art
Painting	january	paiting	the learners loved the painting process. As teachers we where able to nurture artistic talent.	art
Appreciating mural	february	appeciation	the learner used words such as " wow, it's fabulous,it's lovely, beautiful, we loved to paint it, it was fun" all this showed an extension of their vocabulary and how they felt about the project. In appreciating the project they wanted to dedicate the painting to Trevor one of their class mates who passed away in February. He contributed a lot to the learning process. They really developed an attachment to the piece.	art

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	4	they learnt from locals. Visiting artist came through to the school to reinforce lessons on African culture. The school hosted a culture day and traditional picnic.
Understanding the other' s cultures	A	4	the Japanese Embassy conducted 15 1 hr long session on different aspects of Japanese culture. Curriculum links with the Japanese culture reinforced the concept.
Communication ability in the class/with partners	C	3	verbal discussions about the project took place then the teacher packaged the information and uploaded on the forum.

IT skills	C	2	the constant power cut and limitation in IT material affected the learners communication.
Creating friendship in the class/with partners	B	4	the creation and exchanging of introductions. Pictures all contributed to the development of friendships.
Collaboration in the class/with partners	A	5	with 2 workshops the mixed ability group worked together . After that the learners worked in small groups when painting the mural.
Attitude in learning	A	5	the lessons where all hands on. Eg the embassy did a presentation on Japanese food in the next lesson the children had a zimbabwean picnic with traditional food
Expression ability	B	3	we used local language in some sessions so the learners could confidently express themselves. Plenaries where conducted after every painting session.
Appreciation ability	C	3	the Japanese picnic was set to be a rounding off event for the learners to exhibit what they learnt during the project.

Please submit to jam@artmile.jp . Thank you for your cooperation.