

2018 IIME REPORT

Country/Region [India]

School [Oakridge International School, Newton Campus]

Teacher [Sreasha Korada, Swarna , Latha Pitta, Karuna Swaminathan] Grade (4) Member (35)

JP School [Minami Tsurumaki Elementary School] Teacher [Chinami Ueda]

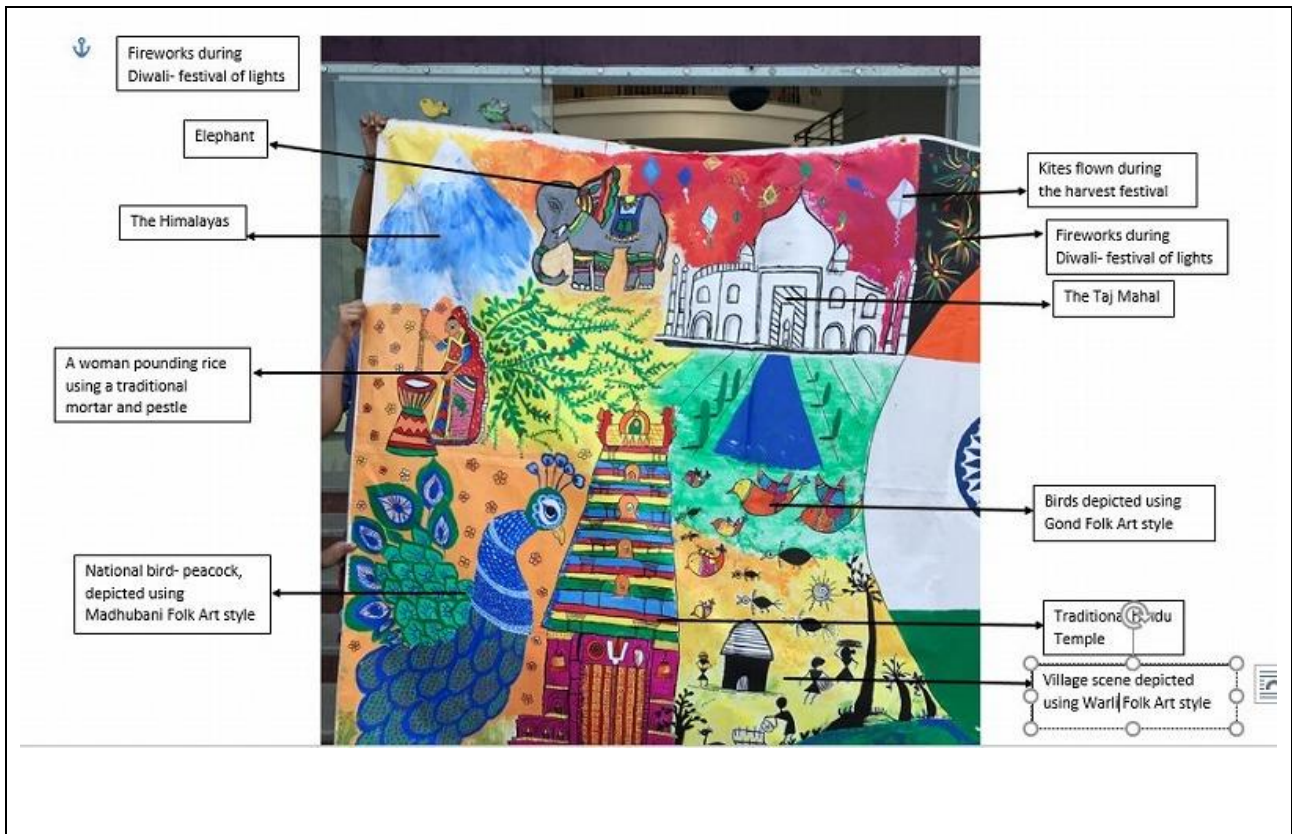
Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Communication	5
History	Culture	10
Art	Folk arts of India	8

Theme and Message of the mural

Theme	Folk art and Peace
Message United thoughts to share with the world	Irrespective of where we are in the world, there are always similarities that we can find between two cultures. It helps us appreciate the other country and understand them.





Effects and Problems

Effects your students have gained	Points for further improvement
They have learnt to respect other cultures and see the similarities between the two. They have learnt that collaboration can be a beautiful thing and that it can be with anyone around the world.	NONE

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

Changes in the students	Changes in the teachers
Students have begun to appreciate and understand students from Japan.	Teachers have learnt about the artwork and have brainstormed with the students for ideas and images and what colours to use.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept.	Students learnt to introduce themselves and dressed up in their cultural dresses for the first meeting	They were eager to meet their friends from another country and happy to learn about them	English/ Japanese
SHARE Research on the theme	Oct.	Students researched about their own cultures - festivals, food, traditions	It was a good opportunity for them to learn about their own culture and they felt pride in sharing it with the Japanese students	History Culture

UNITE United message/ Mural design	Jan.	The message was of 'World Peace', however we used folk art to exhibit items that are unique to our own cultures—Japanese traditional house vs Indian temple, Mt Fuji vs Himalayas etc	Students loved to show off their local culture and tried to match the Japanese side of the mural by placing items of similar types in the same spaces but on the Indian Mural side	Visual Arts
CREATE Mural painting	Feb.	Students sat together and decided what to put on the mural and how to place it	They worked in collaboration and shared the work amongst themselves	Visual Arts
APPRECIATE Reflection/ Appreciation	Feb.	Students appreciated the hard work of their friends. They loved the idea of finishing a mural and that it would be greatly appreciated in Japan	Appreciation of each other's work and reflecting on how to better work in a group so that work is easier to do.	English

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 is important for students to understand and appreciate their own cultures before they look beyond and learn about other cultures
Understanding your partner's cultures	5	Once you are aware of your roots, you can well appreciate the history of your partner's culture and appreciate what they have to offer
Information literacy (research, share)	5	Students researched about their own cultures and were happy to share with the Japanese school. They even dressed up in their cultural clothes to show the Japanese students
Communication ability (interactive exchange)	5	It was a good opportunity for the students to interact with each other and exchange notes. They had to listen to their partner and absorb what was being shared as well.
Critical thinking (objective, logical views)	5	It is decision making time for the students as they decide the theme, elements that will go into the mural and have logical explanation for what should be in the mural that reflects our culture as well as is well represented using folk art.
Active learning and action	5	It is a constant process of learning and that has helped them take action.
Collaboration (in the class, with partners)	5	Collaboration among the students was really good. They came to school on a non-working day to complete the mural
Expression ability (in words, in pictures)	5	Creative arts are all about expression and this was an apt platform for the students to express their ability and creativity
Appreciation ability (the mural, the whole collaborative learning)	5	Working on a mural is all about collaboration, dedication and commitment. The students need to appreciate the fact that they are chosen for this task and have to take onus for completing the mural.