

## 2018 IIME REPORT

Country/Region [ Malawi ]

School[ Dedza LEA Primary School ] Teacher[ Rina Onishi /Tiyamike khuriya ] Grade ( 7 ) Member ( 20 )

JP school [ Shiga Junior High School ] Teacher [ Tomoko Hamada / Hanayo Sasaki ]

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

Subject	Conception of the lesson	Hours
Expressive Arts	Comprehensive learning for the promotion of aesthetic, intellectual and moral values.	25
Social Studies	Understanding own/other cultures	30
English	Cross-cultural communication	4

### # Theme and Message of the mural

Theme	Water/Lake
Message United thoughts to share with the world	<ul style="list-style-type: none"> <li>•Living All Together in Harmony</li> <li>•We All Live on Earth</li> <li>•水はもう一つの命</li> </ul>

Attach photos of your students painting and a competed mural.



### # Effects and Problems

Effects your students have gained	Points for further improvement
They have gained knowledges and skills.	<p>Students needed more practice before creating the mural.</p> <p>It was difficult for students to use some materials like paints and canvas because they had never used these materials.</p>

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

Changes in the students	Changes in the teachers
This project is very essential to the students. They have known how life, culture, environments of the partner's country are.	Some of the topics that are considered, for example, culture, wildlife, environment, global change are also found in some other subjects like social, science, expressive arts, life skills. So, it is very helpful to teachers. We also have got more information from this project.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep	Introduced partners Made self-introduction cards	Students were very excited. They worried about their English skills but they learnt the importance of communication.	English
SHARE Research on the theme	Oct	Had experiences of Japanese culture like karate, kimono, calligraphy, toys, etc.	Students could understand Japanese cultures and introduce Malawian cultures to partners.	Social Studies
UNITE United message/ Mural design	Nov Dec	Research on water and made presentations Made water filter	Students were serious and struggled for the difficult theme. But they could think deeply and translate into action.	Social Studies
CREATE Mural painting	Jan Feb	Tree planting Created the mural	Students were very excited. They had an experience of using paints. They learnt drawing, a sense of responsibility and cooperation.	Expressive Arts
APPRECIATE Reflection/ Appreciation	Mar	Wrote a report	Students wrote what they felt and learnt during this project. They don't want to finish this project.	Comprehensive learning

### # 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	Learners could see their own country and found some good cultures and bad cultures through research and presentation activities.
Understanding your partner's cultures	5	Learners had experiences of Japanese culture like paper folding, karate, calligraphy, traditional cloth, Bom Festival dance, cup-and-ball etc.
Information literacy (research, share)	4	It is difficult for students to get information, we don't have good library, can't access the Internet. But they did well in this condition.
Communication ability (interactive exchange)	3	Students were afraid of making mistakes in English.
Critical thinking (objective, logical views)	4	Student's research and discussion were excellent.
Active learning and action	4	Student's participation and attitude were very positive and active.
Collaboration (in the class, with partners)	4	We had collaborative/cooperative learning method in the class. But we had a little gender problem.
Expression ability (in words, in pictures)	4	Students made good presentations with posters and pictures.
Appreciation ability (the mural, the whole collaborative learning)	4	Students could recognize and respect their skills and opinions each other. They could teach and learn each other; positive interdependence.