

## 2018 IIME REPORT

Country/Region [ Saudi Arabia ]

School [ Al Hussan International School ] Teacher [ Saira Muhammad ] Grade ( 7 ) Member ( 24 )

JP school [ Mie University Junior High School ] Teacher [ Naoko Nakagaki ]

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

Subject	Conception of the lesson	Hours
English	Writing skills. Persuasive and factual writing for a presentation, speaking skills	8
Science	Research and project work on Plastic pollution,	10
Art	Creating images to depict the theme, painting the mural	5

### # Theme and Message of the mural

Theme	Plastic Pollution
Message United thoughts to share with the world	Focusing on UN Sustainable Developmental Goal no. 3: Good Health & Wellbeing Working in harmony with each other, we can spread awareness about biodegradable products and minimize the use of plastic.





### # Effects and Problems






Effects your students have gained	Points for further improvement
The students have become more conscious about their surroundings. As global citizens they shoulder the responsibility of saving this Earth equally as other students in Japan.	Students will enjoy having more interaction with Japanese students.


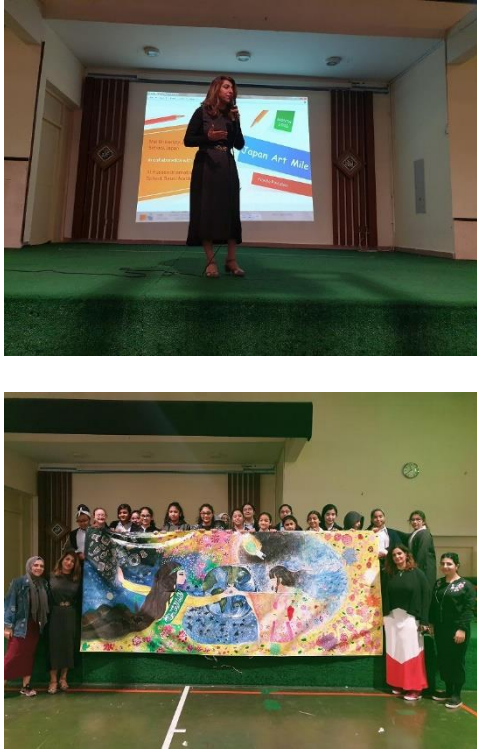
**# How has your impression toward your partner' s country/region and the world changed?**

Changes in the students	Changes in the teachers
Students of Japan seems really interested and involved through out the time we spent together. Their engagement and commitment were equally commendable	I wish both countries can have better communication and interaction on indigenous issues.

**# Flow of the Activity**

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self- introduction	Oct	<p>What to introduce [ # ] introduce students/school [ # ] introduce local area</p> <p>How to introduce [ # ]Power Point (PPT) [ # ]videos [ # ]Skype</p>	<p>Students enjoyed making introductions for their Japanese friends.</p> 	English
SHARE Research on the theme	Nov Dec	<p>[ # ]introduce students/school [ # ]introduce local area</p> <p>How to introduce [ # ]handwritten cards [ # ]Power Point (PPT) [ # ]videos [ # ]Skype</p>	<p>Students worked on the projects in groups and conducted research on how small particles of plastic end up in a human body through a process. Students presented their information in the form of presentations.</p> 	Scienc e English

<p>SHARE Research on the theme</p>	<p>Nov Dec</p>	<p>[ # ]introduce students/school [ # ]introduce local area</p> <p>How to introduce [ # ]handwritten cards [ # ]Power Point (PPT) [ # ]videos [ # ]Skype</p>	  	<p>Scienc e English</p>
<p>UNITE United message/ Mural design</p>	<p>Jan</p>	<p>How to unite the thoughts into words to convey to the world [ # ]discuss on the forum Design a mural&gt; -How to decide a mural design [ # ]forum</p>	<p>The theme was discussed on the forum and students contributed their ideas in Art lessons in a brainstorming session. They gathered their thoughts in an art form on the paper and constructed the image for the mural.</p> 	<p>Art</p>
<p>CREATE Mural painting</p>	<p>Jan Feb</p>	<p>Painting of mural</p>	<p>Mural was painted by our talented students under the supervision of art teachers.</p> 	<p>Art</p>

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<p>APPRECIATE Reflection/ Appreciation</p>	<p>Feb</p>	<p>Display and appreciation of Mural in an assembly</p>	<p>Special assembly was organized to present the whole process of how students took the journey of this project through the year. Mural was presented in front of the entire school.</p> 	<p>Art English</p>

### # 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	4	Teachers felt students asked more questions about their own culture that they never thought to ask before.
Understanding your partner's cultures	3	Students took great interest in Japanese culture and took keen interest in presentations sent by partner school.
Information literacy (research, share)	5	Students researched deeply about plastic pollution and found some interesting facts.
Communication ability (interactive exchange)	4	Skype sessions were very interactive, and students have learned to talk slowly so their partner students can understand
Critical thinking (objective, logical views)	4	Students understood the objective why we painted the mural once they completed and reflected on a complete picture.
Active learning and action	5	Students presented solutions to the problem of plastic pollution in front of the school assembly by presenting biodegradable products as alternatives to plastic products
Collaboration (in the class, with partners)	5	Students collaborated successfully and shared their views and ideas through the forum and Skype conferences.
Expression ability (in words, in pictures)	5	Students developed new skill of presenting the issue at hand in pictorial form. It was great experience for them to think and depict in pictures rather than in words. Students also exchanged letters together that developed their skill of communication through letter writing
Appreciation ability (the mural, the whole collaborative learning)	5	Students felt thrilled when they received accolades and appreciation from their teachers and school mates. They admired their work and work of their partner school with enthusiasm and excitement.