

## 2018 IIME REPORT

Country/Region [ Tanzania/Morogoro]

School [ Kola Hill Secondary School ] Teacher [ Shota Okamoto ] Grade (Form1) Member (10)

JP school [ Tomiya High School ] Teacher [ Koichi Kawajiri ]

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

Subject	Conception of the lesson	Hours
Geography	To learn Japanese culture through the internet and making the presentation	6
English	To learn the different cultural people through making the letter.	2
Art	To learn the different cultural drawing through the mural	3

### # Theme and Message of the mural

Theme	Understanding each other, Good cooperation, Culture(EX clothes, dancing, food and so on)
Message United thoughts to share with the world	The children who take part in this program understand each other. We feel that we live in the different country but same earth. By drawing each country side, we have those who see this picture think about “Understanding each other”.



### # Effects and Problems

Effects your students have gained	Points for further improvement
Some students had come to be interested in Japanese cultures and They had wanted to learn Japanese languages. I felt that they would want to talk with Japanese students more, and some students said “we want to meet them on face to face.”	1. In that case those who take part in was girls. So next time I’ ll approach to boys in my school. 2. I should have prepared the draft of questions for those who talked with Japanese students in the Skype, If it is, they are going to be interested in Japan more.

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

Changes in the students	Changes in the teachers
Before starting this program, their imagination of Asia is all Chinese. So I was called Chinese. But after all programs, They could learn that there is a variety of countries and people if the same colors of skin. They understood the difference of country.	Before starting this program. They didn’ t want to work the additional, and they have never done the other subject except basic subjects. But after all program, they had come to be interested in other subject. Especially they are interested in opportunity of exchange of other country.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept	Making introducing pictures and the video.	They were interested in my activity, Especially They were wanted to take the picture.	Geography
SHARE Research on the theme	Oct	Making some letters to send our partner school.	They have never made a letter for someone ever. So they were interested in making them.	Art
UNITE United message/ Mural design	Nov	<ul style="list-style-type: none"> <li>Preparation of the presentation and showing them.</li> <li>Talking with the students of our partner school through the SKYPE</li> </ul>	They have never used PC, they had gotten used to use too hard. After the presentation and talking with SKYPE, They were interested in Japanese people and environment.	English
CREATE Mural painting	Jan Feb	<ul style="list-style-type: none"> <li>Knowing state of progress of partner school</li> <li>Drawing our mural.</li> </ul>	After finishing to draw the mural, They had wanted to learn about Japanese culture more.	Art
APPRECIATE Reflection/ Appreciation	Feb	<ul style="list-style-type: none"> <li>Reflection of our work.</li> <li>Appreciation to partner school.</li> </ul>	The students of our school and partner school were very friendly. They had wanted to talk with each other again.	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	When they are listening partner school's presentation, I saw that they had pride their culture. So I evaluated 5.
Understanding your partner's cultures	5	They asked Japanese culture while making their presentation. And then they have understood about Japanese culture.
Information literacy (research, share)	4	They couldn't use PC very well. If we teach how to use a computer, They would be able to make their presentation very well.
Communication ability (interactive exchange)	5	When they had talked with our partner school students, they asked some questions actively.
Critical thinking (objective, logical views)	3	They are not good at noticing other people's feeling. This is their next purpose.
Active learning and action	4	They had thought about project neatly. And they acted a variety of things themselves.
Collaboration (in the class, with partners)	4	I and partner teacher contacted each other very well, on the forum and Line. But some times I forgot to sent the message on forum.
Expression ability (in words, in pictures)	4	Their explanation was very good (preparation of English), and the picture is also very good. They had kept it out.
Appreciation ability (the mural, the whole collaborative learning)	4	They had appreciated to cooperate of making one picture. They told their feeling on the forum.