

## 2013 IIME REPORT

Country [ Russia ]  
 School [ Educational Center #1471 ] Teacher [ Anna Kostikova ] grade ( 6 ) student number ( 7 )  
 JP School [ Umejima Daiichi elementary School ] Teacher [ Akiko Nagai ]

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

| Subject  | Conception of the lesson                             | Times |
|----------|--|-------|
| social   | Learning culture of our country and culture of Japan | 14    |
| IT       | Trying make a video, use on-line forum and e-mail    | 4     |
| Fine art | Draw a mural, reflection of the whole work           | 6+3   |

### # Theme and Message of the mural

|         |   |
|---------|---|
| Theme   | Fairy Tales show spirits of Japan and Russia  |
| Message | Fairy Tales are the things which have each country. Such things are very important and interesting for children. They show us the nature of people, traditions, through them we learn more about our country. |



### # Effects and the Problems

| Effects your students have gained  | Points for further improvement   |
|--|--|
| Children learned many interesting things about Japan, tried to find the same traditions in local culture. They read Japanese stories, tried to understand their messages. We learned through this project how to appreciate culture and history of our country. Also we try to explain the peculiarities of Russia to Japanese students. | The work with forum were very hard. But we want to learn it better for the best cooperation with the partner. Also we would like to do VC with the partner school. Now we try to improve our skills in making video in order to do the work on project mire interesting. |

### # 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   |
|--|---|
| We show the mural to whole school and parents. Also I talked about the project with Japanese language teacher in Moscow.<br>We will describe the work on the project in our school book for Ministry of Education. | They highly appreciate the project. Some schools were very interested in the project, may be later They also send their application to JAM. |

## # Flow of the Activity

| Content      | Month       | What you did   | Your students attitude/reflection  | Subject         |
|--------------|-------------|--|--|-----------------|
| Introduction | Sep         | Using the forum to send our introduction, reading introductions of our partners,   | Positive. The problem with using forum made this process not so deep. If we could talk with Japanese at a real time it will be more interesting. The time difference is also a minus (5 hours). Very hard to find the cooperation time when both partners will be on-line. | Social<br>IT    |
| Research     | Oct,<br>Nov | Learning Japanese traditions, geography, reading Japanese fairytales in Japanese, finding translations on Russian            | Highly motivated, always have interest to Japan  | Social<br>Study |
| Composition  | Dec         | Decided what to draw, making sketches, reading stories to find the most interesting  | Working with interest on project, talking friends about their work   | Art<br>Social   |
| Painting     | Jan,<br>Feb | Draw a mural after class work. Sending it back to Japan with some gifts from Russia  | Very interested and hard working   | Art             |
| Appreciation | March       | Talking each other what we should do next year, planning our schedule, choosing the topic. Also we spoke about our shortage. | Understood importance of such project  | Social          |

## # 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                   | A   | 5      | Searching internet, reading encyclopedias, talking with parents and teachers, solving puzzles and crosswords about Russia and traditions of Russia                     |
| Understanding the other's cultures               | A   | 5      | Searching internet, reading children books, communicating with teacher in order to learn more about Japan and their peculiarities                                      |
| Communication ability in the class/with partners | B   | 3      | They used English and Japanese to communicate with partners  |
| IT skills  | C   | 2      | Not so high. We have some problems in using the forum, partner's school has no opportunity to do VC  |
| Creating friendship in the class/with partners   | B   | 3      | The students communicate very well with each other, they help each other in variety of tasks   |
| Collaboration in the class/with partners         | A   | 4      | Always helpful and very kind, happy to create something together   |
| Attitude in learning                             | A   | 5      | Highly motivated, want to learn more about Japan and want to learn Japanese as much as possible even they know not so much yet   |
| Expression ability                               | B   | 3      | Students are happy to work on project with Japanese children. They always want to show how beautiful Russia is and how many interesting things we have in our culture. |
| Appreciation ability                             | B   | 4      | We displayed the mural at school, show the photos of mural to other Japanese language teachers in another schools  |

Please submit to [jam@artmile.jp](mailto:jam@artmile.jp) . Thank you for your cooperation.