

2013 IIME REPORT

Country [Samoa]

School [Falefitu Primary School] Teacher [Atapana Tuilaupupu, Taifoe Kapisi, Isao Umeda] grade (6) student number (40)

JP School [Oookayama Elementary School] Teacher [Mayumi Kobayashi]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Social	Population game To understand differences between Japan, Samoa and neighbor counries	1
Social	Listened Samoan speaker who have been in Japan	1

Theme and Message of the mural

Theme	Message
Samoan culture	To depict Samoan culture especially traditional “Siapo” pattern. Share to draw a tree in the centre with Japan and Samoa that is Symbol of countries tree (Japan cherry, Samoa coconuts) that are also symbol of friendships between two countries.



Effects and the Problems

Effects your students have gained	Points for further improvement
Student gained International view	Need to improve research skill that will develop their understanding for the partner's culture, cultural diversity that exist rest of the world and even their own culture.

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 finally show in front of all students	Students and teachers loved it

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Oct	Sent each student's photo with messages.	Very positive. It was great lesson	Social IT
Research	Nov	Researched to their parents, relative, teachers and local people	Student try hard but actually bit confused because of they have no experience to research something. Moreover there is no book, internet that students can freely used that lead students research something harder.	Social
Composition	Dec	Had a Competition to decide chief design in the class. Did election as well	Student enjoy drawing and voting	Visual art, Social
Painting	Feb	According to selected designer's idea, students that are divided 6groups painted it by turn over system.	Chief designer lead and give advice each groups how to paint that was good opportunity to learn leaderships.	Visual art
Appreciation	Feb	Showed front of all students in the morning assebly	Other students show their interest for JAM program and the painting	

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	4	They did their best but luck of research skill and environment need to improve.
Understanding the other's cultures	A	4	However they couldn't research their selves, Teacher and partner provide information they enjoyed to look at.
Communication ability in the class/with partners	B	3	We tried best but internet environment and partner was bit busy so that we couldn't do it very often
IT skills	C	2	We need to improve IT environment.
Creating friendship in the class/with partners	B	3	We tried best but internet environment and partner was bit busy so that we couldn't do it very often
Collaboration in the class/with partners	B	3	We tried best but internet environment and partner was bit busy so that we couldn't do it very often
Attitude in learning	B	3	Generally Samoan Students are bit passive for learning (not just IIME) so that we need to prompt students independence for study
Expression ability	B	3	Generally Samoan Students are bit passive for learning (not just IIME) so that we need to prompt students independence for study
Appreciation ability	B	3	Generally Samoan Students are bit passive for learning (not just IIME) so that we need to prompt students independence for study

Please submit to jam@artmile.jp . Thank you for your cooperation.