

2015 IIME REPORT

Country [Canada]
 School [Rothwell Osnabruck School] Teacher [Jim Lamoureux] grade (4/5) student number (24)
 Partner [(JP) Kosaka Elementary School] Teacher [Maki Yamaguchi]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Science Habitats	We studied habitats in our country and other countries in the world. We learned about plant and animal life and living and non-living things in each type of habitat.	10
Social Studies – Culture	We studied and learned about our Canadian culture and a little bit about the culture of our partner class.	4
Visual Art	Planning, painting the mural and reflecting on the project	16

Theme and Message of the mural

Theme	Habitats in our two countries
Message	We studied natural and urban habitats in our country and throughout the world. We also shared and studied about the habitats in Japan. We learned a lot about habitats throughout the world.



Effects and the Problems

Effects your students have gained	Points for further improvement
My students learned a lot through the project. The biggest gain was probably in getting to know students from another country and another culture. It was exciting for them to communicate with the Japanese class.	The next time I do this project with a class, I will try to be better at staying on the schedule. Some of the times, we didn't communicate with our partner for over a week. I would try to be more attentive to the timeline.

How has your impression toward your partner country and/or the world changed?

Change in student's impression	Change in teacher's impression
Students learned that the world is a diverse place. They learned a little bit about another culture and have a new appreciation for learning about other countries. It has sparked an interest in learning about the world.	It has been very rewarding watching the students attitude change toward their partner country. I have used the project to help students learn about their own country as well.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	September October	We made a school introduction video and sent out introduction cards in the mail.	Students enjoyed making the video. They were slow to create the introduction cards, but eventually they were very happy to make and send them.	English Social Studies
Research	October November	We discussed habitats and themes and continued to communicate with our partner class.	Students were positive when learning about Japan. They participated well in learning about plant and animal habitats.	Science Social Studies
Composition	December	We discussed the theme and design of the mural. The Japanese class painted the mural. We had a video conference to share our experiences.	Students were very excited about the video conference. Most students came to the school at night to take part in the video call. They were very happy to see that the Japanese class had painted their half of the mural. Students also enjoyed sending nengajo to the Japanese class.	Art English IT
Painting	January February	We received the mural and proceeded to plan and paint it.	The students were so happy to receive the mural as well as the cards and gifts that were in the box. Students loved painting the mural. Everyone worked very hard.	Art
Appreciation Reflection	February March	We completed the painting and celebrated the mural and reflected on the project.	Students were happy when they finished the mural. We had 5 snow days (school was cancelled due to winter storms) in the last two weeks in February, so school celebrations with the mural did not happen. We did share about the mural in the school newsletter and on our school facebook page.	Art English

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	We did research into what it means to be Canadian. We had many discussions about it.
Understanding the other's cultures	B	4	We did research on the internet about Japan and about Kanazawa. Students read and wrote about Japan.
Communication ability in the class/with partners	A	4	Students made introduction cards and Nengajo for our partner class. They also participated in the video conference.
IT skills	C	3	Students participated in the creation of a video about our school and they participated in a video conference.
Creating friendship in the class/with partners	B	4	Students got to see individual students in the Japanese video. They also made personal introduction cards. The best experience was during the video conference. They had a chance to speak face to face with each other.
Collaboration in the class/with partners	A	4	Students shared their ideas in the class, and then we voted as a group on what we would like to see as a theme and design of the mural. We shared with our partner class on the forum.
Attitude in learning	A	5	Students were excited in different stages. They loved completing the mural and taking part in the video conference.
Expression ability	B	5	They did very well expressing themselves in the different formats of the project.
Appreciation ability	B	4	Students completed reflections on the project and they showed their skills with their writing.