

## 2015 IIME REPORT

Country [ Oman ]

School [ Shumoo'a Al-Marifa School ] Teacher [ Shaima Ahmed ] grade (2-3-4) student number (12)

Partner [ (JP) Kosaka Elementary School ] Teacher [ Keiko Obata ]

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

Subject	Conception of the lesson	Hours
Introducing students	Students introduce themselves to the Japanese students and introduce the school and town.	2
Culture and traditions	Students discussed the theme through writing paragraphs and making a video	12
IT	Use of the online forum	28
Art	Draw the mural	12
Art	Appreciation and reflection of the whole work	1

### # Theme and Message of the mural

Theme	Culture and Traditions
Message	We identified the cultures and traditions of each country. Our students have a clear idea about the culture of Japan



### # Effects and the Problems

Effects your students have gained	Points for further improvement
First my students have learned how to introduced themselves and make friends from a different country. They searched about Omani traditions and culture and wrote paragraphs about them. They recorded their voice and made a video about our culture. They worked as one team with the Japanese students to produce this beautiful mural. It was unforgettable experience.	We hoped to make a video conference with my partner but it was difficult since the Skype is blocked in Oman. Also we supposed to paint our part in Jan and Feb but the students had a long holiday in Jan. Therefore we started painting in Feb but we could make it and finished the mural just in time.

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

Change in student's impression	Change in teacher's impression
My students have a clear idea and fruitful information about the Japanese culture. They hope to visit Japan one day. They learn to communicate with other students from other countries.	Since this is the second year in this project, I know many things about Japanese culture and traditions. I like working in such organized projects in which I only guide the students.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep	I took photos for grade 2 students holding their names. Grade 3 and 4 students wrote paragraphs talking about themselves with their photos on them. I posted photos for my school and town in the online forum.	They were so happy to make friends from Japan.	English
Research	Oct	The students searched about Omani culture and traditions and they wrote paragraphs about them. I scanned the papers and posted them on the online forum. Moreover, they recorded their voices talking about our culture and made a video. I posted the video on YouTube and the forum.	They really liked recording their voices and making a video about their own culture. This step helped them in identifying the searching technique, writing and speaking.	English
Composition	Nov	My partner and I agreed on the shape of the mural and how to divide it. Their painting inspired us to choose the components of our painting in the light of our theme.	They helped in choosing what they are going to draw. They were willing to choose the colours and the smallest details.	English Art
Painting	Jan & Feb	First we drew the pictures as we have already decided on the draft. Then we painted the mural.	The students appreciated the value of team working and cooperation. They painted as bees and completed the mural just in time. They really enjoy it.	English Art
Appreciation Reflection	March	We showed the completed mural to all students in the morning assembly. The headmistress gave gifts to our students.	They were very proud to show the mural to all students in the school. The Headmistress, teachers and the other students liked and appreciated the work.	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	5	They searched about Omani culture in the Internet and books. They recorded their voices and made a video about our culture.
Understanding the other's cultures	A	5	My partner posted some photos in the online forum about the traditions they follow in the school as well as a video. She also posted reports about their culture. Our students have learned about Japanese culture from the painting
Communication ability in the class/with partners	B	4	We couldn't communicate with the Japanese students orally because the Skype is blocked in Oman. Our students only wrote paragraphs and made video.
IT skills	B	4	They read the introduction of Japanese students and the reports about Japanese culture. They also watch the video and the photos.
Creating friendship in the class/with partners	A	5	They made a good friendship with the Japanese students through letters and the gifts they have exchanged.
Collaboration in the class/with partners	A	5	They did a great team work in painting the mural.
Attitude in learning	A	5	They were active in the process.
Expression ability	C	3	They couldn't express themselves orally because we could not use Skype.
Appreciation ability	A	5	They really appreciated the work they did and felt proud of themselves.