

2015 IIME REPORT

Country [Philippines]
 School [Philippine Nikkei Jin Kai International School] Teacher [Elizaer Christian E. Cabilan]
 Grade (6) Students (35)
 Partner [(JP) Shijima Elementary School] Teacher [Fujita Kiyoshi]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Nihongo	Expressions, Grammar, Conversation, Japanese culture	1.2

Theme and Message of the mural

Theme	Good points in our city
Message	We did a research about their city and ours. We had fun making the mural. We learn so much about the good points of their city.



Effects and the Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> -Some students discovered their skills/talents in drawing and coloring (artistic skills). -Some students discovered they have leadership skills. -They have improved when it comes to decision making. -They learn a lot about Japan and their culture. 	It was our first time to join this project and we don't have enough knowledge about this. Since, we are not the advisor of the class we had challenges along the program like schedules. Too much activities were also a challenge for us since we only had very limited time to do the mural.

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

Change in student's impression	Change in teacher's impression
They were really impressed with regards to the culture of Japan and the good points of the city where our partner school is. They were able to compare the similarities and differences of our city and theirs as well.	I have been to Japan and I am really impressed with the people, the places, technology, food, cultures and tradition. I have high respect for them. I was also surprised that Kanazawa city has lots to offer. A must see place, I think.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	July	<p>I introduced the partner school to my students and had a little orientation about the program.</p> <p>I also communicated to Mr. Fujita about the theme of the mural.</p>	They were very excited about the program and also drafted their ideal mural.	Nihongo
Research	Aug- Oct	We did a research about their city and ours as well. I showed to my students the video that Mr. Fujita sent to us. I was able to send pictures as well to him through e-mail.	The students were able to research about the good points of Kanazawa City and our city, Davao City.	Nihongo
Composition	Nov Dec.	Based on the pictures sent to us by Mr. Fujita, we already had an idea about the mural. It gave me an inspiration of what sceneries, objects and other important drawings we'll include on the said mural.	The students already had a clear idea of what to draw in the mural. Groups were also divided to do different tasks. Seeing their faces, I can say that they were really excited about it. Students were also inspired by the photos Mr. Fujita sent to us.	Nihongo
Painting	Jan. Feb.	We received the mural early January. I showed it to my students. I gave them the scheduled day when to do the mural since our time was very limited.	Students started to do paint the mural. They really tried their best to paint the mural. They are very positive and happy. This was one way for them to bond together.	Nihongo
Appreciation Reflection	March	We showed the mural to other students and took a picture of it. We share our theme to others and introduced the good pints of Kanazawa city to the non-participating students before we sent it back to Japan	The students were really happy and proud of their mural.	Nihongo

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	We did a research on the internet. We also had a brainstorm activity and shared to the class, specially their experiences.
Understanding the other's cultures	A	5	We learn a lot base from the pictures they sent and through communications through the e-mail and forum. They also sent letters from us that is why students were really happy.
Communication ability in the class/with partners	C	3	Our students were really glad and amazed that students from Shijima Elementary school are English proficient. Students didn't have the opportunity to do the video conference.
IT skills	B	4	Students are really proficient when it comes to the computer. They know how to research through the internet and they can also draw with the use of software. However, we were not able to apply it since the computer laboratory was not available during our Nihongo classes.
Creating friendship in the class/with partners	B	5	Students were able to bond together because of this program. They have shared happy memories.
Collaboration in the class/with partners	A	5	They had teamwork but sometimes they don't have the same ideas. But they know how to analyze and they are good in making decisions.
Attitude in learning	A	5	They are disciplined. They really do their homework and they showed interest in learning the culture of Japan.
Expression ability	A	5	They were able to express of what they want to convey in the mural.
Appreciation ability	A	5	They really liked the mural created by the students of Shijima Elementary school. They said that Japanese, indeed, are creative and are good in drawing and painting.