

2015 IIME REPORT

Country [Senegal]
 School [Gossas Village] Teacher [Yumi Isobe, Abdou Acisse Faye] Grade (CM1) Students (19)
 Partner [(JP) Anjo-Nanbu Elementary School] Teacher [Akihisa Nimura]

Subjects, Activities and Times of the lessons

| Subject | Conception of the lesson | Hours |
|------------------------|--|-------|
| Communication | How to communicate with the people that you don't know How to express your opinion Respect other people's opinion | 25 |
| Art | Draw a mural | 6 |
| Cultural understanding | Know your own country and culture Know another country and another culture Respect another country and another culture | 8 |

Theme and Message of the mural

| | |
|---------|--|
| Theme | From the different countries, for the same future |
| Message | We are from the different countries, so we have a lot of differences. But we have also the things in common, "the same future" |



Effects and the Problems

| Effects your students have gained | Points for further improvement |
|---|--|
| Our students hadn't had much experience to have communication with foreign students. What they experienced in this program was all new for them. They deepened the knowledge of their own country and culture. And they could get to know another country and culture as well. | For the participating schools in the developing countries like us, it's a little bit difficult to check e-mails or the forum every day. (Though what we had read in the "REQUIREMENT to participants" was "check emails once a week") I wish both your organization JAM and the partner school take that point into consideration. |

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

| Change in student's impression | Change in teacher's impression |
|--|---|
| First of all, students learned there are lots of countries in the world. They learned various differences with the partner's country and also learned to accept the differences. | The teachers learned the passion of the Japanese teachers toward the education, like how much they care about the students or how can they improve their learning. That experience brought us to have much more motivation for our education. |

Flow of the Activity

| Content | Month | What you did | Your students attitude/reflection | Subject |
|----------------------------|--------------|--|--|---|
| Introduction | Oct. Nov. | We made a school introduction film. | They hesitated to express themselves. But they made effort to tell about themselves to the partner. | communication |
| Research | Nov. | We researched the information by hearing. Also we had a discussion in small group. | They haven't had a discussion in small group. Through discussing, they learned how to give their opinions. | Cultural understanding Communication |
| Composition | Dec. Jan. | After the partner shared us what they would draw, we discussed the composition | At first they were a bit confused because they didn't know what to draw. But after the partner shared us the draft, They started to think it smoothly. | Cultural understanding communication |
| Painting | Feb. | Each student took the initiative in painting. | They looked so excited painting. Though they didn't have experience | Art |
| Appreciation Reflection | Feb. Mar. | We had a discussion what we thought or what we learned from IIME. | They looked so satisfied with what they have done. | communication |

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 got the information by hearing the people who live around the school. Then we had the discussion in small group. |
| Understanding the other's cultures | A | 4 | At the beginning of the program, they didn't know about Japan at all, even the name of Japan. Comparing with the beginning, they know a lot about Japan now |
| Communication ability in the class/with partners | A | 4 | Every time we gave classes they developed their ability in communication. They could write messages to the partner by thinking for the other. |
| IT skills | C | 1 | We didn't have much computers in our school |
| Creating friendship in the class/with partners | B | 4 | They began to listen the other and think deeply about what the other want to know or ask |
| Collaboration in the class/with partners | B | 3 | There is yet room to learn "collaboration", especially between boys and girls. |
| Attitude in learning | A | 5 | They were always positive in learning. |
| Expression ability | A | 4 | At first, they hesitated to speak out their opinions. But they gradually got to express frankly what they think. |
| Appreciation ability | B | 4 | They could reflect themselves deeper than before. |