

## 2014 IIME REPORT

Country [ Canada ]

School [ Lincoln M. Alexander Secondary School ] Teacher [ Anura Bellana ] grade (9-12) student number (10 ),

JP School [ Tagara Metropolitan High School ] Teacher [ Harumi Nagashima ]

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

Subject	Conception of the lesson	Times
<b>Future</b>	What kind of future are our students (from both countries) aspire to live in?	10 weeks
<b>Collaboration</b>	Exchanged both verbal and visual ideas of the topic through email.	10 weeks
<b>Art Making</b>	Drew, painted and reflected on the final mural.	6 weeks

### # Theme and Message of the mural

Theme	The Future
<b>Message</b>	After discussing some of the problems that we considered to be part of the present, we thought about the type of future that we all wanted as a group. All of us agreed that the future that we wanted was free of the present day problems. We wanted our future to be healthy, peaceful, and caring, without the violence, neglected groups of people and polluted environments. In our composition, we tried to contrast the imagery that suggested present with one's that suggested the future.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
At first the students thought about the future only in terms of their individual wants and needs. They talked about the amounts of money that they would make and the things that would purchase with this money. It is only after much encouragement, that they began realize the shared aspects of our common future.	We need to have our students exchange their thoughts more directly as possible with their Japanese counterparts in the future.

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

Change in student's impression	Change in teacher's impression
Our students realized that they share much in common with their Japanese friends than they thought.	I realized that teachers from both countries face similar challenges when encouraging young students to think deeply about important issues.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	SEPT.	Exchanged topic and compositional ideas mainly amongst the teachers	They wanted to become directly involved in exchanging ideas with their Japanese partners and at times became frustrated with the delays in communication	Visual art
Research	OCT.	Group discussions based on newspaper and internet based research Results of these discussions were conveyed to the partner teacher in Japan	The students still wanted to share their findings and ideas with their Japanese partners quickly and directly. They wanted to explore the idea of using social media to do this.	Visual art
Composition	NOV.	Used photographic collages as well as drawn images to create numerous versions of the composition	They enjoyed bringing forth diverse compositional ideas and discussing how the meaning is imparted by each.	Visual art
Painting	FEB.	Modified our composition to respond to Japanese students' completed composition and began painting ourselves	They enjoyed the painting process very much and saw their painting skills improve with the progression of the project.	Visual art
Appreciation Reflection	MARCH	Exhibited the work in our student art gallery for the entire school to see. Club members were actively involved in discussing their work with rest of the school.	The students were proud of their accomplishments and explained the goals of the project to spectators with much enthusiasm.	Visual art

### # 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	Researching news media, group discussions
Understanding the other's cultures	A	3	Through the use of media

Communication ability in the class/with partners	B	2	Group discussions amongst their own peers
IT skills	C	1	This was not a priority for our students
Creating friendship in the class/with partners	A	2	They bonded as a group within their own class but wished for more interaction with their Japanese partners
Collaboration in the class/with partners	A	2	They bonded as a group within their own class but wished for more collaboration with their Japanese partners
Attitude in learning	A	3	They showed initiative in attending every session and enjoyed working toward goal of completing the painting
Expression ability	B	3	Students continued to express themselves using colour, line, shape and texture etc.
Appreciation ability	A	4	Students enjoyed discussing their work with other students and staff from the school