

2014 IIME REPORT

Country [Zimbabwe]

School [Helena Infant School] Teacher [Chipo Marunda] grade (2/3) student number (2 1)

JP School [Hikawa Elementary School] Teacher [Kumiko Ozaki]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Social Studies	We learnt about food, fashion games from Japan.	12
Physical Education	Games children play in Zimbabwe and Japan	10
Art	Developing drawing and painting skills	7

Theme and Message of the mural

Theme	
	Fun games we play and our tradition
	W researched on Zimbabwean traditional games and share them with our partner. We compared these with Japanese games. We play the same games and different games too but we all like to play.



Effects and the Problems

Effects your students have gained	Points for further improvement
<p>The children know a lot about Japan they can talk about the differences and the similarity in life.</p> <p>The children were always happy and asking if they could paint or send a message to their partner</p>	<p>Making more use of IT so that the children can exchange more often</p>

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

Change in student' s impression	Change in teacher' s impression
<p>The children now know that there are other countries beyond Zimbabwe and they all want to visit Japan some time.</p>	<p>I enjoyed the project I continue to learn about Japan and would like this project to spread to other schools in my country. It is an worthwhile experience I learnt so much for the children and the partner school. There is so much to share about Zimbabwe and Japan</p>

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep	I told the class about the exchange and we make name charts we took pictures of ourselves around the school	They didn't understand what the photos were for but when they saw them on the forum they were happy	Social Studies
Research	Oct-Jan	The children make a list of different Traditional games we play and listed the instructions. We also played the Japanese games we were taught by our visitors from the Japanese embassy. We also had an asian food day we ate noodles and sweet and sour pork with chopsticks	The children loved the food day the most they found it hard to use chopsticks but it was so much fun and the food was delicious. They also loved playing the different games and learning new games from each other.	Physical Education Social Studies Shona
Composition	Jan	After playing the games and developing new ones the children wrote instructions on the different games and played the game their partners sent them.	The children loved playing the games from Japan they were surprised that they both play musical chairs and other games but they have different names.	Physical education
Painting	Feb	They children draw pictures of the games they like to play. In summer the Jacaranda tree is in bloom the whole street will be purple. Like the cherry blossom we learnt about from the embassy. The class included that and climbing trees as their favorite thing to do. They love climbing trees playing soccer and drew themselves playing	The children enjoyed painting so much. They would finish their work early so that they can get more time to paint as an incentive this was good in teaching. The children would promise to do well and ask to paint if they behave or finish their work on time.	Art
Appreciation Reflection		This was done by the whole school. The painting was placed in the foyer parents, visitors and the other children had a chance to see the mural. When the parcel arrived the participating class explained to the school what they had been working on.	The children said they had fun and learnt a lot. They said they wished the mural did not have to go. One child said we must not worry because when we grow up we can go to Japan	

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	B	4	The children research on the Zimbabwean culture by asking elders in the community.
Understanding the other's cultures	A	5	We had an Asian food day and played Japanese games given to us by the Japanese Embassy In Zimbabwe.
Communication ability in the class/with partners	C	3	The limited internet access prevented the children from interacting often. However in class or at play the children would ask me to take pictures so they can share with their Japanese Friends
IT skills	C	3	We only had one device to use as a class this slowed communication down
Creating friendship in the class/with partners	A	5	Through playing games the children came together learnt to take turns to share and have fun
Collaboration in the class/with partners	A	5	They always wanted time to paint so in other lessons they would help one another and work well to have time for the project at the end of the day. We also took turns to share ideas we wanted in the mural
Attitude in learning	A	5	Using visual aids, videos about Japan and having visitors from the embassy the children had direct contact with Japanese culture
Expression ability	A	5	Each member had to share ideas on how to make the mural better before we started working on it.
Appreciation ability	A	5	The children worked on a list of things that would make their work better and at the end they checked if they managed to do that. The learnt to use feeling world to say how the mural made them feel.