

2014 IIME REPORT

Country [Nepal]

School [Shree Rudrepipal Secondary school] Teacher [Mukunde K.C./Rieko Ito/ Mamata Devi Sharma] grade (7) student number (45)

JP School [Hamamatsu Gakuin Junior High School] Teacher [Junichi Nakazawa/Shoudai Suzuki/ Ryuichi Goto]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Society	Learning about Japan and the language, Writing letters to the Japanese students, practicing group work	15
English	Practicing Chorus, writing letters to the Japanese students	5
Art	Deciding the concept of drawing, drawing	12

Theme and Message of the mural

Theme	The spirit of Dashain Festival in Baglung, Nepal
Message	To let Japanese people get to know about the festival and the cultural difference.



Effects and the Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> -They learned how to achieve goal with group. -They learned how to perceive things in the huge scale through drawing -they got a curiosity to foreign culture -they understood the importance of English learning 	<ul style="list-style-type: none"> - the students should organise the project by them selves as much as possible -students should learn the importance of attendance of each classes to catch up with the project.

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

Change in student's impression	Change in teacher's impression
They thought Japan is very different from Nepal and they must have been thought it was just wonderful and rich. But now they learned how Japanese children are thinking and feeling are similar. They felt Japan closer than before.	Teachers were pretty shocked about how fast everything goes through in the project. Japanese side is more punctual and elaborate than have they ever thought. It was definitely good cultural shock for them.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Aug Sep	Practiced Self illustration and self introduction and sent them to the partner school	They were relatively shy at first but gradually got curious about the project as they had various lectures about Japan	8
Research	Sep Oct Nov Dec	Learned about disaster in Japan inviting NGO and a Japanese guest Researched about Dashain Festival "Cultural exchange day1"	They were very interested in the disaster issue in Japan and made effort to write a report comparing with one in Nepal. To conclude the research about both Nepal and Japan, students made "cultural exchange day 1" with Hamamatsu Gakuin JHS and they got proud of what they have done.	10
Composition	Jan	Made design contest Achieved composition	They were passionate with drawing the composition to become "the best designer in class 7" One student who became the designer of the mural contributed to the basic drawing.	4
Painting	Jan Feb	Painting by groupwork	To Work on the mural helping each other, students worked very hard in each groups. They learned how important it is to achieve things together.	8
Appreciation Reflection	Feb	Made "cultural exchange day2"	Students were very glad that their painting were complete and communicated with the Japanese students about the mural	2

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	C	4	They tried very hard to be able to explain Nepali festival by helping to write reports one another.
Understanding the other's cultures	B	5	It opened their eyes to "see" and "hear" the Japanese culture by getting to know Japanese people.
Communication ability in the class/with partners	A	4	They did their own best to communicate with Japanese students very voluntarily on Skype
IT skills	C	1	They could not access to enough IT class in ordinal education
Creating friendship in the class/with partners	A	5	They were eager to communicate with Japanese students by writing letters as well as drawing.
Collaboration in the class/with partners	A	5	Thanks to Japanese partner school, our school could follow the schedule well. The students made an effort to help one another to achieve each programmes.
Attitude in learning	A	4	Gradually they made an effort to follow the project by attending class more actively.
Expression ability	A	3	Though they were very good at expressing from the beginning, they grew much more than before to express to foreign people.
Appreciation ability	C	3	They were curious about the painting of Japanese side, they asked many questions on it and glad when they got answers from Japanese students on Skype