

About Unit S

Members

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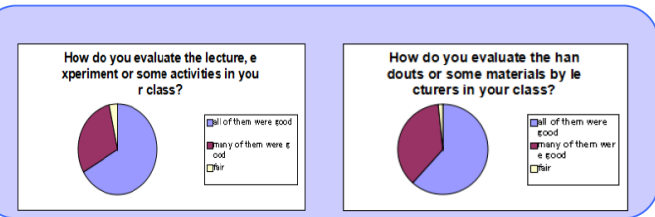
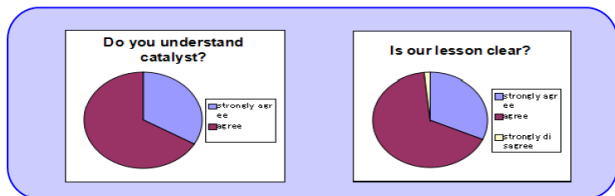
Activities in Hanoi

Date	Activities
29th(Mon)	Arrival
1st(Tue)	Orientation & Welcome Ceremony
2nd(Wed)	Lesson Preparation
3rd(Thu)	Lesson T (at Olympia School)
4th(Fri)	Lesson S & X (at Foreign Language Specialized High School)
5th(Sat)	Sightseeing (Ha Long bay)
6th(Sun)	Sightseeing (Hanoi)
7th(Mon)	Lesson Preparation
8th(Tue)	Lesson S & T (at Le Quy Don secondary school)
9th(Wed)	Lesson X (at Olympia School)
10th(Thu)	Final Presentation Preparation
11th(Fri)	Final Presentation & Departure

Schools where we conducted classes

- First Lesson Foreign Language Specialized High School
- Second Lesson Le Quy Don secondary school

Results of questionnaire



Extracurricular Activities

First Day Sightseeing (Mar 5th)

(Ha Long bay.)

Ha Long bay registered as a World Heritage.

We took a ship and paddled a canoe. We saw beautiful sea like which we can't see in Japan.

There are 2000 islands in the bay and we visited one of the islands which has the most beautiful cave.

We were surprised to see the mysterious circumstance of the cave.

We were disappointed that it was cloudy but we were satisfied with the beauty of Ha Long bay.

Second Day Sightseeing (Mar 6th)

(Hanoi City)

We walked around the center of Hanoi city.

We found many difference between Japan and Vietnam during 2 weeks.

We found Ho Chi Minh Mausoleum and Hanoi Cathedral taught us Vietnamese history.

Through Walking streets in Hanoi city and using bus, we could feel Vietnamese daily life.

We were so excited.

About class and invention

Topic . . . Catalyst

Time . . . 90 min.

Object . . . (1) To let students know catalyst

(2) To let students be interested in science

We taught Catalyst. Catalyst is the increase in the rate of a chemical reaction. We used KI as a catalyst of H_2O_2 . Students could confirm that catalyst can promote the reaction with the experiment.

There is a list which we tried to do to let them understand our lesson.

- Using understandable English
- Easy experiment
- Separating the time into explanation and working
- Giving explanation about Catalyst which is familiar to students at first
- Showing how to do experiment before students do.
- Taking time to reflect experiment
- Telling the future of catalyst
- Communicating with students positively to exchange cultural difference between Japan and Vietnam for example, greeting, Japanese food, anime and so on.
- Introducing about Japanese song



We revised our lesson after the first class. Mainly there are 2 things which we improved. One is that we changed how to show the effectiveness of catalyst through the experiment. We made it clearer than first lesson. The other one is that we mentioned catalyst more detail than first one.

After the class, we gave students 2 simple questionnaires. We can conclude that almost all of students were satisfied with our lesson and they could understand catalyst. Some students said, "Experiments were interesting!" "I want to learn more about Catalyst." But quite a few students said, "Sometimes I can't understand English." So we have to improve not only how to do class, but also how to speak English.

Reflection through Twinkle program

Good things

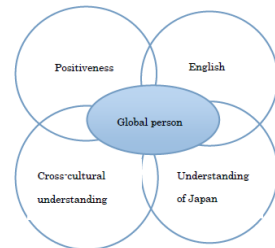
- Conducting an experiment.
- There were many Vietnamese students who don't have the experience of the experiment. That's why they were interested in our lesson and experiment.
- Being able to know how Japan was seen from the other countries.
- Vietnamese students concern not only shallow culture (e.g. sports, music, foods) but also deep culture (e.g. relationship with other country, politics, Fukushima).

Problems

- Japanese don't know about Japan
- When we talked with Vietnamese students, we couldn't tell Japanese effectively. The reason why we couldn't is because of the lack of knowledge of Japan.
- Low English skills of Japanese
- Even though Japanese students have some idea, we couldn't express what we wanted to say. Taken an example of questionnaire, students said they couldn't understand our English and we have to speak English clearly.

Forthcoming challenges

- There are four things we think to be a global person
- Improvement of English skills . . . Acquiring usable English skills
- Positiveness . . . Challenging the world positively.
- Understanding of the own country . . . Wide understanding including a Japanese viewpoint from the other countries
- Cross-cultural understanding . . . Understanding of the different culture



In global society, upbringing of the global talented person is indispensable. We make use of activity in TWINCLE and want to think about things with a global scale. And we bring up a next-generation global talented person and want to create Japan and the world developing continuously.

Acknowledgements

During our stay in Hanoi, Vietnamese staffs and students helped us so much. They did so many things: for example, they organized and arranged our schedule, introduced us good restaurants near the dormitory, took us to the shopping center and so on. Thanks to these helps, we had a good time. We appreciate your support.