

## Basic English Communication: Lesson 5 Super Cool Biz Project

A cross-curriculum lesson: Social Study, Home Economics, Science and English

June 2020

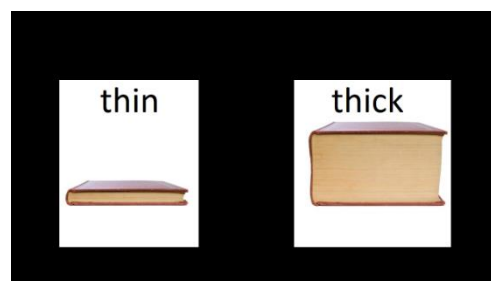
English department

### ○The aim of this cross-curriculum lesson

We learned about “clothing” in this lesson. Clothing shows the feature of each country and it is essential for people to spend dairy life with it. We consider clothing from a lot of viewpoints and learn about it in detail.

### ○The outline of Lesson 5 Super Cool Biz Project

First, students learned about “cool biz”. Second, JICA introduced world traditional clothes and the students also learned about them. Because of Covid-19, our school couldn't have any classes for about 1 month. During the period, we streamed the features of some traditional clothes on YouTube. We also taught students English words about clothes on YouTube. The students watched the movies and learned about traditional clothes and their materials. We will show the contents of cross- curriculum lessons below.



↑the English words expressing “cloth” from YouTube

### ○Collaboration with 1<sup>st</sup> grade HR teachers

After school began, we borrowed 6 countries' traditional clothes (Myanmar, Vietnam, Uzbekistan, Tajikistan, Burkina Faso and Senegal) from JICA Sapporo. 6 HR teachers wore these traditional clothes and introduced their feature in English. Last year, students could wear these clothes and explained their texture and how the clothes felt. However, because of Covid-19, it was difficult for the students to wear them, so this year the teachers cooperated with English class and we made a video. The students became interested in the traditional clothes the same as last year. They enjoyed listening to teachers' English and felt curious about the video because 5 HR teachers aren't English teachers.

The students could listen to the same words which they learned from the YouTube movies again and again. Therefore, they could memorize these words easily. We felt the introduction activity were successful.

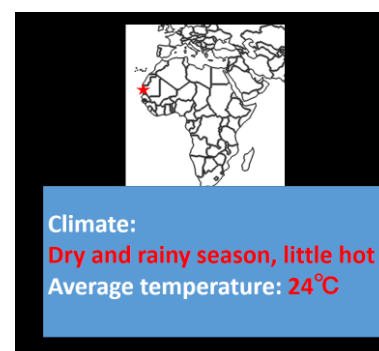


↑ The teacher wearing Senegalese traditional clothes, “Bou bou”

## ○Collaboration with Social Studies (Geography)

We introduced the 6 countries above as well as Russia (We couldn't get Russian traditional clothes, so we showed only pictures). We told the students about their location, climate zones and climate feature using a power point. The students also learned English words about climate such as "dry season", "rainy season", "average temperature", "humid" and so on.

The slide explaining the Senegalese climate →




## ○Collaboration with Home Economics

From the viewpoint of Home Economics, we focused on the cloth used in traditional clothes. We learned that cotton and wool are often the main cloth in cold areas. On the other hand, hemp and cotton are main cloth and clothes' texture and design are airy in hot countries. We also noticed that the dress which people wore at ceremonial occasions were made of silk. Each country's traditional clothes had special materials and designs. We discussed the reason why there were some differences.

Before the lesson, Ms. Ishikawa taught us each cloth's feature, merits and demerits, how to weave it. Therefore, we could explain the cloth in detail. We could share information about the contents of English classes. We could ask Ms. Ishikawa to develop them in the Home Economics class.

④ Senegal : <i>Bou bou</i>				
●Climate	Dry and rainy season, little hot (all the year round)			
●Average Temperature	24°C		(Hottest 27°C)	
●Texture				
smooth	soft	thin	light	airy
rough	stiff	thick	heavy	not airy
●Design				
simple	colorful	loose	tight	decorations
●Material				
cotton	hemp	silk	wool	synthetic fabric (polyester, rayon, etc)

A map of the African continent with country borders outlined. Senegal is highlighted in red and marked with a red star. The word "Senegal" is written in a cursive font to the left of the star.

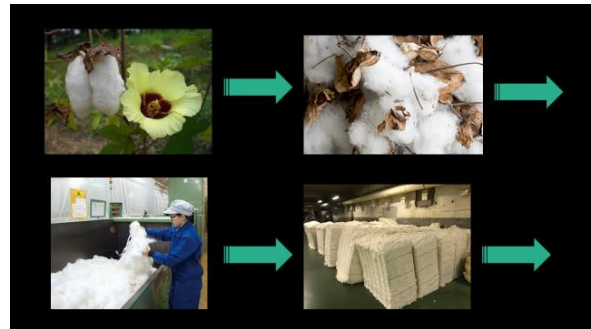
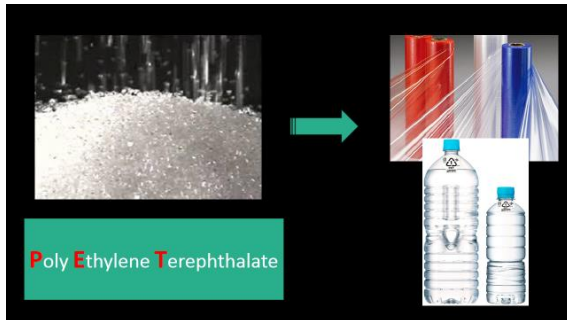
↑ the handout about texture, design, and materials

We used this at listening activity

## ○Collaboration with Science

We discussed technology's development VS traditional culture preservation. We paid attention to the fact that these days some countries traditional clothes have become made of man-made fabrics such as polyester, instead of natural fabrics, such as cotton, silk, wool and hemp. First, Mr. Yamagata, a science teacher, showed us a short movie introducing how to make man-made fabrics. Students could understand how polyester cloth and plastic bottles are made from the same ingredient, "PET". They also learned about how to process polyester cloth. We showed them the processes how to make cotton, a natural fabric, using pictures. The students learned about both processes and how to find the difference between natural fabrics and manmade fabrics.

↓ How to process man-made fabrics(right) and natural fabrics(left)



Mr. Yamagata taught us the ingredients of man-made fabrics and their production process, so we could introduce them to the students smoothly. Last year, we didn't have the movie and pictures, so we couldn't give good instruction and the students didn't have enough background information to talk about the fabrics. However, thanks to the movie and pictures, the students could imagine the fabrics clearly. They could consider the differences between man-made fabrics and natural fabrics and have various opinions about them. Their discussion exceeded our expectations. We think that the students could make good use of the cross-curriculum lessons.

### ○The students' opinions about fabrics

#### ◎The merits of natural fabrics

- They are good for humans and the environment.
- We can enjoy typical texture and each one has its own characteristics.
- There are some cultural differences in terms of weaving. • Some cloth has scarcity value.

#### ▲The demerits of natural fabrics

- We can't produce them on a large scale. • They are difficult to maintain and wash.
- They are a little hard to process some cloth. • Some cloth is expensive.
- The production cost is high and it is difficult to make it.
- They have low productivity and effectiveness.

#### ◎The merits of man-made fabrics

- We can produce them on a large scale. • They are cheap. • They are easy to process.
- They have durability. • They are easy to keep.

#### ▲The demerits of man-made fabrics

- They cause micro-plastic and aren't good for the environment.
- People who have sensitive skin react them.
- Cloth's texture and appearance become universal. We spoil our own culture.

### ○Thinking out the cross-curriculum lessons as the English department

We learned about characteristic fabrics. We discussed Japanese traditional clothes, "Kimono".

These days, some kimono are made from man-made fabrics such as polyester. We talked about this with the students.

●The students' reaction about kimono (2classes 80students)

- |  |          |
|--|----------|
| • I can wear kimono by myself.                   | 0        |
| • My parents can wear kimono by themselves.      | About 10 |
| • My grandparents can wear kimono by themselves. | About 20 |
- 
- It is very difficult and tough for me to wear kimono.
  - I want to wear it, but I can't move well and so it's troublesome.
  - I would like someone to put it on me.
  - Kimono is very expensive.    • Speaking of Japan, it is kimono!
  - Kimono is our traditional culture so we should use it.
  - When we have important ceremonies, we should wear silk's kimono.
  - Man-made fabric kimonos are reasonable. When we wear it on our daily life, it is good.
  - If we are interested in Kimono, first we can buy a polyester kimono. If we like it, next we buy silk kimono.

The students could understand the fabrics. Compared with last year, they could talk about a lot of viewpoints and have various opinions. Students will learn how to wear "Yukata" in Home Economics. It is very difficult to learn how to wear kimono, but yukata is easier to wear. We think that they had high motivation for learning how to wear it and were interested in Japanese traditional culture. We English teachers could get a lot of advice from science, home economics and social study teachers. We could be based on their useful advice and think out our lesson plans. We had fruitful classes, not only external information, but also specialized knowledge.