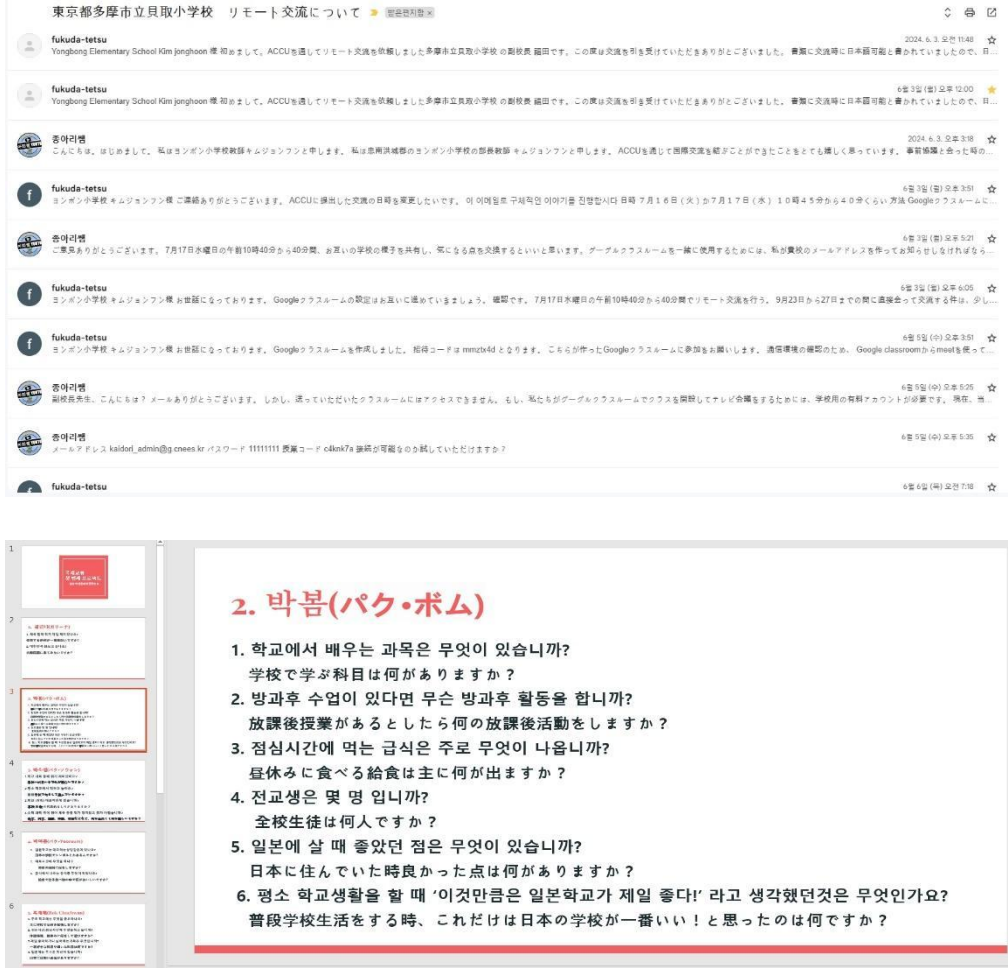


2024 International Exchange Report

School Name	Yongbong Elementary School
Partner School	Tama City Kaitori Elementary School
Exchange Period	Start Date: (June 3, 2024) - End Date: (October 31, 2024)
Exchange Participants	Participants (Home School) ■ Grades: 6 ■ Number of Students: 10 Participants (Partner School) ■ Grades: 6 ■ Number of Students: 36
Exchange Method	■ Email ■ Video Messages ■ Online Platforms (e.g: Zoom, Teams, etc.) ■ School Visit
Fields of Exchange	■ Global Citizenship Education ■ Peace Education
Exchange Objective	To cultivate Global Citizenship through Knowledge, Action, and Sensitivity (Problem Awareness → Practice and Everyday Application → Cultivating Sensitivity) 1. Sharing UNESCO values among Korean and Japanese elementary schools (Awareness) 2. Conducting school visits and cultural exchanges — short-term with upper grades, long-term with lower grades (Practice). 3. Identifying diverse discussion topics for global citizenship education and promoting active participation of Korean and Japanese students (Everyday Application). 4. Providing cultural diversity education to cultivate sensitivity (Cultivating sensitivity) 5. Sharing results
Exchange Activities	1. Email communication between coordinators to discuss class exchange content, platforms, and schedule 2. Producing and sharing an online school introduction video 3. Designing and conducting a pre-survey of students from both countries prior to the online open class 4. Conducting an online (real-time) open class 5. Coordinating school visit schedule and select exchange program activities 6. Practicing a joint Korea–Japan chorus in preparation for the international exchange event 7. Developing cultural introduction materials and a culture box

	representing both countries 8. Visiting the partner school during the field trip and hold the international exchange event 9. Presenting the results of the international exchange event to all students at Yongbong Elementary School
Results <i>(Educational outcomes, student development, and student feedback, etc.)</i>	Educational Outcomes ■ Fostering global citizenship: Through direct interactions with Japanese students, our students gained valuable insights into Japanese culture and education, fostering mutual understanding and respect for other cultures. Additionally, the cross-curricular international exchange projects provided a meaningful foundation for their growth as global citizens. ■ Enhancing communication skills: By engaging with Japanese students, our students enhanced their Japanese language skills and gained a deeper appreciation for the importance of non-verbal communication. ■ Strengthening collaboration and problem-solving skills: From planning the international exchange project—such as selecting field trip destinations—to conducting online open classes, preparing cultural introduction materials, and curating items for the culture box, students learned the importance of teamwork and collaboration in achieving shared goals. Student Development ■ Increased confidence: Through both online and offline exchanges with Japanese students, our students gained confidence in expressing their opinions, which positively influenced their overall attitude and engagement throughout the project. ■ Respect for cultural diversity: Students cultivated an attitude of understanding and respecting diverse cultures, while also showing a strong willingness to share their learning experiences with peers and family members. ■ Greater interest in other cultures: Following the exchange activities, students showed increased interest in learning about the cultures of other countries as well.
Challenges & Solutions	One of the main challenges was the difference in educational environments between Korea and Japan. Due to limited Japanese proficiency, it was difficult for our students to rely solely on real-time online classes for communication. Together with our Japanese counterparts, we explored using online platforms such as Google Classroom, Teams, and Padlet to enable participation from other grades and ease language barriers. However, these platforms were either inaccessible (e.g., Google Classroom) or restricted by limited digital infrastructure, such as insufficient smart devices. Consequently, we could not

	diversify the forms of exchange as much as intended. Fortunately, the opportunity to conduct an offline exchange through a school field trip to Japan allowed us to overcome these challenges and successfully carry out the exchange program.
Future Plans <i>(*Follow-up Schedule, Additional Exchange Measures)</i>	When we expressed our hope by saying “ <i>We look forward to your support again next year</i> ” to the principal and coordinators of the partner school, they responded positively. Although it remains uncertain whether a visit to Japan will be possible next year, we hope to continue class exchanges with Japanese students in the form of online collaboration and discussions.
Pictures	 東京都多摩市立貝取小学校 リモート交流について fukuda-tetsu Yongbong Elementary School Kim jonghoon 様、おはようございます。ACCUを通してリモート交流を依頼しました多摩市立貝取小学校の副校長 福田です。この度は交流を承けていただきありがとうございました。書簡に交流時に日本国国旗と書かれていたもので、日... fukuda-tetsu Yongbong Elementary School Kim jonghoon 様、おはようございます。ACCUを通してリモート交流を依頼しました多摩市立貝取小学校の副校長 福田です。この度は交流を承けていただきありがとうございました。書簡に交流時に日本国国旗と書かれていたもので、日... 송아리별 こんにちわ。はじめまして。私はヨンボン小学校教員キムジョンファンと申します。私は忠清南道咸興市のヨンボン小学校の部長教員 キムジョンファンと申します。ACCUを通じて国際交流をすることができたこととても嬉しく思っています。事前協議と合った時の... fukuda-tetsu ヨンボン小学校 キムジョンファン 様、ご返信ありがとうございます。ACCUに提出した交流の日時を変更したいです。이 예일토 주체적인 이야기를 진행합니다 日時 7月16日(火)か7月17日(水) 10時45分から40分くらい 方法 Google Classroomに... 송아리별 ご返信ありがとうございます。7月17日水曜日の午前10時40分から40分間、お互いの学校の様子も共有し、写しをる点を交換するといひ思います。グループクラスルームを一編に使用するためには、私が貴校のメールアドレスを件でお知らせしなければなら... fukuda-tetsu ヨンボン小学校 キムジョンファン 様、お世話になっております。Google Classroomの取組はお互いに進めています。確認です。7月17日水曜日の午前10時40分から40分間でリモート交流を行う。9月23日から27日までの間に直接会って交流する件は、少し... fukuda-tetsu ヨンボン小学校 キムジョンファン 様、お世話になっております。Google Classroomを作成しました。招待コードは mmxvz4d となります。こちらが作ったGoogle Classroomに参加をお願いします。通信環境の確保のため、Google classroomからメールを使って... 송아리별 福田先生、こんにちは？ メールありがとうございます。しかし、選んでいたいたいたクラスルームにはアクセスできません。もし、私たちがグループクラスルームでクラスを開設してナレド会議をするためには、学校用の無料アカウントが必要です。現在、無... 송아리별 メールアドレス kaidot_admin@g.cnetes.kr パスワード 11111111 授業コード c4bnk7a 後編が可能なか試していただけますか？ fukuda-tetsu 6月6日(水) 20時 7:18 2. 박봄(パク・ポム) - 학교에서 배우는 과목은 무엇이 있습니까? 学校で学ぶ科目は何がありますか？ - 방과후 수업이 있다면 무슨 방과후 활동들 합니까? 放課後授業があるとしたら何の放課後活動をしますか？ - 점심시간에 먹는 음식은 주로 무엇이 나올니까? 昼休みに食べる給食は主に何が出ますか？ - 전교생은 몇 명입니까? 全校生徒は何人ですか？ - 일본에 살 때 좋았던 점은 무엇이 있습니까? 日本に住んでいた時良かった点は何かがありますか？ - 평소 학교생활을 할 때 '이것만큼은 일본학교가 제일 좋다!' 라고 생각했던것은 무엇인가요? 普段学校生活をする時、これだけは日本の学校が一番いい! と思ったのは何ですか？
Additional Information <i>(Supplementary materials or URLs may be attached)</i>	Articles on Yongbong Elementary School's School Trip http://www.hjfocus.com/news/articleView.html?idxno=18282

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