

2012 IIME REPORT

Country [Taiwan]

School [Wen Ya Elementary School] Teacher [Ruth Hou] grade (4) student number (60)

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Subjects, Activities and Times of the lessons

| Subject | Conception of the lesson | Times |
|----------------|--|-------|
| Social Studies | Students studied the stories about the famous buildings and local food in the community. They studied the history from Internet resources and recorded the process of making the food by interviewing the popular food sellers. | 4 |
| Art | Students created the drafts, learned to mix different colors to create new ones, got into groups to paint the murals with other group members. | 12 |
| English | Students learned to introduce themselves in English during the video conference. They also learned to talk about the themes of the murals in English and shared their ideas of drafting with their partner classes in Shijima Elementary School. | 4 |

Theme and Message of the mural

| | |
|---------|--|
| Theme | Buildings in the past, present and future (Class 401) Popular food in the community (Class 402) |
| Message | Buildings and food play the important roles in everyone's life. By looking at the elements of housing and diets, people understand their community history better. With better understanding of the past, students will learn to cherish their present lives and start to think about creating a better life for the younger generation. There is only one world. The more we understand the world, the more we love it. |



Class 401, Wen Ya Elementary School, Taiwan v.s. Class 601, Shijima Elementary School, Japan



Class 402, Wen Ya Elementary School, Taiwan v.s. Class 602, Shijima Elementary School, Japan

Effects and the Problems

| Effects your students have gained | Points for further improvement |
|---|---|
| The students learned the history of the important buildings and food in the community. They developed a stronger sense of identification toward their own culture and traditions. They also showed great interest in Japanese buildings and food. | If it is convenient, we would like to have more communication with our partner classes. Maybe we can meet once a month to make sure we are following the schedule well. |

Have you made your activity open in your school or in your local area? How was their reaction or reputation?

| PR you did inside/out of your school | Reaction/reputation from around |
|--|---|
| We showed the completed murals to everyone in the school. We have taken photos of the completed murals and we are going to make copies of the murals and keep them at school forever. We will show them to our visitors whenever it is suitable. | Students at my school felt amazed to see the murals again this year. The senior graders said they would paint better if they were offered the second time to paint the murals. The younger graders said they would love to be 4 th graders as soon as possible so that they could create their own murals,, too. |

Flow of the Activity

| Content | Month | What you did | Your students attitude/reflection | Subject |
|--------------|--------------|---|--|------------------------------|
| Introduction | Sep. | We made self-introduction sheets to tell our partners who we are. We also had the first video conference with our partner class to say hello to each other. | Students were interested in making their own self-introduction sheet because they were eager to make new friends with their partner classes in Japan. They were excited to prepare for the oral presentation in the video conference. They wanted to meet their partners in person so that they can have more exchange talk with each other. | English |
| Research | Oct. Nov. | With the help of social studies teachers, we investigated the history of important buildings as well as the famous local food in our city. We also talked to our partner classes about the design of the murals through video conference. | Students always had fabulous ideas. When they were offered the opportunity, they had enough talents to show their creativity. They loved to talk about their own ideas, communicate with each other and reach the final agreement at the end. They fully developed the spirit of cooperation and compromise in the process of painting.. | social studies, art |
| Composition | Dec. | We read the progress of the mural painting from the forum and we were delighted to see the murals sent to our school. | Students got more and more excited to see the murals completed by the Japanese partners. They were fascinated by the colorful designs. On the other hand, they worried if they could paint such big murals and completed the tasks successfully. | social studies, art, English |
| Painting | Jan. Feb. | As soon as the murals arrived, it was about time for the Taiwanese students to prepare for the final test and the winter vacation. Besides, due to the late start of the new semester, students needed to come to school in their free time in order to finish painting the murals in time. | Students might feel disappointed while the painting did not look like the real objects. Therefore, the homeroom teachers had to keep on encouraging the students to focus on creativity instead of authenticity. They were willing to take other people's suggestions into consideration. All of them would like to try their best to make people understand what they have painted on the murals. | social studies, art |

| | | | | |
|--------------|-------|---|--|---------------------|
| Appreciation | March | Students showed the murals to the whole school and they were proud of themselves for being able to finish the murals on time. Most of them were happy with the great work done. | The senior graders said they could do a better job if they were offered such a wonderful chance to paint on the murals. They younger graders said they would like to grow up soon so that they can work on such a wonderful project as soon as possible. | social studies, art |
|--------------|-------|---|--|---------------------|

Aim of the Lessons and Result

| Aim | Rank | Mark | How your students have reached it |
|---|------|-----------|---|
| understanding our own cultures | 1 | ⑤ 4 3 2 1 | Our students have to make a research on the themes they will present on the murals. They learn the basic ideas from the social studies class. Then, they read from the books and internet data to have a better concept about the themes. |
| Understanding the other cultures | 2 | ⑤ 4 3 2 1 | Our partner classes are very kind to write the brief summary about the themes at the back of the murals. We then have a very clear idea about the content. |
| communication ability interactively / in English | | 5 ④ 3 2 1 | This is the second year we study English in the national curriculum. Although we have limited ability to communicate in English, we have authentic purposes for learning English. We appreciated the chance to push us to learn more in English. |
| IT skills forum / video conference | | 5 ④ 3 2 1 | All the IT equipments and forum discussion were made ready by the teachers. So the students have less chances to practice their IT skills. |
| Creating friendship in the class / with partners | 5 | ⑤ 4 3 2 1 | True friendship was built while compromise was made. We did not mind the time spent on argument and negotiation. We believe the friendship in need is the friendship indeed. |
| Collaboration in the class / with partners | 3 | ⑤ 4 3 2 1 | Cooperation and collaboration on the project encouraged us to listen to others and reach the final conclusion after discussion. The friendship will last for a long time. |
| Keeping motivation high positive attitude in learning | | ⑤ 4 3 2 1 | Every time the art class came, the students would be so excited to form into groups and wait for their turn to paint. They loved to surf on the internet to look for the important resources to support their understanding about the themes they would paint on the murals. They are highly-motivated in everything about the mural project. |
| Expression ability in painting | 4 | ⑤ 4 3 2 1 | The little artists in the classes have tried their best to paint. Our art teachers also gave us a lot of help. The objects might not look real but they have done their best. From Artmile project, they have very good abilities to mix different colors to create new colors they like. |
| Appreciation ability reading the painting | | 5 ④ 3 2 1 | Our students were good at telling and explaining the murals they and their partners have painted. They fully understood the messages that the murals meant to deliver. They were sensitive to all the details included. |