

## 2013 IIME REPORT

Country [ Mexico ]

School [ Universidad Veracruzana ] Teacher [ Mitsuru Kurosaki ] grade ( 2 ) student number ( 9 )

JP School [ Aoyama Gakuin University ] Teacher [ Toru Yokoyama ]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Social	Study about history and culture of our country and our partner's country	5
Self introduction	Introduce all members in Japanese, English and Spanish. Record our presentation and upload it on Youtube.	5
IT	Use the online forum and try doing the video conferences	3
Fine art	Draw a mural	8
Fine art	Appreciation and reflection about the whole work	2

### # Theme and Message of the mural

Theme	Amigo friend 友達
Message	On the main theme, we tried to express our friendship. Also we painted the same cultural elements like the highest mountain, a person and the national tree. And it would be appreciable to observe tone of sky both sunrise and sunset. We included the theme of traditional figures, the Pyramid of Tajin, Veracruz



### # Effects and the Problems

Effects your students have gained	Points for further improvement
The students improve more to study Japanese. They were motivated more and more not only to study the Japanese culture but their own culture. The participants of this project took more initiative in the class activities. Also they had better communication within them. Finally they were more interested in learning Kanjis.	It was the first time participating in this JAM project. For the next time, previously we need more discussion about the theme of the Mural painting.

**# 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
<p>On February 21<sup>st</sup>, in Mexico City, we presented our JAM project in the Symposium of teaching method of the Japanese language.</p> <p>Also we are organizing the exhibition on August in the 400 anniversary between the State of Veracruz and Japan.</p>	<p>We received a lot of questions about how to participate in this project.</p>

**# Flow of the Activity**

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Ago-Sep	In the previous season we started introducing ourselves making a PDF and Power point presentation. Fortunately, the Mexican students were on vacation during August, so we could make an upload on youtube of a video letter in Japanese, English and Spanish (See the self introduction in our forum).	<p>It was necessary to exchange our point of view to use the Facebook tool because many Mexican students have and use an account. On the contrary, Japanese students had another type of communication like "LINE", so it caused a kind of difficulty to start up by this way.</p> <p>To resolve this problem, Mexican students took the initiative work in and offered a good advice. Then we were able to exchange our greetings.</p>	Social IT
Research	Sep	In our class of Japanese, we investigated the culture and history about "KANSAI" and "KANTO" including the area where the Aoyama Gakuin University is located.	The Mexican students investigated and presented the cultures and histories about KANSAI and KANTO. They enjoyed finding more information about both areas. They did a very good presentation.	Social IT
Composition	Sept	Eleven Japanese students joined the Mexican side 5 students. After the (English), we compose the picture and theme, to exchange viewpoints about the motif based on a draft of a painting self-introduction of the Japanese members. The theme was the "Amigo".	They tried to speak in Japanese and English. After that communication on Skype, they eagerly study Japanese.	Social IT
Painting	Oct-Dec	<p>On October 27th, we started drawing the base lines for the mural painting.</p> <p>We readjusted the character's position to meet the same eye level of the Japanese one, and balance both parts of the painting. It was very important for us to fit the drawing in the same level.</p>	<p>On December 8<sup>th</sup> the canvas was concluded.</p> <p>Afterwards, we detailed elements of the "Jarocho", who would shake hands with the Japanese character (Maiko) in the center of picture. We tried drawing lots of beautiful elements in the scenery. We took into account the balance of basic ornamentation.</p>	Fine Art

Content	Month	What you did	Your students attitude/reflection	Subject
Appreciation	Feb	<p>We established communication with the Japanese students on Skype on February 26th. At first, the Japanese students said thanks to our greeting cards that were sent with the Mural painting. Then, we talked about the Painting. The Japanese students asked us if we used to participate in the Carnival or not and if it is true that we are not allowed to eat the meat during the Carnival. How long do we dance during the festival and what way?</p> <p>We concluded this meeting saying that we will continue communicating on Facebook and by writing letters.</p>	<p>The Japanese students explained again in English and Japanese about their part so that we could understand some of their motives. For example, They explained that they tried to use some Japanese traditional color “Fuji iro” and a symbol of crane to celebrate our friendship and wished us to have a long life. After that, they kindly presented the “Hina Matsuri” (the Girls’ (Dolls’) Festival on March 3) and taught us how to make a paper doll (Origami).The Mexican students asked them about what kind of birds they painted (Chidori). The Japanese students wanted to know why did we paint the mermaid. Then they asked why did the Mexican girls use to put on that traditional clothes and what kind of clothes did the boys use. After these questions and answers about the painting, the Mexican students explained about the tradition of Carnival. Finally we talked about the greeting letters. Both groups of students sang a song of Happy birthday in Spanish (Manyanitas) and Japanese (Tanjyoubi omedetou). We took a picture on each side of the video conference by standing next to the Skype image, so that we have a memorial picture of all participants together.</p>	Fine Art

### # 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	A	5	They organized well and did a good presentation of their traditional culture.
Understanding the other’s cultures	B	4	They searched on the internet about the Japanese culture and history, but they needed to communicate with the Japanese students to ask about it.
Communication ability in the class/with partners	A	2	They tried to explain their thoughts, but they had a lot of limitation to communicate in Japanese and English.
IT skills	C	4	They held video conferences but needed the technical support of the University’s staff.
Creating friendship in the class/with partners	A	4	They always thought about their partner.
Collaboration in the class/with partners	A	5	They did group work during this project with enthusiasm.
Attitude in learning	A	4	They were well motivated, but sometimes it was hard for them to organize their time schedule.
Expression ability	B	3	They expressed well and adjusted the Mural based on the theme. I hope both groups of students discuss more about the theme.
Appreciation ability	B	4	We will display the Mural in the main project of University August 2014.

Please submit to [jam@artmile.jp](mailto:jam@artmile.jp) . Thank you for your cooperation.