

2015 IIME REPORT

Country [Mexico]

School [Comunidad Educativa Yaxunah] Teacher [Miguel Campoy Corbalan] grade (3rd) student number (23)
 JP School [Komayurama Elementary School] Teacher [Narumi Tateno]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Monuments in the city of Merida	Day tour to the most important places and monuments in the city of Merida. Visit to the library, main square and independence palace. Photos and video recordings	
Ruins of Mayan civilization	Trip to the city of Izamal, a colonial city in the state of Yucatan. Photos and video recording greeting our partners from Japan	
Song "All together now"	Sing and perform the song from The Beatles to thank and make the compromise of a joint art project with Japan.	

Theme and Message of the mural

Theme	Yucatan's cultural heritage
Message	In this project our objective was to show Yucatan's history and heritage with Japan. We visited the most important places and monuments in the city of Merida, the cave of Loltún (a cavern that was one of the few resistance site of Mayan people during the Spanish conquest), Mayan ruins and the colonial placements of Izamal and Santa Elena in the state of Yucatan. Every activity was registered by taking photos and shooting videos. Main topics were: Traditional and typical garments, games and instruments from Yucatan Monuments and ruins from Yucatan Flora and fauna in Yucatan Flag of Mexico



Effects and the Problems

Effects your students have gained	Points for further improvement
Awareness and understanding of Japan's traditions Improvements on communicative, interpersonal and art skills of students involved	Videoconferences Activities one by one. Pen pals, share individual profile cards

How has your impression toward your partner country and/or the world changed?

Change in student's impression	Change in teacher's impression
This project has raised intercultural awareness by connecting students from different cultures, sharing their interesting facts and information about their countries through arts.	I strongly recommend this project to other teachers and schools who would like to be engaged in an intercultural art project. It has helped me to design and start with a intercultural project in a different grade with a school abroad.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	September	We shot a video introducing ourselves, using pictures of typical places in the city and photos of our students.	They were enthusiastic about meeting new people from abroad, so they were actively participating in activities out of school.	Show the city
Research	October	We researched information about Japan and our partner school. We contacted Japanese woman living in the city who facilitated us some traditional food, tea, candies... We started to reflect and analyze the main ideas for our mural with our partner school.	They got engaged very well and showed an active attitude towards any activity related to Japan. They got really excited with every post from Japan.	
Composition	November	At our school we reflected about the organization and structure for the mural, we shared our ideas with our partner school and we both agreed on how to paint it. We divided the mural in a grid of 8 equal parts, so we could merge both productions.	Students liked the idea of making a grid instead of splitting the mural in two parts, since we wanted to merge and combine pictures of our region and its cultural characteristics. Video during the visit to the ruins of Kabah: https://www.youtube.com/watch?v=DWtTJXDk7H0 Video recorded at Izamal, one of the most important colonial cities in Mexico due to its importance on the cultural impact religion had in Mexico. https://www.youtube.com/watch?v=R RckrR7 ... e=youtu.be	
Painting	January - February	We were checking the forum twice every week and admiring and discussing the pictures that were uploaded on the forum by our partners from Japan. We shot a video performing the song "All together now" by the Beatles. Our students sang the song and greeted students from Japan Click here: https://www.youtube.com/watch?v=-8I9KXdWPh8	In pairs and trios, our students were investing time on painting the mural, acquiring new drawing and painting techniques and applying them on the art lessons. They got engaged and loved to draw and paint about their places, clothing, animals they know and found it interesting to show to other people from abroad. During this time our students took advantage to greet peers from Japan in every trip and visit they did with the school. We took photos and videos.	

Appreciation Reflection	We displayed the mural in our school, so other grades could appreciate it as well.	As we went finishing the mural, our students became more and more enthusiastic with their production and their final joint work.
	We took pictures of our students holding the mural.	

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	By visiting and experiencing different elements of their own culture. Visits to monuments, ruins etc.
Understanding the other's cultures	A	5	By provoking the interest on a different culture using pictures of peers in Japan, comments from the forum, drawing sketches and final appreciation of the mural
Communication ability in the class/with partners	A	4	It developed their communication skills, deciding and agreeing on a topic for the project and participating shooting videos
IT skills	B	3	They researched on the internet and we used the forum although we lacked videoconference meetings
Creating friendship in the class/with partners	B	4	As a group they have participated for a common goal, to share Yucatan with Japan
Collaboration in the class/with partners	B	4	Getting engaged in activities, giving new ideas and a lot of enthusiasm.
Attitude in learning	A	5	We have been interested and willing to learn about Japan during all they project.
Expression ability	A	4	Students have honed their communicative skills through arts, by drawing, painting and explaining facts about our culture and heritage in the second language.
Appreciation ability	A	4	We have reflected on the importance of a common effort to create art and its implication in life. We have enjoyed and appreciated this last part of the project as much as the rest.