

## 2012 IIME REPORT

Country [ USA ]

School [ John Adams Middle School ] Teacher [ Jen Joyce ] grade (6,7, 8) student number ( 30)

JP School [ Kizuminami Junior High School ] Teacher [ Mami Miyahara ]

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

Subject	Conception of the lesson	Times
Art/culture	Learning about the differences and similarities between Kyoto and Santa Monica	

### # Theme and Message of the mural

Theme	Earth is Love
Message	To create a world in which smiles and happiness are shared by everyone.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
Students gained a feeling of participation in a global lesson in which they connected with other students of their same age in Kyoto.	We really struggled with the amount of white paint enclosed and would have benefited from another container of it.

### # 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
Through out local school newspaper we discussed and publicized the project.	Everyone was very impressed with the outcome and amazed with the level of skill displayed by both sets of student artists.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	September	Overviewed the project with students letting them know the overall plan.	Excitement!	Art
Research	October	Organized a variety of websites for students to use in brainstorming.	Students were interested and excited to learn about public art processes, and general information about Kyoto.	Art
Composition	November	Introduced several suggestions for overall composition of the collaborative mural.	Students began brainstorming and creating possible overall compositions including symbols and subjects to reflect Santa Monica and Kyoto.	Art
Painting	February	Organized a system in which students could participate on a rotating basis.	Students painted busily and took great ownership in the individual areas they were personally responsible for.	Art
Appreciation	March	Hung on the wall in the studio, a mass email and article was published to alert everyone to the completed mural for visitation.	The entire community was shocked and proud with the level of work from both middle schools. Students then commented that "a part of them now lived on in Japan".	Art

### # Aim of the Lessons and Result

Aim	Rank	Mark	How your students have reached it
understanding our own cultures		⑤ 4 3 2 1	Research, reflection, and collaboration.
Understanding the other cultures		5 4 ③ 2 1	Research, reflection, and collaboration.
communication ability interactively / in English		5 4 3 ② 1	This was the largest challenge in the process.
IT skills forum / video conference		5 4 3 ② 1	We were able to communicate via the forum, but never able to Skype.
Creating friendship in the class / with partners		5 4 ③ 2 1	Students enjoyed learned about each other, seeing pictures of each other, but communication was topical.
Collaboration in the class / with partners		5 4 ③ 2 1	Students experienced collaboration more within their own working groups, communication barriers made partner work challenging.
Keeping motivation high positive attitude in learning		⑤ 4 3 2 1	Students were very engaged and took ownership.
Expression ability in painting		5 ④ 3 2 1	Students were mostly satisfied with what they were able to create, but color choices became challenging when we ran out.
Appreciation ability reading the painting		5 4 3 ② 1	Being the second school to get the mural, the fact that it arrived late made this step challenging because we had to rush the turnaround to get it back to Japan in time