

2013 IIME REPORT

Country [Taiwan]
 School [Wen Ya E.S.] Teacher [Ruth Hou] grade (5) student number (30)
 JP School [Nishi E.S.] Teacher [Yuko Hashitani]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Social Studies	Investigating the important plants, fruits, vegetables and farming in Taiwan	5
Computer	Surfing on the Internet to find the relevant information	3
Art	Making draft, skills of mixing the paints to creat new colors	10
General	Appreciation and discussion of the complete work	2

Theme and Message of the mural

Theme	Fruits and Vegetables in Taiwan and Japan
Message	Food is important to everyone in the world. We would like to make a research to find out what fruits and vegetables grow in Taiwan and Japan. By reading the differences, we know how important it is to cooperate with the world. We cannot live alone.



Effects and the Problems

Effects your students have gained	Points for further improvement
My students realize the importance of local fruits and vegetables. They find the food in our own country is the best and so they love our food better than before.	Reading for food informaiton in winter vacation hinders the group communication. We had a great time sharing what we have found with the classmates. If we had more time, we would like to cook the food and show it to our friends.

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 did not have enough time to share the mural with our community. We plan to make an oral presentation on Children's Day, April 4. We just had enough time to run the class discussion before we sent it back to Japan.	Our 6 th graders appreciated that we had the second time to paint the mural again. They believe if they could be given the second chance to paint the mural, they will do as well as we did this time.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	September, October	We wrote the greeting letters to Nishi E.S. and took a look at the photos we took at Nishi when we visited them in September 2012.	All the students have a clear view of what Nishi ES is like. They want to visit Nishi as soon as they can.	Internaitonal Culture Studies
Research	November, December	We read the books and surfed on the Internet to find out more information about the local fruits and vegetables.	The students are so amazed that there are so many good food to try in Taiwan. We need to cherish the good fortune we have had. Also, we are interested in know what food Japanese people eat because they school lunch looked delicious.	Social studies, Computer
Composition	October to January	The class chose the best three artists to make a draft for the partner school to choose. We, then had a clear idea of what to draw on the mural.	It is good to have a group leader to organize all the painting details. Students enjoyed the process of making drafts and painting on the mural.	art
Painting	January February	We had little experience of color painting at school. We painted carefully so that we did not use up the paint that we cannot find one here.	In order to involve as many students as possible, we set up a schedule to welcome more classmates to join the painting work. All of them arrived on time and went home late. They were so interested in painting the mural.	art
Appreciation	February	We had very little time to talk about the mural in detail because we were late for three days. We made a photo first and we plan to ask the local art studio to make a copy for us. We will share the content of the mural with all the school as the Children's Day gift.	It was in such a hurry that we could not keep the mural in Taiwan for a longer time. Chinese New Year usually falls in January so we had less time to work on the project. We needed to hurry up so that the Japanese partners could receive it before they finish the school year.	general

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	We read books and surf on the Internet to find out the important fruits and vegetables in my country.
Understanding the other's cultures	B	4	We read the Artmile Forum and knew the stories of our partner school.
Communication ability in the class/with partners	A	4	We formed in groups of three and decided which food we wanted to recommend to our classmates and partners on the mural.
IT skills	B	3	We had a Skype talk with our partner school. We also visited important websites to gain more information about the theme.
Creating friendship in the class/with partners	B	4	We had a lot of time discussing the ideas with our groups members. We became good friends with our Japanese friends because we had many experience of visiting our partner school before.
Collaboration in the class/with partners	A	5	All the partners in the class and partner school were open-minded enough to accept different opinions. We talked many times and we did peacefully reach a final conclusion.
Attitude in learning	A	4	Students were highly-motivated when they worked on the project. They made their own PPT to share the stories of food with their friends.
Expression ability	B	4	They are fluent in communicating in Chinese but their English is not good enough to communicate fluently. However, this is a good chance to motivate them to study English harder.
Appreciation ability	B	4	With clearer images of food in minds, students did a wonderful jobs of painting. So, they had positive feedback toward the skills of drafting, coloring and organizing different objects on the mural.

Please submit to jam@artmile.jp . Thank you for your cooperation.