

## 2013 IIME REPORT

Country [United States ]  
 School [ Scales Mound Junior High School ] Teacher [ Karen Kelly ] grade ( 8 ) student number (15 )  
 JP School [ Tokiwa JHS ] Teacher [ Chieko Abe ]

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

| Subject        | Conception of the lesson  | Times             |
|----------------|---|-------------------|
| Social Studies | Geography of Japan  | Chapter from text |
| Social Studies | History of Japan  | Chapter from text |
| Social Studies | Japan today – cultural understanding                                | 1 week            |
| Social Studies | Describing United States culture (our views and how others view us) | 2 days            |

### # Theme and Message of the mural

|         |   |
|---------|---|
| Theme   | Cultural understanding  |
| Message | Cultural understanding, comparing similarities of Japanese and American culture |



### # Effects and the Problems

| Effects your students have gained   | Points for further improvement |
|---|--------------------------------|
| The students learned about types of food, games, and interests. They also learned that teens are very similar all around the world. Students identified how to describe the United States culture and how other people view our people and country. The students were very proud of the completed mural and are excited about the mural returning to Japan. |                                |

### # 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   |
|---|---|
| Local newspaper wrote an article about the program and included a picture of the students with the mural. The school newsletter included picture and an article, I also put an article and many pictures on my web page. The mural hung in the school hallway for public viewing for 2 weeks. This is the area of the building where most people from the public enter. | We have received many positive comments from other students, staff, and community members. Parents of the students also said to me how proud they are of their children and the mural. The class told me they had fun and think we should do the activity every year. |

## # Flow of the Activity

| Content      | Month               | What you did  | Your students attitude/reflection   | Subject              |
|--------------|---------------------|---|---|----------------------|
| Introduction | September           | Posted messages on forum and mailed letters of introduction with pictures   | Students were excited to receive letters from our partner school, they were nervous about introducing themselves in a letter and worked very hard making sure grammar and spelling were correct | Social Studies class |
| Research     | October             | Taught textbook chapters on geography, history, and Japan today. Led a discussion activity on understanding the United States culture. Also shared my travel experiences in Japan (2009) Students created a video explaining ideas about the United States culture and then sent the youtube link to our partner school | Students were very interested in learning and comparing the culture of the United States to Japan   | Social Studies class |
| Composition  | October             | We sent messages about how to divide the mural. Started drawing ideas. But did not finalize ideas until the mural arrived.  | Students were excited about making a plan and communicating with partner school   | Social Studies class |
| Painting     | December<br>January | Students worked on their individual designs, some chose to work during lunch time instead of going to recess  | They enjoyed the casualness of class and were very amazed, and proud, of how beautiful the painting turned out. They did not believe they were capable of painting artwork so wonderful         | Social Studies class |
| Appreciation | January<br>February | The completed mural hung in the hallway for students, teachers, and community to see. We included a description of each students painting explaining why they selected the item to explain culture.   | We were sad to mail the mural back to our partner school. We were excited to share our work but sad we would not have it hanging in our school any more. We loved the finished mural            | Social Studies class |

## # 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      | Students created a wonderful video explaining our culture and selected individual items that mirrored the Japanese item to explain culture. Example: hamburger and sushi |
| Understanding the other's cultures               | A   | 5      | Sharing information in the forum site, pictures, cards, gifts from our partner school showing culture  |
| Communication ability in the class/with partners | A   | 3      | Students often needed a little encouragement to write more details. They wanted to just send 1 or 2 sentences, not complete information                                  |
| IT skills  | C   | 3      | Forum posts were shared in class   |
| Creating friendship in the class/with partners   | A   | 4      | By posting on forum site and sending cards   |
| Collaboration in the class/with partners         | A   | 5      | Working together as a class designing the mural ideas and painting, working with partner school to decide how to plan the mural  |
| Attitude in learning                             | A   | 4      | Students were excited to learn about the Japanese culture, I think it helps that I have traveled to Japan and had wonderful experiences to share with my students        |
| Expression ability                               | A   | 4      | Encouraging students, working closely with them and giving them advice on how to paint details and mix paint colors  |
| Appreciation ability                             | A   | 5      | Talking about the meaning of the painting and complementing the fine work completed by the students  |