

## 2018 IIME REPORT

Country/Region [ Perú ]

School [ Colegio La Unión ] Teacher [ César Carrascal Vizarréta ] Grade ( 5 ) Member ( 25 )

JP school [ Omuta Chuo Elementary School ] Teacher [ Hitoshi Tanamachi ]

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

Subject	Conception of the lesson	Hours
Social Studies	Identify cultural heritage	4
Japanese	Communicate their ideas and greetings in Japanese	6
Visual Arts	Identify cultural heritage, sketching, Drawing and painting	12

### # Theme and Message of the mural

Theme	Cultural Patrimony
Message United thoughts to share with the world	know the culture of others allows us to appreciate and respect each other in friendship.



### # Effects and Problems

Effects your students have gained	Points for further improvement
Learn more about Japanese students and communicate with them know about the city of Omuta and its patrimonies	Share more visual material and information about the country and community, preferably in English.

### # How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
The students realized the similarities they have despite cultural differences such as language and customs. They also realized that art is a way of joining.	Have a knowledge and approach to other cultures, recognizing and agreeing on points of interest that are universal such as culture and art.

## # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self- introduction	Aug Sept	We made a video about the cultural heritage of Lima. Video conference between students and members of the two institutions. The students recorded greetings in Japanese, communicating their hobbies and what they like most about Lima and Japan.	The students participated enthusiastically, identifying their cultural heritage and practicing the Japanese language. The interaction with the students of Japan was very pleasant for them and allowed to break cultural barriers such as language.	Japanese
SHARE Research on the theme	Oct	The students identified and sought information about Lima's main cultural heritage and shared it by writing in Japanese with the help of the language teacher.	The students were able to learn more about their own heritage and were surprised to learn the details and importance of some of them.	History Art
UNITE United message/ Mural design	Nov	We exchanges ideas and information such as videos, images and texts.	The students were excited to see images of the city of Omuta	Art Japanese
CREATE Mural painting	Jan	15 students attended during their vacations to draw and paint the mural from the sketches previously made during the school period.	It was the most fun and interesting stage for the students because they could appreciate the work of the Omuta students and because they could draw and paint what they wanted to express about the heritage of Lima.	Art
APPRECIAT E Reflection/ Appreciation	Jan	The appreciation was given on slides to all students in class, because the mural could only be seen live by students who came on vacation to paint it.	It was very pleasing for the students to be able to unite both cultures and to appreciate the whole process in a single work of art.  When appreciating this mural they felt how the distances are shortened and that they can share ideas despite the language.	Art

### # Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes / points teachers felt the effects
Understanding your own cultures	5	they identified and recognized the importance of their patrimonies
Understanding your partner's cultures	4	Being a Peruvian – Japanese school, they were able to relate what they had learned about Japan with what the students of Omuta expressed
Information literacy (research, share)	4	They related their research on Lima's heritage with what they see in real life.
Communication ability (interactive exchange)	4	They were able to practice their skills learned in their Japanese classes.
Critical thinking (objective, logical views)	4	The students were able to discuss which patrimonies would be the priorities to represent in the mural and why
Active learning and action	5	They participated actively by putting their Japanese and visual arts classes into practice.
Collaboration (in the class, with partners)	4	There was clear interaction in the video conference and the videos exchanged by the students.
Expression ability (in words, in pictures)	5	They made videos and wrote putting into practice their Japanese classes.
Appreciation ability (the mural, the whole collaborative learning)	4	The students who painted the mural could appreciate live and relate the represented with the information previously shared. The rest of the students could appreciate the process in PPT.