

## 2011 IIME REPORT

Country: Taiwan

School [Wen Ya Elementary School, Chia Yi City ] Teacher [ Ruth Hou ] (grade:4 /students number: 62 )  
 JP School [Nishi Elementary School, Kanazawa ] Teacher [Asako Sugiyama]

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

Subject	Conception of the lesson	Times
General Class	Students learned to investigate the meanings of traditional Chinese holidays, special food for holidays and children's games.	3
ICT	Students made self-introduction films to say hello to partner schools. They also participated in the video conference twice to talk about the content of murals and brief introduction of their own culture.	3
Art	Students drew murals.	9
English	Students created their own self-introduction sheets in English and read the self-introduction sheets from the partner school.	2

### # Theme and Message of the mural

Theme	Mural One: Holidays and Food Mural Two: Toys and Games
Message	<p>In Mural One, we chose one important holiday from every season and included the traditional food made for that specific holiday. Holidays and food are important to every culture. From holiday traditions and food, we further understand important issues in the culture.</p> <p>In Mural Two, we chose four toys/games to share with our partners. Toys and games are usually the most popular topics among students. With the help of interesting topics, mutual understanding and friendship would be built easily.</p>

Attach photos of your painting and a completed mural.



Class 401 is painting Mural One



Class 402 is painting Mural Two.



Holidays and Food ( Mural One Completed)



Toys and Games (Mural Two Completed)

## # Effects and the Problems

Effects your students have gained	Points for further improvement
<p>Making friends with others is always attractive to the students. The world is big and there are so many different things for us to see. Cooperating with others to finish one project is a rewarding experience.</p> <p>Secondly, students' English ability may be limited but they enjoyed expressing themselves in every possible way. Without too much preaching from teachers and parents, they saw the importance of learning English.</p>	<p>It was a pity that we did not spend too much time working on the forum. We always communicated with the partner school through emails. If the partner school preferred leaving the message on the forum, we would try to cope with it, too.</p>

## # 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
<p>We displayed the murals in the public places so that every student at school saw the murals. We also invited the heads of our city education department to do the drawing with us. Finally, everyone taking part in the drawing signed at the back of the murals.</p> <p>We took the two murals back to our partner school in Japan after we finished painting. Thanks to the great help from Professor Shimizu, the Artmile coordinator in Kanazawa, we visited our partner school as well as the other two schools who also worked with Taiwanese elementary schools in 2011. Our visit was published in the local Japanese newspaper.</p>	<p>Parents, teachers, students and the heads of local education departments appreciated the idea of working on the same project with friends from the world. Painting is one of the best ways to get rid of the language barrier. Students' world view was broadened in an easy way.</p> <p>International exchange project should be the project for students of all ages. Building the concept of making friends with the world helps the youths to walk on the same route to world peace. They learn to be more caring to people in different countries because there is always friendship from various parts of the world.</p>

## # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep.	Teachers showed the website of Artmile to students to tell them what they are going to do. Students in groups made the brief self-introduction films.	Students were surprised with the great paintings presented on the website. They wondered if they could accomplish such a big job. They were happy to make the self-introduction films and they tried very hard to make the films as best as possible.	English
Research	Oct.	Students in groups looked for the information related to the themes of the murals. They also made a short comparison and contrast between Taiwan and Japan.	Students understood the history and relationship between Taiwan and Japan. They found it interesting to see so many similarities between these two countries. It is understandable to assume that Taiwan and Japan are like brothers and sisters.	General Class

Composition	Nov.	Students met their Japanese partners on Skype and shared their own culture with each other. They also had a long discussion about the overall design and content included in the murals.	Regardless of the limitation in English, students enjoyed the discussion about the contents in the murals. They learned to express themselves, persuaded one another and reached a final agreement. They were open-minded to take others' opinions into consideration. They were excited to know both students in Taiwan and Japan played similar games/toys and enjoyed the same holidays.	ICT English
Painting	Dec. Jan. Feb.	Students started to paint the murals and read the photos taken while they were painting. After receiving the murals from the partner school, they took turns to contribute their efforts on the murals.	It was a hard time for thirty-one students to paint together. Everyone wanted to paint more but the space was limited. To make the murals as beautiful as possible, they persuaded one another to give up the stereotype and to have a new try while coloring. The abilities of negotiation and appreciation were developed smoothly.	Art
Appreciation	March	Before sending the murals back to Japan, teachers in Taiwan made a copy of each mural with the hope that the sweet memories will be kept in minds for good.	The big murals looked astonishing to everyone who saw them. People appreciated the hard work from the students in two different countries. The varieties of colors and images deserved a long time of sharing.	General Class

### # Aim of the Lessons and Result

Rank (1 to 9 in order you put stress on) Mark (5:very effective / 4:effective / 3:so so / 2:not so effective / 1:not effective at all)

Aim	Rank	Mark	How your students have reached it
understanding our own cultures	4	5 ④ 3 2 1	Our students have clear pictures of traditional holidays and food of the four seasons in Taiwan. So, they had good understanding about Mural One. In order to know more about the traditional Taiwanese toys in Mura Two, students interviewed their parents or grandparents at home. They also learned to make the toys by themselves. They had a good time playing with their own toys.
understanding other cultures	5	5 4 ③ 2 1	Our students had very basic ideas about Japanese culture. But this is the first time they focused on traditional Japanese toys, which interested them a lot.
communication ability interactively, in English	8	5 4 ③ 2 1	Our students learned the names of holidays and food in English easily because these were the topics we usually included in the English lessons. They were new to the name of the toys and they had limited English ability to explain how to play with the toys verbally. Instead, they demonstrated the games by simply playing with it..

IT skills online forum and VC	9	5 4 ③ 2 1	Our students were too shy to speak loudly in public but they enjoyed the experience of meeting their partners face to face on Skype. They were a little nervous when they introduced themselves in the films. They were courageous enough to keep trying until the work was satisfactorily done.
Creating friendship in the class/with partners	1	⑤ 4 3 2 1	Our students were excited to hear from their partners every time they sent us a message. They also shared the presents from their partners with one another.
Collaboration in the class/with partners	2	⑤ 4 3 2 1	Our students worked happily in groups to draw the murals. They were eager to find more time to do the drawing.
Keeping motivation high positive attitude in learning	3	⑤ 4 3 2 1	Our students were highly motivated when they draw the murals. They always asked for more time to paint the murals and they were willing to devote their free time working on the project.
Expression ability in painting	6	5 ④ 3 2 1	Our students were good at including most of the details. Once they were taught the special skills in drawing, they would be able to apply the skills to drawing whenever necessary. With the help of our Art teacher, our students understood the importance of waiting while drawing. They learned to wait until the first paint was dry so that the second color on top of the first color would show up clearly. Generally speaking, they had great potentials in drawing.
Appreciation ability reading the painting	7	⑤ 4 3 2 1	Students from our partner school did a wonderful job in drawing so it was very easy for us to understand the parts of murals painted by them. As soon as the murals were completed, students saw the clever combination of eight different topics presented in the murals. They fully understood what the murals were going to say.

Please submit to [jam@artmile.jp](mailto:jam@artmile.jp) . Thank you for your cooperation.