

2011 IIME REPORT

Country: Taiwan

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Subjects, Activities and Times of the lessons

| Subject | Conception of the lesson | Times |
|----------|-----------------------------------------------------------------------------|-------|
| social | Study about our school and culture of our country and our partner's country | 8 |
| IT | Use the online forum and exchange video on the youtube | 3 |
| fine art | Draw a mural, exhibit the painting, and give a presentation | 10 |

Theme and Message of the mural

| Theme | KIZUNA-Ties That Bind |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Message | <p>There are image of dreaming space.</p> <ol style="list-style-type: none"> There are a Japanese boy and a Taiwanese girl in the center. The Japanese boy wears traditional clothes (Kimono). The Taiwanese girl wears traditional clothes, too. They are shaking the rope, which is shaped like a STAR. We decided that the rope's color should be rainbow. Because we found an old Japanese story "The red string of fate." According to the red string of fate comes from Chinese legend and is also used in Japanese legend. In the myth, the gods tie an invisible red string around the ankles of men and women who are destined to meet, regardless of time, place or circumstances. This magical cord may stretch or tangle, but never break. Often, in Japanese culture, the string is tied around the little finger. According to Chinese legend, the deity in charge of "the red thread" is believed to be Yuè Xià Lǎo (月下老, often abbreviated to "Yuè lǎo" [月老]), the old lunar matchmaker god who is also in charge of marriages. The story is made into "The colorful rope of fate." The Japanese boy and The Taiwanese girl can be connected with a colorful rope, which would mean "friendship." There are six circles, and each one has a picture about the theme. For example, our school and students, friendship, family and , etc. There are many shining stars. |

Attach photos of your painting and a completed mural.



Effects and the Problems

| Effects your students have gained | Points for further improvement |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students learn different cultures between Japan and Taiwan from the painting and learn the painting skills as well. They also learn how to work together to accomplish the canvas. | Each student who comes from different classes has his or her mission in class and may not have time for the club where participant students join for the project. Time arrangement should be more flexible and the project time will be extended to the holidays and weekends, not just school weekdays. |

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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The canvas which was completed by students was exhibited on campus when the elementary school students had a school visit in Rueifong Junior High School on March 30. Students will give an oral report on IIME project in the presentation held by iEARN Taiwan on April 28. | Participant students were happy that their masterpiece could be displayed on campus. Staffs and other students admired participants' work and appreciated different painting styles between Japan and Taiwan. |

Flow of the Activity

| Content | Month | What you did | Your students attitude/reflection | Subject |
|--------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Introduction | Sep | Introduce the model of Art-Mile project and examples on mural painting. | Students were not familiar with the forum and they were afraid in the beginning. When they got used to it, they felt comfortable to leave a message. | Social IT |
| Research | Oct | Leave a message about self-introduction and talk about each other's school. Upload the self-introduction video on Youtube. | They didn't know what to share about themselves at first. After reading some examples, they would share much more than they thought. They also rehearsed hard for a video of self-introduction. They enjoyed the video a lot. | Social IT |
| Composition | Nov | Design a postcard to give a greeting to partners' school. Discuss the disaster around the world, especially in Taiwan and Japan. | They worked hard on their hand-made postcards and were happy to see partners holding their postcards in their hands. They were also amazed and surprised to receive partners' painting, drawing, and worksheets. | Social IT |
| Painting | Dec Feb March | Discuss the theme of the painting on the forum and share the keywords about KIZUNA Ties. | They were happy to receive the package from Japan and surprised to see how wonderful half-painting the Japanese students completed. The rest of the painting was divided into several parts for students to work in pairs to paint. The painting showed different ideas from each student. | Fine Art Social IT |
| Appreciation | March April | Exhibit the canvas on campus. Present a report on IIME 2011-2012 in the presentation held by iEARN Taiwan. | Students cherished the chance to work with foreign students on the project. They were happy to share their project in the presentation. | Social IT |

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 | 2 | 5 4 ③ 2 1 | Introduce themselves and their school |
| understanding other cultures | 1 | 5 ④ 3 2 1 | Get to know the disaster happened in Japan and give sympathy to foreign partners. Compare different school time schedule between Japan and Taiwan. |
| communication ability interactively, in English | 6 | 5 ④ 3 2 1 | Leave messages and reply them. |
| IT skills online forum and VC | 9 | 5 4 ③ 2 1 | Make a self-introduction video. |
| Creating friendship in the class/with partners | 5 | 5 ④ 3 2 1 | Send the greeting postcards. |
| Collaboration in the class/with partners | 4 | ⑤ 4 3 2 1 | Divide the painting into several parts and students work in pairs. Students all follow the painting notes. |
| Keeping motivation high positive attitude in learning | 3 | 5 4 ③ 2 1 | Take time painting and prepare for the presentation. |
| Expression ability in painting | 7 | 5 ④ 3 2 1 | Mix colors by try-and-error |
| Appreciation ability reading the painting | 8 | 5 ④ 3 2 1 | Value and cherish the painting very much. |

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