

TWINCLE PROGRAM

Group L

Gadja Mada University

Ryosuke Kodaira Masahiro Sumisaka Satoshi Suzuki Chion Okamoto

Itinerary

Date	Activity	Place
Sep. 17	• Campus Tour	UGM
Sep. 19	• Lecture about Japanese culture for high school students	SMA 3
Sep. 20	-Japanese traditional hobby- • Lecture about Science for high school students	SMA 3
Sep. 21	• Go to the Prambanan Temple Compounds and beach	Yogyakarta
Sep. 22	• Go to cave and beach	Yogyakarta
Sep. 24	• Lecture about Science for high school students -What's the Piezoelectric element-	SMA 1
Sep. 25	• Lecture about Japanese culture for high school students -Japanese traditional hobby-	SMA 1
Sep. 26	▪ Final presentation for students of UGM	UGM
Sep. 27	• Go to Borobudur and Malioboro Street	Yogyakarta

Valuable Experience in Yogyakarta

Prambanan Temple Compounds



•••The largest Hindu temple in Indonesia!

Japanese and Indonesian cultural

- ✓ a point of different
 - ↳ the building of the style which was made with a stone
- ✓ a point of resemblance
 - ↳ it was built by the ancestor worship

Rafting

We floated on a float in a cave!
So excited! But the river was dirty...



Result and problem in the activity

Result

Problem

Borobudur

Borobudur is a 9th-century Mahayana Buddhist Temple in Indonesia. The monument consists of six square platforms topped by three circular platforms, and is decorated with 2,672 relief panels and 504 Buddha statues. A main dome, located at the center of the top platform, is surrounded by 72 Buddha statues seated inside a perforated stupa.



Malioboro Street

Malioboro Street is a major shopping street in Yogyakarta. The street is the center of Yogyakarta's largest tourist district surrounded with many hotels and restaurants nearby. Sidewalks on both sides of the street are crowded with small stalls selling a variety of goods.



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Itinerary

Date	Activity	Place
Sep. 16	• Arrive at Yogyakarta!	Adisucipto
Sep. 17	• Campus Tour, Discussion about Japanese class	UGM
Sep. 18	• Discussion about science class	SMA N6
Sep. 19	• Give a class about Japanese culture for high school students -Traditional Japanese Toy-	SMA N6
Sep. 20	• Give a Science class for high school students -What's a Piezoelectric element-	Yogyakarta
Sep. 21	• Go to the Prambanan Temple Compounds and beach	Yogyakarta
Sep. 22	• Go to cave and beach	
Sep. 24	• Give a science class for high school students -What's a Piezoelectric element-	SMA N3
Sep. 25	• Give a class about Japanese culture for high school students -Traditional Japanese Toy-	SMA N3
Sep. 26	• Final presentation at UGM	UGM
Sep. 27	• Go to Borobudur and Malioboro Street	Yogyakarta
Sep. 28	• Farewell Takoyaki Party at UC	UC

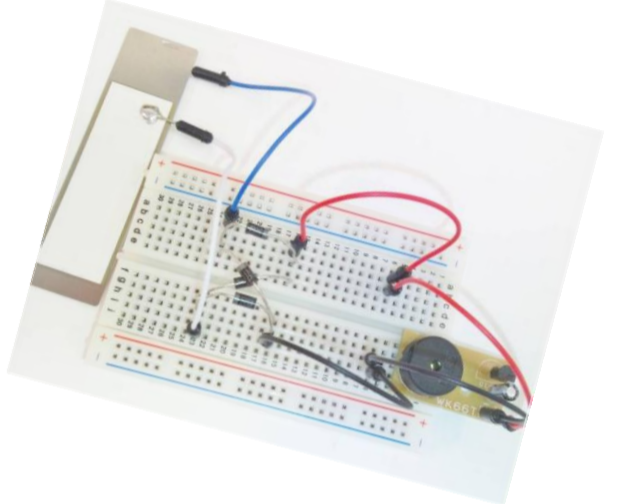
Science

“What’s a Piezoelectric element?”



Flow of the Lesson

- 1, Talk about energy situation in both countries Indonesia and Japan.
- 2, Explain about technology of Piezoelectric element.
- 3, Experiment
- 4, Application possibility
- 5, Question and Answer



Objective

Each student was expected to:

- know what is a piezoelectric element and its technology.
- think about the energy generation especially about renewable energy.

Realization

- Indonesian students are very active to participate in class.
- The students seemed to be interested in our topic and their questions showed that they think things from the practical point of view.

Japanese culture “Traditional Japanese toys”

Objective

Each student was expected to:

- understand traditional Japanese toy
- be interested in the Japanese culture



Realization

- Plus point
 - 1, By showing or playing by themselves, we could make students interested in kendama and menko.
 - 2, Students regard as well are friendly because of our introduction for origami.
- Minus points
 - 1, We should have taken more time for practice.
 - 2, We should have taken time for students to explain themselves.



Flow of the lesson

- 1, We gave some quiz about Japan.
- 2, We introduced traditional Japanese toys.(tako, koma, menko, kendama and origami)
- 3, Students tried to fold a paper crane

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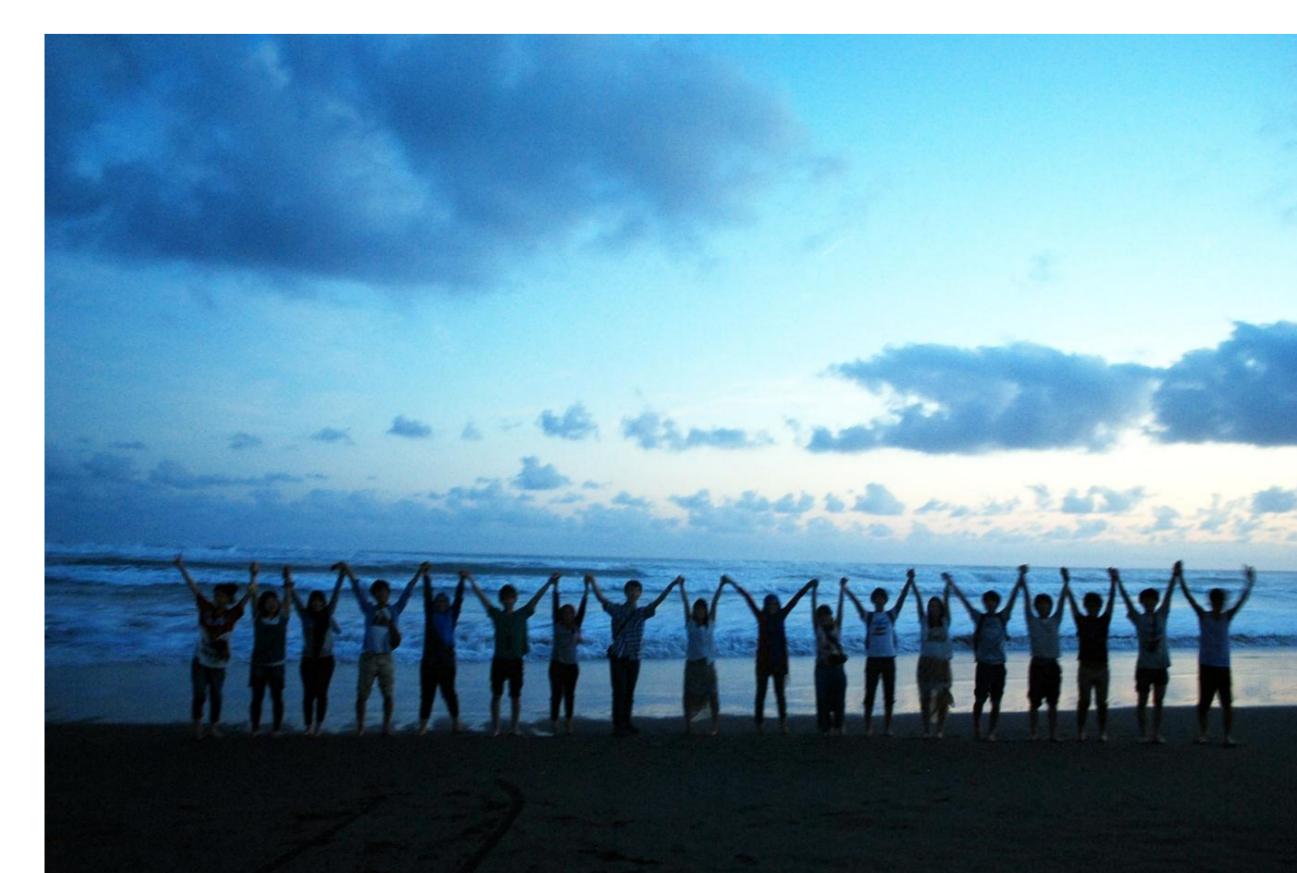
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Conclusion

The point to reflect upon the most was lack of practice. If we could have taken more time for practicing, we could speak more fluently and students could understand more easily and clearly. The good point was we have made remarkable progress from the first class to the second class.



In this program, we learnt a lot. There were so many first experiences in Indonesia. Each time we surprised and got more stronger and wiser.

We believe that we obtained more wider point of view and the friendship we made in Yogyakarta and Chiba should be everlasting. Thank you!