

## REPORT Artmile International Collaborative Learning 2019

Country/Region [ Solomon Islands ]

School [ Burns Creek Adventist Primary School ] Teacher [ Simeon Bouro JNR / Genki Iimori(JICA)] Grade ( 5 ) Members ( 20 )

JP school [ Akita Higashi Elementary School ] Teacher [ Yoko Maeda ]

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

| Subject      | Conception of the lesson  | Hours |
|--------------|---|-------|
| SOCIAL STUDY | SOLOMON ISLANDS DIVERSE CULTURES and RESOURCES<br>(4 periods in a week) @40mins per period. | 4     |
| ART & CRAFT  | COLOURS CAN BE MIXED TO MAKE DIFFERENT COLOURS  | 10    |
| SOCIAL STUDY | SOLOMON ISLANDS DIVERSE CULTURES and RESOURCES<br>(4 periods in a week) @40mins per period. | 4     |

### # Theme and Message of the mural

|  |                                     |
|--|-------------------------------------|
| Theme  | EXCHANGE OUR CULTURE AND IDENTITY   |
| Message<br>United thoughts to share with the world | WE ARE TO LIVE IN PEACE AND HARMONY |



### # Effects and Problems

| Effects your students have gained  | Points for further improvement  |
|--|---|
| STUDENTS HAPPY TO ENGAGE IN SUCH PAINTING ACTIVITY. EFFECT IT HAS ON THE STUDENTS IS THAT THEY LEARN TO KNOW HOW TO USE PAINT AND BRUSH FOR PAINTING SUCH MURAL. | IMPROVEMENT NEEDED IS LACK OF PAINTING BRUSHES AND PROPER BRUSH FOR PAINTING IS NOT LIMITED TO THE STUDENTS BECAUSE IT IS TOO EXPENSIVE HERE. |

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

| Changes in the students  | Changes in the teachers   |
|--|---|
| STUDENTS CHANGE BY THE WAY THEY SEE THE OUTSIDE WORLD. THEY HAVE CREATED A INTERCHANCERELATIONSHIP IN THE WAY THEY SEE OTHER FRIENDS AND STUDENTS FROM OTHERS SCHOOLS, WITH RESPECTAND CARE. | TEACHERS LEARN NEW IDEAS TO DO ARTWORKS USING PAINT FOR PAINTING OF LARGE MURALS.<br>ALSO TEACHERS LEARN TO FORM OUTSIDE RELATIONSHIP WITH TEACHERS FROM OTHER COUNTRY. |

### # Flow of the Activity

| Content                                   | Month         | What you did   | Your students attitude/reflection   | Subject        |
|---|---------------|--|---|----------------|
| MEET<br>Self-introduction                 | MAY<br>JUN.   | VIDEO CHAT AND EMAIL CORRESPONDENCES   | THEY ARE INTERESTED ON DOING VIDEO CHAT DURING THE INTRODUCTION SESSIONS.   | SOCIAL STUDIES |
| SHARE<br>Research on the theme            | AUG.<br>SEPT. | TEACH THEM ON THE SDGs ON HOW TO CREATE A THEME FOR THE RELATIONSHIP OF THE SCHOOLS.                                   | STUDENTS UNDERSTANDING THE THEME AND STARTED GIVING IDEAS TOWARDS THE MURAL PAINTING.   | SOCIAL STUDIES |
| UNITE<br>Message of united thoughts       | SEPT.<br>OCT. | TELL THE STUDENTS TO LIVE IN PEACE AND HARMONY.  | THE CONNECTING OF THE MURAL SHOW THAT WE WANT TO LIVE IN PEACE AND HARMONY WITH OTHER SIDE OF THE WORLD.  | ART CRAFT      |
| CREATE<br>Mural painting                  | OCT.          | WE GIVE THEM A BRIANSTORM SESSIONS FOR COLLECTIVE IDEAS FROM STUDENTS ON CULTURE AND DIVERSITY OF THE SOLOMON ISLANDS. | THE STUDENTS REFLECT THEIR IDEAS ONTO THE PAINTING OF THE MURAL. WHICH SHOW THE UNITY BETWEEN SOLOMON ISLANDS AND JAPAN. USING THE FLAGS OF THE TWO COUNTRIES. AND THE DIVERSE CULTURE OF THE SOLOMONS. | ART CRAFT      |
| APPRECIATE<br>Reflection/<br>Appreciation | FEB.          | WE COMPLETED THE MURAL AND TOOK PICTURES WITH ALL STUDENTS INVOLVING IN THE PAINTING OF THE MURAL.                     | STUDENT WROTE SHORT NOTES TO THE STUDENTS OF KUMAMOTO, AKITAHIGASHI ELEMENTARY SCHOOL IN JAPAN. USING CARDS TO GREET THE STUDENTS OF WHAT THEY WANT TO EXPPRESS THEMSELVES.                             | SOCIAL STUDIES |

### # 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                 | 4          | They touched theirs culture and check again the history.                     |
| Understanding your partner's cultures           | 4          | Asked teacher who is JICA volunteer about Japanese culture.                  |
| Information literacy<br>(research, share)       | 5          | Looked up theirs social study textbook.                                      |
| Communication ability<br>(interactive exchange) | 4          | They took conversation with courage although Solomon Islander nature is shy. |
| Critical thinking<br>(objective, logical views) | 3          | Recognized we live in one of the country in the world.                       |

|  |   |   |
|--|---|---|
| Active learning<br>and action  | 5 | They are positive.  |
| Collaboration<br>(in the class, with partners)                           | 4 | The school could understand it.   |
| Expression ability<br>(in words, in pictures)                            | 4 | I looked them have confidence.  |
| Appreciation ability<br>(the mural, the whole<br>collaborative learning) | 4 | This is the first time art of them. It is nice experience for students. |