

REPORT Artmile International Collaborative Learning 2021

Country/Region [France]

School [Ecole Elementaire Balzac de Nanterre] Teacher [Fujiko Martin] Grade (5) Member(23)

JP School [Fushimiminami Elementary School] Teacher [Masashi Shiromoto]

Subjects, Activities and Hours of the lessons

| Subject | Conception of the lesson | Hours |
|----------|---|-------|
| English | Self-introduction | 8 |
| Sciences | global warming and its effects Fauna and flora in Nanterre | 12 |
| Arts | Painting; drawing | 16 |

Theme and Message of the mural

| | |
|--|--|
| Theme | The SDG11: Nature in our beautiful cities |
| Message United thoughts to share with the world | Global warming: Let's think together about a better life in our cities |

The mural reflects our concerns about our future lives in our cities. Because of the different threats triggered by global warming, we started to think about how precious it the water in our cities.

We wanted to put a forest as a common element between the pounds in the parks of Nanterre and the Shika in the park of Nara. We painted a lot of birds, insects and small flowers.

Because I got sick with covid, we did not have enough time to paint small children- I wanted, but I was not given the time. We were very happy with the nice painting of the Japanese girl.



Effects and Problems

| Effects your students have gained | Points for further improvement |
|---|---|
| <ul style="list-style-type: none"> - They understand the importance of the SDG 11: The shapes of our cities will integrate more and more natural paths in our cities because of global warming and droughts - The global warming is killing traditional trees and that there is a need to sprinkle trees - They understand that a small part of the school, ie. the botanical garden of the school, can evolve as the main city itself | <ul style="list-style-type: none"> - Children will study more about the effects of the droughts in French cities - Children will think about the ways to cope with global warming by reading the work of the Fushimi students |

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

| Changes in the students | Changes in the teachers |
|---|--|
| <ul style="list-style-type: none"> - They learn more about the lives of shika in a Japanese city such as Nara - They were very concern by the difficulties of the shika to live in Nara | <ul style="list-style-type: none"> - I think that I should have prepared in advance about global warming - I should improve more about the fauna and flora in Nanterre |

Flow of the Activity

| Content | Month | What you did | Your students' attitude/reflection | Subject |
|---|------------|--|--|----------|
| MEET Self-introduction | Sep | We made Self introduction in English | Proud to introduce themselves | English |
| SHARE Research on the theme | Oct | we studied about the different SDG and we chose SDG 11 | We studied about global warming in our city: we realized the impacts of drought, the death of our trees. | sciences |
| UNITE Message of united thoughts | Nov Dec | We studied about fauna and flora in Nanterre | Children studied about the nature in Nanterre: insects that lives in the cities, the species of trees that will disappear with the drought | sciences |
| CREATE Mural painting | Jan Feb | We painted the mural | All the children collaborated about the painting of the mural | arts |
| APPRECIATE Reflection/ Appreciation | Feb | Only one day of exhibition in the school | Proud to have this beautiful painting, besides Sofiane Meddour, the referent of the French Unesco came to see it in January | arts |

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 and reasons that teachers felt the effects |
|---|------------|--|
| Cross-cultural understanding | 4 | French pupils were happy to discover Japanese culture and nature |
| Critical thinking (objective, logical views) | 5 | We became late because of Covid 19 in January. During one week, we lost about one quarter of our 370 pupils who were contaminated. |
| Active learning and action | 4 | We do our best, but we start only in September, it takes time to have a complete team working force within one month. |
| Collaborating with different people | 4 | Our headmaster helped us Hyacinthe from the city gave us a huge hand and helped to create the pattern of the small flowers |
| Expressing in words, in shape | 3 | Our English level is still weak |