

REPORT Artmile International Collaborative Learning 2021

Country/Region [México]

School [Colegio Formus] Teacher [Kimberly Gzz. Shay] Grade (4th) Member (80)

JP School [Ogawa Elementary School] Teacher [Kohei Ogawa]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	We work on this project during the time of English class. The main objective is to show children that through a common language (outside their own) they manage to communicate and learn from their peers around the world. Some of the subjects and skills that are worked on within the project are: art, research, writing, reading, general culture, history, science, among others.	2 hours per week

Theme and Message of the mural

Theme	goal #12 "Responsible Consumption"
Message United thoughts to share with the world	The message was based on goal 12 "Responsible Consumption" They tried to express their worries about food loss, water pollution, and the increase in industrial waste as issues. They designed the mural based on these issues: buying only what you use, local production for local consumption, 3R, using refills, collecting clothes, not leaving food behind. We discussed based on their thoughts, then the students from Ogawa Elementary School sent us proposals of designs they made and the children of Formus chose one of the designs through a vote. Later they designed the complement of this design (the Mexican side) creating their own drawings, we made another vote to choose the design that they would paint on the mural.



Effects and Problems

Effects your students have gained	Points for further improvement
They learned about an interesting culture, they were impressed by some facts that they didn't know and they realized that at the end of everything, the children of the world seek to take care of our planet. I observed a commitment to responsible consumption when we did an activity and before choosing a material they questioned where it came from and if it was possible to recycle. At home we also received feedback from parents who mentioned that children were avoiding consuming unnecessary things.	They realized that changing habits at home is a hard task and it takes time. They had some ideas, like campaigns to promote the responsible use of natural resources. Some children made posters to invite all the students in the school to work on this goal.

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

Changes in the students	Changes in the teachers
They realized that there are many similarities between what they think and what children in Japan think about caring for the world. They developed skills of empathy and collaborative work, they were resilient despite the difficulties we faced during the project, and they tried to adapt to circumstances and times. I observed that they maintained their enthusiasm for research and information sharing	The perception I had about schools: teachers and students in Japan is different from the reality that exists in both countries. Despite the differences in ages and grades, the children's thoughts were similar and I was positively surprised that the students from Mexico actually had previous information about Japanese culture.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	Sep.	The children made a poster in English to introduce themselves, we were working online during that time so they sent photographs of themselves from home with some phrases of things they like and drawings.	They were excited to share their likes with children from another country and find out if they had things in common with them. They shared that one of their favorite foods is sushi. Some made anime drawings.	English
SHARE Research on the theme	Oct.	We began by investigating the SDGs, we watched some videos and the children made inferences about the objective of these 17 goals. Then, they decide to research on goal # 12, we watched some videos and we visited different web sites that allowed us to better understand the problem by extreme production and uncontrolled consumption.	The children were surprised by the numbers and they mentioned some points that they observe in our country such as: the waste of food the production of plastic bottles the unnecessary purchase of objects and products, like toys, clothes, accessories, etc.	English

UNITE Message of united thoughts	Nov.	We shared a presentation with the ideas that the children had after doing an investigation about the possible solutions for goal #12.	The children worked in teams of 5 students to share their solutions and recorded in their notebook the most functional ideas to start a campaign at home and at school.	English/ Social Studies
CREATE Mural painting	Feb.	We organized the students so everyone could participate, during this stage some of the students were at home and others at school, so it was a hard task to send the mural to the homes of the children who took the classes on line, but thanks to everyone's commitment we achieved the goal on time.	They were worried about delivery times and the situation we were after the Christmas holidays, with a third wave of Covid in our country we had returned to online classes. At first, they thought that we wouldn't succeed but after designing a strategy to achieve the participation of all (the 72 students) they felt more encouraged.	English/ Art
APPRECIATE Reflection/ Appreciation		We made an oral reflection as a group when we finished our mural, we took some photos and prepared a presentation to share our project with the teachers of the school.	The children were very excited to share all the work they did with the teachers and students of the school.	English

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	5	From the beginning of the project, the kids showed enthusiasm for learning about Japanese culture. They even shared books that their families had bought for them on trips to Japan. Also they had many questions and we made a presentation with all the doubts about the culture, we sent it to our classmates from the school of Ogawa Elementary School.
Critical thinking (objective, logical views)	5	They made some proposals in order to generate positive results in our community.
Active learning and action	4	We started a new campaign to promote awareness in families about consumerism, we donate toys and clothes to some institutions seeking to share what we have.
Collaborating with different people	5	The kids, the teachers around the school and parents worked together to complete the project on time.
Expressing in words, in shape	5	The children constantly talked about the changes they made at home, small tasks such as: recycling, sharing, donating, asking for fewer gifts for Christmas and on their birthdays, thinking carefully about what they need and not buying extra things when they go to the store with their potato.