

REPORT Artmile International Collaborative Learning 2021

Country/Region [Indonesia]

School [SMA Santo Paulus Pontianak]

Teacher [Lenny]

Grade (10/11/12)

Member (25)

JP School [Adogawa Junior High School]

Teacher [Masaki Kubo]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	1. What are SDGs 2. How to collaborate with others to reach goals of SDGs	15
Character Building	Discipline, respect and responsibility for mural group project	25
Arts	How to transform messages of SDG topic into sketches, how to mix colours, and how to paint.	25

Theme and Message of the mural

Theme	How to End Poverty
Message United thoughts to share with the world	There are a lot of parts of the world where people still live in poverty, including in Indonesia and Japan. Since poverty has increased during pandemic, we must do some actions to help people. As young people who are trying to make positive changes for society, we must keep empowering ourselves and others through education. We can also become volunteers in social projects such as charities or fund raising that aim at poverty reduction. Next, creating small business opportunities through home industries that can help people to improve their financial condition is an amazing step to end poverty. As information technology is improving fast, we can use it to channel people's voices for poverty eradication. Let us work together (Indonesia and Japan) for sharing knowledge and creative ideas that can raise people's awareness globally to create a better world without poverty.





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Effects and Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> 1. My students learn more about Japanese cultures and they are very excited to communicate with new friends. 2. My students have been developing their knowledge about SDGs themes, especially the issue about poverty that we have chosen. They do a lot of research about how to help people to end poverty and create a better life. They have also established empathy towards others who live in poverty. 	My students need to improve their understanding towards more SDGs issues.

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

Changes in the students	Changes in the teachers
<p>Our partner school teachers and students are very friendly and helpful. They are amazingly sincere people. We learn many things from them.</p> <p>My students have also learned that the world is actually more vulnerable because of many global problems.</p>	We really thank teachers from partner school for their kindness and enthusiasm. We also get to learn more about education system from partner school.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	Jun. Jul.	We had meetings by using Zoom and introduced ourselves, our schools and our cultures to each other.	Students were very excited and felt grateful for the opportunity to meet new friends from Japan. They enjoyed the introduction.	English And Social studies
SHARE Research on the theme	Jul. Aug.	Both schools did research about poverty issues in Indonesia and Japan. We did research about the poverty reality, the causes and tried to figure out some possible solutions.	Students became aware of the global issues, especially poverty in society.	Social Studies (Sociology, Geography, history)
UNITE Message of united thoughts	Sep. Oct. Nov.	We did meetings on Zoom to share our research. We discussed how to end poverty in our countries.	Students developed their empathy and concern towards people who live in poverty and learned some ways to help and speak up about the problem.	Social studies

<p>CREATE</p> <p>Mural painting</p>	<p>Nov. Dec. Jan. Feb.</p>	<p>We exchanged ideas of sketches for the painting in November and December. We received the mural from Adogawa Junior High School in early January and started to paint our part the whole January up to before mid February. We sent the mural back to Japan by mid February.</p>	<p>Students worked really hard to express their ideas and messages into the painting. They enjoyed the team work and celebrated the good work.</p>	<p>Visual Art</p>
<p>APPRECIATE</p> <p>Reflection/ Appreciation</p>	<p>Feb. Mar.</p>	<p>Students presented the mural to all teachers and other students. We also explained Japan Art Mile to them. After the presentation, we took pictures together and sent the pictures to our partner school.</p>	<p>Students were really excited when the mural was ready to be sent back to Japan. They were amazed when they watched the videos sent by Adogawa teachers when Adogawa students revealed the mural.</p>	<p>Visual Art And Communication</p>

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	Students communicate with partner school students through Zoom. They learn about cultures and education aspects from each country and appreciate the differences.
Critical thinking (objective, logical views)	4	Students are aware of the global issues that happen and develop their enthusiasm to take part in projects for humanity.
Active learning and action	5	Students are active in doing research on the chosen theme, communicate their critical thoughts, and express their creative opinions in visual art. They learn how to work together in a big group.
Collaborating with different people	5	Students are really excited about collaboration. Through this project, they learn how to appreciate different point of views and unite their ideas for a big goal.
Expressing in words, in shape	5	Students learn how to put their ideas and messages in solid visual form.