

REPORT Artmile International Collaborative Learning 2022

Country/Region [Belize]

School [St. Peter' s Anglican School] Teacher [Paula Lizarraga] Grade (7) Member (28)

JP School [Yokoshiba Elementary School] Teacher [Yuu Akiba]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Language Arts	How to carry out a research? Interviews	10
Expressive Arts	Rules for painting using canvas, using a paint brush, combining colors of paint, painting	15

Theme and Message of the mural

Theme	Zero Hunger
Message United thoughts to share with the world	Create a world with less hunger. Prevent wastage of food and share with others if we have.



Effects and Problems

Effects your students have gained	Points for further improvement
Students are more aware of the difficulties encountered in our community. They have a better understanding of the poverty and hunger situation in our country and have some ideas that can help alleviate the situation.	Do further research into the poverty alleviation and have them share with their other classmates.

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

Changes in the students	Changes in the teachers
Students appreciated and valued messages made by their partner school. They realized that the food eaten by Japanese was much healthier than the ones in Belize. Their vegetables are mostly steamed while in Belize mostly fried.	The teachers are more appreciative of the ways the partner school carry out activities and have taken some ideas into consideration to use at our school.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	September	Chose our learning theme from the SDGs and discussed the theme with our partner. Learnt about their partner. Explored the SDGs they chose and researched their learning theme.	Positive attitude in working with a partner school and discussing learning theme. They arranged a learning schedule. Recognized and appreciated their culture. Understood the importance of other diverse culture. Explored the SDGs. Showed interest in and awareness of social challenges.	Expressive Arts
SHARE with the partner	October November	Presented to their partner what they did on their side. Exchanged opinions with each other to deepen learning	Approached their partner positively. Presented information in a way that was easily understandable. Understood and respected diversity. Adopted a Global perspective.	Language Arts
UNITE the thoughts	December	Clarified the points of challenges and the solutions discussed. Deepened the discussions from an objective and critical perspective. Thought on what they could do to make their future better and a conscious creator of the future. United both thoughts from the discussions and made a message to convey the world together.	Clarified and discussed issues. Thought critically and multi directionally. Had an awareness as a change maker of the society. Expressed what they would like to convey to the world in words.	Language Arts
CREATE the mural	January February	Drew and completed the mural. Displayed the mural and appreciated their work. Sent it back to Japanese School.	Created one mural collaboratively with friends from different cultures.	Expressive Arts
APPRECIATE the whole learning	March	Experienced the achievement of their work. Reflected on the whole collaborative learning and introspected of how the learners have grown before and after this learning. Each learner evaluated himself/herself.	Reflected on the whole work and were more thoughtful and appreciative of their learning outcome. Evaluated oneself and accepted it.	Language 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	The information was made in English and had to be translated into Japanese. This made it easier for their partner school to understand the information.
Active learning and action	4	They practice using the resources they have available and not to waste any material. They encouraged others to do the same.
Critical thinking (objective, logical views)	4	Appreciate what they have in their country and support local producers.
Collaborating with different people	4	They had a little bit of difficulty understanding in Japanese, but since everything was translated in English, they appreciated the work of their partners. At first a bit shy, but they overcame it and shared their thoughts.
Expressing in words, in shape	4	Students enjoyed working together and understood one another better. The bond between students became stronger.