

REPORT Artmile International Collaborative Learning 2022

Country/Region [India]

School [Suncity School] Teacher [Kalyani Voleti] Grade (7-9) Member (25)

JP School [Hyogo Prefectural Ashiya International Secondary School 3A] Teacher [Sanae Hayashi]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introduction of self, school, city, country	2
Social Studies Science	Research on water pollution, solutions, action- assembly preparation, posters, plastic collection	9
ICT	PPTs, videos on Introduction, our culture, SDGs in focus	4
Art	Planning, drawing, painting, assembly preparation	15

Theme and Message of the mural

Theme	Conservation of water bodies (SDG 14)
<p>Message United thoughts to share with the world</p>	<p>Dear World, Nature teaches us the possibilities of zero waste. The cycle of life can be one circular, infinite loop. We pledge that We will look for natural, sustainable solutions and stay away from plastic. We will reduce, reuse, repurpose, refurbish as much as we can. We will conserve our precious natural resources on land and water. We will not pollute our air, water and land.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Students researched, realized the magnitude of the problem of pollution, especially due to plastic. They did a plastic collection drive in school, and this involved not just the Art Mile team but the whole school, which was a good way to spread awareness to the larger community. They felt good to take action.</p>	<p>However, it was a short campaign and what is needed is to continue to take action. Our school now has a collaboration with an organization that picks up plastic and paper waste on a regular basis. This must be continued by students.</p>

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

Changes in the students	Changes in the teachers
Students learnt about different problems faced by Japan, like plastic waste, the red tide. They saw that the plastic problem existed in such a clean country as Japan also. It was good to see them find out about many solutions that small and big groups of people were adopting, to bring about change. It was good to see them take a small but useful step of their own to solve the problem.	We teachers divided our duties to work on the project. We used MS Teams for communication with our students as they belonged to several classes and sections and we could not get to meet them all at once on campus. We found that students were very proactive and took responsibility to implement the plastic collection drive, in the school assembly and on campus. Though we were all very busy with multiple activities and events, we managed to execute the project in time.




Flow of the Activity




Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	July	Introduction with cards, PPTs on school, city, country, showcase of traditional dresses, food, traditions, festivals	Students were keen to showcase their culture and also happy to learn about Japanese culture. They shared their love for anime, origami etc... with their partners in the video conference. They enjoyed the interesting props and ideas of the partners' class decoration which they shared. They realized that their partners had similar schedules and attitudes.	English
SHARE with the partner	Aug.	Research about causes of severe pollution, thinking of solutions, finding out what individuals, government are doing to reduce the pollution. We took action by starting a school wide plastic collection drive to send to organisations that recycle plastic to make usable products, thus ensuring that the plastic does not reach landfills/water bodies.	Students researched solutions that were being implemented at individual, community and government level. They found one organization, ReCharkha, that collects plastic and gives employment to underprivileged women by training them in their processes to make lifestyle products. Students took responsibility of a school wide plastic collection drive and campaign to spread awareness about water pollution and solutions. Our school also is now part of Blue Planet waste management solutions to process and recycle plastic. All this hopefully will instill a better sense of waste management in all of us.	Social Studies, Art ICT
UNITE the thoughts	Sep.- Oct.	We shared all the research, problems and solutions with our partner school in our video conference.	Students were motivated by their actions and plastic collection efforts. Our communication with our partners could have been more and in depth. However, both groups decided on a combined message for the world.	English

CREATE the mural	Nov.- Feb.	Students were asked to ideate, draw, write their ideas about how the whole picture should connect as one. We sent our students' thoughts and ideas on the forum about what to draw, based on their research and discussions.	Deetya came up with the idea of two trains as the centerpiece of the mural, which was an interesting way to connect the two sides into one continuous picture. The ongoing collaboration between India and Japan to bring the bullet train to India was the inspiration. Our partners did not discuss their thoughts initially with us but in due course, we figured out a plan and went ahead.	Art
APPRECIATE the whole learning	Mar.	Students have written about their experience in this collaboration.	We have uploaded them on the Forum.	English ICT

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	<p>Sharing of our culture through dress, customs, food was a good way to break the ice and make friends with our partners.</p> <p>We also observed Hiroshima Day to express solidarity with the cause of peace. We watched a video about the bombing and folded origami cranes.</p>  
Active learning and action	4	<p>Students researched solutions that were being implemented at individual, community and government level. They found one organization, ReCharkha, that collects plastic and gives employment to underprivileged women by training them in their processes to make lifestyle products.</p> 

<p>Active learning and action</p>	<p>4</p>	<p>Students took responsibility of a school wide Inter house plastic collection drive and campaign to spread awareness about water pollution and solutions. We collected and contributed to the initiatives.</p> 
<p>Critical thinking (objective, logical views)</p>	<p>4</p>	<p>When it became the responsibility of each student to make the drive successful, there was a lot of active thinking, convincing and the more people they convinced, the better the campaign became. Morning assembly, posters all over school, talking to their school mates, they spread awareness and brought about some action.</p> 
<p>Collaborating with different people</p>	<p>3</p>	<p>Interaction with our partners was relatively easy as their English communication was good. However, the collaboration was not as successful as we did face long periods of no communication and responses. In the end it was a satisfactory collaboration with a lot of scope for improvement. We were happy to receive the gifts of origami with the mural. We have sent hand made wire toys made by students along with the completed mural.</p> 

Expressing in words,
in shape

We presented the project summary in the morning assembly and the whole school saw the mural display.

Students became confident in presenting, visualizing, drawing, painting.



5

The research and vision for a better future for our water bodies was meaningfully depicted into a picture in the mural. They are excited to join next year's collaboration.

