

## REPORT Artmile International Collaborative Learning 2022

Country/Region [ Nepal ]

School [ Gorkha International Public Secondary School ] Teacher [ Thamman Bahadur Basnet ] Grade (5-8) Member (50)

JP School [ Otemon Gakuin junior/senior High School ] Teacher [ Tomonao Tabashi ]

### # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Science, Health and Environment	Food and shelter	10
Social Studies and Creative Arts	SDGs We and Our Community	8
Occupation, Business, Technology and Education (OBTE)	Occupation, ICT and Profession	10
Computer	ICT	7

### # Theme and Message of the mural

Theme	No Poverty
Message	Every problem has their solution. Let's prepare a considerate, grateful, helpful, honest child at every school and in each home. Then it will make them ready to combat with poverty. Hence, poverty is not a problem if anyone acts to overcome the poverty one should work to support the needy ones through food bank, cloth bank, collect economic support through social media.



### # Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> <li>• They started to stop wasting food.</li> <li>• After visiting senior citizens at old age home, they decided to help them with sacks of rice, fruit and warm cloths.</li> <li>• They made wall paint in school boundary wall to aware the people.</li> <li>• They organized interclass collage competition</li> </ul>	<ul style="list-style-type: none"> <li>• The children should grow more responsible towards humanity.</li> <li>• Effective communication, collaboration among the children is must.</li> <li>• Practically involve the children in social works.</li> <li>• Encourage all the children to support the needy one by donating food bank, cloth bank.</li> </ul>

### # 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"> <li>Started to work in social service.</li> <li>Stopped being spendthrift.</li> <li>Made collage competition on how an ICT help to mitigate poverty.</li> <li>The best part is they love sharing their snacks, sometimes pencil, copies among the friends.</li> <li>Communication, creative and critical thinking, problem solving, skills are observed.</li> </ul>	<ul style="list-style-type: none"> <li>Excited to be updated with global issues.</li> <li>Started to teach the children integrating international dimension in each subject.</li> <li>Communication, creative and critical thinking, leadership, problem solving skills are observed.</li> </ul>

### # Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jul.	The students are encouraged to research on SUSTAINABLE DEVELOPMENT GOALS. Primarily they are asked to focus their research on goal no. 1 {No Poverty}	Listed the causes of poverty in Nepal. They discussed on solutions and way out. They felt excited to make greeting cards for their foreign friends.	S.S and Creative Art English Computer
SHARE with the partner	Oct.	Intensive discussion with the learners, subject teachers, project coordinator, and head teacher on the following topics: <ul style="list-style-type: none"> <li>Sustainable development goals</li> <li>No Poverty</li> <li>Cause of poverty</li> <li>Solutions of poverty</li> </ul>	Collected various information related to poverty. Prepared some questionnaire about the poverty condition of Japan for the partners. Made some drawings related to poverty: cause effect and solutions.	S.S and Creative Art English OBTE Science
UNITE the thoughts	Dec.	Shared the idea on No Poverty with the students. Discussed with the partner school. Made video and shared in forum	Exchanged their findings on poverty cause, effect and solutions for both countries through video. They answered each other's queries as much as possible. They had effective communication and build bold friendship.	English OBTE Computer Science
CREATE the mural	Feb.	Exchanged the idea of making the final mural. Come to the balanced idea to create a meaningful mural: <ul style="list-style-type: none"> <li>The mural will be divided into several bubbles.</li> <li>Each bubble will contain different issues.</li> <li>Causes, effects and solutions are clearly drawn in the canvas.</li> </ul>	Consulted different websites, links and materials to bring the best message to the world. Communicated well with the partners, teachers and parents as well. Practiced reflecting their learning in the drawings. Enjoyed the national as well as transnational collaboration.	English S.S and Creative Art Science Computer

APPRECIATE the whole learning	Mar.	It was really unforgettable collaboration. Learnt very innovative ideas such as use of ICT can help to reduce poverty. Brilliant ideas generated: 1. food bank 2. cloth bank 3. donation box	Grew with good communication skills, helpful, considerate, grateful and loving. Promised to be friends forever Grew proactive, more responsible, hardworking, independent, and engaged in fruitful activities.	OBTE English Computer Science
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### # 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	They learnt different social practices of both countries: lifestyle, occupations, food habits, culture,
Active learning and action	4	The lack of direct virtual meeting made the learners a little bit inactive in some extent; however, they had great learning on the issue
Critical thinking (objective, logical views)	5	Researched on the topic. Identified the problem, discussed on causes, exchanged ideas on solutions. Critically evaluated each other's ideas. Derived the conclusion and made a final opinion.
Collaborating with different people	5	Good practice of communication was observed among the participants of both sides' learners.
Expressing in words, in shape	4	Along with the mural, both learners parceled the handmade cards with appreciative words. Due to linguistic problem, the learners faced problems in communication but still they had strong exchanges.