

REPORT Artmile International Collaborative Learning 2023

Country/Region [Brazil]

School [Instituto Gaylussac] Teacher [Livia S. Jesus Couto] Grade (7) Member (34)

JP School [Kizu-Minami Junior High School] Teacher [Mami Miyahara]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Learning Theme ODS 4	Students researched the 2030 Agenda and researched the 17 SDGs. Chose Quality Education	8
Exchange of opinions on SDGs theme	Through research and information on quality education, Brazilian students sent their opinions on SDG4	14
Definition themes and learning	Dialogue between Brazilian and Japanese students, to reach agreement on the topic, through questions about quality education (education for peace), the characteristics of strong institutions, etc.	16
Mural idea and painting schemes	The students sketched the message they would create on the mural. We think about colors, designs and words.	14
Mural evaluation	Through the photos sent by teacher Mami. The students observed the mural and talked about their learning and participation in the Project	8

Theme and Message of the mural

Theme	Education Leads to Peace
Message United thoughts to share with the world	Education and peace are linked. We want to create a future where individuality is respected and there is no social inequality, in other words, there is Beauty in the diversity of people.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Openness to talk about strong and important issues. Some were committed to thinking more critically about what quality education is.</p> <p>They were very happy with the photos and images from Japan (the cards, the sweets, the images of the school, etc.)</p>	<p>They have begun to understand that the Brazilian education system needs to be improved.</p> <p>They thought about having more anti-bullying practices within the school itself, as they often witness bullying within it.</p> <p>They thought that they could have more art classes in the week for the project, because there were weeks when we didn't meet (due to the holidays).</p>

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

Changes in the students	Changes in the teachers
Despite the cultural differences and the distance between the countries, they realized that our challenges are "the same" in some ways, such as combating bullying. This brought us closer as countries and made us see that despite the distance, we human beings want the same thing: a reduction in inequality, respect for differences and schools as strong institutions to make this happen.	As an art teacher, I feel honored to have had the opportunity to participate in such a meaningful project. I believe in the power that education has in people's lives, starting with me. Getting to know another culture through an education project has inspired me to have more partnerships with the teachers at my school, aiming for a better world.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun	I presented Agenda 2030 to the students in art class. Some of them already knew the SDGs from their Human Rights lessons.	The students understood the importance of thinking about the future through their present (everyday) practices. They researched the 17 SDGs and, in agreement, thought of the Quality Education SDG, as it is a topic that is easily accessible to them, given that they spend all day at school.	Learning Theme ODS 4
SHARE with the partner	Jul Aug	I presented the Japan Artmile project and the photos of the partner school to the students. And I told teacher Mami that we had chosen quality education because we understood the Brazilian reality.	First, they talked about the challenges of education in Brazil and then they looked at the pictures of the old Artmile murals. The students were very excited about the pictures of the students from Kizu Minami Junior High School. They asked several questions about the students' hand symbols.	Exchange of opinions on SDGs theme
UNITE the thoughts	Aug Sep	The Japanese school chose SDG16: Strong Institutions, and through the forum Mami and I decided to ask our students how we could put the two themes together, what they could have in common. That's when, in art class, I asked the students to answer what they thought a strong institution should have in order to be considered such.	They began to think about and respond to the characteristics of strong institutions. The answers were: Institutions that respect differences of color, ethnicity, creed, opinion. That's when Letícia, with her brilliant answer, managed to unite the two SDGs. She said: A quality education is when the school manages to be a strong institution, without prejudice and respecting differences. From then on, we started talking to our partner about environments that combat bullying, prejudice and social inequalities. The students researched environments that promote peace and respect. They thought about their reality, about school environments throughout Brazil and, consequently, in Japan. Based on this research and conversations in the classroom, I always wrote to teacher Mami and sent her videos and photos of the activities.	Definition themes and learning

Content	Month	What you did	Your students' attitude/reflection	Subject
CREATE the mural	Oct Nov	<p>Due to bureaucratic issues at the post office, we lost three weeks to make the mural, but this didn't discourage us or cause us to waste time creating the mural.</p> <p>In conversation with Mami: The Brazilian and Japanese students thought about how we could divide up the mural and put our idea across in a creative way. We thought of representing respect for differences with the phrase: Individuality is respected. Giving the idea that everyone has their own uniqueness, and that this is important in interpersonal relationships so that there are no conflicts.</p> <p>In art class, I asked the students to draw a sketch of the Brazilian side of possible drawings that represented diversity. It also relates to quality education for all.</p>	<p>As soon as the students had divided up to think about the mural, they commented on the importance of representing the cultural differences present in Brazil, since there are many inequalities in our country due to this.</p> <p>So they thought of representing black, indigenous and white people as a way of valuing this difference. They also thought of adding words that valued this diversity: peace, empathy and respect, in a very colorful way, symbolizing a harmonious society.</p> <p>Finally, the students built a bridge out of school materials.</p> <p>The students put a lot of effort into building the mural, many stayed during recess to finish it and students from other classes were able to witness this process. They were curious as to what the finished mural would look like, since due to the different school year, we started making the mural first.</p>	Mural idea and painting schemes
APPRECIATE the whole learning	Feb Mar	<p>After the school vacations, I met the students for two weeks to talk about the mural.</p> <p>Some even asked if the Japanese liked the sweets and cards we sent.</p> <p>As the students are no longer mine, due to a change of class, I arranged a meeting with them and talked about the last Japanese stage (the stage when we were on school vacation) and showed them the finished mural. They were impressed with how well the mural was finished and how organized the Japanese students were.</p> <p>I talked about the importance of learning about SDG 4 and 16 being present in their lives over the years, because we are people who need to value other people.</p>	<p>The students were happy to take part in the project and to have had the opportunity to get to know another culture.</p> <p>They were happy to have had the experience of painting a giant mural and to have had the opportunity to think about such important issues that permeate society.</p> <p>They commented that if people respected differences there wouldn't be so much war and social inequality</p>	Mural evaluation

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	I think my students were committed to getting to know Japanese culture through the project and whenever they had any doubts about any of the information there, they asked. They were curious about the Japanese and this made it easier to present the cultural differences.
Active learning	3	Some students were responsible in their activities, research and conversations. They dialogued well with the subjects, but some did not have the same attitude. Even though there are only a few students, I think they could be more involved in the activities.
Critical thinking	5	Given the students' cultural capital, it was easy to see that most of them had critical thinking about the reality in which they live. About the importance of putting ourselves in other people's shoes, about the need to recognize that we need to leave a better world for those who come after us.
Collaborating with different people	3	I think that some of the students sometimes lacked the ability to bring people together in the classroom. They get on well with their groups, but when they had to include people, I realized that they lacked a bit of solidarity. I gave this example in their classroom, so that they would understand that in life they need to bring people together.
Expressing in words, in shape	5	I noticed that my students found it easy to express themselves in words, they have very good textual comprehension, and this helped with the research activities.