

REPORT Artmile International Collaborative Learning 2023

Country/Region [India]

School [Suncity School] Teacher [Kalyani Voleti] Grade (7,8,9) Member (35)

JP School [Ashiya International Secondary School] Teacher [Chikako Sadamatsu]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introduction of self, country, culture	3
Global Perspectives, Social Studies, ICT	Research on the SDGs, PowerPoint presentations, videos	15
Art	Planning, drawing, painting the mural	15

Theme and Message of the mural

Theme	SDG 2, 3, 5, 12
Message United thoughts to share with the world	Food should have no gender preference. We are all human beings and everyone needs to eat healthy to live healthy. Healthy food should be our priority. We must all be aware of the disadvantages of processed foods. Eat local, grow local.



Effects and Problems

Effects your students have gained	Points for further improvement
Students did a deeper learning about the way food impacts different segments of the population of the country: the under privileged, the privileged, female gender. They understood health benefits of food, the country's efforts to mitigate hunger and poverty and to ensure gender parity in food.	Students need to spread these messages and ensure that the disparities are removed.

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




Changes in the students	Changes in the teachers
Students have become mindful of the disparities and discriminations. They understood that problems are different in developing and developed countries.	We found the students feeling deeply about these issues and making connections with certain behaviors in their surroundings, which earlier did not make much impact on them.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jul. Aug.	We created an Exchange group to work on the research and communication with our partner. Students of International Academia of our school connected this project with the subject of Global Perspectives. We created an MS Teams for this project where students could discuss and save all their work.	Their research got them to better understand the nuances of these SDGs and gave them a deeper understanding of the problems. They also found out that many solutions by non government organisations were impacting the grassroots areas.	English, Global Pers- pectives
SHARE with the partner	Sep.	Both groups shared their research on video conferences, presentations on the Forum.	They got to know the problems are in some ways similar but some are very different in first world countries, like Japan. There were different reasons for Food wastage. There was no gender disparity in Japan related to food consumption which the students felt was correct.	Social Studies, ICT
UNITE the thoughts	Oct.	As our group was from various classes and sections, our connecting via MS Teams made it easy for us to put all our research, ideas in one place. We could discuss and plan meetings and schedule to meet in school also.	Students started to visualize the mural idea. They felt connected to the farmer who grows the produce, which generally in urban areas, we lose touch with. An empathy and respect were seen in the students.	Social Studies, ICT
CREATE the mural	Nov.- Feb.	We shared some of our drawings with our partner. We prepared the Production group to come during their art lessons and any free lessons to the art room to draw and paint the mural.	The main idea came from our partner. Our students added their thoughts and endorsed their idea. The mural arrived in January. Our Production group took over the task of painting it. It was interesting to see last year's participants taking a lead and doing an independent job executing the painting.	Art
APPRECIATE the whole learning	Feb.	We recorded messages of our students on Teams and videos about their experience.	Students expressed their happiness, their learning outcomes and also their willingness to be a part of this project in the coming years.	English, Social Studies, ICT, Art

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>Students felt that though they were from different cultures, certain feelings, interests and even problems were common. Each group learnt and appreciated the other's culture and traditions. It was surprising to see an Indian student(?) in the Japanese group. We have few Japanese students studying in our school.</p> 
Active learning	4	<p>Students were very busy with their regular school schedule and though we integrated it with subjects, they had to find time to do this area of research. But what they learnt was valuable and honed their research and time management skills.</p> 
Critical thinking	4	<p>Their research showed them possibilities to solve problems at their end in small ways. They looked for solutions and made mindful changes in their lifestyle and surroundings to improve the situation. Whether it was the community fridge in the Suncity township or the visit to a community kitchen in a local place of worship, it was a learning that small acts can lead to big changes.</p>
Collaborating with different people	4	<p>Students learnt to work as a team, respecting each other and understanding points of view. It was heartening to see the participants of earlier Art Miles, guiding and leading the new entrants and confidently proceeding with the project.</p> 

Expressing in words, in shape	4	The diverse skills of both the Exchange and Production groups made this project successful. Everyone learnt the soft skills of Communication- verbal, written and even visual; Confidence Critical Thinking Problem solving Collaboration Cross cultural respect and understanding
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