

REPORT Artmile International Collaborative Learning 2023

Country/Region [Pakistan]

School [Mansehra Public School & College] Teacher [Bushra Rehman] Grade (9-12) Member (25)

JP School [Sera Junior High School] Teacher [Kenta Hazama]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Science	SDGs SDG 12: Responsible consumption and production	10
Art	Use of colours, Blending, Drawing	10
ICT	Making PowerPoint presentations Interacting on VCs Researching on internet	10

Theme and Message of the mural

Theme	Message
Preserve Our Planet: Small Acts, Big Impact	In a world with finite resources and mounting environmental challenges, it is crucial for each and every one of us to adopt the philosophy of "mottainai" – a Japanese term that urges us not to throw away what we can still use. The planet we call home is not an endless reservoir of resources, and every action we take impacts its delicate balance. Food and clothing waste continues to plague our planet, contributing to environmental degradation. It's high time we recognize the problems facing our world and take action to improve the global environment for the sake of future generations. By making conscious choices and reducing waste, we can collectively make a profound difference. Let's embrace "Mottainai" and act today for a more sustainable and thriving planet tomorrow.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Through this project, students were able to engage in meaningful dialogue, exchange ideas, and harness their creativity to visually represent the importance of sustainable consumption and production. The act of creating a mural not only served as a platform for artistic expression but also as a medium for raising awareness and initiating conversations about sustainability and its implications on a global scale.</p> <p>By working together towards a common goal, students learned to appreciate diverse perspectives, navigate differences, and find innovative solutions to complex issues such as sustainable development.</p> <p>Students developed a deep understanding of sustainability and its interconnectedness with various aspects of human life and the environment.</p>	<p>All went well and nothing special to point out for improvement.</p>

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

Changes in the students	Changes in the teachers
<p>1. Cultural Understanding: Through interaction and collaboration, students have gained a deeper appreciation and understanding of each other's cultures. They have learned to respect differences and celebrate similarities, fostering a sense of global citizenship and cultural empathy.</p> <p>2. Interdisciplinary Learning: Engaging in a project centered around SDG 12 has exposed students to interdisciplinary learning. They have explored the complexities of sustainable consumption and production from multiple perspectives, integrating knowledge from various fields such as economics, and environmental science.</p> <p>3. Critical Thinking Skills: Working on a real-world issue like sustainable development has challenged students to think critically and analytically. They have learned to evaluate the implications of consumption patterns and production processes, considering their environmental, social, and economic impacts.</p> <p>4. Collaborative Skills: Collaboration lies at the heart of this project. Students have honed their collaborative skills by working together across cultural and geographical boundaries. They have learned to communicate effectively, share ideas, and resolve conflicts, fostering teamwork and cooperation.</p> <p>5. Sense of Responsibility The focus on SDG 12 has instilled a sense of responsibility for sustainable practices among students. They have become more aware of their consumption habits and the need to make conscious choices that minimize environmental degradation and promote social equity.</p> <p>6. Artistic Expression: For many students, the project has provided a platform for artistic expression and creativity. Through the creation of the mural, they have been able to communicate their ideas and messages visually, harnessing the power of art to inspire change and raise awareness about sustainability.</p>	<p>1. Professional Growth: Engaging in a collaborative project of this nature has provided teachers with opportunities for professional growth and development. They have learned new teaching strategies, methods, and approaches for integrating global issues such as sustainable development into their curriculum.</p> <p>2 Cross-Cultural Communication Skills: Teachers have honed their cross-cultural communication skills through collaboration with their counterparts from different cultural backgrounds. They have learned to communicate effectively, overcome language barriers, and navigate cultural differences to facilitate meaningful dialogue and collaboration.</p> <p>3. Interdisciplinary Teaching: The focus on SDG 12 has encouraged teachers to adopt an interdisciplinary approach to teaching and learning. They have explored connections between different subject areas, integrating concepts from environmental science, social studies, economics, and art to address complex issues related to sustainable consumption and production.</p> <p>4. Promotion of Global Citizenship: Teachers have played a key role in promoting global citizenship among their students. By facilitating cross-cultural exchange and collaboration, they have encouraged students to develop a sense of empathy, respect, and responsibility for addressing global challenges and fostering intercultural understanding.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	June July	Introduced the project to the students. Shared intro of students, school and country with the partner.	Students got to know about the purpose of Mural exchange. They also learnt about Japan culture.	ICT Geography
SHARE with the partner	July to Oct	Students studied SDGs Researched about responsible consumption and production.	Students got to know about SDGs, they also learnt about issues related to climate change and their solution.	IC Science
UNITE the thoughts	Nov	Shared different Mural ideas with partner school.	Students learnt about how to express their ideas through drawings.	Art
CREATE the mural	Feb	Students completed the half painted mural received from partner school.	Students appreciated the art skills of partner school students and applied their own skills to complete the mural	Art
APPRECIATE the whole learning	Mar	Students appreciated and reflected on the project through writing and speaking.	Students reflected on the skills they acquired and learnt to appreciate a piece of art.	English

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	Students on both sides learnt a lot of things about each other culture for the very first time.
Active learning	5	Students learnt to collect the data objectively and represent their point of views logically.
Critical thinking	5	Students were actively involved in learning through practically researching, interacting and painting.
Collaborating with different people	5	Students shared ideas and research findings with each other and with students of Japan which helped them to understand how to collaborate with others through long distance partnerships.
Expressing in words, in shape	5	Students learnt how to express their thoughts in front of others in words and shapes.