

REPORT Artmile International Collaborative Learning 2023

Country/Region [Taiwan]

School [Wen Ya Elementary School] Teacher [Luke Tsai / Hama Dai / Ruth Hou] Grade (5) Member (50)

JP School [Okuno Compulsory Education School] Teacher [Shousei Sawada / Hiroshi Kobuke]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	<ul style="list-style-type: none"> *key words and phrases in English about SDG 2 and 6 *short passages about SDG 2 and 6 from Wikipedia *short oral passages in English for Google Meeting 	4
ICT	<ul style="list-style-type: none"> *surfing on the Internet for any related references *creating the PowerPoint for group reports during the Google Meeting 	5
Integrative Activities	<ul style="list-style-type: none"> *sharing of the research result *scheduled Google Meeting *appreciation and reflection on AICL project in class 	4
Health	<ul style="list-style-type: none"> *the importance and threat of clean water and sanitation (SDG 6) *the World Food Program proposed by the United Nations *the practice of supporting hunger in Taiwan 	3
Social Studies	<ul style="list-style-type: none"> *the practice of food aids program in history *the background of food shortage issue, SDG 2 (Zero Hunger) 	3
Art	<ul style="list-style-type: none"> *creating drafts individually *mural drafts discussion *a list of all good elements on the draft/mural *drawing and painting 	12

Theme and Message of the mural

Theme	Baton of Happiness to the Future World
Message <small>United thoughts to share with the world</small>	Currently, the world is facing some problems, like safe water shortage and food shortage. We want to look into the problems in details and come up with some solutions to these problems. Wen Ya Elementary School from Taiwan and Okuno Compulsory Education School from Japan connect the baton for a healthy future world. Hopefully, people from Taiwan, Japan and the world can be close to a safer and happier life.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Born in fairly warm families, most of the students do not understand the difficulties of food shortage. They used to take the sufficient food supply for granted. After making their research on SDG 2 (Zero Hunger), my students saw the hunger problem appearing in different parts of the world. They better understood why we need to cherish the food and even donate the extra food to those in need.</p>	<p>The focus on SDG 2 (Zero Hunger) this year is a very good point for the younger generation to know more about the reality of the hungry people in different parts of the world. Thanks to the collaboration from the partner school and the homeroom teachers at Wen Ya Elementary school, the students have better understanding of the poor and sad side of the world. Next year, our teachers plan to set up a clearer schedule for the online meeting dates so that more interaction of the students in both schools can be achieved.</p>

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

Changes in the students	Changes in the teachers
<p>Taiwan and Japan are comparatively rich countries so that it is not easy for the students to understand what hunger is in their daily lives. By researching on SDG 2 (Zero Hunger), the students see the darker side of human lives. They felt sorry for those in need and they were more enthusiastic to take actions to support the world. Our students were happy to know that the students in both schools were working hard together to do something good to the world. Again, it is everyone's responsibility to take care of the world, including the people living here.</p>	<p>The teachers always felt rewarded to broaden the students' horizon of understanding. Through the process of research on the world issues (SDG 2 and 6), the teachers knew more about the world as well. Teachers from both Taiwan and Japan are doing a great job to lead the younger generation to pay more attention to the world problems. We feel stronger when we work together to promote the students' global awareness. We hope that all kinds of misbehavior of hurting the world will disappear as soon as possible.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
<p>RESEARCH the theme</p>	<p>Sep. Oct.</p>	<p>The homeroom teachers offered the suitable background information about SDG 2 and 6 to the kids and asked them to make a short report about their findings. The students took turns to talk about what they have found from their research and reached the conclusion why we needed to support those in need. We also understood the values of Charity Show in the school anniversary day.</p>	<p>Our students made a good research on the SDG 2 and 6. They said they felt sorry for the people in need in different parts of the world. They did not understand why the leaders of the poorer countries took no actions for their people. We, those who have better living standard and environments have to support them, but the people in the poorer countries needed to work harder to support or even change their lives by themselves, too.</p>	<p>Integrative Activities, Health, Social Studies, ICT, English</p>

<p>SHARE with the partner</p>	<p>Oct.</p>	<p>Homeroom teachers offered extra learning materials to enrich the learning contents for the students. The students have a chance to look at the charity clubs in Taiwan and get to know the hard work they are facing. We posted our research results on the Art Mile forum to share what we have learned.</p>	<p>Students spent some time surfing on the Internet and watched the videos on YouTube to get a broad view of the food and water issue. They felt unbelievable that the food we grow every year was not enough for all the people in the world. Due to the threat of wars, fighting and transportation, more and more people failed to receive the food they were supposed to have now. The students expected that the leaders could have some mercy on their people to help them.</p>	<p>Integrative Activities, Health, Social Studies, ICT, English</p>
<p>UNITE the thoughts</p>	<p>Nov.</p>	<p>Our students created their own drafts first and chose the best two versions to be posted on the Art Mile Forum for our partner school.</p>	<p>Students were interested in making a draft for the mural this year. They did a good job presenting what they wanted to show on the mural and they were open-minded enough to read others' drafts and made some changes after negotiation.</p>	<p>Art, ICT, English</p>
<p>CREATE the mural</p>	<p>Dec. Jan.</p>	<p>With the guidance of Art teacher, art-gifted students drew the outline and the rest of the students took turns to come back to school and paint during the winter vacation.</p>	<p>We were very surprised to see the great work done by our Japanese partners. We started to worry if we could finish the mural as well as our partners did. Thanks to our partners' suggestion and brilliant ideas, we figured out the best way that we could present the mural.</p>	<p>Art</p>
<p>APPRECIATE the whole learning</p>	<p>Feb. Mar.</p>	<p>In addition to appreciating the mural at school, we and our partner set up an online meeting to read the completed mural together. We had a discussion of what message we would like to deliver from the mural. Our copy of the mural arrived in time so we could take a group photo with the teachers and students in both schools. That was a great moment that both Japan and Taiwan keep a copy individually. We believe that whenever we come back to school and read the mural, we would know the duty that we need to carry on for the world.</p>	<p>Art Mile is a wonderful project for the students to broaden their world view. It also encouraged the students to take a deeper look at the global issues and even take some actions to help solving some problems. Painting is fun and easy. What's better, painting helps deliver the message of being a responsible global citizen in the minds of the younger generation. We strongly believe the world is going to be better and better in the coming future.</p>	<p>Social Studies, ICT, English, Chinese</p>

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	4.5	Taiwan and Japan are very similar in terms of social and economic development. The kids in both countries are so lucky that they do not see the dark side of the real world. By researching on the same global issues, we helped each other to see the differences and we felt excited to build up the same partnership to make the world better.
Active learning	4	This is the third time that our homeroom teachers participated in Art Mile Project. They were very experienced to guide the students step by step and they made very good use of the digital platform, Google Classroom to collect everyone's research results. From reading others' reports, the students had a better understanding of SDG 2 and 6. Our students were so interested in digital learning that the project this year did encourage their active learning.
Critical thinking	4.5	SDG 2, Zero Hunger was a very challenging topic for our students to talk about. As you may know, Taiwan is a comparatively wealthy country and we did have good social welfare to support the people in need. After the research about SDG 2, the students criticized the leaders in poorer countries, who did not take good care of their people. The wars in Ukraine and Gaza made the food problem even worse. As teachers, we are very, very satisfied to see that Wen Ya students have good critical thinking ability when they face the problems of global issues.
Collaborating with different people	5	Wen Ya Elementary School aims to promote international education since it was established in 2008. Wen Ya students, thus have lots of opportunities to meet global friends and learn with the people from cross-cultural background. They are usually active enough to make friends with the world. Japan is close to Taiwan and we share so many similarities. We do not mind if our friends disagree with us because we are open-minded enough to accept different opinions. We learn to be flexible because that is the key element for efficient negotiation. We would like to thank our Japanese partners in Okuno Compulsory Education School, too. They were very polite to listen to our ideas and kindly offer more time for our internal discussion. We have had a good time working with them and we hoped they felt the same, too.
Expressing in words, in shape	3.5	Both Wen Ya and Okuno students have limited English to express their ideas freely. However, by presenting many pictures and photos, as well as asking the English teachers for help, the two school always reached the agreement without too many difficulties. Art Mile is a good platform for us to practice English and drawing. It helped us to understand the importance of verbal and non-verbal communication in the school year. Everyone with different talents, no matter language talents or art talents, could find a place to show the world what he/she wants to express. That is great!