

REPORT Artmile International Collaborative Learning 2024

Country/Region [Argentina]

School [Colegio Provincial de Educación Secundaria no.9] Teacher [Gustavo Badano] Grade (4) Member (22)

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

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
History	Japan and its History	10
Art	Definition of how to make the mural. Work begins.	20
Social Studies	The themes for the mural "life on land", (SDG15) and "responsible consumption" are chosen	10

Theme and Message of the mural

Theme	"Anywhere in the world, respect for the natural environment means respect for life."
<p>Message United thoughts to share with the world</p>	<p>The beauty of Argentine Patagonia and Japanese gardens remind us of the importance of balance with nature.</p> <p>Nature is universal, and coexistence with nature is not possible without the cooperation of people.</p> <p>In order for people to work together to realize their goals, it is important to break down all barriers of discrimination, such as ethnicity, gender, and so on.</p> <p>We believe that we can find hints for the goal of a sustainable "life on land" by learning from the methods and ways of thinking of coexistence with nature that the Tehuelches and Ainu peoples have cherished since ancient times.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
A lot of curiosity about the daily life of young students in Japan. Greater awareness about caring for the environment in our area. Appreciation of certain (positive) aspects of Japanese culture: care for the elderly, ability to study, etc.	Coordinate social studies classes with art classes. More hours to develop the project. Sometimes, it is difficult to coordinate class schedules between the two areas.

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

Changes in the students	Changes in the teachers
Despite cultural differences, the students learned about the importance of caring for the environment, responsible consumption and the need to protect areas privileged by nature such as the glacier area. In addition, they recognize and praise Japanese gardens and the general care of those areas in Japan.	As teachers, we loved participating in this project (Social studies and art), we learned a lot during the flow of communication. Other teachers were pleasantly surprised by this project and saw the genuine enthusiasm of our students for participating. Despite the distance, we feel united by the same passion: education.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	May. Jun.	We present the project to the students. As we live in an area of vibrant nature (glaciers, mountains, lakes), they chose SDG 15 "life on earth", understanding the importance of preserving our main resource, nature. We also sent photos of our school, and Kizu Minami did the same.	Students are fully aware that our area has great tourist attraction (glaciers and lakes), therefore it is essential to preserve the environment and take care of it. In addition, they were very curious about their fellow students in Japan.	Learning theme SDG 15 "Life on land"
SHARE with the partner	Aug. Sep.	We started discussions with Kizu Minami Junior High School, and Professor Mami told us that they chose SDG 5 "gender equality". In addition, we began to discuss how to unite the two themes in the mural.	As we mentioned before, our students were very curious about life in Japan in general and the daily life of young people in particular. They wanted to know more!	Exchange of opinions on SDGs theme

<p>UNITE the thoughts</p>	<p>Oct. Nov.</p>	<p>Kizu Minami chose SDG 5 gender equality, in turn, they researched how waste and waste management is in their city (Kyoto), and we talked about how to bring the two issues together. Since our mural features the figure of a tehuelche (native Patagonian Indian), they chose the figure of Ainu, linked to themes of nature. In turn, we send photos of El Calafate and videos of our students.</p>	<p>Our students were impatient to start working on the mural, because they understood the importance of the project, and wanted to express their ideas about caring for the environment and responsible consumption, making the phrase (together with Kizu) "Anywhere in the world, respect for the natural environment means respect for life."</p>	<p>Definition themes and learning</p>
<p>CREATE the mural</p>	<p>Dec. Feb.</p>	<p>Once we agreed with Mami on the theme of the Mural, Kizu Minami began the work, but as is customary in Latin America, at the post office and customs, the package was delayed, and we received the package in February, after the summer vacation, and we got to work immediately!</p>	<p>Our students constantly asked me about the news and were impatient to start working, once the mural arrived they immediately began to work with Professor David (art). One thing that surprised us and pleased us is that a small group of students were willing to work (paint) in January, with the school closed, if the package arrived earlier.</p>	<p>Mural idea and painting schemes</p>
<p>APPRECIATE the whole learning</p>	<p>Feb. Mar.</p>	<p>It was with great satisfaction that we found that our students (although perhaps a small number) were very interested and committed to completing the mural, since it is very important for them that our message reaches Japan. The rest of the educational community is surprised by the work done and constantly congratulates us.</p>	<p>The students show great joy with the complete mural. They and other teachers ask us if it will be exhibited somewhere so that the community can appreciate it. We explained that no, since due to the delays we must send it to Japan. They want to enjoy their art!</p>	<p>Mural evaluation</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	5	Despite the time difference, I think we handled ourselves acceptably well and were able to communicate with Japan. For example, the emails arrived in the morning, before the start of the working day, and I could answer them the next day or later. But with the good will of all, the tasks were carried out.
Active learning	4	The students were immediately involved in the project. They showed great curiosity about life in Japan, what the students' routine is like, etc. If what they see in movies and on the networks is like that, etc
Critical thinking	5	Given the place where we live, our young people (15, 16 years old maximum), are fully aware of the importance of caring for the environment, and of preserving that wonder of nature that is the glaciers. For this reason, they are very attentive to initiatives that could harm the area, and they are not ashamed to express their opinion with foundations. In turn, working with Japan, help them understand that caring for the environment is a global problem, and must be addressed as such.
Collaborating with different people	4	It was very useful for our students to see how the children of Japan worked, through the forum, their curiosity was very great. At the same time, they understood that young people from different parts of the world share certain interests, despite geographical differences. And that certain problems are common to countries, despite their difference in development.
Expressing in words, in shape	5	In the words of Alma (one of our students): "I loved the project and I was surprised because this project is international and we learned a lot from other cultures, in this case Japan." Other students and Professor David told us that they would have liked to have had a more direct contact with the Kizu Minami boys, despite the difficulties of schedule and others, but they all remark that the experience was enriching and interesting, they all loved it. Other teachers who did not participate were just as surprised by the initiative, as were the school directors who always supported us. All in all, it was an exciting experience in which we all learned a lot, and our students will not forget it!