

REPORT Artmile International Collaborative Learning 2024

Country/Region [India]

School [Suncity School] Teacher [Kalyani Voleti] Grade (5,6,7) Member (35)

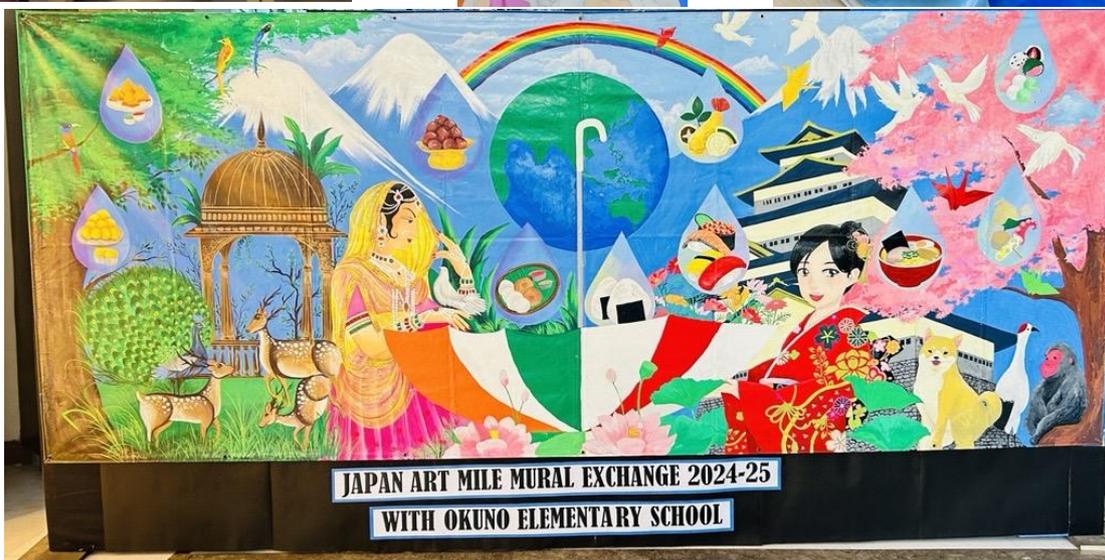
JP School [Okuno Elementary School] Teacher [Sawada Shohei]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introduction of self, school, city, country	3
Social Studies	Research on river Yamuna, its pollution, solutions to combat pollution	4
Science	Scientific reasons for pollution, scientific solutions	5
ICT	PPTs, videos on Introduction, our culture, SDGs in focus	4
Art	Practice of drawing the chosen elements, painting	15

Theme and Message of the mural

Theme	Smiling earth for the far future ~A drop of blessing for the world~
Message United thoughts to share with the world	Smiling Earth for the far future



Effects and Problems

Effects your students have gained	Points for further improvement
Students researched and learnt the food and water crisis of our country, the access of clean drinking water and sanitation is not yet available to all the citizens of our country. They understood they can act in small ways to make the situation better.	Their realization made them think how they can improve the situation with their own actions. Change begins with us. They are mindful and are spreading the awareness.

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

Changes in the students	Changes in the teachers
Students find that our country is a developing country, unlike Japan, which is a developed country. They found from their interaction that we have more disparity and have more problems than Japan. The kind of problems also are very different in both countries.	Teachers found that students are very excited to interact with students of Japan but language is a barrier. We ourselves began to remind ourselves that we need to speak in simple language and slowly to make our partners understand.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jul.	Introduction with ppts on school, city, country, showcase of traditional dresses, food, traditions, festivals.	Students were keen to showcase their culture. They showed some very typical items and activities that we find only in India, like the earthen pots for storing cool water, the medicinal basil plant, etc, and also happy to learn about Japanese culture. They shared their love for anime, origami etc with their partners in the video conference.	SST
SHARE with the partner	Aug.	Research was done about causes of severe water pollution, thinking of solutions, finding out what individuals, government are doing to reduce the pollution.	Students researched a lot of doable solutions that were being implemented at individual, community and government level. They are spreading awareness about SDG 2 and 6 and also about simple things everyone can do to tackle the problems.	ICT
UNITE the thoughts	Sep.- Oct.	We shared all the research, problems and solutions with our partner school in our video conference.	Our communication with our partners resulted in both groups agreeing on a combined message for the world.	SST, ICT
CREATE the mural	Nov.- Feb.	Students ideated, drew, wrote their ideas about how to show food and water conservation. We shared our students' thoughts and ideas on the video conference.	To make both sides connect as one, our group suggested an upside down umbrella, as a collection bowl of water in the center. We added ideas of cultural identities, food, art, national symbols, etc. Okuno school Art teacher gave a full form to all the ideas of the students.	Art
APPRECIATE the whole learning	Mar.	Students have shared about their experience in this collaboration through videos.	We have uploaded them on the forum.	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>Sharing of our culture through dress, customs, food was a fun way to bond with our partner school and make friends with our partners.</p> 
Active learning	4	<p>Students researched solutions for SDG 2, 6 that were being implemented at individual, community and government level. We interviewed an official of the World Food Program to understand zero Hunger at a global and local level.</p> 
Critical thinking	4	<p>Students in their peer groups shared information about individual and community practices where SDG 2 and 6 were featured. Students took pledges to do what they can to not waste water and food. School refectory food monitoring was a way to apply their practices.</p>

Collaborating with different people

4

While painting, students collaborated, respected and shared their ideas and skills to make sure the mural was painted respectfully and neatly.



Expressing in words, in shape

5

Students research and ideas for painting their thoughts led to a fine mural expression. We captured the essence of the SDGs and also showcased the vast cultural diversity of India. The Indian miniature tradition is seen in Radha Bani Thani, the diversity of geography flora, fauna, and cuisine is also well captured. We learnt about the Japanese culture.

