

REPORT Artmile International Collaborative Learning 2024

Country/Region [Taiwan]

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Communication, global collaboration, SDGs, creative expression	10
Social Studies	SDGs in Taiwan and in the world	5
Art	Mural design	5

Theme and Message of the mural

Theme	Let's reduce unnecessary waste!
Message United thoughts to share with the world	We believe that change begins with awareness and action. Through our mural, we want to remind the world that every small choice matters—whether it's saying no to single-use plastics, reducing food waste, or rethinking how we consume. Waste is not just a local issue; it's a global challenge that connects us all. Together, let's choose sustainability, protect our planet, and create a future where nothing is wasted and everything has value.



Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> • They have become more aware of issues related to responsible consumption and production, both locally and globally. • They realized that our current patterns of consumption and production are influenced by many complex factors. It's hard to make big changes overnight, but they are willing to start making small efforts. 	<ul style="list-style-type: none"> • SDG 12 includes many different aspects, so focusing on one or two topics—like food waste or plastic use—can help students dive deeper. • Although we encouraged students to come up with creative ideas for promoting sustainability, most of their suggestions were quite basic. With more research and structured discussion, they could develop more thoughtful solutions.

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

Changes in the students	Changes in the teachers
<ul style="list-style-type: none"> • They understood why responsible consumption and production is a key part of achieving the SDGs.. • They started to think more about how daily choices—like what we buy and how we use resources—can affect the environment and the future.. • They are more confident in sharing their thoughts on how to reduce waste and live more sustainably. • They realized that everyone has different strengths, and by working together, they can come up with creative ways to promote responsible consumption. • They are open to joining more international exchange activities to learn how people in other countries practice sustainable living and reduce waste. 	<p>We got some changes through this project. We learned:</p> <ul style="list-style-type: none"> • To bring global perspectives into the classroom by discussing how consumption habits and production systems affect people and the planet around the world. • To integrate SDG 12 into various subjects—such as using math to measure waste, science to explore environmental impact, and language classes to express ideas about sustainable living. • To create meaningful follow-up activities after the mural, such as student-led campaigns on reducing single-use plastics or tracking food waste at school. • To recognize and value the unique skills of each student—whether it's creativity, organization, or communication—and how these can all contribute to promoting sustainability.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. to Jul.	We first learned what SDGs are and chose SDG 12 as our theme. Luckily, after discussing with our partner teacher, we both agreed that SDG 12 is our theme of the mural. Then, We encouraged students to read related articles and research about SDG 12.	To many of them, this was the first time they learned about SDGs. They thought it was a critical time for human beings to recognize that our current patterns of consumption and production are harming the planet, and we should take action to change our habits and protect the environment for future generations.	<ul style="list-style-type: none"> • English • Social Studies
SHARE with the partner	Sep.	I asked the students to organize their thoughts by ORID method and share them with our partner teacher and students.	The SDG 12 issue is complex. They each selected a topic related to sustainable consumption, such as food waste, fast fashion, or plastic use, and shared different perspectives. Through discussion, they were able to understand the broader picture of SDG 12 and see how individual choices connect to global challenges.	<ul style="list-style-type: none"> • English • Social Studies

UNITE the thoughts	Oct.	Taiwanese and Japanese students exchanged their ideas about SDG 12 based on different culture of theirs. We agreed to incorporate both schools' ideas in the mural. We even share our draft of our mural to each other on the forum.	SDG 12 is what they encounter in their daily life, so we all agreed on the theme: we should reduce unnecessary waste! Furthermore, we drew our mural based on this theme.	<ul style="list-style-type: none"> • English • Social Studies
CREATE the mural	Nov. to Feb.	Finally, our mural turned out to be two national birds holding a recycling bag with lots of beautiful creatures and natural landscape which represent Japan and Taiwan.	They were glad to complete the half mural. They spent some time deciding how to present the goals corresponding to the Japanese part. They drew Taiwanese national birds, endangered animals, and Yu-Shan, the highest mountain in Taiwan to represent Taiwan. Besides, they also drew lots of actions about carbon reduction and recycle. Overall, they enjoyed it very much.	<ul style="list-style-type: none"> • Art • Social Studies
APPRECIATE the whole learning	Mar.	Both of our students felt interested in it and the SDGs, too. We wrote down our reflections and we shared them on the forum.	The students thought highly of the project. It is significant for them to complete the whole learning, especially the mural, with international students. They appreciated their partners' works and they were also proud of themselves. This project helped build their confidence and team spirit.	<ul style="list-style-type: none"> • Art • DFC

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	3	It was a pity that we didn't have much virtual communication, which led to limited cross-cultural understanding. In the future, we could consider sending postcards or cultural boxes to share ideas on sustainable lifestyles and learn more about how people in different countries practice responsible consumption.
Active learning	3	The students were able to identify key problems related to overconsumption and waste, and they conducted research to understand these issues better. However, in terms of action, what they could do was mostly limited to making greener choices in their daily lives. Sometimes they felt discouraged and needed support to stay motivated.

Critical thinking	5	Through using the ORID method, the students developed critical thinking skills. They explored complex topics—such as food waste or consumerism—in an objective way, reflected on their emotions, interpreted the information they gathered, and finally came up with practical actions they could take. This process helped them stay focused and come up with more realistic solutions.
Collaborating with different people	5	During the project, students worked closely with their classmates and international partners. They discovered that through teamwork and cooperation, they could accomplish meaningful goals. Many of them had never imagined they could collaborate with students from other countries, and this gave them a strong sense of pride as global citizens.
Expressing in words, in shape	5	Their discussions on SDG topics, their research writing, and their reflections on sustainable choices showed growth in their language abilities. At the same time, designing and painting the mural gave them a chance to express their creativity and communicate important messages about responsible consumption through art.