

REPORT Artmile International Collaborative Learning 2021

Country/Region [Lithuania]

School [Laurynas Ivinskis Gymnasium] Teacher [Valdonė Verseckienė] Grade (10th) Member (21)

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	17 SDGs. Goals No.14 & 15.. Life on Land & Life Below Water. Japanese nature & culture. Educational system & school life in Japan. Reducing, Reusing, Recycling: What can I personally do?	10
Geography	Japanese geography, economy & culture. Global warming. Its global & local consequences. 17 SDGs. Saving life on land & below water.	8
Art	Discussing ideas & painting the Mural.	10

Theme and Message of the mural

Theme	Life on Land & Life Below Water: Problems & Solutions.
Message United thoughts to share with the world	What if the forests disappear? What if the ocean is polluted? How can we survive? As one of the species who will continue to live on the earth, we, human beings, should think about the importance of nature once again. We have the responsibilities to protect the earth and we are the ones who can change the future of the earth. WE ARE AWARE, WE CARE, WE SHARE & WE ACT TOGETHER FOR A BETTER FUTURE.



Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> • They have developed a better cross-cultural understanding. • They have become aware of the 17 SDGs & have increased their critical thinking skills. • They have gained experience in active & interactive learning collaboratively on global issues in cooperation with project partners. • They have enhanced their ability to express their thoughts & feelings both in words & in pictures. • They have improved their English skills. • They have developed their online communication skills. 	<ul style="list-style-type: none"> • The 17 SDGs should be a compulsory part of every school curriculum all over the world. • If possible technically, it would be beneficial to establish closer personal relationships between individual students. Part of the project program could be conversations between individual students during partners' online meetings.

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 have broadened their horizons learning so much about Japan, which has helped them develop a genuine interest in the partners' country, Japanese people, their way of life & their culture. • They have understood that while participating in an international project & communicating with project partners, you become an ambassador of your school & your country. • They have truly understood the importance of the 17 SDGs and their personal & shared responsibility to contribute to attaining these goals. • They have really understood the true meaning of Reducing, Reusing & Recycling. 	<ul style="list-style-type: none"> • Teachers have built a friendly relationship with the Japanese teachers' team and are grateful to them as well as to the national project coordinators. It was an excellent example the project activities. • The teachers who belonged to the school project team have built closer relationships and have developed teamwork skills. Art, Geography and English teachers have become a successful Professional Learning Community ready to share with other teachers the knowledge & experienced gained from the project. • The teachers have acquired more knowledge about the 17 SDGs and have started introducing this topic while teaching other classes.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	June	<ul style="list-style-type: none"> • Got acquainted with the 17 SDGs. • Prepared presentations about our country & our school. • Had our first video meeting on TEAMS platform. • Teachers visited the Japanese Garden in Lithuania. • Presented the first steps in the project to the school community. 	Students were excited to start this project, meet their project partners and get answers to their questions about Japanese students' life.	English

<p style="text-align: center;">SHARE Research on the theme</p>	<p style="text-align: center;">Sep. Oct.</p>	<ul style="list-style-type: none"> • In Geography & English lessons, studied issues related to the 17 SDGs, the problems of Global Warming and the ways to solve them. • Studied SDG No 15. Life on Land in depth and got better acquainted in SDG No.14. Life Below Water. • Learned about Japanese physical geography, nature, culture, traditions & economy. • Had a project about Olympic Games held in Japan. • Prepared a video introducing our project activities & sent it to our partners to help them prepare for the Cultural Festival they had. • Had our second video meeting with our partners. • Communicated via Forum. • Wrote an article in the School newsletter to inform school community about the progress of the project. 	<ul style="list-style-type: none"> • Students were interested to participate in Geography lessons and study the issues related to the project. • They got interested in Japan and decided to investigate some aspects of the Japanese culture in the projects they had to do in IT lessons. • They were excited to dance together with their project partners during the video meeting to the music of Japanese students' favourite music group BTS. 	<p style="text-align: center;">Geography English IT</p>
<p style="text-align: center;">UNITE Message of united thoughts</p>	<p style="text-align: center;">Oct.– Dec.</p>	<ul style="list-style-type: none"> • Communicating in the Forum and during video meetings of students & teachers, discussed and came up with the united message to be presented in the Mural. • Carried out environmental project CHANGE while Japanese students were painting the Mural: Each student kept a diary for 6 weeks & daily recorded what he/she did each day to contribute to combatting climate change & once a week discussed their progress & results in English lessons. 	<ul style="list-style-type: none"> • The CHANGE project helped the students to maintain the feeling of active participation in the international project and, during reflection activities, they acknowledged that they got to understand much better the importance and the true meaning of the words Reduce, Reuse & Recycle. • They kept asking when the Mural would arrive. 	<p style="text-align: center;">Geography English</p>

<p>CREATE Mural painting</p>	<p>Jan. Feb.</p>	<ul style="list-style-type: none"> Received the Mural from Japan and appreciated the great work our partners had done. Painted our part of the Mural & exhibited it at school for the school community to admire. 	<ul style="list-style-type: none"> Students were excited to open the parcel box and find a surprise gift from their partners – their letter and a beautiful handmade decoration made from paper cranes. The moment of unfolding the Mural was something special. Seeing the peace of art their Japanese partners had created, students started applauding. The students were happy to paint their part of the Mural. The ones who could not take part in the process since they were at home due to Covid were sad not to be able to contribute more to the painting, but they appreciated their classmates' efforts to finish the Mural according to the sketches they had sent from home. 	<p>Art</p>
<p>APPRECIATE Reflection/ Appreciation</p>	<p>Mar.– May</p>	<ul style="list-style-type: none"> Posted the finished Mural to our partners in Japan. Wrote an article about the progress & results of the ARTMILE project in the school newsletter. 	<ul style="list-style-type: none"> Students were happy to post the Mural together with some other pictures they wanted to send to their partners to wish them a nice spring. In May, before the end of school year we are planning to reflect & celebrate our project once again. 	<p>Art English Geography</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
<p>Cross-cultural understanding</p>	<p>5</p>	<p>Students have gained much knowledge about Japanese students' school life and about their partners' country and demonstrated their wish to learn more. Some students chose to do IT projects about Japan. Many others got interested in relations between Japan & Lithuania. For example, now everybody knows the story of Chiune Sugihara. Students want to visit the Japanese Garden when they have the opportunity.</p>
<p>Critical thinking (objective, logical views)</p>	<p>4</p>	<p>Students now know much about the 17 SDGs, especially Goals No.14 & 15. They can analyse the problems and explain to others their reasons and ways to so solve them. However, speaking about all the 17 SDGs, there is still a long way to go.</p>
<p>Active learning and action</p>	<p>5</p>	<p>Students were actively involved in all the project activities in one way or another. Their responsible involvement in the CHANGE project which our students carried out while the Mural was being painted by our Japanese partners is a good example that the ARTMILE project helped them to understand that each of them has to start from themselves in order to really contribute to the changes the 17 SDGs aim at.</p>

Collaborating with different people	5	Both students and teachers feel that the project brought us more closely together. We were lucky to have such reliable and responsible project partners. We managed to collaborate. despite the differences in time zones, different school systems and timetables and the pandemic restrictions.
Expressing in words, in shape	4	In spite of different language levels of individual students, nobody felt excluded. The variety of well-coordinated project activities made it possible for everyone to contribute while preparing group presentations about the history of Japanese Olympics in the English lessons , gathering information for individual and group presentations about Lithuania to be presented during video meetings, making videos to be sent to our partners and doing other project activities. However, in January & February, when our part of the Mural was being painted, many students were ill with Covid at home and could not contribute to expressing their ideas and feelings in shape and colour as much as they wished. But everybody did their best and everybody is grateful for the opportunity to be part of this meaningful and unforgettable project.