

# REPORT Artmile International Collaborative Learning 2022

Country/Region [ Lithuania ]

School [ Kuršėnai Laurynas Ivinskis Gymnasium ] Teacher [ Valdonė Verseckienė ] Grade ( 10<sup>th</sup> ) Member ( 48 )

JP School [ Mukohigashi Junior High School ] Teacher [ Maya Shirai ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	17 SDGs. Goal No.16.Peace, Justice & Strong Institutions. Elections. What can we do? The philosophy of peace. The history of war & peace and its impact on people's lives & choices. Chiune Sugihara. The Educational system & school life in Japan. The Japanese language.	12
Geography	Japanese geography, economy & culture.	2
History	Japanese history & traditions.	3
Art	Discussing ideas & painting the Mural.	10

## # Theme and Message of the mural

Theme	Peace, Justice & Strong Institutions.
Message United thoughts to share with the world	We are from different countries, different cultures, and different religious beliefs. However, we believe that everyone in the world has a heart that wishes for peace. We also thought that the important thing is to connect those feelings. We ourselves have not experienced war directly. However, we thought it was our role to inherit the feelings of those who are older than us and pass them on to the next generation.



### # Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> <li>• A much deeper cross-cultural understanding.</li> <li>• Awareness of the 17 SDGs, especially of SDG No.16.</li> <li>• Considerable increase in critical thinking skills through learning to see issues from different perspectives.</li> <li>• Invaluable experience in active &amp; interactive learning collaboratively on global issues in cooperation with project partners.</li> <li>• Enhancement of students' ability to express their thoughts &amp; feelings both in words &amp; in pictures.</li> <li>• Improvement in their English skills.</li> <li>• Development of online communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• So far, separate classes of our 10<sup>th</sup>-year students have participated in the Artmile project. If we are accepted to participate in the next stage of the project, we will form a group of 20 – 25 volunteers from all four classes aged 16 who will be directly &amp; actively involved in all the project activities and will share responsibilities. Their classmates will be joining in different activities during English, History, Geography &amp; Art lessons. Due to this new dynamics, twice as many students will get the opportunity to be part of the project.</li> <li>• In September, a new National Curriculum is being introduced in Lithuania. Schools are given the right to choose part of the teaching contents. Our experience in the Artmile project shows that teaching about the 17 SDGs is crucially important. It will definitely be included in our school curriculum.</li> </ul>

### # 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"> <li>• Now they know much more about their project partners' country, its culture, traditions and people's way of life.</li> <li>• The year 2022 was the 100<sup>th</sup> anniversary of diplomatic relations between Japan and Lithuania. Communication with the Embassy of Japan in Lithuania, the Ambassador's and his team's visit to our school in September was one of the highlights of the project.</li> <li>• During the visit, our students were introduced to the kimono tradition, which inspired the girl who volunteered to be the model for the kimono dressing demonstration. After that, she made a kimono herself and was dressed in it while meeting the Ambassador of Japan again in February and heading a group of students and teachers of our school at the opening of the world-wide famous exhibition "Built Environment. An Alternative Guide to Japan" in the centre of our region.</li> <li>• Participation in the project activities, cooperation with the Embassy and meeting the Ambassador Mr. Tetsu Ozaki helped our students understand how important it is to build friendly relationships of cooperation among countries of the world in all spheres of life. The Ambassador shows an inspiring personal example of constant participation in volunteering activities to support Ukrainian war refugees in Vilnius. This encouraged our students and teachers to gather used candles necessary for the Ukrainian refugees who live in our town and make candles for the soldiers fighting in the front.</li> <li>• Investigating SDG No 16 added a lot to each</li> </ul>	<ul style="list-style-type: none"> <li>• The friendly relationship with the Japanese teachers' team and with the national project coordinators helped us feel part of the big worldwide Artmile Project community leading and assisting our students in this amazing collaborative learning journey. It was an excellent example of what a good international project should be like from the planning phase to the great joint product and reflection on all other project results.</li> <li>• All teachers participated together with their students in all the project activities and cooperation with the Embassy of Japan which helped them deepen their knowledge about the project partners' country.</li> <li>• The Art teacher was involved in a new project initiated by the Embassy of Japan based on the Artmile Project idea. They decided to renew their Facebook page adding students' pictures and changing them every season. Our students lead by the Art teacher were invited and actively joined in the project.</li> <li>• All teachers of the school, not only the ones who were directly involved in the project, have acquired more knowledge about the 17 SDGs and have started introducing this topic in their subject curricula.</li> </ul>

<p>student's personal development and growth as well as to their awareness how important it is to have strong human values and act according to them. In December 2022, a group of our students were invited to participate in a discussion held by the Japanese Embassy in our National Library in Vilnius to commemorate the contribution of the Japanese diplomat Chiune Sugihara to the world's fight for peace &amp; justice during WWII.</p>	
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**# Flow of the Activity**

Content	Month	What you did	Your students' attitude/reflection	Subject
<p>RESEARCH the theme</p>	<p>Sep. Oct.</p>	<ul style="list-style-type: none"> <li>• Senior students who participated in 2021AICL presented last year's project and its results.</li> <li>• In Geography &amp; History lessons students studied about Japan: physical geography, nature, culture, traditions &amp; history.</li> <li>• In English lessons, project participants studied issues related to SDG No.16. &amp; communicated with partners in the Forum.</li> <li>• A group of volunteers arranged a display about Japan in the school museum for students, teachers and school guests to get acquainted with.</li> <li>• All students were involved in preparation for the meeting with the Ambassador of Japan Mr. Tetsu Ozaki &amp; his team.</li> <li>• During the Ambassador's visit, students listened to his lecture about the philosophy of peace, watched the kimono dressing ceremony and practiced Japanese calligraphy.</li> <li>• A group of students wrote an article in the school newsletter to inform the whole school community about the progress of the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were encouraged by the previous year's project team and excited to start this project.</li> <li>• Students were interested to participate in Geography &amp; History lessons and study the issues related to the project.</li> <li>• Students were greatly moved by the story of the atomic bombing in Japan and the story of Chiune Sugihara.</li> <li>• Students got actively involved in arranging the display.</li> <li>• Students prepared questions to the Ambassador and were really interested in all the activities during his visit.</li> </ul>	<p>English Geograp hy History Art</p>

<p>SHARE with the partner</p>	<p>Oct.</p>	<ul style="list-style-type: none"> <li>• Students communicated with partners via Forum.</li> <li>• We had video meetings with our partners (one with teachers, one with students).</li> <li>• Students prepared a video introducing our project activities &amp; sent it to our partners to help them prepare for the Cultural Festival they had.</li> </ul>	<ul style="list-style-type: none"> <li>• Everybody was excited to meet the partners and talk to them.</li> </ul>	<p>English</p>
<p>UNITE the thoughts</p>	<p>Oct. Nov.</p>	<ul style="list-style-type: none"> <li>• Students deepened the discussions related to SDG No 16 from an objective and critical perspective &amp; thought what we can do as conscious creators of the future to make it better for everyone in the world.</li> <li>• Communicating in the Forum and during video meetings of students &amp; teachers, students discussed and came up with the united message to be presented in the Mural.</li> <li>• Students generated ideas how to convey their thoughts in visual symbols.</li> <li>• Students discussed &amp; appreciated our partners' ideas they shared about the first half of the Mural.</li> </ul>	<ul style="list-style-type: none"> <li>• Students became more independent while writing &amp; sharing ideas in the Forum.</li> <li>• They kept asking when the Mural would arrive.</li> </ul>	<p>English Art</p>
<p>CREATE the mural</p>	<p>Jan. Feb.</p>	<ul style="list-style-type: none"> <li>• We received the Mural from Japan and appreciated the great work our partners had done.</li> <li>• Our students sketched &amp; painted their part of the Mural &amp; exhibited it at school for the school community &amp; school guests to admire.</li> <li>• Students practised making origami in Art lessons.</li> <li>• We posted the completed Mural and the origami we made to our partners in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were excited to open the parcel box and find their partners' letter and souvenirs.</li> <li>• The moment of unfolding the Mural was really special. Seeing the peace of art their Japanese partners had created, students started applauding.</li> <li>• Students were happy to sketch &amp; paint the second half of the Mural as well as try making origami.</li> <li>• They were especially proud of the Mural hanging in the school exhibition area and explained to students of other classes the symbols conveying the joint message they had come up with together with their project partners.</li> </ul>	<p>Art English</p>

APPRECIATE the whole learning	Mar.	<ul style="list-style-type: none"> <li>A group of students wrote an article about the progress &amp; results of the ARTMILE project in the school newsletter.</li> <li>Everybody reflected on the whole collaborative learning and its impact on our personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>Students were happy to post the finished Mural together with the origami.</li> <li>Reflecting on the collaborative learning journey they had made, the students said they realized how much they had learned and understood during this year.</li> </ul>	English
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### # 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	Students have learned a lot about Japan, its history, traditions & culture. A great addition to the project was cooperation with the Japanese Embassy in Lithuania, especially in the period when the first half of the Mural was being painted in Japan. Preparation for the discussion about the legacy of Chiune Sugihara at the National Library in Vilnius, the capital, organized by the Japanese Embassy, as well as participation in the opening of the exhibition in Šiauliai, the centre of our region, arranged by the Embassy, added a lot to the overall flow of the project.
Active learning and action	4	Students now know much more about the 17 SDGs and their importance for the world they are going to live in. However, it is too early to say that every and each student has fully understood that .he/she is directly responsible for each action taken today and the consequences it may have in the future. A lot has to be done in this field.
Critical thinking (objective, logical views)	5	While studying SDG No.16 & discussing related issues with their partners as well as with other members of the discussion at the National Library in Vilnius, they understood the importance of being active and making responsible choices based on human values, especially in difficult situations and in difficult times, such as war time.
Collaborating with different people	5	In spite of many differences based on the different parts of the world we live in, on different cultural backgrounds we come from, we managed to work collaboratively with our project partners and create a common piece of art full of deep meaning based on shared thoughts and feelings. It is an extremely valuable lesson our students have learnt: our good will and wish to understand each other as well as our joined effort to take action is the only way to move towards the peaceful and friendly world we all dream to create for ourselves and future generations.
Expressing in words, in shape	4	Individual students have different language levels and different levels of ability to express their ideas in words or visual symbols. The diverse project activities enabled each of them to grow and develop their talents at their own pace which was respected by others. Nobody felt excluded. Everybody felt proud to be of being part of this project and co-author of its result.