

REPORT Artmile International Collaborative Learning 2023

Country/Region [Lithuania]

School [Laurynas Ivinskis Gymnasium] Teacher [Valdonė Verseckienė] Grade (10th) Member (24)

JP School [Toyohashi Chuo Senior High School] Teacher [Yusuke Kondo]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Geography	17 SDGs. Goal No.1. Research on world poverty statistics. Geography, economy & culture of Japan..	2
English	17 SDGs. Goal No.1. No Poverty. Geography, economy & culture of Japan.. Research on national and regional poverty statistics. What should and what can we do to eradicate poverty? Our message to the world. Educational system & school life in Japan. The Japanese language. The life of a disabled person. Christmas for everybody. The value of volunteering.	17
Art	Discussing ideas, sketching, painting & exhibiting the Mural.	16

Theme and Message of the mural

Theme	NO POVERTY: Eradication of poverty and its consequences.
Message United thoughts to share with the world	Most people probably don't notice how bad the situation of poverty is. Since we don't see it, we don't think much of it. In reality every tenth person lives in poverty. Some of the reasons are unemployment, abandonment, natural disasters, wars and many more. We hope that the situation in the future will be better and people will help each other more. We are ready to do our best to contribute.



Students' video report:

<https://youtu.be/rhPyTkOI8>

Effects and Problems

	Points for further improvement
<ul style="list-style-type: none"> • Students' cross-cultural understanding has significantly grown. • The level of awareness of the 17 SDGs, especially of SDG No.1, has increased. • Due to looking at globally important issues from different perspectives, students' critical thinking skills have progressed. • Cooperation with project partners while learning about global issues involved our students in many active and interactive activities the value of which students recognized. • Students' ability to express their thoughts & feelings both in words & in pictures has increased, as well as their ability to communicate online. • The following quote from one student's reflection shows the positive attitude they have developed: <i>In the project we have learnt how important it is to do what we can to help others. You don't need much, sometimes just a hug, a helping hand. You can try to understand others and treat them with respect. Even the simplest smile can change someone's day. We have developed our communication and team work skills. We became more aware of the sustainable development goals, the poverty issues in the world and ways to help deal with it.</i> 	<ul style="list-style-type: none"> • Since September, Lithuanian schools have been working according to a new National Curriculum. We are given the right to choose part of the teaching contents. Due to participation in the Art Mile project, we have enriched our school curriculum with teaching about the 17 SDGs and will continue to do so.

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"> • One of our students visited Japan in summer. In September, he shared his impressions with other students of our school. The impressions he shared were very positively accepted by all the school community, especially by the students directly involved in the Art Mile project and their classmates. • Due to constant dissemination of the Art Mile project activities in the school community, students of our school got more interested in and have become more aware of the 17 SDGs and their importance. • The increase of our students' interest in our partners' country and its culture has resulted in more students visiting our school museum where we have a special display devoted to Japan. • More students got involved in volunteering activities. 	<ul style="list-style-type: none"> • Our school's communication with the Japanese Embassy in Lithuania is continuing. • All teachers of the school have acquired more knowledge about the 17 SDGs and have started introducing this topic in their subject curricula. • All five English teachers and Art teacher made a great team of teachers who became ambassadors of the Art Mile project and involved colleagues teaching other subjects in one or another Art Mile project activity. (Geography teacher, Ethics teacher, etc..) • Due to the friendly relationships with the Japanese teachers' team and the kind guidance of the Japanese national Art Mile project coordinators, we now know that we all are part of a big united international community of educators who are doing our best to help young people develop a better understanding of the problems our world is facing and teach them to be responsible citizens.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. Sept.	<ul style="list-style-type: none"> We had an introductory online teachers' meeting attended by principals of both partner schools. Senior students who participated in 2022 AICL presented last year's project and its results. In Geography & English lessons, all 10th form students studied about Japan's physical geography, economy & culture. All students had a meeting with a senior student who had visited Japan. In English lessons, students studied issues related to SDG No.1. & statistics related to poverty in the world, in Lithuania & in the local region. Project participants shared the progress of the project with the school community. 	<ul style="list-style-type: none"> Students were excited to start the project. Students were interested to learn more about the partners' country. The presenter shared very positive impressions of Japan. The audience were really interested and asked a lot of questions. Discussing the issues related to SDG No.1. students were surprised at the high rates of poverty. They were proud of their progress and gladly shared it with others. 	Geography English
SHARE with the partner	Oct.	<ul style="list-style-type: none"> Students prepared a video introducing our project activities. We had two video meetings with our partners (one with teachers, one with students). 	<ul style="list-style-type: none"> Students took this task with great responsibility. Everybody was excited to meet the partners and talk to them. 	English Art

<p>UNITE the thoughts</p>	<p>Oct. Nov. Dec.</p>	<ul style="list-style-type: none"> • Students deepened the discussions related to SDG No 1. • Communicating in the Forum and during video meetings of students & teachers, students discussed and came up with the united message to be presented in the Mural. • In Art lessons, students generated ideas how to convey their thoughts in visual symbols and shared them with the partners. • Students discussed & appreciated our partners' ideas they shared about the first half of the Mural. • While our partners were busy with the Mural, our students participated in activities related to SDG No.1: We had a meeting with a disabled (blind) person and her dog assistant. Students of the 10th form made Christmas cards in Art lessons and baked Christmas cookies to be given to local organizations taking care of lonely elderly people, disabled people and socially deprived children. 	<ul style="list-style-type: none"> • They understood the complexity of this issue. • Students became more independent while writing & sharing ideas in the Forum. • They found this task quite challenging. • They got inspired by the partners' creativity. • These activities were very important to all the students. They felt they were doing something meaningful and really important. 	<p>Art English</p>
<p>CREATE the mural</p>	<p>Feb.</p>	<ul style="list-style-type: none"> • We received the Mural from Japan and appreciated the great work our partners had done. • Our students sketched & painted their part of the Mural & exhibited it at school for the school community & school guests to get acquainted with and admire. • We posted the completed Mural to our partners in Japan. 	<ul style="list-style-type: none"> • Students were excited to open the parcel box and see the results of their partners' work in reality. • Students were happy to sketch & paint the second half of the Mural. They were especially proud of the Mural exhibited in the school exhibition area and explained to students of other classes and to teachers the symbols conveying the joint message they had come up with together with their project partners. • They kept asking to track the Mural's journey. 	<p>Art</p>

APPRECIATE the whole learning	Feb. Mar.	<ul style="list-style-type: none"> All Art Mile project participants reflected on the whole collaborative learning journey and its impact on our personal growth. A group of students prepared a video about our project results. In English lessons, we presented & discussed the results of the ARTMILE project with all the classes of our school. 	<ul style="list-style-type: none"> Reflecting on the collaborative learning journey they had made, the students appreciated what they had learned and experienced in this project.. Students worked as a team and were happy about that. Everybody was impressed by the results of the project and the 9th formers kept asking if they would be able to participate in a similar project next year. 	Art English
-------------------------------------	--------------	--	---	----------------

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	4	Students have learned a lot about Japan, its geography, economy & culture. Now they have a better understanding of Japanese students' school life. Most importantly, they have understood that we have to learn more about other countries and respect each country and its people.
Active learning	5	Students' awareness of the 17 SDGs, especially of SDG No., has increased. They now know much more about the 17 SDGs and their importance for the future of the world. Investigation of SDG No.1, especially involvement in volunteering and other practical activities, made this collaborative learning journey much more meaningful.
Critical thinking	4	Due to looking at globally important issues from different perspectives, students' critical thinking skills have progressed. They investigated global, national and regional statistics related to the issue of poverty. We did not dare to convey any survey in the school community concerning poverty issues for the fear of possibly hurting the feelings of some students,
Collaborating with different people	5	Our students were involved in many collaborative activities. They managed to work with our project partners and create a common piece of art presenting shared ideas and feelings. It is an extremely valuable lesson our students have learnt: They also did volunteering activities integrating people from the local day center for mentally disabled people and their assistants. While reflecting what they have learned, students pointed out that they had understood how important it is to be positive towards others and look for similarities, not differences while communicating with other people if we want to live in a better world.
Expressing in words, in shape	5	Students' ability to express their thoughts & feelings both in words & in pictures has increased. Depending on the language level and artistic skills of each student, their personal progress was different. For some it was the first time to participate in an international project. Some students did volunteering activities for the first time. Some overstepped their fear of speaking in public. Some discovered artistic talents in themselves. All students have made a step forward in their understanding that it is possible to convey your ideas in different forms and they will be understood by others if you put your heart in what you are doing.