

# REPORT Artmile International Collaborative Learning 2024

Country/Region [ Lithuania ]

School [ Kursenai Laurynas Ivinskis Gymnasium ] Teacher [ Valdonė Verseckienė ] Grade (10) Member (74)

JP School [ Fuefuki High School ] Teacher [ Hanako Kinoshita ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Geography	17 SDGs. Goal No.15: Life on Land. Geography, economy & culture of Japan. Protected areas in our region and in Lithuania.	3
Biology	Research on Lithuania's endangered species.	1
English	17 SDGs. Goal No.15. Life on Land. Geography, economy & culture of Japan. Research on national, regional & local problems related to SDG No.15. What should and what can we do to contribute to solving these problems? Our message to the world. Online meeting with project partners & preparation for it. The project "CHANGE": Everyday steps we take to contribute to saving our planet's resources & life on earth. Reflection & appreciation of the project & its results.	17
Art	Discussing ideas, sketching, painting & exhibiting the Mural.	14

## # Theme and Message of the mural

Theme	LIFE ON LAND: Fusion of man and nature. NO to biodiversity loss.
Message United thoughts to share with the world	Let's preserve our biodiversity for future generations by reducing water and food waste, recycling and stopping littering, supporting local farms, planting trees and flowers, protecting animals and creating new habitats for them!





Link to the video our students have created preparing for a students' online conference which will be held by our school in April and attended by other Lithuanian schools:

<https://youtu.be/8fofG977WYM>

### # Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> <li>• Our students have expanded their cross-cultural understanding.</li> <li>• Now not only our 10<sup>th</sup>-formers who were directly involved in project activities, but all students of our school know much more about 17 SDGs, SDG No.15 in particular.</li> <li>• Our students' critical thinking skills have improved while investigating global, regional and local issues related to SDG No.15.</li> <li>• This project has provided more opportunities for our students to learn actively, which they valued and enjoyed.</li> <li>• Participating in this project, our students worked in cooperative teams more often. They developed their team work skills while doing project activities both during lessons with their classmates and also with students of other classes. But the most exciting experiences, according to our students, were those when they communicated with their project partners from Japan, both via Forum messages &amp; photos and during the online meeting.</li> <li>• Our students found the idea of expressing their thoughts and feelings in words and in pictures fascinating. They got really involved in creating mind maps as well as sketching for the Mural.</li> </ul>	<ul style="list-style-type: none"> <li>• Our experience gained in this project showed how important it is to enrich our school curriculum with meaningful practical activities. Even after the official Art Mile project timeline, we, as a school, will continue focusing on SDG No.15. In April, we are organizing a national students' conference "WE CARE" and, later, all our students and teachers are going to participate in a regional forest planting event.</li> <li>• The only problematic issue is the difference between Lithuanian and Japanese education systems with a long summer break in Lithuania while Japanese students are learning. And then there is the period of the beginning of a new academic year in September with its specific challenges, which means we can fully focus on investigating the chosen SDG for a shorter period of time than our partners. However, due to close collaboration of teachers, both within our Lithuanian project team and with our Japanese colleagues, we did manage to plan and implement the project activities we were supposed to.</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>• In our school museum, we have a special display devoted to Japan. We constantly inform our school community about the Art Mile project activities, which has resulted in more students visiting the school museum and learning more about Japan.</li> <li>• Pictures created by our students decorate different areas</li> </ul>	<ul style="list-style-type: none"> <li>• Our school continues cooperation with the Japanese Embassy in Lithuania. For example, a group of teachers were invited to participate in a Japanese film festival held in the center of our region, which they attended together with a group of students.</li> <li>• All teachers of the school have acquired more knowledge</li> </ul>

<p>in our school. Among them, there is a series of pictures presenting views of the nature of our partners' country drawn by our students.</p> <ul style="list-style-type: none"> <li>• Our students' awareness of the 17 SDGs has increased as well as their understanding that each individual is responsible for contributing to these goals. They were inspired by their Japanese project partners' ideas and practical actions to contribute to SDG No.15.</li> </ul>	<p>about the 17 SDGs and, depending on their subject matter, try to integrate issues related to this topic. In summer, during students' holidays, all our teachers had an excursion to a big nature reserve which is relatively not far from the place we live in.</p> <ul style="list-style-type: none"> <li>• Through participation in the Art Mile project activities and close cooperation with our Japanese colleagues and the Japanese national Art Mile project coordinators, we feel part of a big united international community of educators raising awareness of and contributing to the 17 SDGs.</li> </ul>
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### # Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. Sep.	<ul style="list-style-type: none"> <li>• Introductory online teachers' meeting of both partner schools.</li> <li>• English, Geography, Biology lessons in all 10<sup>th</sup> form classes: introduction to the Art Mile project; getting acquainted with the 17 SDGs, SDG No.15; the basic knowledge of Japan's physical geography, economy &amp; culture; endangered species in Lithuania.</li> <li>• Studying issues related to SDG No.15 in Geography, Biology &amp; English lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were excited to start the project and learn more about the partners' country.</li> <li>• Discussing the issues related to SDG No.15. students were surprised to discover that some of the plants they knew are endangered.</li> </ul>	Geography Biology English
SHARE with the partner	Sep. Oct.	<ul style="list-style-type: none"> <li>• Investigating SDG No.15. &amp; preparing to report on the progress during an online meeting.</li> <li>• Online meeting with Japanese teachers to plan students' online meeting.</li> <li>• Students' online meeting.</li> <li>• Sharing the progress of the project with the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Students did their best participating in all activities.</li> <li>• Everybody was excited to meet the partners and talk to them.</li> <li>• They found it important to share their progress with others.</li> </ul>	English

<p style="text-align: center;">UNITE the thoughts</p>	<p style="text-align: center;">Oct. Nov. Dec.</p>	<ul style="list-style-type: none"> <li>• Students deepened the discussions related to SDG No 15.</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>• In Art lessons, students generated ideas how to convey their thoughts in visual symbols and made sketches which were shared in the Forum.</li> <li>• Students discussed &amp; appreciated our partners' ideas they shared about the first half of the Mural.</li> <li>• While our partners were busy painting the first half of the Mural, our students started the project CHANGE. They registered the steps they are taking every day to contribute to saving energy &amp; other resources by reducing, reusing &amp; recycling.</li> <li>• The whole school community participated in a joint activity: students and teachers made origami – cranes from books which are no longer used due to the change in National Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• They understood the importance of this goal more profoundly.</li> <li>• Students became more interested in sharing ideas in the Forum.</li> <li>• At first, while doing this task individually, they found it quite challenging, but later, when working in small groups, they came up with more creative ideas.</li> <li>• They admired and appreciated the partners' creativity.</li> <li>• The students understood the importance of this project and its relation to SDG No.15.</li> <li>• Students were proud to teach teachers and other students to make the cranes and create a decoration for the school for everybody to admire and remind of our partner country's traditions and the necessity to look for creative ways to use recyclable materials.</li> </ul>	<p style="text-align: center;">English Art</p>
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<p>CREATE the mural</p>	<p>Jan. Feb.</p>	<ul style="list-style-type: none"> <li>Continuation of the project CHANGE.</li> <li>Based on the photos on the Forum showing the progress of our partners painting the Mural, our Art teacher organised students' discussion on what they would paint on their side of the Mural.</li> <li>The parcel with the Mural reached us, was opened and appreciated.</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 get acquainted with and admire.</li> <li>We posted the completed Mural to our partners in Japan together with Lithuanian postcards and some origami cranes made by our students as a symbol of appreciation of Japanese culture.</li> </ul>	<ul style="list-style-type: none"> <li>Students got more and more involved and decided to share project ideas and their experiences with younger classes.</li> <li>Students willingly generated ideas.</li> <li>Students were excited to open the parcel box and see the results of their partners' work in reality. They were happy to receive beautiful postcards with views of Japan.</li> <li>Students were happy to make the final sketch &amp; 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.</li> <li>The students were looking forward to the news that the Mural has reached their partners. .</li> </ul>	<p>Art English</p>
<p>APPRECIATE the whole learning</p>	<p>Mar.</p>	<ul style="list-style-type: none"> <li>Finishing the CHANGE project &amp; reflecting on its process and results.</li> <li>All Art Mile project participants reflected on the whole collaborative learning journey and its impact on our personal growth.</li> <li>A group of students prepared a video about our project results.</li> <li>In English lessons, we presented the results of the ARTMILE project to students of the 9<sup>th</sup> form.</li> </ul>	<ul style="list-style-type: none"> <li>Students admitted this project helped them to see how important it is to take personal responsibility if we want to contribute to SDGs.</li> <li>The students appreciated what they had learned and experienced in this project.</li> <li>Students worked as a team and were happy about that.</li> <li>The 9<sup>th</sup> formers expressed their willingness to participate in a similar project next year.</li> </ul>	<p>English</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
Cross-cultural understanding	4	Students have gained new knowledge about Japan, its geography, economy & culture. Through communication in the Forum and during the online meeting, our students acquired a better understanding of Japanese students' school life. They showed willingness to learn more about their partners' country and were excited to participate in the online meeting. While reflecting on the process and results of the project, students said they would have appreciated to have more such meetings and get to know more about their project partners' school life, hobbies and other everyday activities.
Active learning	5	Students were involved in active learning activities from the very first steps of the project. They liked it and it added to their motivation to progress further when they came back to school after the summer break. All throughout the project, students were learning actively. In order to keep up the pace, we, teachers, suggested them the CHANGE project while the first half of the Mural was being painted in Japan and later, while we were waiting for it to travel to Lithuania and while our artists were painting the other half. Though in our application we had indicated that 24-30 students would be participating in the Art Mile project activities, we managed to involve 74 students, which we are happy about. We are also happy to have made one more step towards involving more students and teachers. Our school has already applied to participate in the regional forest planting event which is going to take place before the end of this school year. All classes and all teachers, as well as other members of the school community, will be participating.
Critical thinking	5	While reflecting on the results of the project, many students pointed out that having spent almost a year investigating and discussing issues related to SDG No.15, they finally understood how little they had known in the beginning, even though they thought then they knew quite a lot. Now they see it as a valuable lesson which can be applied to awareness of other SDGs and many other spheres of knowledge about our world.
Collaborating with different people	5	We, teachers, did our best to organize the majority of the project activities as collaborative activities. We used all kinds of team work to give our students more opportunities to work with different people. They worked in different small groups with their classmates and with students from other classes. The most important lesson our students have learned in this project is the successful collaboration with our project partners and creating the Mural presenting ideas jointly discussed and agreed on despite the thousands of miles physically separating us. They have developed the sense of the shared responsibility for the future of our world.
Expressing in words, in shape	5	Our students got really interested in the idea of expressing their thoughts and feelings in words and in pictures. Some of them were more active in creating mind maps while investigating SDG No.15. Others demonstrated more creativity in sketching for the Mural. Everybody was given a chance to develop their creativity while performing these tasks. And everybody was happy with the final project result as they saw their ideas and feelings expressed in the joint message and conveyed in the Mural.