Impact Report

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Part A: Curricular goals in participating in the Japan-U.S. Teacher Exchange Program for ESD

Below are excerpts from the essay I wrote when applying for the Japan-U.S. Teacher Program for ESD. They outline my goals for anticipated projects.

- I. As an art teacher, my study and travels abroad enhance the lessons and projects I design for my students. These lessons facilitate research of world regions and historical stylistic periods, requiring students to reflect on how these factors compare to contemporary American culture. Through this travel experience and the collaboration with American and Japanese peers, I expect to bring the concepts and methods of sustainable development to my community. Being immersed in a culture that functions on a tremendous technological level while still honoring nature will inspire me to share this cultural ideal with my students and community and make our local world a more satisfying and enjoyable place. Seeing first-hand how Japan balances its dense population and natural treasures will help in the creation of student projects and public art that focuses our attention on the need for sustainable development to enrich all our lives.
- 2. The opportunity to collaborate with dedicated professionals from Japan and the US will serve to enhance my ESD goals. I hope my collaboration with these teachers will increase my understanding of sustainable development concepts and their practical implementation in my local community.
- 3. I anticipate blending the sophistication of Japan's technology with the beauty of its nature into my school environment by encouraging a cross curricular approach. I plan to utilize my experience in public art to develop collaborative projects using the ESD curriculum as inspiration and involving a variety of departments in our school.
- 4. I plan to develop public art projects that will extend beyond the school campus to other sites such as local libraries, art centers and community festivals, where I have previously collaborated on such artworks. All work will be researched, designed, created and installed by students. In addition to public exhibits, I intend to develop studio lessons, as well as activities and presentations, to bring the complexities and inherent beauty of Japan's culture to life in my classroom, based on my travel experience. The sustainable development presentations as well as the authentic experiences I gain from traveling to Japan will enrich the study of Japanese culture in world cultures courses taught in our social studies curriculum.
- **5.** Our local chapter of the World Affairs Council has been especially supportive of local education through their coordination of the Teacher Study Tour of Turkey. The president of this organization has given full support for the implementation of similar programs centered on Japanese culture and ESD.

Part B: Where you are now in attaining those goals and implementing new or revised curricula

I. Local Presentations:

I have made a presentation on ESD and Japanese Schools to the local community at the Wyomissing Public Library. The event took place on October 28th, 2011at 7pm. About 75 people were in attendance. The presentation lasted one hour. As the result of this presentation, I have been invited to speak at a local school (Berks Technical Institute) on sustainability and urban agriculture. This will feature local community gardens as well as the collaborative artwork that has brought attention to these sites. I will also expand on the ESD content for this presentation.

On January 11, 2012, I will present information on ESD and Japanese Education to the Greater Reading World Affairs Council. This luncheon presentation invites local WAC members as well as high school students from around the county. Attendance averages about one hundred to one hundred fifty people.

2. Collaborations:

I have committed to two collaborations with Japanese schools for the 2011-12 school year. Both collaboration are inter-disciplinary (one focuses on writing, the second on environmental science) and will include work with additional staff and classes from my school. The collaborative art that results from each project will be featured in local exhibits in my region. I am also looking for opportunities to exhibit this work to a larger audience (and am open to suggestions).

Collaboration #1: Perception Portraits Writing Exchange

Essential Question: How do our perceptions of peers from another country/culture differ from the true reality?

Participating Schools:

- •10th Grade Oral Communication class, Affiliated Upper and Lower Secondary Schools, Nagoya University, Nagoya, Japan, Instructor
- •Art Majors 1,2 &3, Essentials of Drawing, Public Art Workshop, and 3 Senior English classes, Wyomissing Area Junior-Senior High School, Pennsylvania, USA, Michael Miller, Junior, Junior, Instructors

Students are in the process of exchanging writings on the following prompts:

- I. How do you imagine life to be for a typical teenage from the other country? Where do your perceptions from these people come from?
- 2. Describe your own life, this could include explaining your daily routine, your personal interests, or your local community.
- 3. How did your original perceptions differ from the reality explained by the students from the other country?

Following our exchange of writings, the American Art classes will use the text and photos in collaborative works of art that will be shared with both schools.

Collaboration #2: Ethics in Action Collaborative Mural

This project will involve 600 students from four schools in Japan and the United States. The project is expected to be completed by March 2012

Participating Schools:

Morioka Chuo High School Sakuraminami High School Woodrow Wilson Public High School Wyomissing Area Junior Senior High School

- •Each student will decide on a way to personally reduce his or her resource/energy use and act on this commitment for six weeks.
- •Each student will record their thoughts about this commitment in a daily log.
- •Students will exchange possible image ideas that reflect this personal commitment between schools and countries.
- •Once a final design is selected, the image will be divided up into small squares. Each student will create a visual-written response to his or her personal resource reduction commitment.
- •The designs will be reproduced and shared between the four schools so each school can create their own mural about resource use and reduction.

3. Classroom Curriculum

I have completed a studio lesson with my Art Major I students on Kirigami. The focus of this lesson is on symmetry and Japanese culture. They were shown examples of Kirigami and a demonstration on how to design their own original work in this craft. The subject matter for this lesson tied into a unit on figure proportion. The final pieces will be installed in a large collaborative display in a bank of windows in our school building. I will forward photos of the work once it is installed.

I have completed the installation of a window-farm in our school's science wing. This project was created together with my Public Art Workshop students and Environmental Science classes. It is a hydroponic growing system that allows students to design and monitor plant growth throughout the year.

PART C: How you plan to use this experience from here on?

As I continue the collaborations with the Japanese schools, I will continue to revise and improve on the form and content for future collaborations. Hopefully future collaborations will result with other schools or curricular areas.

I will continue to share images and content on the art collaborations as they are created. I hope to exhibit this artwork through IIE or Fubright Japan venues someday.

I have begun meeting with our school administration about the requirements needed for Green Ribbon School recognition and how our school could begin to look at the steps necessary to achieve this distinction.