

## CASE STUDY

**“LEARN FROM ANCESTORS TO BE OPEN AND  
SELF-CONFIDENT IN THE FUTURE!”**

## MAP OF MEANING

Author: **Oksana Kovzele** (*Daugavpils University, Latvia*)

Gmail for questions and suggestions: [oksana.kovzele@du.lv](mailto:oksana.kovzele@du.lv)



# BRIEF DESCRIPTION OF THE CASE STUDY

- **Aim:** to explore how creative collaboration in professionally led craft workshops can expand pupils' knowledge of traditional Latvian crafts and cultural values, as well as promote their interactive skills and respect for the «other».
- **Research object:** one class of Daugavpils Secondary School of Opportunities (<https://divsk.lv/>) – children aged 10 to 13 (28 pupils). The class is dominated by Russian-speaking children, there is one Ukrainian war refugee and two re-emigrant children (a brother and sister) who recently arrived from India.
- **Location specifics:** the school is located in the south-eastern region of Latvia, Latgale, which is distinguished by its multinational and multi-denominational population; it is a border area where the issues of identity and security are particularly significant in the current geopolitical situation.





# CASE STUDY METHODOLOGY

1.1. A pilot survey of pupils, which determined the selection of creative workshop topics.



2. An online pupil survey of pupils conducted on the VisiDati.lv platform enabled us to assess their level of creativity, previous involvement in craft activities, and attitude towards "others".



3. Direct observation during five creative workshops.



4. Focus group interview with pupils.



5. The second online survey of pupils, which enabled us to find out their attitudes towards the project and the form of creative collaboration.



6. In-depth semi-structured interviews with stakeholders – educators, scientists, politicians, cultural workers, etc.

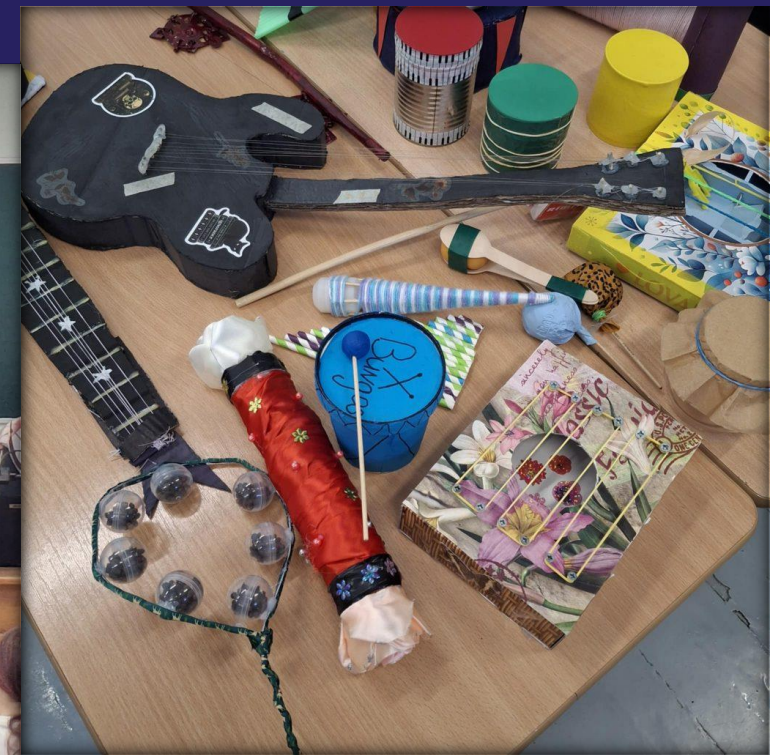
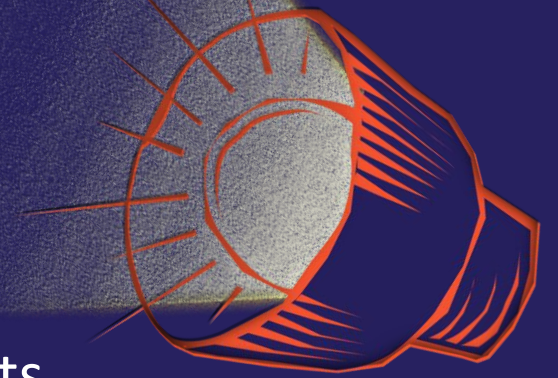




# CASE STUDY IMPLEMENTATION - 1

The first creative workshop focusing on **traditional musical instruments in Latvia**  
(February 21, 2025; participants – 28 pupils):

- pupils classified instruments according to their appearance and functions (*group work*);
- pupils demonstrated their self-made sound tools (*individual homework*);
- the spontaneously formed pupils' ensemble performed a Latvian song accompanied by self-made instruments.

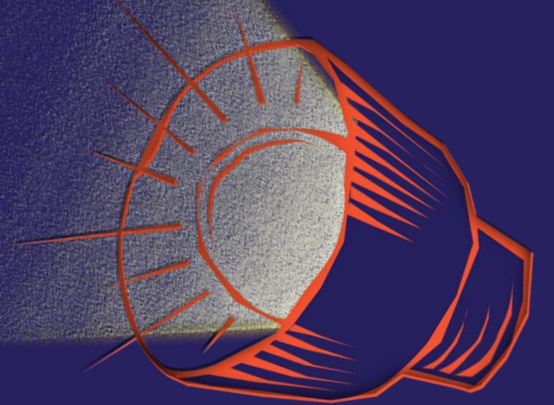




# CASE STUDY IMPLEMENTATION - 2

The second creative workshop dedicated to **national cuisine in Latvia**  
(April 8, 2025; participants – 24 pupils):

- pupils watched a presentation about Latvian national dishes, their diversity and the main differences;
- pupils learned the recipe and prepared a rye bread spread (*work in two groups*).

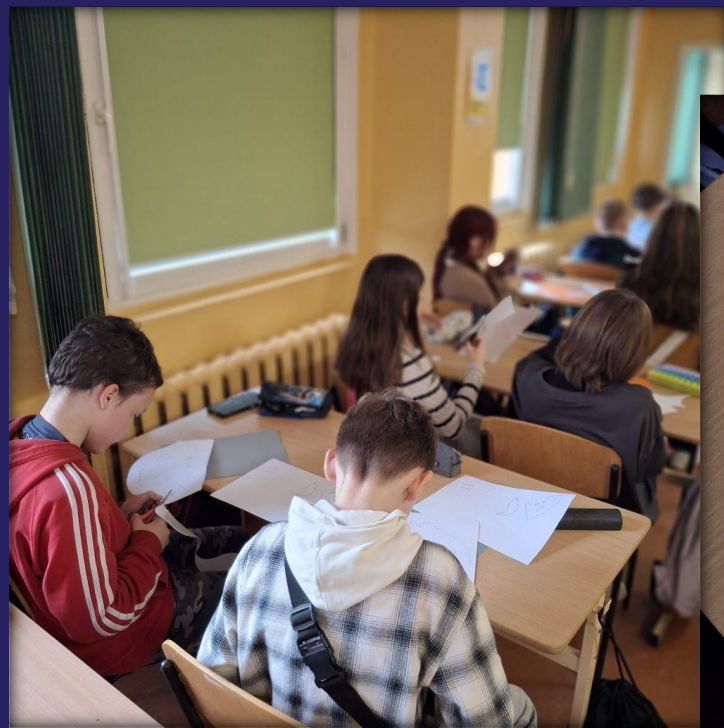
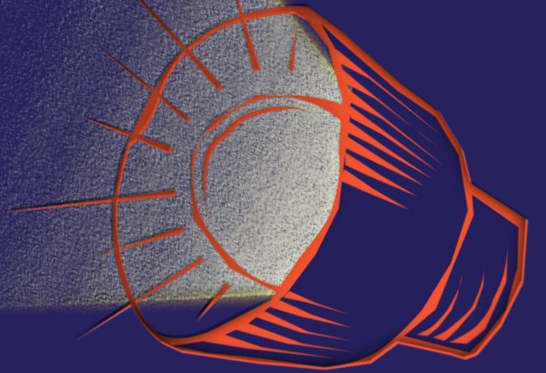




# CASE STUDY IMPLEMENTATION - 3

The third creative workshop focused on **making animal masks**  
(April 16, 2025; participants – 25 pupils):

- pupils watched a presentation about the tradition of masquerade, which had been actively practiced by our ancestors since ancient times;
- pupils tried their hand at making their own masks (*working in pairs or individually*).

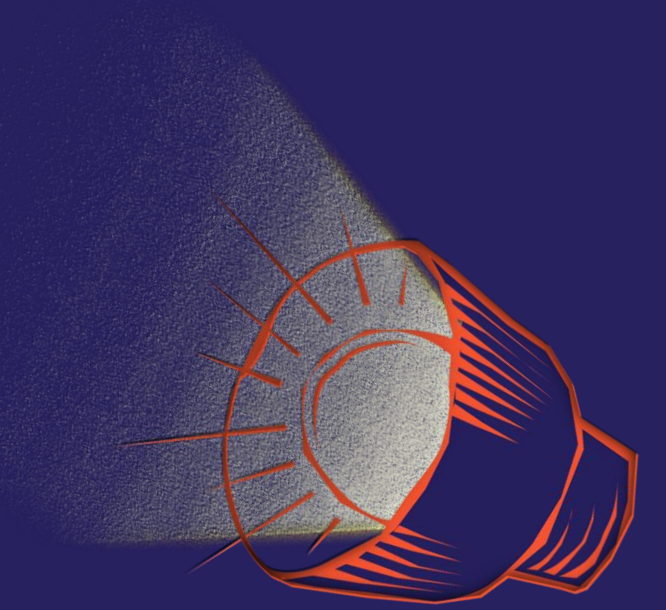




# CASE STUDY IMPLEMENTATION - 4

The fourth creative workshop dedicated to **birch bark weaving**  
(May 13, 2025; participants – 26 pupils):

- pupils tried their hand at making their own masks (*working in pairs or individually*).
- pupils were involved in the process of creating a birch bark bracelet (*individual work*).

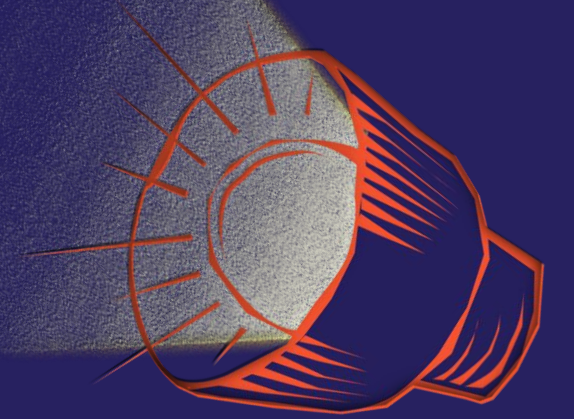




# CASE STUDY IMPLEMENTATION - 5

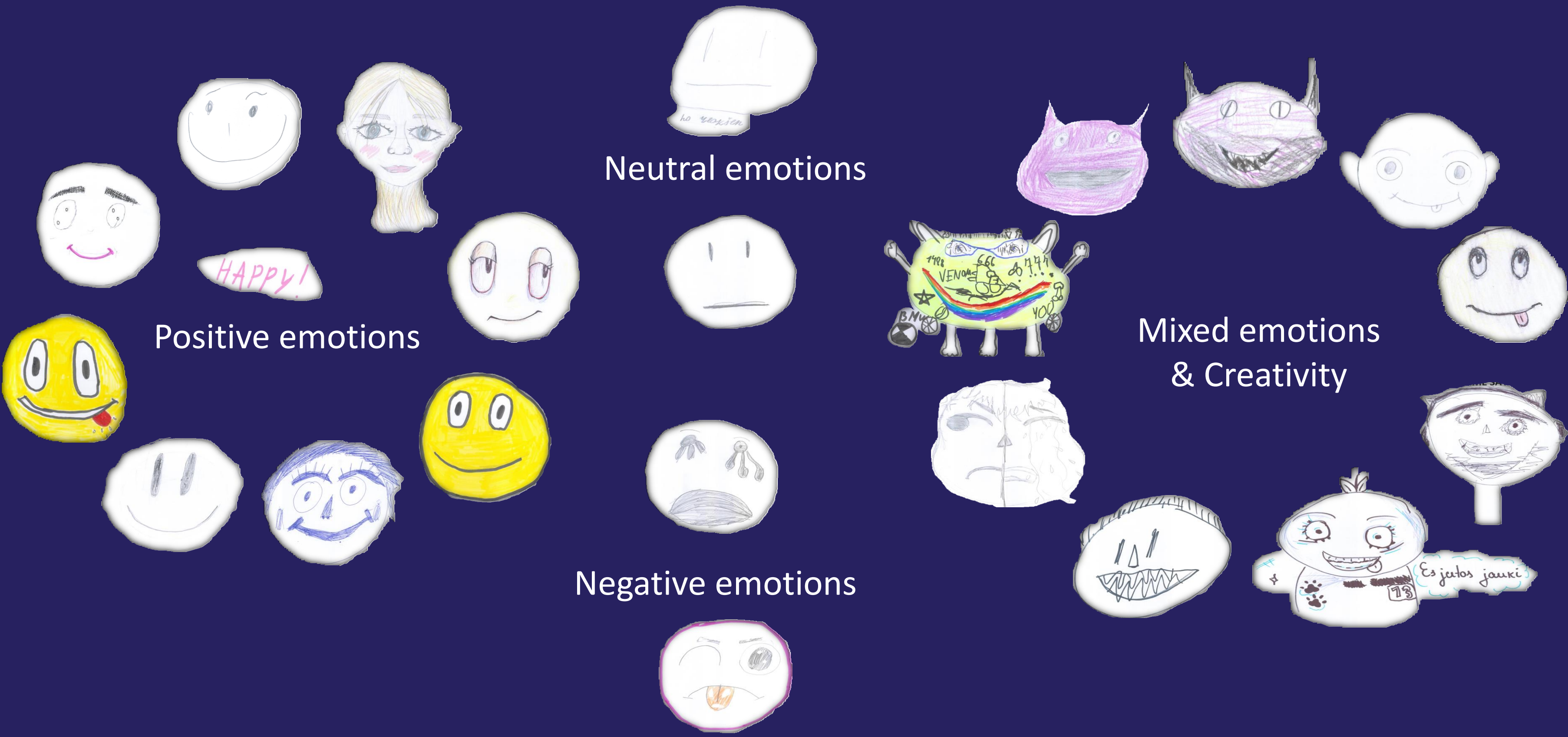
The fifth creative workshop focused on **making felted soap**  
(May 20, 2025; participants – 28 pupils):

- pupils watched a presentation on soap making and the selection of necessary materials;
- pupils participated in soap making, freely choosing the colours of the materials (*individual and group work*).





# EMOTIONAL CARTOGRAPHY EXTRA-ACTIVITY (PUPILS' REFLECTION)



Positive emotions

Neutral emotions

Negative emotions

Mixed emotions  
& Creativity



# INCLUSION OF CREATIVE (CRAFT) WORKSHOPS IN THE CURRICULUM (STAKEHOLDERS' REFLECTION)

«That would be a brilliant idea! (...) It would definitely be necessary, because working with your hands develops thinking, and it is all interconnected. (...) Through action, (workshops) this solidarity and inclusion in the human collective takes place, not just through the acquisition of academic content...» (Stakeholder Alise)

"If there were a base of workshops that were provided to schools, and schools could choose and invite, I think that would be very good... It should be centralized, multifaceted (...). Perhaps that would work better.« (Stakeholder Irina)

«(...) it is a good practice to influence the younger generation. If workshops were held in schools at least once a week or even less often – once a month, after graduation we would have people who know how to make things with their own hands. (...) It is a matter of survival... It is not just a skill, but also the development of personality. (Workshops) involve the child in the process (...) and he/she (...) feels a sense of belonging to the culture he/she is learning...»  
(Stakeholder Ludmila)





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