



iEARN **PROJECT** **BOOK**

2011
2012

International Education and Resource Network

Learning with the world, not just about it...

What is iEARN? (International Education and Resource Network)

iEARN is a non-profit network that supports over 40,000 teachers and 2 million youth in more than 130 countries to collaborate through a global online network in projects designed to make a difference in the world. Since 1988, iEARN has pioneered the use of interactive technologies to enable students to engage in meaningful educational projects--with peers around the corner and throughout the world. iEARN is:

- a safe and structured environment in which youth can communicate
- a community of teachers and learners
- a known audience for writing and reading with a purpose
- an opportunity to apply knowledge in service-learning projects
- an inclusive and culturally diverse community

After joining, teachers and students enter an active online Collaboration Centre to meet other participants and get involved in ongoing projects, initiated by their peers throughout the world. In addition to meeting a specific curriculum or subject area need, every project proposed in iEARN has to answer the question, 'how will this project improve the quality of life on the planet?' That purpose is the glue that holds iEARN together. Through participation in iEARN projects, students develop the habit of working collaboratively with their counterparts locally and globally, and come to understand the positive role they can play in their communities.

Where can I find more information about iEARN?

- **On the Web:** If you are not yet a registered participant in iEARN, please visit media.iearn.org/request.

iEARN-International: www.iearn.org

Collaboration Centre: media.iearn.org (see page 11 for more about the interactive project tools available in iEARN's Online Collaboration Centre)

For the most accurate and up-to-date listing of iEARN projects throughout the year, see media.iearn.org/projects.

- **From Country Coordinators**

See pages 8-10 or www.iearn.org/countries/country-coordinators for a listing of iEARN coordinators, representatives, and contact people who can discuss iEARN involvement in your country or region.

- **Through Professional Development**

iEARN offers both **face-to-face** and **online** professional development workshops for educators interested in integrating global project work and online collaboration tools into their classrooms. iEARN facilitators work closely with participating schools and teachers to design trainings that meet their particular needs and interests. After going through an iEARN workshop, participants return to their schools with a built-in support network -- ongoing technical and staff development assistance from iEARN staff, as well as an online community of colleagues worldwide. See pages 17-18, or visit <http://www.iearn.org/professional-development> for additional information.

Spread the word about iEARN!



Want to spread the word about your iEARN project work? For logos and linking information, see www.iearn.org/about/logos-and-linking-iearn

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iEARN

(International Education and Resource Network)

Thank you to all project facilitators for your contributions to the project descriptions, and your ongoing hard work and enthusiasm, and to all the students and teachers who make these projects a success.

Please note that many new projects are continually beginning, while some projects are ending. This booklet is an effort to list projects active at the time of printing in September 2011. Although every attempt was made to provide a comprehensive project listing, some projects may have been unintentionally left out. For the most accurate and up-to-date listing of iEARN projects throughout the year, see media.earn.org/projects.

iEARN Events

In addition to online collaboration, iEARN Centers worldwide host a range of local, national, regional, and international meetings for teachers and students throughout the year. Event goals are to:

- To facilitate communication and develop partnerships between educators and youth locally, regionally and globally.
- To use communication technology in education to improve the health and welfare of the planet and its people.
- To improve student skills and quality of education.
- To establish institutional links among all partners of education.
- To support e-learning and professional development.
- To promote intercultural dialogue.
- To share models for how educational telecommunications can be used to affect positive social, political and economic change, and address unmet human and environmental needs.
- To share successful classroom project examples that make a meaningful difference, and ideas/models of curriculum/classroom learning enhancement.
- To demonstrate and provide hands-on experiences in leading technology.
- To encourage cross-cultural understanding through the use of different languages in project work, making a place for voices which are not usually heard, and exploring other ways of breaking down barriers.
- To enlarge the iEARN community to expand its global community of educators and youth leaders using telecommunications.

For updates on such events, see www.iearn.org/events.

iEARN Country Coordinators, Representatives, and Contact People

Afghanistan #, Abdulqaum Almas, abdulqaum_almas@yahoo.com
Albania #, Florian Bulica, florianbulica@hotmail.com
Algeria #, Soumeya Zahraoui, soumyachic@yahoo.fr, Kheira Mezough, mlovesteaching@yahoo.com
Argentina *, Rosy Aguila, rosyaguila@telar.org, Paula Perez, paulap@telar.org
Armenia ^, Karine Durgaryan, karine@childlib.am
Australia *, Teacher Management Team, iearnoz@iearn.org.au
Austria #, Maria Bader, maria.bader@tele2.at
Azerbaijan ^, Irada Samadova, irada_sam@yahoo.com, Ulker Kazimova, ulker.a@gmail.com
Bahrain #, Amani Amer, amani_amer2001@yahoo.com
Bangladesh #, Proshanta Sarker, proshanta2007@yahoo.com, Rajib Das, dasrl@yahoo.com
Belarus #, Lyudmila Dementyeva, dem@user.unibel.by
Benin ^, Hyacinthe Tossou, iearnbjgp@yahoo.ca
Botswana #, Tommie Hamaluba, tommiehamaluba@yahoo.com
Brazil #, Almerinda Garibaldi, almerbg@gmail.com
Burkina Faso #, Hubert Pagbelguem, paghubert3@yahoo.fr
Cameroon ^, Francois Donfack, donfackfr@yahoo.fr
Canada *, Mali Bickley, mali@iearn-canada.org, Jim Carleton, jim@iearn-canada.org
Chile #, Jorge Valenzuela Beltran, jvalen@surnet.cl
China *, Su Bude, subude@yahoo.com, Sihong Huang, hh00112003@yahoo.com.cn
Colombia #, Maria Patricia Ochoa Valbuena, mpochoav@telar.org
Congo, the Democratic Republic of the ^, Didier Lungu, dikiendo@yahoo.fr
Cote d'Ivoire #, Oscar Seka, kidsyouthallies@hotmail.com
Czech Republic *, Tamara Kohutova, kohutovat@post.cz
Denmark #, Kristine Tolborg kt@globaleskolepartnerskaber.dk
Egypt *, Dalia Khalil, iearnegypt03@yahoo.com
El Salvador #, Maira Serrano, maira.serrano@mined.gob.sv
Ethiopia ^, Girma Mitiku, girmamitiku@yahoo.com
Finland #, Helena Rimali, helena.rimali@kolumbus.fi
France #, Annie Flore Vergne, cguerin86@gmail.com
Georgia #, Paata Papava papava11@yahoo.com, Pavle Tvaliashvili, siqaptv@gmail.com
Germany, OPEN
Ghana #, Agnes Asamoah-Duodu, aasamoahduo@yahoo.co.uk, Ebenezer Malcolm, malcolmgh@yahoo.com
Greece #, Kostas Magos, kmago@tee.gr
Guatemala #, Azucena Salazar, hudeth@hotmail.com, Rodolfo Morales, rodomorales@yahoo.com
Guinea #, Mamady Lamine Traore, m.traore@lycos.com
Hungary #, Istvan Szabo, szaboi@karolyrobert.hu
India *, Sunita Bhagwat, bhagwat.sunita@gmail.com
Indonesia ^, Hasnah Gasim, aspnetind@cbn.net.id
Iran #, Iran Management Committee, iearn-iran@schoolnet.ir
Iraq ^, Bina Jalal, binabayan@gmail.com
Israel *, Ruty Hotzen, eh2y42@gmail.com, Gladys Monayer, gladys_172@yahoo.com
Italy ^, Giuseppe Fortunati, fgiusepp2@tin.it
Jamaica #, Donna Powell-Wilson, dtep73@yahoo.com
Japan *, Hiroshi Ueno, wide@oki-wide.com, Suwako Nagata, neruda@mqb.biglobe.ne.jp, Yoshiko Fukui, fukuike@par.odn.ne.jp, Yoshie Naya, yoshie.naya@gmail.com
Jordan #, Khitam Al-Utaibi, iearnjordan@aol.com
Kazakhstan #, Talgat Nurlybayev, tnurlyb@gmail.com
Kenya ^, Gabriel Angule, angule2001@yahoo.com
Korea (South) #, Jihyun Park jihyun@1.or.kr, Haejin Lim, imagine@1.or.kr
Kyrgyzstan #, Chinara Esengul, debate@kymet.kg
Latvia ^, Ligija Kolosovska, seemalz@hotmail.com
Lebanon *, Eliane Metni, eliane.metni@gmail.com

Liberia ^, Leroy Beldeh, Peter Seboe, Mambu Manyeh, Velma Seakor, iearn.libfy@yahoo.com
Lithuania *, Daina Valanciene, valthailand2002@yahoo.com
Macedonia *, Jove Jankulovski, jovej@freemail.com.mk
Malaysia #, Zait Isa, zaitisa@gmail.com
Mali ^, Sounkalo Dembele, sounkalo@mkj-iearnmali.org
Mexico #, Nuria de Alva, nuriadealva@gmail.com
Moldova ^, Daniela Munca, danielamunca@gmail.com
Mongolia #, J Baasanjav, baasanjav@mea.org.mn
Morocco *, Mourad Benali, mbenali@mearn.org.ma
Namibia #, Joris Komen, joris@plpig.natmus.cul.na
Nepal ^, Binita Parajuli, parajulibinita@gmail.com
Netherlands *, Bob Hofman, bob@globalteenager.org, Gerard Lommerse, g.lommerse@aliceo.nl
Nigeria #, Olaolu Sasore, laolu@schoolnetng.net, Ronke Bello, ronke@schoolnetng.net
Oman #, Issa Al Anquodi, iearn_oman@yahoo.com
Orillas *, Enid Figueroa, efigueroa@orillas.org, Kristin Brown, krbrown@igc.org
Pakistan *, Farah Kamal, farah@iearnpk.org
Palestine ^, Kahraman Arafa, kahraman_arafa@hotmail.com
Paraguay ^, Rosi Rivarola, rosir@telar.org
Peru #, Juan Gomez, jgomez@abaco-corp.edu.pe
Philippines #, Maria Luisa Larcena, maloularcena@yahoo.com
Poland *, Marek Grzegorz Sawicki, miyankimitra@gmail.com
Qatar ^, Pascal Siegel, psiegel@qf.org.qa, Anwar Abdul Baki, abaki@qf.org.qa
Romania #, Cornelia Platon, nelly_platon@yahoo.com
Russia *, Olga Prokhorenko, olgap1471@gmail.com, Rimma Zhukova, rimma_zhuk@yahoo.com
Rwanda #, Nsozzi Williams, craftsforeducation@yahoo.com
Senegal ^, Salimata Sene, sallsenma@yahoo.fr, Aminata Kole, kolefaye@hotmail.com
Serbia #, Katarina Mihojevic, katarinam@beotel.yu
Sierra Leone #, Jane Peters, jane4music@hotmail.com
Slovakia #, Katarina Pisutova, katarina@susnow.org
Slovenia *, Alenka Adamic, alenka@mirk.si
South Africa #, Omashani Naidoo, omashani@schoolnet.org.za
Spain *, Toni Casserras, tonic@pangea.org, Sergi Roura, sergi.roura@udg.edu, Josep Torrents, torrents@pangea.org, Carmina Pinya, carminapinya@gmail.com
Sri Lanka #, Lakshmi Attygalle, larttygalle@yahoo.com
Sudan #, Amel Saeed, aisns_12@hotmail.com
Suriname #, Betty Burgos, betty_burgos2003@yahoo.com, Dave Abeleven, daveabeleven@yahoo.com
Syria #, Samah Al Jundi, jundi_63@maktoob.com
Taiwan *, Doris Tsuey-ling Wu, doriswutaiwan@gmail.com
Tanzania #, Onesmo Ngowi, onesmongowi@hotmail.com
Thailand #, Sonthida Keyuravong, sonthidak@yahoo.com, Patcharee Sridakum, patcharee.sridakum@yahoo.com.au
Togo ^, Abotchi Yao, abotchiy@yahoo.fr
Trinidad and Tobago ^, Gia Gaspard Taylor, iearntrinidadntobago@yahoo.com
Tunisia ^, Najah Barrah, najah.barrah@inbmi.edunet.tn, Hela Nafti, hela.nafti@yahoo.fr
Turkey ^, Burcu Alar, burcualar@gmail.com
Uganda *, Daniel Kakinda, dkakinda@yahoo.com
Ukraine *, Natasha Cherednichenko, nata_chered@yahoo.com
United Arab Emirates #, Basma Musamih, smilemano36@yahoo.com, Zeenat Munir, zeenat.iearn.uae@gmail.com
United Kingdom *, Leo Vincent, leo@iearnuk.com
United States *, Ed Gragert, ed@us.iearn.org, Lisa Jobson, ljobson@us.iearn.org
Uruguay #, Milton Garcia, milgar@adinet.com.uy
Uzbekistan #, Lev Gavrish, levgavrish@yahoo.com
Yemen *, Shaima Alrai, shaima.alrai@gmail.com
Zambia #, Shalala Oliver Sepiso, ssepiso@gmail.com
Zimbabwe #, Eliada Gudza, eliada@world-links-sar.co.zw, Justin Mupinda, jmupinda@avu.org

iEARN Country Coordinators, Representatives and Contact People

All international decision-making in iEARN is carried out by an Assembly, consisting of iEARN Center Coordinators, all with one vote. Any country can apply to be on the Assembly, which meets online throughout the year, and face-to-face once a year at the Annual iEARN Teachers' Conference and Youth Summit, held in a different country each July.

There are three levels of representation in iEARN:

*** Coordinator:** Countries/Groups who have applied and been approved by the iEARN International Assembly as a Center and therefore are a voting member of the iEARN International Assembly.

^ Representative: Representatives who have applied and been approved by the iEARN International Assembly, recognizing them to represent iEARN in their country.

Contact Person: Countries in which there is no official iEARN representation, but which have schools actively involved in iEARN project work and who have a person or persons who have expressed an interest in helping others in their country become involved.

Every attempt is made to ensure that this list is up-to-date and includes currently active iEARN Coordinators, Representatives, or Contact Persons in each country. Information published in the iEARN Project Book is current as of September 2011. Country coordinators can also be contacted via www.earn.org/countries/country-coordinators.

Please contact us if your country is not listed here. You are invited to contact the iEARN-Executive Council (EC) ec@earn.org to learn more about becoming an iEARN Contact for your country.

iEARN International Executive Council: The Executive Council (EC) consists of three persons from three different iEARN Centers, who are elected for a term of two years. In order to ensure prompt and effective action by iEARN, its Members confer on the Executive Council primary responsibility for the day-to-day decisions on behalf of the Assembly, in accordance with the Constitution of iEARN.

iEARN International Executive Council:

Toni Casserras, Spain; Enid Figueroa, Puerto Rico; Gary Lewis, Australia: ec@earn.org

Youth Representative to the Assembly: Hsin-Chieh Huang, Taiwan, youth@earn.org

Using iEARN's Collaboration Centre

Logging in: To enter the iEARN Collaboration Centre, go to media.iearn.org/. Click "Login" at the upper right corner of the Collaboration Centre page. Please note that an underscore (_) is required in your User Name. For example, Jose_Garcia. To retrieve your login information, see media.iearn.org/forgot_passwd.

There are 4 primary areas of the iEARN Collaboration Centre. (media.iearn.org)



1) MANAGE ACCOUNT SECTION (for educators): All registered educators have a personal "Profile" page. This page contains your current contact information, and information on the students who have been registered by you. After logging in, you can update and complete your personal profile by clicking on "Manage Account" next to the "log-out" link. In your profile, you can upload a photo or image, and complete or change your personal contact information. You can also add yourself to the iEARN Google Map!

Giving Students their own User Names

By clicking on "Add Students," educators can give students their own iEARN User Names and Passwords to access the project discussion forums. Student User Names become active about 15 minutes after they are submitted. User Names cannot be changed once created. To give a student a different User Name, a new User Name must be created in the "Add Students" section. Passwords can be changed at any time by editing a student record in the "My Students" section. Note: Information on students cannot be searched or accessed by iEARN members or anyone outside of iEARN.

2) PEOPLE SECTION (media.iearn.org/people)

A place to find colleagues worldwide who share common interests, obtain their contact information and to get to know the people with whom you are working.

3) GALLERY SECTION (media.iearn.org/gallery)

A repository for youth-produced photos, videos, documents, and other files that are available for viewing at any time by logged in iEARN participants. Media is only viewable to a wider audience if educators choose to release it for public viewing. They can do so as they submit media, or later by clicking "Edit" next to the media item.

4) FORUM SECTION (media.iearn.org/forums)

Forums are the heart of interaction in iEARN. When images, photos, videos, documents, etc are uploaded from within the forums, a thumbnail of the file is placed in the forum topic, with a link to the actual file which is in an album in the GALLERY. When in the GALLERY, if the image is uploaded from the forums, a link is provided to enable the viewer to go directly to the forum discussion topic from which it was posted.

• iEARN forums and project discussions can be accessed:

-- Via web-based discussion forums (media.iearn.org/forums). Access to the forums is limited to iEARN members (ie those who have validated User_Names and Passwords).

-- Via email. Write to subscribe@us.iearn.org. In the message, tell us which forum you would like to receive via e-mail. Once subscribed, please use your e-mail software to "Reply" to a received message so that your response will be automatically addressed back to the forum and placed under the correct discussion topic.

Tutorials on how to use various parts of the iEARN Collaboration Centre can be found at media.iearn.org/help

How to Start Working in iEARN Projects

The key to successful project work is developing effective relationships with educators around the iEARN network. It is important to establish relationships among teachers to facilitate the difficult

task of collaborating online on projects across diverse educational systems, time zones and school schedules, and cultural and linguistic differences.

Participants are invited to introduce themselves and greet new members on our forums for connecting people. Two good places to start are the following forums:

- **Teachers Forum**

foro.iearn.org/iearnforums/teachers

A place for teachers to meet and share project ideas in order to find potential partners to develop a project. Teachers new to iEARN are encouraged to post a message to introduce themselves on the “Teachers” Forum, and to describe briefly any special interests they or their class have.

- **Youth Forum**

foro.iearn.org/iearnforums/youth

In this forum, young people can meet each other, share ideas and topics of interest, and consider ways they can work together.

All forums are accessible in a web-based format, example:

foro.iearn.org/iearnforums/teachers (accessed via foro.iearn.org).

1. Welcome Phase

LANGUAGE RESOURCES:

Many languages are represented among iEARN's global network of participants. See iearn.org/countries/language-resources which includes links to iEARN country websites worldwide, project forums, and translations of materials such as the project description book, newsflashes, etc. In addition, the iEARN Collaboration Centre has a Google Translate tool embedded in the top right of every page that can be used to translate content on the site.

Though all iEARN forums can be multilingual, there are also a number of special language forums for connecting people. iEARN is also open to hosting additional language forums as interest is expressed.

Among the language forums active at the time of printing are:

foro.iearn.org/iearnforums/albanian
foro.iearn.org/iearnforums/arabic
foro.iearn.org/iearnforums/armenian
foro.iearn.org/iearnforums/azeri
foro.iearn.org/iearnforums/bengali

foro.iearn.org/iearnforums/chinese
foro.iearn.org/iearnforums/dutch
foro.iearn.org/iearnforums/espanol
foro.iearn.org/iearnforums/francais
foro.iearn.org/iearnforums/chinese
foro.iearn.org/iearnforums/german
foro.iearn.org/iearnforums/hebrew
foro.iearn.org/iearnforums/hindi
foro.iearn.org/iearnforums/indonesian
foro.iearn.org/iearnforums/italian
foro.iearn.org/iearnforums/japanese
foro.iearn.org/iearnforums/kartuli
foro.iearn.org/iearnforums/kiswahili
foro.iearn.org/iearnforums/korean
foro.iearn.org/iearnforums/macedonian
foro.iearn.org/iearnforums/persian
foro.iearn.org/iearnforums/polish
foro.iearn.org/iearnforums/portuguese
foro.iearn.org/iearnforums/russian
foro.iearn.org/iearnforums/sinhalese
foro.iearn.org/iearnforums/slovenian
foro.iearn.org/iearnforums/thai
foro.iearn.org/iearnforums/ukrainian
foro.iearn.org/iearnforums/urdu
foro.iearn.org/iearnforums/uzbek
foro.iearn.org/iearnforums/vietnamese
foro.iearn.org/iearnforums/welsh

2. Learn About Projects and Find Partners

Experienced teachers will advise that you and your classroom start by getting involved in an existing project online, rather than trying to start a project of your own. Participating in other projects is a great way to meet other potential partners, and learn about the many different projects initiated by teachers and students worldwide. It can be a great way to develop ideas for integrating collaborative projects into your classroom, without having to take on the role of facilitating the involvement of other classes your first time participating. There are several resources to help you find out which projects are active in iEARN and how to get started in project work.

- **News Flashes**

Every two weeks an e-newsletter called "iEARN in Action" is sent to all iEARN participants via email. It describes new projects and people looking for collaborators, gives updates on active projects, and is a place to make general announcements.

Contact newsflash@us.earn.org to be added to the newsflash distribution list.

- **Annual Project Description Book**

The book that you're currently reading (English and translated versions) is available for downloading by iEARN members at www.earn.org/earn-project-book. Up-to-date project descriptions can be found at media.earn.org/projects.

- **People Search.** At media.earn.org/people, educators can search for other educators who are part of the iEARN community. Please update your own record in the "Manage Account" section!

- **Project Search.** At media.earn.org/projects, educators and youth can search for projects by various categories, including keyword, subject area, languages, and age level.

3. Become Involved in a Project

We encourage all iEARN teachers and students to participate in existing projects before initiating a project of their own.

1) Educators should choose a project that fits their curriculum. It's best to do this by reading through the project descriptions at media.earn.org/projects, and the messages in the project's forum. The Teachers' Forum (foro.earn.org/earnforums/teachers) can also keep you informed of what's happening in the network.

2) Contact the facilitator to introduce yourself and your students. Share where you are from, and your objectives for joining the project. All facilitators are listed beside the description of the project found here in the Project Description Book, and in the project's online forum.

3) Introduce the project to your students. Talk about what iEARN is and prepare them for online collaboration. Introduce your students to the forums and have them read other students' writing already posted from that particular project.

4) Have students respond to other students'

writing using an agreed upon writing process. Remind them to make connections and ask questions of their online partners to keep the conversation moving forward. Review Internet etiquette and go over what it means to be engaging the discussion in a meaningful way. Encourage them to contribute their own ideas and perspectives to the discussion. Some educators use "buddy contracts" to ensure that student messages are peer-reviewed before being posted (us.earn.org/site_files/pdf/buddycontract.pdf).

Remember, all students want and need responses to their messages. We recommend that your students post at least two responses for every new message they post.

A good place to start in iEARN if you are new to online project collaboration is Learning Circles. Learning Circles are highly interactive, project-based partnerships among a small number of schools located throughout the world. Each session is 14 weeks long. Participants who wish to join these structured circles must fill out a registration form at least two weeks prior to the start of the circle sessions in order to be placed in a group. See p. 50 or www.earn.org/circles for more details.

Creating a Project

Once you have made contacts in iEARN and are familiar with how the projects are conducted on the forums, these are the suggested steps for developing your own project.

Please note that proposed project ideas that relate to existing projects will be encouraged to collaborate with those that are already underway in order to ensure the highest level of interaction in each project forum.

- 1) Announce your idea by posting it on <http://foro.iearn.org/iearnforums/teachers> or <http://foro.iearn.org/iearnforums/youth> to see if others are interested in the topic and to allow for possible collaboration on the actual design of the project, or to see if such a project already exists that you might get involved in instead.
- 2) If you find other people who are interested in joining the project, fill out the Project Idea Template Form below, and email it to projects@iearn.org.
- 3) Once your project has been assigned to a project forum, it will also be posted as a topic on the online forum in which it will be happening. Project facilitators are encouraged to start an "Introductions" discussion topic in which new members can introduce themselves as they join the project.
- 4) Project facilitators should submit updates and announcements to newsflash@us.iearn.org to be included in iEARN's twice monthly online newsletter, "iEARN in Action." (see sample News Flash at www.iearn.org/news).

4. Creating a New Project

Project Idea Template

- 1) Name of Project:
- 2) Brief one-sentence description of project:
- 3) Full description of project:
- 4) Age/level of project participants:
- 5) Timetable/schedule:
- 6) Possible project/classroom activities:
- 7) Expected outcomes/products:
- 8) Project contribution to others and the planet:
- 9) Project language(s):
- 10) Content/Subject Area:
- 11) Names/email of initial participating groups:
- 12) Name of facilitator(s):
- 13) Email of facilitator(s):
- 14) iEARN Forum where it will take place or is taking place
(or leave blank and one will be assigned):
- 15) WWW page of project (not required):

Once completed, email to projects@iearn.org

Blackboard Collaborate Rooms available for iEARN project work

Blackboard Collaborate Rooms are available for students and teachers participating in iEARN projects to conduct live interactive sessions that can include audio and video. Blackboard Collaborate features high-quality voice over the Internet, robust interactive functionality, and technology that supports multiple platforms and low-bandwidth connectivity. Go to sites.google.com/site/iearnilluminate/ for more information on how to register to use them.



Suggestions for Successful Project Participation

- **Create a global classroom/school environment.** Projects come to life through maps and a basic understanding of the background and culture of students' online peers.
- **Create a system for peer-editing in your class.** Preparation and transmission should be seen as two different tasks. Preparing the message, researching and creating material to be transmitted, is a very important part of the whole process. Students will be writing with a real purpose for a very real audience. Create a feedback process where students have the opportunity to comment on each other's work, peer edit, and then revise accordingly.
- **Communicate.** Even if you can't contribute for weeks, send a note to say so. That way, your partners know that you are still interested in participating.
- **Ensure that language is cross-cultural.** How much of what is being sent needs explanation or description for an audience from a different culture? Slang or colloquial language needs to be used carefully. Translating student writing into a context that is most universally understandable can open interesting discussions in your classroom.

Suggestions for Successful Project Facilitation -

Questions? Need help getting your project started? Email iEARN's project facilitation team at projects@iearn.org

BEFORE STARTING AN iEARN PROJECT

1) Participate in an existing project first. The key to iEARN's success is collaboration between participants. Participating in other iEARN projects is a great way to meet other participants. Once this experience is gained, project facilitators are encouraged to continue involving their classes in other iEARN projects, just as they would like other classes to participate in their project activities.

2) Involve students when picking or developing a new iEARN project. iEARN is committed to providing young people with leadership opportunities. We encourage educators to engage students at every level of participation, from brainstorming and choosing topics of interest and projects to join, to helping to design new project activities and goals.

3) If you have an idea for a new project, announce your idea by posting it to the Teachers' Forum. Students are welcome to post project ideas in the Youth Forum. This is to generate discussion and possible collaboration on the actual design of the project, and to see if there are other people interested in the topic.

4) Once you have found partners, complete the template (see page 14) and send it to the iEARN Project Assistance Committee projects@iearn.org. This committee will read your project template and make suggestions, and can also assign your project to an interactive forum in which to carry out project activities.

5) What's the project's impact? In addition to meeting specific educational goals, every project proposed by teachers and students in iEARN must answer the question, "How will this project improve the quality of life on the planet?" This vision and purpose is the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world.

6) What are the learning objectives of the project? It's important for project facilitators to be able to communicate to participants what students will know and be able to do as part of their involvement. Use phrases such as "the participants will learn to..." or "the participants will gain an understanding of or appreciation for..." or "the participants will be able to describe..."

DURING THE PROJECT

7) What are your project's common "ground rules" or participation guidelines? It's important to communicate guidelines to participants so that everyone is clear on what is expected. For example, "Every student should respond directly to at least two student

Suggestions for Project Facilitation and Participation

postings for every posting the student makes” and “Encourage other students, point out the positives of their work and build new ideas off their work. Be gentle and diplomatic in your email text and avoid the use of local jargon since such language may not be understood by everyone.”

8) Emphasize the collaborative aspect of the project. Interaction among participating teachers and students is key in iEARN projects. Make sure that there is collaboration and interaction among participants, particularly students, and that teachers do not simply develop the project with their classes and report back what they did. The most successful projects are those in which participants work together and build on what other classes do.

9) Use iEARN's online forums for project discussions and exchange of student work. Because iEARN forums are archived, new participants can join more easily than in exchanges happening over private email, or if discussions are spread across multiple platforms. In addition, iEARN forums are distributed via mailing lists and web-based forums, thus keeping cost to a minimum for those with limited connectivity.

10) Login to iEARN on a regular basis and stay active in the project's online forum). Those listed as project facilitators are expected to monitor forum discussions, and to welcome new participants joining the project at different stages. If your class will be offline for a period of time, please post a message to the project forum to alert the team of this, and if possible, designate others to assume the role of facilitation.

11) Update project information periodically. Posting updates to your project forum will help existing participants, and will ensure that new participants will be referring to current project information. In addition, project facilitators are encouraged to share project news in the Teachers' Forum and students can do the same in the Youth Forum. Participants are also welcome to submit project updates to newsflash@iearn.org to be included in the iEARN in Action Newsflash, which is emailed to all iEARN educators twice a month.

12) Involve students in project facilitation and leadership roles. Appointing international student editorial boards and facilitators increases the opportunities for all students to receive feedback from other students on their writing, so that the responsibility of responding to messages does not fall on project facilitators. Our goal is that every student who posts a message will receive a response from another student. This can be attained if participants commit to respond to 2 other messages for every one that they post.

13) Link to iEARN on your project website, if one exists. Even if you don't have access to host your own website, there are still some great free tools such as Google Sites, WordPress, etc where you can go to create a website for the project.

CLOSING THE PROJECT - CULMINATING ACTIVITIES

14) Exhibit and share student work. Projects generally involve a final "product" or exhibition of the learning that has taken place as part of the collaboration. Facilitators may choose to share the role of compiling project materials into a final publication, thus allowing a variety of classrooms the experience of analyzing and presenting a piece of the project's "final product."

15) Post a conclusion on the forum at the end of the project. When the school year or project finishes, post a message with a conclusion to say goodbye and to congratulate participants. Even if it is an ongoing project, and will start again at a future date, it is still important to let participants in the forum know if the facilitating team will be going offline for a period of time until the next project cycle begins.

...Suggestions for Successful Project Facilitation

iEARN PROFESSIONAL DEVELOPMENT

iEARN offers both online and face-to-face professional development designed to provide teachers with the technology, collaborative and organizational skills needed as they integrate projects into their classroom.

Online Professional Development Courses

Several iEARN country programs offer online professional development opportunities for educators. While the course offerings vary, they share a common goal of supporting educators and students to use technology to enable collaborative project work. Below is a list of course offerings offered by TELAR (iEARN-Argentina), iEARN-Pangea (Spain), and iEARN-USA.

Since 2003 Fundación Evolución, through its programme TELAR-iEARN, has offered a free online course for teachers in Argentinian and Latin American K-12 teachers of different subjects and school levels. Through the course, teachers learn how to integrate online collaborative projects into their classes. Participants have the permanent guide of an experienced tutor, as well as the support of project facilitators, who guides them on their participation with their students in an online project as part of the course. Course offered in Spanish. See <http://capacitacion.fundacionevolucion.org.ar>

Since 2005, iEARN-Pangea has offered online professional development courses to teachers under the official recognition of the Catalan Ministry of Education. Most of these courses have been taught under the Virtual Summer School with an average participation of 250 teachers per year (25 per group). Courses have included: Creation of Collaborative Projects, Participation in Collaboration Projects, Creation of Learning Environments under Moodle and Educational Use of Web 2.0 Tools (Video and Image, Documents Online, Blogging and Microblogging, and Social Networking). Course may be offered in Catalan, English, and Spanish. See <http://learn.cat>

Developed in 2001, iEARN-USA's online course program guides K-12 educators in evaluating global projects, and aligning them with state and/or national curriculum standards as part of an integrated project plan. Through small-scale implementation of a project, course participants see first-hand how to incorporate global project work into their classroom and curriculum. Through their course participation, educators meet and network with colleagues around the world who can make teaching and learning more fun and interesting throughout year. Courses offered in English. See <http://us.earn.org/professional-development/online-courses>

Face-to-Face Workshops

iEARN workshops can be designed to cover the technical, collaborative and organizational skills needed to participate fully in Internet-based learning programs. They may introduce basic computer and Internet skills for newcomers, or review this information for more experienced participants. They will most certainly focus on the skills needed to engage in collaborative activities, such as peer review, team-building, and joining regional and international learning communities. Finally, where appropriate, iEARN workshops might tackle specific organizational issues, such as computer lab scheduling, organizing school-wide and local community Internet training workshops, and developing school/parent/business/municipal partnerships. By the end of the workshops, participants will be able to assist their classes in joining Internet-based collaborative learning projects. For more information about professional development opportunities in your area, please contact your iEARN country or center coordinator.

www.earn.org/countries/country-coordinators

Online Teacher Forums

Additional online professional development resources such as handbooks and workshop toolkits for developing your own iEARN workshop can be found at www.earn.org/professional-development

Those interested in coordinating iEARN workshops and professional development activities in their school or community are invited to join in the online forum:

[Professional Development Discussions and Resources - foro.earn.org/earnforums/facilitators](http://Professional%20Development%20Discussions%20and%20Resources%20-%20foro.earn.org/earnforums/facilitators)

The iEARN [Teachers Forum - foro.earn.org/earnforums/teachers](http://Teachers%20Forum%20-%20foro.earn.org/earnforums/teachers) is the hub of teacher communication in the network -- it's a great place to share your experiences and ask questions of others using collaborative projects in their classrooms.

This project seeks to transform our classrooms and schools by transforming the way teachers are trained. Future teachers gain direct experience with global learning networks as they engage in dialogue with their peers about teaching in the 21st century. This year the dialogue will focus on readings by Paulo Freire or Celestin and Elise Freinet and on approaches teachers can use to engage their students in collaborative and critical inquiry. The Future Teachers forum is a meeting place for university professors of education and the future teachers in their classes. Three kinds of discussions take place: 1) future teachers from around the world compare perspectives on creating effective and equitable schools and classrooms that will better meet the needs of all students, 2) future teachers share their reflections as they learn first-hand about iEARN's projects as facilitators, observers, or participants, and 3) professors of teacher education exchange ideas and resources for integrating global learning networks into their courses in different content areas.

Proposed activities:

- Teams of participating future teachers introduce themselves and their cultural backgrounds through the creation and exchange of "We Are From" poems
- Future teachers read excerpts from the work of Paulo Freire or Celestin and Elise Freinet and respond to guiding questions
- Future teachers exchange ideas about teaching philosophies and make recommendations for how teachers can promote collaborative and critical inquiry with their students.

Other possible topics/activities: Live "chats" to discuss the reading; Exchange of ideas about the integration global learning networks into the curriculum; Sharing of experiences with project-based learning while observing, participating in or helping to facilitate iEARN's projects; Discussion of ideas and strategies to promote greater understanding of diversity and equity in the schools; Other topics of interest to participating professors and future teachers.

Future Teachers

Future teachers discuss their philosophies of teaching and learning in a global society, and explore how to better serve students of all cultural and linguistic backgrounds.

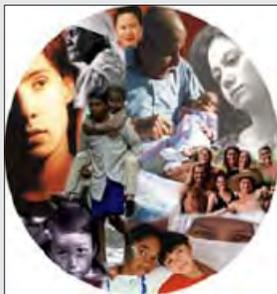


Ages:	University and graduate level future teachers (i.e. university students studying to become teachers and university professors who teach education courses)
Dates:	March - May, 2012
Language(s):	All are welcome. We facilitate the project in English and Spanish.
Forum:	media.earn.org/futureteachers
Website:	http://www.orillas.org The Future Teacher project is organized by the Orillas-iEARN Center.
Contact:	Enid Figueroa (Puerto Rico) and Kristin Brown (USA) To contact both facilitators, write to: orillas-info@igc.org

Creative & Language Arts

A Vision

An international literary magazine that teaches tolerance and mutual understanding.



An anthology of writings of various literary genres- essays, stories, and poems, which aims to showcase the youth's thoughts, viewpoints and insights of things around them, and even across borders, regardless of cultural and racial diversity. Its purpose is to use art and the medium of creative writing to demonstrate that despite differences, teenagers around the world share the same hopes, fears, interests and concerns. A Vision is produced, not merely by the students directly involved in the project, but by everybody who contributes pieces of writing or art and is not afraid to share his/her opinion about the world today. A Vision is not only a magazine -- it is a forum for sharing and learning!

Ages:	7 - 20
Dates:	Ongoing
Languages:	English
Forum:	media.learnonline.org/projects/vision
Website:	www.learnonline.org/avision/
Contact:	Maria Luisa Hernandez-Larcena, maloularcena@yahoo.com , and Michael Clunies-Ross michaelcluniesross@yahoo.com , Philippines

The Pen Friend Clubs of Japan are organizations of young boys and girls exchanging letters with friends within and outside the country and thus enjoying various activities through friendly correspondence. The members are elementary, junior or senior high school students. For over 50 years, the Pen Friend Clubs of Japan has matched wonderful pen friends for Japanese and non-Japanese boys and girls from all over the world.

Ages: 5-18
Dates: Ongoing
Languages: English, Japanese
Forum: media.learnonline.org/projects/penfriends
Website: www.pfc.post.japanpost.jp/english/index.html
Contact: Yukari Ito, yukari.itou.wt@jp-post.jp
Hiromi Yabuuchi, hiromi-y@bca.bai.ne.jp, Japan

Pen Friends

*Through letter writing,
we aim to contribute
to peace in the world;
promote friendship within
the community; and share
our culture.*



Electronic School Magazine

Who is more important than students and teachers? They are the main concern of any school. They always contribute to their school's development through different ways such as their performance, achievement, various activities, sports, etc. These contributions need to be documented and exchanged at the local and international level. Students and teachers deserve to have such a magazine which can be reached from any place in the world.

Ages: 5-18
Dates: Ongoing, starting September 1, 2011
Languages: Arabic, English
Forum: media.learnonline.org/projects/emagazine
Contact: Mutasem Mafarjeh, Palestine, t.mutasem@hotmail.com

*An electronic school
magazine for exchanging
experiences between
students and teachers.*



Write On Project

The project is focused on developing students' writing skills in all four domains of writing, including: Persuasive, Expository, Narrative and Descriptive. The project facilitator, as well as the teachers of the participating classes, will periodically post prompts focusing on one of the domains, and invite students to respond to them. This will not only develop good writing skills, but will also engage students in reading and responding to real audiences on issues and topics that matter to them. They will get an invaluable opportunity for dialogue and get diverse perspectives on common issues. An end product of student writings will provide them an opportunity to be published authors.

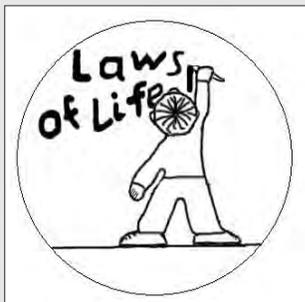
*A project using
interesting prompts to
encourage students to
express themselves and
develop their writing
skills.*

Ages: 7 - 16
Dates: Ongoing
Languages: English
Forum: media.learnonline.org/projects/writeon
Contact: Farah Kamal, farah@learnpk.org and Tubi Naz, miss_tubinaz@hotmail.com, Pakistan



Laws of Life: Virtues Essay Project

Students write about their personal values in life.



"Laws of Life" are rules, ideals, and principles by which one chooses to live. This project invites students to express what they value most in life. Participants submit essays about their laws of life, describing them, and explaining their source (life experience, religion, culture, role models, etc). Participants respond to each other's essays and interact with each other in the project's online forum.

Ages: 9-21
 Dates: September 2011- June 2012
 Languages: All
 Forum: media.learnonline.org/projects/lawssoflife
 Spanish Forum: media.learnonline.org/projects/leyesdelavida
 Contact: Natalya Cherednichenko, Ukraine, nata_chered@yahoo.com
 Alema Nasim, alema@iearnpk.org and Sarah Donald
shalotaurus123@yahoo.com, Pakistan
 For Spanish version (Las Leyes de Vida), see page 54.

One Day in the Life

Students write about, photograph, and discuss their daily lives, both on ordinary days and on special occasions.



Students are invited to post messages and images describing ordinary and special days in their lives, and then make cross-cultural comparisons. Students may document aspects of a typical day (like visiting the market or going to school) or special days (like vacations, birthdays, celebrations, or holidays.) While writing is often an important component of student participation, English or Spanish proficiency is not required. Autobiographical documentary photography and video and other media (typically with accompanying explanatory text) are welcomed.

Ages: 6-18
 Dates: The project is ongoing. (Special "OneDay" events are scheduled for November 2011, March/April 2012, and July 2012 (dates TBA) including a special video-only event, "One Day on Earth," scheduled for 11 November 2011.)
 Languages: All
 Forum: media.learnonline.org/projects/onedayinthelife
 Spanish Forum: media.learnonline.org/projects/undia
 Contact: English: Marta García Lorea, martagl@arnet.com.ar, Argentina
 Chris Baer, USA, cbaer@mvyps.org
 For Spanish version (Un Día en la Vida) see page 54.

My Name Project

Students research, find and send information about their own name.



Students can explore and work on the following issues – the process of name-giving in their country, region or town; the history of this celebration; who takes part in it and how; and what this process means for students and their parents and grandparents.

Ages: 6-15
 Dates: Ongoing
 Languages: English, Russian, Georgian
 Forum: media.learnonline.org/projects/myname
 Website: www.mynameprojectworks.blogspot.com
 Contact: Pavle Tvaliashvili, Georgia, siqaptv@gmail.com

Harmony 4 Humanity

Students around the world share their respective cultures with each other through music. The wonders of modern technology allow the world to be our classroom and provide the means for our students to expand their influence worldwide through Harmony for Humanity. Video creations can be as simple or as complex as the individual classroom decides. Students will participate to the greatest extent possible in writing scripts, filming, video production and editing, and performing. While doing this, students will have the opportunity to learn about their own heritage and traditions as well as those of the other participating schools.

Ages:	12-18
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/learn/learn/projects/h4h
Contact:	Rebecca Ivory, USA, rivory@murrayschools.org

Students share music and culture through regular video exchanges.

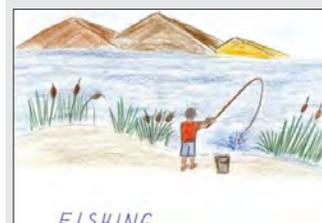


Special Place

Participants select one local spot that gives them a special feeling and write a story about it. They may select any writing genre (creative, informative, humorous, etc), describe it, and tell what makes it special to them. Is it a place where they prefer to be alone or with others? It is hoped that in thinking about our own special places, reading about other students' special places, and taking action to preserve such places, we will strengthen our commitment to preserving our fragile Mother Earth.

Draw or write about a local place that is precious to you.

Ages:	All
Dates:	September 2011 - March 2012
Languages:	All
Forum:	media.pearsoncmg.com/projects/specialplaces
Contacts:	Jenju Chen lai3730@ms61.hinet.net Doris Tsueyling Wu doriswutaiwan@gmail.com Taiwan



Magical Moments Around the World

A project dedicated to inspiring global coexistence, compassion, mutual care, understanding and a reverence of life, by fostering awareness that we are all connected by one human spirit. Magical Moments around the World is dedicated to showing that all humans share a unique spirit connecting us. It is also dedicated to spreading light in ourselves and others - envision a world that is guided by compassion and respect. By reading other peoples magical moments we become aware that our happiness is connected to other people's happiness. We see that others' desires for happiness are the same ours.

Youth all over the world unite and share their human spirit in a global online book for generations to come.

Ages:	8 and up
Dates:	Ongoing
Languages:	English as main language translated to/from other languages
Forum:	media.pearsoncmg.com/projects/magical
Website:	www.magicalmoment.net
Contact:	Gal Kleinman, Israel, contact@magicalmoment.net



The Art Miles

Students create murals painted on canvas to create global harmony.



Participants create murals that will be grommited and seamed together with murals created by children from all over the world. Project themes include: The Multicultural/Diversity Mile, The Environmental Mile, and The Indigenous People's Mile, Sports Mile, Women's Mile, Fairy Tale Mile, Hero Mile, Music Mile, Senior Mile, Peace, Unity and Healing Mile, Children's Mile and Muralist Mile. Children should work together to decide what theme they want to work on. It is important to let them know that this mural will go on tour in museums and their work will be seen in many countries, on websites, on TV, and in the future in publications and magazines. Choosing the theme is a great team building part of the mural.

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.pearsoncmg.com/mediaselect/projects/artmiles
Websites:	www.artmiles.org
Contact:	Joanne and Fouad Tawfilis, USA, Jtawfilis@aol.com

International Intercultural Mural Exchange

A project where students of two classes of distant countries create one big mural in cooperation.



Students meet diverse cultures, learn on global topics, exchange ideas and opinions, and express what they learned in a visible way of creating one mural with a partner class. Creating one thing with a distant partner is a high level exchange and is not necessarily easy to reach the goal. Japan Art Mile provides the following support. 1. Find a partner class in some global networks. 2. Provide Exchange Curriculum Model as guidance for teachers. 3. Set up mailing lists to support teachers. 4. Set up IIME Forum for class-to-class communication. 5. Watch the progress of each pair by Monthly Report. 6. Ask teachers for Appraisal Sheet at the end of the project and analyzes them to improve the project every year. 7. Offer a special set of a canvas and paints for mural painting. 8. Keep the murals and Exhibit them inside and outside Japan.

Ages:	All
Dates:	September - March (IIME registration is closed for the Sept 2011 - March 2012 cycle. Sign up in April for the next cycle).
Languages:	All
Forum:	media.pearsoncmg.com/mediaselect/projects/iime
Websites:	Japan Art Miles: www.artmile.jp/
Contact:	Atsuko Shiwaku sherry@mement.net , Yasumasa Shiwaku sherry@mement.net , Kazuhisa Shimizu Kshimizu2003@gmail.com , Tadashi Inagaki tinagaki@mba.ocn.ne.jp , Japan, Mali Bickley, Canada, mbickley@mail1.scdsb.on.ca , Joanne Tawfilis, USA, JTawfilis@aol.com

The Seventh Art: Promoting Values and Behavior

A project bringing together teachers and youth to exchange ideas and opinions about specific movies.

This project invites communication among participants about what they think or value in a specific and agreed upon list of movies. It also invites a clearer understanding of how others think of these values. After watching a specific movie, certain questions will be asked of students to assess their understanding of the values presented in the movie.

Ages:	5-18
Dates:	September 2011 - June 2012
Languages:	English
Forum:	media.pearsoncmg.com/mediaselect/projects/movies
Contact:	Sheikha Al-Ajmi, Oman, shekha.alajmi1@moe.om

Talking Kites All Over the World

Students make kites to fly as a massive tribute dedicated to advancing cultural and social dialogue, a symbol of bridging the gap and understanding the "other." This has become a continuous tradition of flying kites with personal and group images of our dreams for a better world, a world of co-existence, tolerance, acceptance of the "other" and peace. The program includes learning about Janusz Korczak, reading Korczak's Declaration of Children's Rights, and constructing, decorating and flying kites, with a quotation from Korczak.

A tradition of flying kites with personal and group images of our dreams.



Ages:	5-18
Dates:	Ongoing. We will fly kites on March 21 on the Equinox.
Language(s):	All
Forum:	media.iearn.org/projects/kites
Contact:	Ruty Hotzen, Israel, eh2y42@gmail.com

Each student shares his/her uniqueness by creating an elongated self-portrait. Teachers and students get to know about each other as they create their portraits and include symbols about their past, present, and future. The portraits should be displayed side by side to represent how many individuals can come together to create a better world. Work may be done in crayon (push very hard for rich colors), cray-pas (oil pastels) or paints of any kind.

Side By Side

Students create portraits of themselves with symbols of their past, present, and future.



Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.iearn.org/projects/sidebyside
Contact:	Rowena Gerber, USA, gerberr@miamicountryday.org

Beauty of the Beasts

A global project inviting children to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry. All artwork and poetry must be the child's original masterpiece... the child's interpretation of the beauty and uniqueness of these marvelous creatures. All mediums accepted. The display will provide a venue for children's eloquent expressions as each child contributes his/her own verse to nature's eternal poem. Children may participate in either art or poetry divisions, or are welcome to submit work in both. Please include the child's name, age, teacher's name, school address and email address.

A traveling international wildlife art and poetry exhibit.



Ages:	4 - 15
Dates:	Ongoing
Languages:	All
Forum:	media.iearn.org/projects/beautyofthebeasts
Contacts:	Rowena Gerber, USA, gerberr@miamicountryday.org

Calligraphy

Students discover and engage in reviving the ancient art of calligraphy by producing, sharing and appreciating various examples.



Calligraphy or 'Beautiful Writing' is one of the oldest artistic and literary forms known to people. Calligraphic art has always been part of heritage and culture for civilizations and religions around the world. It has been traditionally used for adorning sacred places for prayer and worship as well as holy scriptures, poetry and writings. This project is designed to engage students to explore the art of Calligraphy, learning both its history and techniques. Students will select or create short text focusing on peace, love, tolerance, friendship in the form of poems, slogans, phrase, words, select sayings from sufis or scholars, and use different medium including software to produce calligraphic pieces and share their completed projects in the interactive forum and a web gallery. Likewise students will get an opportunity to appreciate and comment on calligraphy designed by peers from participating countries.

Ages: 11 - 21
 Dates: September 2011- June 2012
 Languages: English
 Forum: media.iearn.org/projects/calligraphy
 Website: www.iearnpk.org/calligraphy.htm
 Contact: Dua Ali Syed, dua@iearnpk.org, and Shahzad Saikh, shahzad_sheikh24@hotmail.com, Pakistan

Global Art: Images of Caring

Students exchange digital photos/artwork and writing on the theme of Caring.



Students create artwork that shows what they care about and how they care for one another and other living things in their schools, families, communities and the world. Each student also writes an essay or poem on his/her ideas of caring and share's it in the project's online forum and album. In addition, participants respond to each other's artwork and write about caring using the online forum. They can also create local displays of the artwork and writing they have created and received from other participants as a "Global Art Show." Classes are encouraged also to carry out a local or global project that demonstrates caring for others.

Ages: 5-18, with an emphasis on children ages 5 to 13
 Dates: September 2011 - June 2012
 Languages: All languages, with assistance for translations
 Forum: media.iearn.org/projects/globalart
 Website: www.iearnpk.org/ga/index.html
 Contact: Alema Nasim, Pakistan, alema@iearnpk.org

Eco Smart

Students will investigate and express an aspect of environmental concerns through creative arts using recycled materials.

Using recycled materials, students will express environmental concerns with collaborative recycled art projects. Students will research, explore and analyze artists and environmental values and issues then create their own recycled art. The result may be a public sculpture, small functional pieces, a video documenting the work, installation, paintings, poster, etc. The artwork will be shared using the web, mail and project event.

Ages: 12-18
 Dates: October - December 2011 and March-June 2012
 (schedule to be determined with participants)
 Languages: English
 Forum: media.iearn.org/projects/ecosmart
 Contact: Mary-Louise Scappaticci-Olajos, Canada, mlscap@hotmail.com

Students have fun as they see a sheet of paper transformed into a three-dimensional object. It does not take much space, money, or time, only a sheet of paper and instructions on how to fold. Activities include preparing material: colorful paper (square); learning some basic words and actions to fold either in Japanese or English; practicing making origami objects according to an instruction or an instructor; displaying and enjoying the creations; and being available to learn and play through internet video conference.

Ages:	8-12
Dates:	Ongoing
Languages:	English and Japanese
Forum:	media.learnonline.org/projects/origami
Website:	www.origami-club.com
Contact:	Yoshiko Fukui, Japan, fukuike@par.odn.ne.jp

Origami

A global exchange of origami!



Teddy Bear Project

After registration, classes exchange Teddy Bears or other soft toys by airmail. When it arrives, the bear writes a diary, and sends home messages by email describing its adventures, as well as the things it has seen and done. The project aims to encourage authentic writing by providing children with a real audience. They write their diary and email messages as if they are the visiting bear. Sometimes video conferences between classes may deepen friendships. The project provides an opportunity for students to develop an understanding of cultures other than their own.

Ages:	All
Dates:	Ongoing
Languages:	English, Japanese, Spanish, and other languages where possible
Forum:	media.learnonline.org/projects/teddybear
Website:	www2.jearn.jp/fs/1191/index.htm
Contact:	Fumi Ito, Japan, teddybear-japan@jearn.jp

For Spanish version (Ositos de Peluche) see page 53.

An international teddy bear exchange using email and postal mail.



Holiday Card Exchange

Teachers and students prepare an envelope with holiday cards to send to the other participants prior to the November, December, and January holidays. The project may be called the Greeting Card Exchange and students would send Christmas, Chinese New Year, Hanukkah, Kwanzaa or Eid greeting cards. Each school will be placed in a group with approximately seven other schools, and will prepare either handmade or purchased cards (decorations may be included) to send to each of the other schools.

Ages:	All
Dates:	<i>Registration</i> - August 20 - October 20; <i>Stage 1</i> - Preparation of cards - August 20 - November 8; <i>Stage 2</i> - Communication online with partners - November 1 - December 31; <i>Stage 3</i> - Completion of project - December 15 - January 31
Languages:	English
Forum:	media.learnonline.org/projects/holidays
Contact:	Judy Barr, Australia, judybarr@learnonline.org.au

Teachers and students exchange holiday cards with other schools.



Public Art

A collaborative project to create and exchange information about public art.

A collaborative project using web 2.0 tools to promote knowledge and respect of public art works, to practice with social media, and to encourage collaboration among students through art. Participants choose a public art work, research it, visit and take pictures of it, write a report about the art work, record an audio file based on that report, create an echo in Woices and tweet about their creation in project web site. Students should visit and comment on the contributions created by others.

Ages:	12-18
Dates:	First registration deadline: September 30, 2011. Start: October 10, 2011. Second registrations in February 2012. Start: March 1, 2012.
Language(s):	English
Forum:	media.learn.org/projects/publicart
Website:	publicart.learn.cat
Contact:	Carmina Pinya, Jaume Illa, Spain, publicart@learn.cat

Listen to the Walls Talking

Exploring the world by 'listening' to the graffiti talk and recording and sharing interesting finds.



'Listen' to the graffiti talk around us and record and share interesting finds utilizing the project main site, Flickr group, and wiki (see below). Sketches, squiggles, doodles and other more sophisticated street art are the parts of public spaces which are often walked by unnoticed. Sharing meaningful graffiti and other messages from our walls, desks, chairs, T-shirts etc. can provide us with a picturesque collection of expressions of wisdom, enthusiasm, dissatisfaction etc. from different places. This can be revealing in quite unexpected ways and can provide us with many interesting possibilities for further collaborations, interpretations, explorations and manipulations. There are walls talking all over our schools, streets, towns, countries, world – by sharing them we can learn more about ourselves and about the world around us.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	media.learn.org/projects/wallstalking
Website:	www.wallstalking.org/Home.mvc/About Flickr: www.flickr.com/groups/wallstalking Wiki: www.listentothewalls.pbworks.com
Contact:	Sasa Sirk, Slovenia, sasa@rthand.com

Tagging My World

Students explore their identity on personal and cultural levels investigating and expressing an aspect of teen life through creative arts.

Students research and analyze various artists and styles, and brainstorm teenage interests, values and issues by collecting images that symbolize them. Online discussions will explore national identities and common interests. Participants are then invited, individually or in groups, to create a mural that conveys meaning and represents aspects of their identity. The result may be a mural combining personal graffiti with silhouettes depicting teenagers. The artwork will be shared using the web, mail and project event.

Ages:	12-18
Dates:	October - December 2011, and January - March 2012
Language(s):	English
Forum:	media.learn.org/projects/myworld
Contact:	Mary-Louise Scappaticci-Olajos, Canada, mlscap@hotmail.com

Folk Tales/Storytelling: Past and Present

Folk tales are a way of learning about life's customs, traditions, and beliefs, and they often share common themes, such as the struggle between good and evil, or wisdom and ignorance. This project looks at the global community and cultural diversity through folk tales. Although children around the world usually know "The Three Little Pigs," and "Sleeping Beauty," they often know little about the folk tales of their own countries, and almost nothing about those of other countries. Students will share their stories in recorded digital forms (short videos, audio recordings, Power Point presentations, edited text and photos etc.) and through live storytelling sessions (using Skype, Blackboard Collaborate, etc), sharing pictures, and movies prepared by students about the tale.

Students study folk tales in their communities and beyond.

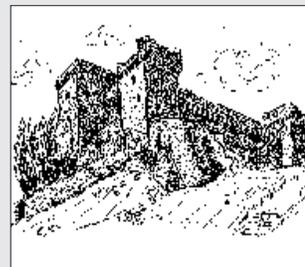


Ages:	6 - 16
Dates:	Ongoing
Language:	English
Forum:	media.iearn.org/projects/folktales
Website:	www.iearnpk.org/ft/index.html
Contact:	Saleem Ibrahim, Pakistan, saleem@iearnpk.org and Shukufa Najafova, Azerbaijan, shukufa1961@yahoo.com

Narnia and CS Lewis

Many people around the world have read the magic books "Chronicles of Narnia" written by CS Lewis. These books have a very high educational value, and can stimulate students to think about right and wrong. Many students know this book, and can so this project aims to create a discussion community all around the world. Join us in the interactive forum below! Narnia is also an old Italian Town in Umbria, with many connections with the Land of Narnia in the tales.

Share in an exchange on Narnia, the fantastic land from the CS Lewis book.



Ages:	5-18
Dates:	Ongoing
Languages:	Italian, English
Forum:	media.iearn.org/projects/narnia or media.iearn.org/projects/italian
Website:	www.narnia.it
Contact:	Fortunati Giuseppe, Italy, fgiusepp@libero.it

Food for Thought: Recipe Book

Students research the recipes of typical dishes in their countries as well as the origin of the ingredients and recipes, and the legends and stories behind them. Possible project/classroom activities include research, discussion, illustration, and the production of a book and possibly a video.

Students produce a cultural recipe book.



Ages:	10 and older
Dates:	Ongoing
Languages:	All
Forum:	media.iearn.org/projects/foods
Contact:	Bill Belsey, Canada, mail@coolclass.ca

My Hero Project / Mi Heroe Proyecto

An interdisciplinary, interactive website that celebrates the best of humanity through stories, photos, artwork and short films.

A project affiliated with the iEARN network, but run by an independent NGO, in which students of all ages publish stories, and submit artwork and multimedia online about their heroes. The project promotes cultural awareness and understanding through global storytelling that honors the heroes in our families, the community and the world. For more about My Hero Learning Circles, see page 51.

Ages:	All
Dates:	Ongoing for all web content
Language(s):	English/Spanish, with selected stories translated into French, Chinese and Arabic.
Forum:	media.iearn.org/projects/myhero
Website:	www.myhero.org and Spanish: miheroe.org
Contact:	Margaret Dean, USA, margaret@myheroproject.org

Eye to Eye

A project that sponsors the creation of postcard size images to an online gallery which is dedicated to the ideals of friendship and understanding through visual communication.

Eye to Eye encourages the creation of postcard size images that become part of coordinated Spring exhibitions hosted around the world.

Ages:	5-18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/eyetoeeye
Websites:	web.mac.com/fratescreates/Site/Welcome.html
Contacts:	Larry Frates, USA, fratescreates@mac.com

Dolls for Computers

Students will learn more about their culture by making dolls and other objects which will be sold over the internet to buy educational materials.



Students learn the basics needed to create dolls. Each student is allowed the artistic freedom to create any style of doll that they wish and often these dolls mirror the people surrounding them in their daily lives. However, as the students are expected to be involved in all aspects of the project, they learn many important life skills such as: money management and basic accounting, marketing skills, and self confidence. The Dolls for Computers project is in the process of recruiting neighbouring schools to participate and would like to see this grow as a global project. The dolls are available for distribution and sale around the iEARN network to provide funds for computers in schools in Mali.

Ages:	9-14
Dates:	Ongoing
Languages:	French, English and Bambara
Forum:	media.iearn.org/projects/etrade
Contact:	Sounkalo Dembele, Mali, sounk11@yahoo.com Mara Toe, Mali, maratoe@hotmail.com

Humanities & Social Sciences

Debunking Stereotypes

Students collect information about the cultural stereotypes of their countries. They can interview students from other countries, conduct online research, and discuss with their friends. After that, they start to determine the accuracy of those stereotypes. They may conduct small-scale research to verify the information they have collected.

At the end, they set up a blog where they include all the evidence in the form of essays, images, and short clips that support their defense.

Students collect information about the stereotypes of their countries and debunk them.

Ages:	12-19
Dates:	September 2011 - May 2012
Languages:	English, Arabic
Forum:	media.pearsoncmg.com/learn-stereotypes
Website:	www.debunkstereotypes.com
Contact:	Saeed Al Abdulsalam, Oman, saeed-r-s@hotmail.com Annie Flore Vergne, France, cguerin86@gmail.com



School Uniform Exchange

Participants are invited to learn about other schools around the world through discussion and exchange of school uniforms.



A project exchange in which participants discuss school uniforms, exchanging the uniforms themselves, or other school tokens, and sharing information about their school history and culture. Students are encouraged to explore the identity of their own schools. The themes for the various months include: values of global issue exchange, school exploration, uniform exchange, and activity sharing. At last, students wear and take pictures of the different uniforms from the world, and then send them to another school. Participants can write school uniform diaries, or create their own digital virtual uniforms with specific school symbols and spirit.

Ages:	12-18
Dates:	September 2011 - May 2012. See forum for detailed timeline.
Languages:	English and other languages such as Chinese, French, Japanese, and Spanish
Forum:	media.learnonline.org/projects/uniforms
Contact:	Cindea Hung, Taiwan, cindy02102001@yahoo.com.tw

My Mother, Your Mother

Students talk about their own mothers, or famous mothers in their countries.

Students are invited to talk about their mothers including about their role in their families and how they raised them to become good members of their societies. Students are also encouraged to research famous mothers in their societies who have contributed to the history of their countries.

Ages:	7-18
Dates:	Ongoing
Languages:	English
Forum:	media.learnonline.org/projects/care
Contact:	Boudour Hajjar, hajjar94@yahoo.fr and Said Belgra, belgra.said@hotmail.com , Morocco

World Youth News (WYN)

A global news service run by secondary school students.



World Youth News (WYN) is a journalism project in which secondary school students from around the world report, edit and publish their articles on a news site. School publications can reprint articles from WYN to add a global component to their local news. Students begin by completing an online training and certification course. They then work to produce a news report for the World Youth News website.

Ages:	14 - 19
Dates:	Ongoing
Languages:	English
Forum:	media.learnonline.org/projects/wyn
Website:	www.worldyouthnews.org/
Contact:	news@worldyouthnews.org

World We Live In (WWLi)

World We Live In is an ongoing project-discussion about the image of the world we live in, and our place in that world; about how our vision of the world influences the quality of life of every person and the humanity; about the role of a person shaping his/her own destiny and the life of the community; and about our dream -- the present and future of the world we live in.

Ages:	12-18
Dates:	October 2011 - May 2012
Languages:	English, Russian
Forum:	media.iearn.org/projects/wwli
Website:	wwli.iatp.by/
Contact:	Alena Karpitskaya, karpizkaya@gmail.com , Sofia Savelava, yiecnwline@gmail.com , Belarus

Participants discuss their ideas about the world and environment they live in as well as offer their suggestions about the improvement of the quality of life.



CIVICS: Youth Volunteerism and Service

A platform for young people to be actively involved in their communities. Groups of students will be guided to work on the Millenium Development Goals, focusing on issues like the environment, eradication of poverty, women's education, education and literacy. They will also be encouraged to respond to these issues through a process of reflection, dialogue and action. Teachers are asked to prepare their classes to be community volunteers, engaging them in community mapping and planning community service projects that focus on the identified themes as part of their classroom curriculum. Students and classrooms may also partner with other social welfare government and non-government organizations for effective implementation of the projects.

Ages:	9 - 21
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/civics
Website:	www.iearnpk.org/civics/index.html
Contact:	Farah Kamal, farah@iearnpk.org Anila Sidhu, anilasidhu@gmail.com , Pakistan

An action-based collaborative project in which young people will have an opportunity to evaluate the social issues in their immediate and extended communities and respond to them through action projects.



Building Global Relationships through News

Building Global Relationships through News will provide support to set up class-to-class connections to participate in dialogues about the news. Students will write about news happening near them, as well as news that's happening in the partnering classroom. They will write opinion pieces, ask questions and respond to the questions asked of them. Articles that might be of interest to the students will be supplied by the administrator -- teachers and students can also supply links to news articles, and news-related radio or video content that can be used as well.

A project that will use news as a conversation-starter to connect students.

Ages:	13-18
Dates:	October - December 2011 - 15 weeks
Languages:	English
Forum:	media.iearn.org/projects/newsworld
Website:	www.penpalnews.com
Contact:	Michael Bernstein, USA, michael@penpalnews.com



Voyage: Volunteer of Youth

We invite teachers and students to develop a sense of sympathy and charity, and serve others as volunteers.



The abbreviated "Voyage Project" (Volunteers-Of-Youth Age Project) is aimed to arouse the awareness of youth to care for everything around us, such as the living environment, orphans, disabled students, and the victims of natural calamities at home and abroad. Teachers and parents are invited to join youth in this project. Furthermore, its goal is to urge youth to take action and work out ways to help the needy as volunteers.

Ages:	All
Dates:	September 1, 2011 - May 31, 2012
Languages:	All
Forum:	media.iearn.org/projects/voyageofyouth
Contact:	Doris Tsueyling Wu, doriswutaiwan@gmail.com Tai-hsia Bau, tsbau@mail.hkhs.kh.edu.tw , Taiwan

Good Deeds

Share on a regular basis a simple good deed(s) you have performed, showing the details and motives behind this act.



It is important to encourage good deeds and human values, and show youth how important good deeds are, even the simplest of them. They should realize that these acts could build a healthy cooperative, peaceful, and merciful society that will embody and empower certain great values such as beauty, courage, sacrifice, and brotherhood. In this project, students can do cooperative learning activities and then present them online in the form of short stories, essays, free writing, summaries, drawings, and questions. The project aims to encourage personal reflection among students.

Ages:	All
Dates:	Ongoing. This year we will introduce the program in two primary phases between October - November, 2011, and March - April 2012.
Language(s):	Arabic, English (other languages welcomed)
Forum:	media.iearn.org/projects/gooddeeds
Website:	ifayed.net/Links/GDeeds.htm
Contact:	Ismail Fayed, Qatar, ismailfayed@yahoo.com , Suarta Oesman, Indonesia, suarta2007@yahoo.com , Basma Musamih, UAE, smilemano36@yahoo.com

Students Unlimited

We believe that youth can have a positive impact on their communities because they have the ambition and the desire for a happy peaceful world.



A community service project that discusses youth participation and helps them to take action. In a world where so many young people don't have the chance to participate positively in solving the problems of their societies, where many children suffer and don't find anybody to help them, where the environment is destroyed every day, we need more efforts to make a positive difference. Because many dangerous phenomena threaten our societies and countries and the lack of awareness is widespread, we need to encourage students to act positively in their societies.

Ages:	12-18
Dates:	Ongoing
Language(s):	English
Forum:	media.iearn.org/projects/studentsunlimited
Contact:	Elgohary Helal Elgohary, gohary61@yahoo.com , Ahmed Gamal Saad, Ajs_eg@yahoo.com , Mohammed Hamza, m_hamza_m@yahoo.com , Egypt

The Bullying Project

www.bullying.org is a multiple award-winning, non-profit online project that was created to help people around the world deal with the issue of bullying within a safe, positive and supportive international community. Participants in this project can learn that they are NOT alone in being bullied, that being bullied is NOT their fault and that they CAN do something positive about it. People can contribute their personal stories, poems, images, oral stories (audio files), music, animations and movies. In order to protect contributors privacy and security, no last names of young people, or personal contact information is published or shared with anyone else.

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.learnonline.org/projects/bullying
Website:	www.bullying.org
Contact:	Bill Belsey, Canada, mail@coolclass.ca

A collaborative international project that addresses the issue of bullying within a safe, positive and supportive community.

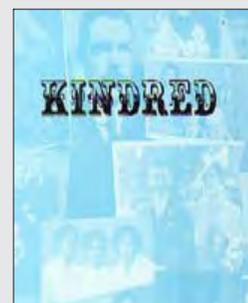


Kindred - Family Histories

Students are asked to interview members of their immediate family (mother, father, brothers, sisters), extended family (grandparents, uncles, aunts), neighbours or friends in the local community. They should ask them about experiences in their life that have been affected by the events of world or local history. Events may include war, natural disasters, migration, important discoveries, monuments, famous places and so on. Students should focus on the impact on the family. Through participation in the exchanges, students gain a greater understanding of themselves as a member of their local community and learn about life in other countries through the events that shape the lives of other contributors. Among the themes for this year is an exploration of family histories in 2001, 1991, 1981, 1971, and 1961.

Ages:	All
Dates:	January - June 2012. Registration: January 2012.
	Research and interviewing of community members: February - March 2012.
	Posting stories and responding to other stories: April - May 2012.
Language:	English
Forum:	media.learnonline.org/projects/kindred
Contact:	Judy Barr, Australia, judybarr@learnonline.org.au

Students research events in the lives of members of their family or local community to find how they have been impacted by history.



One Right, One People

One Right One People Project is a project designed for students around the world, to learn, share, investigate and find solutions to the global issues affecting them. Participants of this project will have the opportunity to serve as ambassadors in their various countries to work hand in hand with stakeholders to find solutions to problems affecting their country.

Ages:	All
Dates:	Ongoing
Language:	English
Forum:	media.learnonline.org/projects/orop
Contact:	Richard Malcolm, Ghana, rmalcolm@aol.com

The project is mainly focused on advocacy, empowerment, capacity building and solving issues related to Rights of people and the MDG's.



Future Citizens

A project encouraging youth to develop leadership skills for "thinking globally and acting locally."

The project focuses on rights and duties of the citizen, tolerance and freedom, civic responsibilities, and engagement. Between September-May, students research laws, elections, and governmental systems in their own country as well as complete a service learning project such as a voter registration drive, volunteering for a candidate, volunteering at the polls, or writing letters to government officials about important community issues. Students will monitor the international press for reports on human rights and election results. Students will create a documentary of their work in a photo journal, video tape, or multimedia presentation, to be shared online.

Ages:	11-19
Dates:	September-November, 2011 January-April, 2012
Languages:	English
Forum:	media.learnonline.org/projects/futurecitizen/
Contact:	Freda Goodman, USA, fredagoodman@gmail.com

One Brick at a Time

Participants will engage in a range of activities to develop skills and confidence to succeed in their future professional lives.



This is an interactive collaborative project with facilitated activities for international classes to work on. We want to create a global learning community between children in developed countries and children in developing countries through the magic of media. Sometimes problems across the globe seem so far away and students may feel sad about it, but they don't feel a real connection and they need to. It is really good for children in developed countries to know how life can be for children in developing countries and it is really good for children in developing countries to know how life can be for children in developed countries. It will increase their knowledge, so when they grow up they will have a better view of the world.

Ages:	up to 18
Dates:	Ongoing
Languages:	English
Forum:	media.learnonline.org/projects/learn-empower
Contact:	Ibrahim Kamara, Sierra Leone, dmark2wise@gmail.com , Margaret Hoogland, USA, margarethoogland@hotmail.com , Silva Skoberne, Slovenia, silva.skoberne@gmail.com

My City and Me

Youth research and share ways they can improve life in the place they live.



In this project students will learn more about local governments, research what they can do for the youth in their community, and successfully communicate with their local governments. Possible activities include: group discussions, meetings with the local governments, videoconferences, and making presentations.

Ages:	13-18
Dates:	September 2011 - May 2012
Languages:	English, Russian
Forum:	media.learnonline.org/projects/mycity
Contact:	Olga Prokhorenko, Russia, olgap1471@gmail.com

Natural Disaster Youth Summit 2012

Our ultimate goal is to enhance awareness of natural disasters to families, schools and local communities around the world. NDYS will build a global disaster management education network utilizing Information and Communications Technology (ICT). NDYS has four programs, however, you need not to do all programs. You can select one or more programs. **1) “Global Disaster Safety Map” Program.** Students will create a Disaster Safety Map of their school’s surrounding areas. **2) NDYS Teddy Bear Exchange and Kid’s Safety Bag.** As a subsidiary program, the NDYS Teddy Bears (NDYS Little Ambassadors) will be exchanged between partner schools to strengthen the friendly bond at the NDYS conference. Each School can make Kid’s Safety Bag (Emergency bag), too. **3) Discussion, Exhibition and Oral Presentation.** Discussion on the iEARN NDYS forum. Theme: 'My experience of a natural disaster.' Students who want to tell their experiences of natural disasters can put your message on the NDYS forum. Through this program, students will grow as global citizens who take actions and share their knowledge of disaster management to local people. We expect students to be NDYS Ambassadors to let people understand the importance of preparedness for the next risk. Their schools will be the center of community education for disaster management. We welcome teachers and civic volunteers to support students' learning and activities. **4) Original Activities at your school.** You can introduce original activities at your school related to disaster reduction.

A project in which children learn how to cope with natural disasters such as earthquakes, volcanic eruptions, wildfires, floods, hurricanes, landslides, tsunamis, droughts through communication and collaboration with global friends.



Ages:	All
Dates:	Ongoing. Natural Disaster Youth Summit 2012 will be held July 2012 in Trinidad and Tobago at the iEARN Annual Conference.
Language(s):	Mainly English and Japanese. Other languages will be used as supporting languages.
Website:	ndys.earn.jp
Forum:	media.earn.org/projects/ndys
Contact:	Yoshie Naya, yoshie.naya@gmail.com , Kazuko Okamoto, kazuko.okamoto05@gmail.com , Japan, Doris Wu, Taiwan, doriswutaiwan@gmail.com , Nimet Atabek, Turkey, atabeknimet@gmail.com , Gia Gaspard Taylor, Trinidad and Tobago, earntrinidadtobago@yahoo.com

Marriage Customs Around the World

The idea of this project was developed as part of a professional development program at the iEARN Conference in Taiwan in July 2011. We were from different parts of the world, all with our own culture, so we decided together to work on a project that would be of great interest to our students. We would like our students to work on marriage because it is interesting to know about other cultures and other ways of celebrating marriages. As part of the project, we will discuss global citizenship, and how our future generations can raise awareness about our similarities and differences.

A project about marriage customs all over the world



Ages:	10-15
Dates:	Ongoing
Language:	English
Forum:	media.earn.org/projects/marriage
Contact:	Ubayy Arafah, Palestine, ubayy-arafah@hotmail.com Marva Miles, USA, milesm@fultonschools.org Abdellah Ghazi, Morocco, ghazi1ma@yahoo.com

UNESCO World Heritage Sites

Students study the heritage of their country, teach each other, then make guided tours to a place in their country.



Students explore the heritage of their country and any UNESCO heritage place that exists in it, its history, the tales about this place, its meaning in their country's history, and the history of the world. Photos and drawings can be sent to the project's media album. Students are encouraged to ask each other about UNESCO heritage sites in their countries. If it is desired, partners can be arranged with another school.

Ages:	10 and up
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/learn/heritage
Contact:	Inga Paitchadze, Georgia, ngo.siga@gmail.com Ruty Hotzen, Israel, eh2y42@gmail.com , and Rohan Perera, Sri Lanka, rohansperera@yahoo.com

Local History

Students research and share the history of their own town or area, and learn from the findings of the peers in other parts of the world.



Participants research the history of their town or area and post their findings in the online forum. Students practice research skills (interviews, letters, diaries and books) and gain an understanding of the significance of local history to their present lives. By reading and responding to messages on the forum, participants will have a chance to make cross-cultural comparisons across a global context.

Ages:	11-19
Dates:	September 15, 2011 – June 15, 2012
Languages:	English, Russian
Forum:	media.pearsoncmg.com/projects/localhistory
Contact:	Shukufe Najafova, Azerbaijan, shukufa1961@yahoo.com and Rimma Zhukova, Russia, rimma_zhuk@yahoo.com

Historic African Women Leaders

Students will learn about African women leaders in history by reading narrative accounts and conducting, exchanging, and presenting their own research and interpretations.

Students will create a timeline, conduct research, consider opposing viewpoints, and write and cooperatively present a news broadcast to communicate the results of their research about the African woman leader. The first woman is Queen Mother Nana Yaa Asantewaa of what is now modern day Ghana.

Ages:	8-15
Dates:	Ongoing
Language:	English
Forum:	media.pearsoncmg.com/projects/africanwomen
Contact:	James AgyenKwaku, wailerwails@yahoo.co.uk , Sally Appiagyei-Frimpong, sallyappiagyei@gmail.com , Ghana Salome Yilma, USA, syilma@ethidolls.com

My School, Your School

Students compare school life in different countries around the world.



We are looking for partners around the world who would like to join us in a project to compare school life in different countries. The project aims to make students aware of the strengths and weaknesses of their own educational system and show them different ways of improving it and building a sense of identity.

Ages: All
 Dates: Ongoing
 Languages: English, and Spanish
 Forum: media.iearn.org/projects/myschoolyourschool
 Website: myschoolyourschoolproject.blogspot.com
 Contact: Silvana Carnicero, silvanacar01@yahoo.com.ar
 Jaqueline Canzobre, jaquelinecanzobre@yahoo.com.ar
 Mariela Sirica, marielasirica@yahoo.co.uk, Argentina

For Spanish version (Mi Escuela, Tu Escuela), see page 55.

My Dream World

A warm and open place for all students to share ideas about their ideal world.



This project provides an opportunity for students to share their ideas about their dream world through essays, prose, poems, short stories, or pictures. Hopefully "My Dream World" will promote communication and understanding between students from different countries by sharing information and learning about one another's ideal world.

Ages: All
 Dates: Ongoing
 Language: English and Farsi
 Forum: media.iearn.org/projects/dreamworld
 Website: iearn.saf.ir/dreamworld
 Contact: Mino Shamsnia, Iran, shamsnia@gmail.com

Folk Costumes Around the Globe

Exchange pictures and descriptions of folk costumes in your country.



A project for students to share their folk/national costumes with other students and teachers in the world, and to promote their folk art and traditions. Students will send pictures of folk costumes from their countries, with a short description of them, and give information about the occasions on which people wear, or once wore them.

Ages: 10 -19
 Dates: Ongoing
 Languages: English, Romanian, French, Russian, German, Spanish
 Forum: media.iearn.org/projects/folkcostumes
 Website: iearn.dej.ro/projects/FolkCostumesAroundTheGlobe
 Contact: Cornelia Platon, Romania, nelly_platon@yahoo.com

National Crops in the World

Through this project, participants learn about the crops of their community, their way of life, and their importance towards the nation and environment. They share information with each other by means of photos, essays and videos. They exchange products made out of crops between countries via postal mail. They compare differences between the same crops in different countries. The facilitator will match and connect 2 or more countries for pre-scheduled video conferences. In addition the facilitator may organize visits and activities combining many countries to explore national crops around the world.

Participants research information about the crops of their community and share their findings with each other.

Ages:	8-15
Dates:	Ongoing
Languages:	English
Forum:	media.earn.org/projects/crops
Contact:	Lakshmi Attygalle, Sri Lanka, larttygalle@yahoo.com

This project is an exchange of writing, drawing and pictures about population, culture, geography, agriculture, industry, economy, and environment. We would like to collect information about countries participating in this project, and to have students analyze their comprehension of what their countries mean to them by choosing characteristics of their own countries that they value most, and sharing essays on these topics with their counterparts in other countries.

My Country

An occasion to know more about participating countries in iEARN.

Ages:	12 - 18
Dates:	Ongoing
Languages:	All, with focus on English and French
Forum:	media.earn.org/projects/mycountry
Contact:	Safietou Ndiaye, safietoundiaye2002@yahoo.fr Salimata Sene, sallsenma@yahoo.fr , Senegal



Get to Know Others

Students study their own culture, traditions and ways of life, making comparisons between their culture and others to find similarities and differences. They may also write reports and/or create art reflecting their own cultures and traditions, their daily lives, and how to celebrate weddings, and other special occasions.

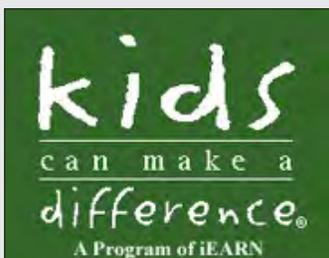
An educational endeavor to give students the chance to learn about their own culture as well as others.

Ages:	All
Dates:	Ongoing
Languages:	English and Arabic
Forum:	media.earn.org/projects/gettoknowothers
Contact:	Ahmed Abd-Elsattar, abdsattar1@gmail.com , Gamal Kasem, gmlkasem@yahoo.com , Egypt



Finding Solutions to Hunger

Participants will research and discuss the root causes of hunger and poverty in the world and take meaningful actions to help create a more just and sustainable world.



Participants will study of hunger/ food justice by examining their own eating patterns. After sharing food diaries and analyzing types and amounts of food consumed per person, students will participate in activities to help understand how food and resources are distributed globally. The next area of study is to learn about why people are hungry. Finally, students will become problem solvers in working to end hunger. Participants will create a service-learning project to educate their school/community about hunger and how people can effect change. They will document their project through video or digital photography and share it online.

Ages: 5-18
 Dates: September 2011 - June 2012
 Language: English
 Forum: media.iearn.org/projects/hunger
 Website: www.kidscanmakeadifference.org
 Contact: Deanne McBeath, dmcbeath@villagecharter.org
 Larry Levine (Kids Can Make a Difference), kids@us.iearn.org, USA

We Are Teenagers

A project that allows young people to learn about popular fascinations of their peers and choose possible new hobbies for themselves.

Everyone has their own interesting particularities. We have decided to create a project to help young people learn about the most popular youth fascinations worldwide and about the possibilities for self-expression among young people. Such information will help to lessen the incomprehension between teenagers and older people and serve as a bridge between generations. Students will prove that modern youth culture isn't only a word.

Ages: 5-18
 Dates: September 2011 - May 2012
 Language: English
 Forum: media.iearn.org/projects/teenagers
 Contact: Valentyna Sakhatska, Ukraine, vsakhatska@gmail.com

The Way We Play

Participating classrooms research and discuss ancient and modern toys, dolls and play activities, the socio-cultural contexts in which they occur, and the way they are played.



Participating classrooms are invited to explore their own toys and play activities and the play heritage of their communities and present to the world detailed descriptions of the play things. How are they used? What do they symbolize? What messages do they convey? What are the cultural backgrounds in which they are used? Participants are encouraged to discuss their findings and exchange not only information but toys and games as well whenever possible. For participating classrooms, the project should answer the following questions: What's the name of the game or activity? Who plays it? (ie age and gender. Is it for teens or younger children? Is it for boys or girls?) How is it played? Where is it played?

Ages: 5 and up
 Dates: March 2012 - April 2012
 Languages: English
 Forum: media.iearn.org/projects/play
 Contact: Mbarek Akaddar, Morocco, Akaddar13@hotmail.com

Machinto - Hiroshima and Today

Based on those books "Machinto" and "Sadako" related to Hiroshima/Nagasaki, participants learn about what wars bring us and research where little birds "war affected children" are still crying somewhere in the world today. They will make creative picture books about peace and friendship to send to those little birds in the world.

Using Japanese books such as Machinto and Sadako, participants learn about war and peace

Ages:	All
Dates:	September 2011 - July 2012
Languages:	English, Japanese
Forum:	media.iearn.org/projects/machinto
Contact:	Yoko Takagi, Japan, yoko@iearn.jp , Mali Bickley, mali@iearn-canada.org , Jim Carleton, jim@iearn-canada.org , Canada



Early People's Symbols

This inclusive project is for all students and we encourage schools with students who have disabilities and handicaps to participate to work in small collaborative groups to research cultural symbols by using the Internet, local historical records, cultural books from the library, art books, and artifacts such as rugs, wall, ceiling, or floor drawings, pictographs in their communities and to briefly tell the story related to the symbol using journals, PowerPoint Presentations, videos or digital photos of the artifact, and create a drawing of the symbol. Upon completion of the research and documentation of the story behind the symbol they will share their artwork and stories in the forum.

Exploring early people's symbols and their cultural history.

Ages:	5-18
Dates:	September 2011 - June 2012
Languages:	English, Arabic, French
Forum:	media.iearn.org/projects/iearn-symbols
Website:	sites.google.com/site/earlypeoplesymbols/
Contact:	Abdelaziz Rhazzali, Morocco, rhazzali@gmail.com , Christine Hockert, chockert@comcast.net , Christine Kolstoe, ckolstoe@yahoo.com , USA



Product in a Bag

After researching the needs and wants of the people in another country, students will utilize everyday items given to them by their instructor to create a product and a marketing plan. Students will communicate with other students of the designated country to learn about their interests and needs. Using the six to eight items (which can include an eraser, bottle cap, etc.) given to them in a brown paper bag, students will invent a product and draw up a plan to sell to their peers in the other country. Each school will then evaluate the finished products.

Students discuss entrepreneurship and innovation, research the needs of another country, and design a creative product and marketing plan accordingly.

Ages:	15-18
Dates:	October 2011 - June 2012
Language(s):	English
Forum:	media.iearn.org/projects/yiep
Contact:	Freda Goodman, USA, fredagoodman@gmail.com

My Country Flag

Students exchange information about their own country flag and what its colors and design mean.



Students are welcomed to talk about country flags, their history, what the colors of their flags connote, and what changes their flags have undergone during different phases of history. Students can also exchange information with friends from around the world to learn about their countries.

Ages: 7-18
 Dates: October 2011 - June 2012
 Languages: English, French, Arabic
 Forum: media.lear.org/projects/countryflag
 Contact: Aicha Smaili EL Alaoui, aichasmaili@yahoo.fr,
 Mounia Kajjou, nicemouna@yahoo.com, Morocco

My Stamp

Students talk about their own country stamps and about the stamps they create.



Students are invited to talk about their country's stamps, their history, why their are particular images used on their stamps, and what categories they can identify in their collections. Students are invited to research, and write essays, short descriptions and poems. Classroom discussions are also encouraged as well as drawings and even paintings. Students can also discuss their country's "Stamp Day" or when the adoption of a particular stamp took place. In addition, participants can create their own stamp designs to share with others.

Ages: 5-18
 Dates: Ongoing
 Languages: Arabic, English, Hebrew, Spanish
 Forum: media.lear.org/projects/stamps
 Contact: Ruty Hotzen, Israel, eh2y42@gmail.com

Friends Book - Let's Go...Together!

Participants draw and exchange the pictures of themselves and their life, discuss their drawings, and create one Friends Book.



Every day young people with various disabilities face problems overcoming their closed community and becoming open to new contacts, communication with others and common living in society, especially internationally. Friends Book offers a possibility to find new friends among various youth groups. Participants will draw images of themselves, their homes and their dreams, and then exchange and discuss them to find new friends. From the images, we will compose a Friends Book and make hard and virtual copies of each book with contacts and pictures instead of photos. By drawing themselves we believe both youth with disabilities and without from all over the world will step towards each other and help to overcome various barriers appearing in their lives and communities.

Ages: 10 and up
 Dates: Ongoing
 Languages: English, Russian, Belarussian
 Forum: media.lear.org/projects/friends
 Contact: Liudmila Trebunskikh, Belarus,
milatrebunski@yahoo.com

Science, Technology, and Math

Students write about and interact on environmental issues facing their communities during the year. Since 1995, a youth planning committee has coordinated an annual event in April, which brings together youth of the world to share how they are using technology in environmental projects. Students investigate water and forest habitats, recycling, waste management, endangered species, energy use and a variety of other topics. Possible project/classroom activities include investigations of habitats, tree surveys, weather observations, energy and resource use, water testing, investigations of cultural perspectives on the natural world, etc.

Our expected outcomes are to inspire other cities and nations to have their own YouthCaNs so that one day every human may participate positively and effectively toward a healthy planet Earth. Ongoing, physical meetings worldwide in March and April, including a conference at the American Museum of Natural History in New York City, USA, as well as in Egypt, Lebanon, and other countries.

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.iearn.org/projects/youthcan
Website:	www.youthcanworld.org/
Contact:	youthcan@us.iearn.org

YouthCaN

Students facilitate an on-line network of students using telecommunications technologies to undertake and/or share environmental work locally and around the world.



Our Rivers, Our World

Students study the impact of human behavior on river health in several countries.



A project promoting active citizenship through international environmental science collaboration among science teachers and their students. Groups will participate in river excursions with "hands-on" water analysis, professional mentoring and networking, videoconferences, and workshop presentations. All iEARN participants are invited to participate in the project's online forum. Students are encouraged to sample water from local rivers in their community and share their findings with the wider iEARN community.

Ages:	12-18
Dates:	Water sampling/analysis can happen anytime between Sept 2011-May 2012. US students will be testing water/posting to the forum in April or May 2012.
Language:	English, others are welcome
Forum:	media.earn.org/projects/rivers
Contact:	Rajib Das, Bangladesh, dasrajib@easternuni.edu.bd , Jessie Gorant, jgorant@teaneckschools.org , Walter Hickey, whickey@teaneckschools.org , USA

To Dam or Not to Dam (Rivers)

Investigate the environmental, social, cultural and economic effects of the construction of a large dam in your area.

Large dams provide starting points for an interdisciplinary project with a significant science component along with history, geography, and economics. Many large dams in the world have been built within the past few decades or are currently under construction. This allows before-after comparisons through direct observation and interviews. Participants focus on a dam in their region, study it and share with others.

Ages:	8-18
Dates:	Ongoing, beginning September 2011
Language:	English
Forum:	media.earn.org/projects/dams
Contact:	Michael Tempel, USA, michaelt@media.mit.edu

Sandwatch

Sandwatch seeks to change the lifestyle and habits of youth and adults on a community-wide basis, and to develop awareness of the fragile nature of the marine and coastal environment and the need to use it wisely.

Sandwatch provides the framework for school students, with the help of their teachers and local communities, to work together to critically evaluate the problems and conflicts facing their beach environments and to develop sustainable approaches to address these issues. With a strong field monitoring component, Sandwatch tries to 'make science live', yet remains inter-disciplinary with applications ranging from biology to woodwork and from poetry to mathematics. Sandwatch covers topics such as observation and recording, erosion and accretion, beach composition, human activities, beach debris, water quality, waves, longshore currents, plants and animals.

Ages:	All
Dates:	September 2011- May 2012
Languages:	English, but welcome students speaking other languages.
Forum:	media.earn.org/projects/sandwatch
Website:	www.learntandt.interconnection.org
Contact:	Rondelle Keller, rondellekeller@gmail.com Andy Paul, acpaul2@hotmail.com , Trinidad and Tobago

Our Footprints, Our Future (OF2)

Students are encouraged to measure their “footprint” of carbon gas emission through a Kid’s Calculator developed by iEARN and Zerofootprint.net. Students can set personal and school goals to make lifestyle changes to reduce their carbon footprint size and compare their footprints with those of other schools, countries, ages and gender. In the forum, students discuss what they have done to reduce their footprints and those of their families and work together internationally on projects to reduce (CO)2 emissions.

An online carbon footprint calculator tool for environmental projects.

Ages: All
 Dates: Ongoing
 Languages: English
 Forum: of2.iearn.org
 Contact: of2@us.iearn.org

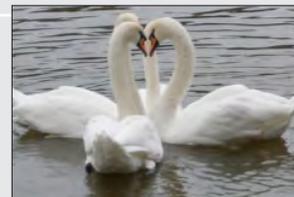


Together with Birds

Through the project participants learn about the birds of their community, their way of life and problems. They share information with each other through photos and essays. During the project various competitions and actions directed at maintenance of populations of birds of a city will be carried out. Activities include birdwatching, research, and supporting wintering birds, including making bird houses.

Participants research information about the birds of their community through birdwatching and share their findings with each other.

Ages: Russian and English
 Dates: October 2011 - May 2012
 Language: English, Russian
 Forum: media.iearn.org/projects/birds
 Contact: Svetlana Yakubovskaya, Belarus, svetlexa@gmail.com



Daffodils and Tulips

Classrooms around the world choose Daffodil and/or Tulip bulbs to plant. Students will be asked to collect temperature data throughout the experiment and report to the group. In addition, they will report when the blooms appear. Students will have opportunities to use and practice math skills, science skills, and appreciate geography and culture. The project can be as involved or as simple as your class needs it to be.

Students around the world plant bulbs together and collect data on various parameters (latitude, longitude, sunlight, temperature etc.), tracking when they blossom.

Ages: All
 Dates: We will plant on the last week of November 2011. The project will be ongoing until all tulips and daffodils bloom, around May.
 Languages: English
 Forum: media.iearn.org/projects/daffodilsandtulips
 Website: www.elementaryworkshop.org/Students/Daffodils/Daffodilprojectindex.html
 Contact: Ruty Hotzen, Israel eh2y@netvision.net.il
 Amy Dwyer, USA ewmstech@elementaryworkshop.org



Solar Cooking

Participants are invited to experiment with alternative energy uses by making, testing and using solar cookers.



Participants are invited to experiment with alternative energy uses by making, testing and using solar cookers. Recipes, construction tips, experiments and research findings will be shared on line and compiled on a web site.

Possible activities include:

- A) design original solar oven.
- B) compare insulation materials, panel cookers to box cookers, heat trap materials, and effects of climate changes on solar cooking.
- C) create advertisement for solar cooking.
- D) debate use of solar cookers.
- E) write letters to local newspapers about benefits of using solar energy.
- F) create web page about solar cooking.
- G) write and present public service announcement for radio or TV about need to conserve energy, deforestation issues in third world countries, problems with fossil fuels, greenhouse effect, or global warming.
- H) create mural depicting history of solar energy.
- I) write and perform play or skit about importance of solar cooking.
- J) compile solar cookbook with tips on converting standard recipes to solar oven recipes.
- K) create board games focusing on solar energy facts.
- L) fund raise to sponsor solar cookers in rufugee camps and developing countries.

Ages:	All
Dates:	Ongoing
Languages:	All + English, Spanish, or French translations when possible.
Forum:	media.learnonline.org/projects/solarcooking
Website:	http://www.miamicountryday.org/page.aspx?pid=966
Contact:	Rowena Gerber, USA, gerberr@miamicountryday.org

Eradication of Malaria

Students analyze the causes, effects, prevention and treatment of malaria worldwide.



Malaria is one of the oldest and most frequently occurring infectious diseases in humans, killing more than 2.7 million people a year, most children and pregnant women in Sub-Saharan Africa. Half a billion people are infected by malaria annually. This project is motivated by the preventable deaths we have seen because of this disease. This project encourages youth to research and discuss the issues, as well as seek solutions through hands-on action projects.

Ages:	5-18
Dates:	Ongoing
Languages:	English
Forum:	media.learnonline.org/projects/malaria
Website:	botswana.malaria-eradication.org
Contact:	Tommie Hamaluba, Botswana, tommiehamaluba@yahoo.com Bill Meyers, USA, bmeyers@dawsonschool.org

Moon Observation Project

This project is an exploration in astronomy and mathematics, especially geometry. The starting point is direct observations of the moon. Participants take photos of the moon in various phases and share them. On a given day the shape of the moon appears the same from anywhere in the world. At different times we may see a full moon, a slim crescent, or something in between. Actually, the half of the moon facing the sun is always lit by sunlight, but how much of the lit portion we see from earth at any given time depends on the positions of the earth, moon and sun. Using diagrams, animations and by conducting hands-on experiments, participants will come to understand why the phases of the moon occur.

Ages: 5-18
Dates: September to December 2011
Languages: English
Forum: media.iearn.org/projects/moon
Contact: Michael Tempel, USA, michaelt@media.mit.edu

No matter where in the world we are, we are all seeing the same moon, but how it appears depends on where we are located. Why?



ANIA Children's Land/ Tierra de Niños

Young people cultivate gardens in their communities, form leadership teams and learn about land stewardship according to the sustainable Incan methodology which requires farmers to cultivate one third of any given parcel of land to share with their community and one third for nature (meeting the needs of the ecosystem), and one third for his/her own needs. Students are encouraged to share their stories through photography and digital storytelling. Extensive curricular resources and guidance are provided.

Ages: 5-18
Dates: Ongoing
Languages: English
Forum: media.iearn.org/projects/gardens
Website: www.mundodeania.org
Contact: Tania Westby, tawestby@seattleschools.org
Jennifer Geist, jenngeist@gmail.com, USA

Share sustainable gardening projects with digital photography and storytelling!



Tub Gardens

Participants will make tub gardens - micro eco-systems created in containers to encourage diversity and sustainability.

The project is aimed at fostering active appreciation of nature and biodiversity amongst students by encouraging them to study eco-systems as a network. The vegetation selected for the garden ideally should be a mixture of fruit trees, vegetable and decorative plants which will serve to trap carbon dioxide from the atmosphere as well as produce food and attract various insects necessary for biodiversity. Because students will be making their own decisions as to what actions to take in their project they will be able to see directly the effect our decisions have on the natural systems around us.

Ages: 5-18
Dates: Starts in September, but this is flexible-participating members based on climatic variations, may modify start dates to suit their individual needs and also based on observations as well as the progress of their individual work.
Languages: English
Forum: media.iearn.org/projects/gardens
Website: www.iearntandt.interconnection.org/tub_gardens_project.htm
Contact: Yema Jaikaran, Trinidad and Tobago, yema.jaikaran@yahoo.com



Learning Circles



Learning Circles is a telecollaborative project-based methodology for placing students and teachers into international teams or “Circles” to develop global projects around a shared theme. The process creates highly interactive, reciprocal teaching and learning environments in which classrooms engage in telecollaborative project work. The shared task is to create a Circle publication that collects or summarizes all the projects created by the classrooms in each Circle. Since these Circles are a group activity with a specific set of activities along a timeline, it is necessary for those who are interested in participating in this project to request placement in a circle two weeks before the beginning of each of the sessions. See www.iearn.org/circles/ for more information, and teacher resources developed by Margaret Riel, the creator of Learning Circles, and Barry Kramer, the Learning Circles coordinator.

Schedule for 2011-2012

September to January Session: Begins September 30, 2011 and ends on January 14, 2012 (15 weeks with a 1-week break in December). Online registration is due by September 15, 2011.

January to May Session: Begins January 30, 2012 and ends on May 25, 2012 (15 weeks with a 1-week break in April). Online registration is due by January 15, 2012.

Online Registration Website: media.iearn.org/coursereglc

Learning Circle Structure

- Each Learning Circle is composed of a group of 6-8 classes who work together during an entire session. At the beginning of each session, new Circles with peers from new locations are formed from the participants who register for that session. About 4-7 countries are represented in each Circle.
- Every classroom participating in a Learning Circle has an opportunity to propose and carry out a project in collaboration with the other groups in their Circle. Online facilitators and the Learning Circles Teacher Guide (available at www.iearn.org/circles/lcguide/) provide suggestions to help both new and experienced Learning Circles participants. The Guide provides detailed descriptions of Learning Circles and includes many suggestions on how to structure cross-classroom collaborations in your classrooms.
- Each classroom makes a commitment to contribute written work to each of the projects proposed by the other classes. Every member of a Circle is involved in making all Learning Circles projects successful.
- Learning Circles interaction is structured into 6 phases and each Circle culminates in the creation of a collaborative publication. Each classroom team is responsible for editing and publishing a project report for the group publication.
- The four main themes for Learning Circles are: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero. The My Hero theme is a collaboration between Learning Circles and the My Hero Project (www.myhero.com). Wendy Jewell will be facilitating and leading the My Hero Learning Circles.
- Classes are given assignments in advance of each session around common themes and similar grade levels. To sign up for a Learning Circles, please fill out the placement form on the Web at <http://media.iearn.org/coursereglc> or write to Barry Kramer at bskramer48@hotmail.com.
- Additional Circle themes such as the Bat-Chen Diaries, My City and Me, Global Issues, and My Hero Learning Circles: Call To Action are scheduled to be offered this year based on interest of participants.

<p>Computer Chronicles Learning Circles</p>	<p>This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. Classrooms solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by circle partners to form the completed Circle publication.</p> <p>See www.learn.org/circles/lcguide/cc/cc.html to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.</p>
<p>Mind Works Learning Circles</p>	<p>Mind Works is a writing theme designed to enhance creative and expository writing as well as develop different forms of self-expression. Writing topics explore fictional and creative writing forms. The goal is to help students learn how to communicate their thoughts and feelings in writing, then share and compare them with other students from distant places. The Circle publication for Mind Works is a literary magazine that might be called Creative Minds, Mind Works, or a name selected by the group. The sponsored projects could be a specific form of writing such as: personal narratives, place poetry, city dialogues, school fables, local myths or personifications of local products. Or students can select a topic to sponsor and request different forms of expression on subjects like the family, jobs, schools or cities.</p> <p>See www.learn.org/circles/lcguide/mw/mw.html to learn more about Mind Works in the Mind Works Teacher's Guide.</p>
<p>Places and Perspectives Learning Circles</p>	<p>The Places and Perspectives theme encourages students to explore regional history, culture, government, and geography by sharing their knowledge with people from different locations. The goal is to help students understand how historical events and geographic conditions interact to help shape their lives and gives them a deeper understanding of themselves, their families and their communities. Each classroom sponsors a project for a section in the Places and Perspectives Review. For instance, a classroom might sponsor a section on local legends, interview native inhabitants or the elderly, describe the historical attractions of the area, examine local constitutions, or compare weather patterns, map studies.</p> <p>See www.learn.org/circles/lcguide/pp/pp.html for the Places and Perspectives Teacher's Guide.</p>
<p>My Hero Learning Circles</p>	<p>My Hero Learning Circles, a collaboration between Learning Circles and the My Hero project (www.myhero.com), is a writing and multi-media theme designed to inspire students to create hero stories from around the world. This Circle experience brings together students and teachers who are interested in collaborating with other schools from diverse areas of the world on the topic of My Hero through writing, photography, digital arts, audio, drama and short film. Students share cultural information and discuss issues and themes regarding heroes using the traditional Learning Circles format. Final publications are posted on the My Hero Website using the online Organizer tools.</p> <p>My Hero Learning Circles: Call To Action Dates: January to May 2012 Learning Circles session.</p> <p>This Circle will be comprised of participants who have participated in the September 2011 to January 2012 session on My Hero Learning Circles. The goal</p>

of this Circle experience will be for students and educators to create an action component by which they would either seek to support the work of an identified hero(es) or they would create a local initiative to continue or implement the actions of an identified hero(es).

In addition to the four themes for the 2011-2012 sessions, Computer Chronicles, Places and Perspectives, Mind Works, and My Hero; teachers are invited to sponsor and facilitate a theme for a special Learning Circle. If you have a project idea or suggestion contact Barry Kramer at bskramer48@hotmail.com to develop a plan to advertise and gather support for your project. In order to develop a special Circle theme it is best to start the process at least two months before the beginning of the Learning Circles sessions. It is also best to have a facilitator and some classes that may already be interested in the theme.

If any iEARN member would like to use the Learning Circles format for your project please contact Barry Kramer for information and ideas on how to facilitate communication and interaction among your project participants.

“Today's learners are tomorrows' leaders”

The Global Teenager Project (GTP), offers thematic Learning Circles to Elementary, Secondary and Vocational schools, including Special Needs Education. Founded in 1998, GTP offers collaborative global learning to over 20.000 students in now 42 countries, with Belgium and the Philippines as newest members. GTP offers Learning Circles in the following seven languages: English, French, Spanish, German, Dutch, Papiamentu and Arabic. GTP Learning Circles are offered twice a year, including themes based on the Millennium Development Goals.

Using Margret Riel's well known Learning Circles concept, GTP provides a structured, well-guided and facilitated learning process to engage students and teachers in a 10 week learning adventure. For schools taking their first steps in collaborative online learning, information and communication technologies, GTP provides an excellent kick-start in using ICTs in a meaningful way; for more experienced classes, it provides the opportunity to apply advanced inquiry-based collaborative learning skills and a special thematic Learning Circle for the “gifted and talented”

GTP is hosted under the Global Teenager Foundation and provides all students with a safe and structured environment in which they discuss global issues. It also gives them a strong basis in information and communication skills and valuable insights into understanding other cultures. Finally, it livens up the whole teaching process as teachers incorporate new ideas and methods into their classes.

This academic year four 'inclusive Learning Circles' in which 36 regular and special needs schools from Suriname, Curacao and The Netherlands participate, are scheduled to start in February 2012. These Wiki based Learning Circles enable Special Needs Education students to become a part of a broad learning community. For more information see: www.globalteenager.org

Registration takes place via the GTP country coordinators (see website). If your country is not listed please contact the GTP Project Coordinators Eliane Metni (Lebanon) – eliane@globalteenager.org and Bob Hofman (The Netherlands) – bob@globalteenager.org

Teacher Sponsored Themes

Global Teenager Project (GTP)

“Today's learners are tomorrow's leaders”



Languages in iEARN

iEARN is active in over 130 countries, with projects happening in over 30 languages. Most iEARN projects are multilingual, often with English serving as a medium for international collaboration. Projects in this section are being conducted in languages other than English. For more on various language communities and resources available, see <http://www.iearn.org/countries/language-resources>. In addition, the iEARN Collaboration Centre has a Google Translate tool embedded in the top right of every page that can be used to translate content on the site.

For additional projects, see individual iEARN country websites at www.iearn.org/countries. At the time of printing, country websites included the following:

Argentina, <http://www.telar.org/>
Armenia, <http://www.iearn.childlib.am>
Australia, <http://www.iearn.org.au/>
Belarus, <http://www.iearn4u.com>
Canada, <http://www.iEARN-canada.org/>
Czech Republic, <http://vok.gymck.cz/%7Eiearn/>
Egypt, <http://www.iearnegypt.org/>
India, <http://www.iearn-india.org/>
Iran, <http://iearn.saf.ir/>
Israel, <http://iearn-israel.org/>
Italy, <http://www.narnia.it/>
Japan, <http://www.iearn.jp/>
Jordan, <http://www.facebook.com/pages/learn-Jordan/203717169640869>
Lebanon, <http://iea.org.lb/>
Macedonia, <http://www.imor.org.mk/>
Mali, <http://www.mkj-learnmali.org/>
Morocco, <http://www.mearn.org.ma/>
Namibia, <http://www.schoolnet.na>
Netherlands, <http://www.iearn.nl/>
Palestine, <http://www.iearn.org/palestine/>
Pakistan, <http://www.iearnpk.org/>
Puerto Rico/Orillas, <http://www.orillas.org>
Qatar, <http://www.rotaknowledgenet.org/iearn-qatar/home>
Romania, http://www.iearn.dej.ro/en_index.html
Russia, <http://iearn-russia.org>
Sierra Leone, <http://www.learnsierraleone.org/>
Slovenia, <http://info.edus.si/iearn/>
Spain, <http://www.iearn.cat/>
Sri Lanka, <http://www.learnsrilanka.org/>
Taiwan, <http://taiwaniearn.org/>
Thailand, http://arts.kmutt.ac.th/iearn/home_en.htm
Uganda, <http://www.schoolnetuganda.sc.ug>
Trinidad and Tobago, <http://www.learntandt.interconnection.org/>
United Kingdom, <http://www.iearn.org.uk/>
United States of America, <http://us.iearn.org>

Spanish Projects:

For more Spanish projects, see iEARN Argentina www.telar.org/, iEARN Orillas www.orillas.org, and iEARN Pangea www.learn.cat.

Proyecto Tour Por El Mundo. Proyecto colaborativo interdisciplinario que busca fomentar el turismo del país de origen de los participantes y favorecer el conocimiento e intercambio de información. Su eje central es la investigación de los centros turísticos que tiene el país para luego darlos a conocer, al mismo tiempo que se aprende de los sitios maravillosos de los países hermanos. Edades: 10 a 17 años. Fecha: marzo a noviembre. Idioma: español. Foro: Tour por el Mundo. Facilitadora: Prof. Cristina Velázquez, tourmundial@telar.org.

Un Día en la Vida. Los invitamos a compartir en este foro relatos que reflejen su cultura a través de la descripción y narración de acontecimientos y eventos especiales para ustedes, sus familias y la comunidad en la cual viven. En estos trabajos pueden incluir relatos de sus vacaciones, celebraciones, ocasiones memorables como un cumpleaños, una graduación, el día que nacieron u otras experiencias que son significativas y que perduran en su memoria y en sus vidas. Los alumnos podrán dialogar con otros compañeros a partir de sus publicaciones fortaleciendo su habilidad para comunicarse a través del lenguaje escrito. Edades: 6 a 18 años. Fechas: marzo a noviembre. Idioma: español e inglés. Foro en español: Un Día en la Vida. Foro en inglés: One Day. Facilitadoras: En español: Adriana Aguinaga, undiaenlavida@telar.org. En inglés: Marta García Lorea, martagl@arnet.com.ar.

Creando Mi Propia Empresa. En este proyecto se trabaja en la creación de una empresa virtual o real, de acuerdo con las posibilidades de la escuela y de los estudiantes. Se comparten experiencias con personas de otros países, pudiendo comparar y aprender sobre mercadeo en otras partes del mundo, su moneda, la parte legal de cada país, las formas de comercialización, entre otras. Edades: 15 a 19 años. Fechas: febrero a noviembre. Idioma español. Foro: Mi Empresa. Facilitadora: María Patricia Ochoa Valbuena, mpochoav@telar.org.

Leyes de la Vida. Las "Leyes de vida" son las reglas, los ideales y los principios que las personas eligen para vivir. El Proyecto de Ensayos "Las Leyes de Vida" invita a los jóvenes a expresar, en sus propias palabras, lo que valoran más en sus vidas. Los participantes escribirán ensayos que pueden: describir las reglas, los ideales y los principios que rigen sus vidas; explicar las fuentes de sus leyes de vida (libros, experiencia de vida, religión, cultura, modelos de personas, etc.). Edades: 9 a 21 años. Fecha: continuo. Idioma: español. Foro: Leyes de la Vida. Facilitadores: Crescencio Orrego, crescencio@telar.org. María Patricia Ochoa Valbuena, mpochoav@telar.org.

Mis Mascotas y Yo. La idea de este proyecto es comunicar el vínculo establecido con los animales y la importancia en nuestras vidas desde edad temprana. Dado que los animales en general son un fuerte atractivo durante la infancia, muchos neños tienen mascotas en sus hogares. Al cuidarlos, protegerlos y observarlos, ellos pueden ser el instrumento que le permita al niño la exploración y exteriorización de sentimientos. Edades: 3 años en adelante. Fecha: marzo a noviembre. Idioma: español. Foro: Mis Mascotas y Yo. Facilitadora: Ani Sobrino, anisobrino@telar.org.

Motivación Cero. Los adolescentes en desigualdad de condiciones buscan mejorar la "motivación cero" que poseen para el estudio y buscan una salida digna a su problemática. Los alumnos investigan entre los componentes del grupo y su entorno el

motivo de desinterés hacia el estudio, exponen los resultados a los demás jóvenes del mundo a fin de comprender la problemática y poder aportar elementos a su solución. Edades: 13 a 19 años. Fechas: continua. Idioma: español. Foro: Motivación Cero. Contacto: motivacioncero@telar.org. Facilitador: Darío Martín, dariomartin21@telar.org.

Te Cuento un Cuento. En este proyecto nos proponemos lograr la producción de cuentos creados por los chicos, armarlos en PowerPoint y realizar el intercambio entre escuelas, pudiendo usarlos como recreación y con la variable de presentar solamente las imágenes y que hagan su propia versión del cuento. Edades: 3 años en adelante. Fechas: de marzo a noviembre. Idioma: español. Foro: Te cuento un Cuento. Contacto: Ani Sobrino, anisobrino@telar.org.

Ositos de Peluche. En este proyecto se hermanan clases que intercambian ositos de peluche por correo postal. Luego el osito envía a su lugar de origen un diario por correo electrónico, por lo menos una vez a la semana, en el que describe sus aventuras, los lugares a los que ha ido, las cosas que ha hecho y visto. Este proyecto apunta a motivar la escritura brindando a los niños un destinatario real. Ellos escriben su mensaje como si fueran el osito visitante. Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: Ositos de Peluche. Facilitadora en español: María Rídao, mariaridao@telar.org.

Juegos y Juguetes. Si lo que queremos para el futuro son adultos motivados, activos, equilibrados, creativos debemos dar a los niños de hoy, en todas las regiones, en todas las culturas, en todos los idiomas, el derecho a jugar. Este Proyecto tiene dos propósitos principales: 1º.- Rescatar el juego en sus diferentes formas y expresiones e intercambiar juegos y juguetes tradicionales y regionales, propios de cada cultura, orientados a desarrollar valores básicos: tolerancia, respeto, amistad entre docentes y alumnos de las escuelas participantes. 2º.- Establecer un intercambio intergeneracional con el objeto de generar sentimientos de respeto y comprensión hacia nuestros mayores. Edades: 5 a 8 años. Fechas: continuo. Idioma: español. Foro: Juegos y Juguetes. Facilitadora: Patricia Morales, patrielimorales@yahoo.com.ar.

Mi Escuela, Tu Escuela. El proyecto se propone que los alumnos busquen información sobre la vida escolar en distintos lugares y la intercambien con alumnos de otras escuelas para luego comparar sus realidades y así intentar mejorarlas. Edades: 6 años en adelante. Idiomas: español e inglés. Fechas: continuo. Foro: Mi Escuela, Tu Escuela. Facilitadora: Silvana Carnicero, silvanacar01@yahoo.com.ar.

La Familia. A través de este proyecto se propone el conocimiento de las particularidades de la familia en diferentes lugares, y en los diferentes momentos o situaciones en las que se encuentra para promover una reflexión y revalorización de la familia como pilar de la sociedad. Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: La Familia, Facilitadora: Sandra Pérez, sandraperez@telar.org.

Conectando la Matemática a Nuestras Vidas. Los estudiantes de este proyecto tendrán la oportunidad de unirse a estudiantes en otras partes del mundo para examinar sus propias vidas y comunidades y difundir temas relacionados con la justicia social y la igualdad desde una "perspectiva matemática". Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: Matemáticas. Facilitadora: Patricia Pietrovski, patrypie@gmail.com.

El Agua Nuestra de Cada Día. El objetivo de este proyecto es formar conciencia en niños, jóvenes y adultos acerca de la necesidad de cuidar y preservar el importante recurso natural que es el agua, conocer su composición, la importancia de ella en nuestras vidas y en todo lo que nos rodea para producir una reflexión sobre las posibles alteraciones en el ciclo del agua y por ende en el ecosistema de la comunidad debido a la acción humana, intercambiando actividades y resultados entre los diferentes participantes para tener un mayor conocimiento de la problemática y posibles soluciones a las mismas. Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: El Agua Nuestra de Cada Día. Facilitadora: Alicia Fernández, alifep@hotmail.com, aguanuestra@telar.org.

Adolescente Global. Este proyecto busca satisfacer la necesidad que tienen las diversas escuelas de todo el mundo de crear un ambiente de estudio internacional y, al mismo tiempo, integrar las TIC en sus planes de estudio. La actividad principal del proyecto es el "Círculo de aprendizaje internacional". Los Círculos de aprendizaje son ambientes virtuales creados para el intercambio cultural de estudiantes de todo el mundo. Bajo la coordinación de un facilitador, grupos de 8 a 12 clases de distintas escuelas establecen contacto usando la plataforma Wiki Space y el correo electrónico, y analizan un tema seleccionado por los mismos participantes. Edades: 6 a 20 años. Fechas: marzo a mayo y septiembre a diciembre. Idioma: inglés, francés, alemán, español. Sitio web: www.globalteenager.org. Contacto: Lucrecia Santiago, lucesantiago@yahoo.com.ar, lucrecia@globalteenager.org.

Nuevos Pulmones para el Mundo. Este proyecto se basa en la lucha contra la contaminación ambiental específicamente del aire, que provoca problemas de salud que dificultan y a veces impiden la vida de algunos niños. Edades: 5 a 19. Fechas: continuo. Idioma: español. Foro: Nuevos Pulmones para el Mundo. Facilitador: Verónica Mut, vea222@hotmail.com, nuevospulmones@telar.org

Un, dos, tres, TIC! (Alumnos Educadores). A través de este proyecto son los estudiantes quienes asumen un rol de educadores y nos brindan a los adultos, a través de videos, tutoriales y publicaciones digitalizadas, los conocimientos que han desarrollado en forma natural al utilizar los recursos tecnológicos y especialmente Internet. Edades: a partir de los 12 años. Fechas: Continuo (Marzo – noviembre). Idioma: español. Foro: Alumnos Educadores. Facilitadora: Prof. Cristina Velázquez alumnoseducadores@gmail.com.

Spanish and Catalan Projects

Youngcast. Youngcast (<http://youngcast.iearn.cat/>) is a tandem English-Spanish exchange project which provides a structured program of student activities using audio and video podcasting to help students to exchange ideas and to improve their second language. Moreover, this collaborative project aims to develop their speaking skills and to help students to learn about each other through participation in on-line video conferences between different groups of students. Teachers taking part in the project receive training and support in the use of ICT collaborative learning technology such as audio-casting, video-casting, moodle and learning blogs to bring the project to life. This project is organized by iEARN-Pangea and will be active from October - May. Do not hesitate to contact us at sergi.roura@udg.edu or register at <http://youngcast.iearn.cat/p/registration.html>.

3 Estacions (3 Seasons). Students work about a topic in three of the seasons of the year: autumn, winter and spring. Each group chooses a topic that can be studied in the three seasons (autumn, winter and spring) to see how it will vary during the school year. The productions of the participating groups depend on the topic they have chosen and the ICT tools to be used. They should make at least one activity in the project blog in each of the three stations. Ages 3-6. www.iearn.cat/3estacions

Bongoh. Simulation game where students travel to an imaginary archipelago. The islands of the Bongoh archipelago are in the shape of each Bongoh letters. In the first activity, participating groups introduce themselves. In the second activity, they explain how they arrived at one of the islands. In the third activity, they describe the place where they are. In the fourth activity, they meet other participants in a meeting face. In the last activity, they must decide whether to return home or stay on the island. All productions are posted on a blog. Teachers can choose the ICT tools their pupils are going to use to produce their products. Ages: 11-12. Email of facilitator(s): jarderi@xtec.cat, mguino4@xtec.cat, montser@pangea.org. Website: www.iearn.cat/bongoh

De Tres en 3 Contes ("3 to 3 Tales"). Designed to work the tales. There are three characters who will guide us in the world of storytelling. Students prepare a story without end and then they'll finish the story that another group class has prepared. Age/level: 7 years/2n in primary school. Timetable: February-May. Facilitator(s): Palmira Santamaria, palmira.santamaria@gmail.com. Website: www.lacenet.org/de3en3/

Geocating. Project designed to work with leading ICT tools and guidance in primary school and secondary school, where schools do a tour where they hide a treasure. After, they send data to the web to help others to find it. They also carry out a proposed route for another school and make the assessment at the site. Timetable: February-June. Facilitator(s): Palmira Santamaria, palmira.santamaria@gmail.com. Website: www.lacenet.org/gps

Un Passeig Pel Bages (A Walk through Bages Region). From the guidance of a character called "Salix", one prehistoric man in the region, kids work the region and share their job on-line. Students must do internet search, a forum and chat to share the work done with other schools. Age level: Primary school. Timetable: January-May. Facilitator: Palmira Santamaria, Spain, palmira.santamaria@gmail.com. Website: www.lacenet.org/bages.

Collecting Rubbish with Smetko. Pupils will learn about separating and recycling rubbish/garbage and will discuss the possibilities of what they can do to reduce this problem. We know that each person produces around 160 kilos of garbage per year. Pupils will learn by doing how this garbage can be recycled. Ages: 6-15 years. Timetable: September 2011-May 2012. Facilitator: Suzana Geršak, suzana@mirk.si. Website: www.o-fp.kr.edus.si/projekti/Smetko/

Reading With Muri the Cat. A project to encourage students to develop a love of reading early in their schooling. Kids like tales and stories in books. Besides encouragement they also need a friend to discuss. This is why we link together two classes from different schools. Every class makes or buys a cat and names it Muri after a hero in Slovenian childish literature. After each of the pupils reads a book, he/she is asked to describe through Muri's eyes his/her feelings about the story. Pupils can also draw illustrations. All outcomes are gathered in Muri's diary and at the end of the project sent to partner school. Ages: 6 – 8 years. Timetable: September 2011 – May 2012. Facilitator: Suzana Geršak, suzana@mirk.si. Website: www.o-fp.kr.edus.si/muri/index.asp

Slovenian Projects

World We Live In Project - [For the English version, see page 32]

«Мир, в котором мы живем» – это постоянно идущая дискуссия о нас и об образе мира, в котором мы живем: о том, как мы представляем наш мир и о месте каждого из нас в этом мире; как наше представление о мире влияет на качество жизни каждого и всех и о роли самого человека в его собственной судьбе, жизни сообщества; о том вкладе, который в наш мир вносит наше образование, и о нашей мечте – настоящем и будущем мира, в котором мы живем. Карпицкая Елена (Браславская гимназия, Беларусь), консультант – София Савелова (Молодежный Международный Образовательный Клуб «New Line», координатор). Адрес электронной почты руководителя проекта: karpizkaya@gmail.com, yiecneline@gmail.com. Сайт проекта: wwli.iatp.by.

Local History - [For the English version, see page 37]

Название проекта: «Местная история». Краткое описание проекта: Местная история - это история родного края, жизнь и быт наших семей, описание традиций, национальной кухни и фольклора. В ходе проекта учащиеся собирают информацию об истории своего родного края, о национальных особенностях и культурных традициях своего народа, а затем делятся результатами своей работы на он-лайн форумах в виде эссе, презентаций, буклетов, плакатов, фотографий или рисунков. Координаторы: Римма Жукова rimma_zhuk@yahoo.com, Олег Жуков zhukov_oleg@yahoo.com (Миасс, Россия).

Together with Birds Project - [For the English version, see page 46]

Название проекта: Вместе с птицами. Краткое описание проекта: Участники изучают информацию о птицах их местности посредством наблюдения и делятся ею друг с другом. Полное описание проекта: Участвуя в проекте, ребята изучают птиц своей местности, условия их обитания, проблемы, связанные с их образом жизни. Участники делятся информацией друг с другом, обмениваясь фотографиями, рисунками, результатами наблюдений и исследований. В процессе реализации проекта организуются различные конкурсы, акции и кампании, направленные на поддержку и защиту птиц. Координатор: Светлана Якубовская, Гимназия 19 (Минск, Беларусь): svetlexa@gmail.com.

Russian and English Projects

My City and Me - [For the English version, see page 35]

Название проекта «Мой Город и Я». Краткое описание проекта: Это социальный, культурный и экологический проект. Молодёжь должна знать, что она может сделать, чтобы изменить свою жизнь в городе к лучшему. Она может быть активной частью общества, в котором живёт. Руководитель проекта - Ольга Прохоренко olgap1471@gmail.com (Москва, Россия).

Russian Projects

Human Footprint - Footprint of Life

Название проекта: След человека – след жизни (Human Footprint – Footprint of Life)
Краткое описание проекта: «След человека – след жизни» – это проект, участникам которого предлагается внести свой вклад в составление Портретной галереи лиц (людей и имен) устойчивого развития: а) отыскать в своем регионе людей, оставивших в своей жизни след в обеспечение устойчивого развития местных сообществ; б) описать то, в чем именно заключаются следы их жизни и деятельности; то, как этот след влияет на качество современной нам жизни (собственной и ваших семьи, города, поселка, деревни), и то, как в будущем эти следы могут повлиять на улучшение качества жизни людей; в) сохранить для других свои описания в виде странички в виртуальной Портретной галерее. Руководитель проекта: Елена Лисовская (Щучин, Беларусь). Адрес электронной почты руководителя проекта: sledzhizni@tut.by.

Lifesavior Yourself

Сам себе спасатель (Lifesavior Yourself). Краткое описание проекта: Участники проекта, реализуя идею «Спасатель – это не должность человека, а его жизненная позиция», приобретают возможность посмотреть на себя и свою жизнь глазами спасателя, выявить возможные угрозы и организовать условия безопасной жизни и деятельности в школе и дома, на своей улице, в своем поселке (городе, регионе) для себя и для других. Руководители проекта: Анна Багеша (Домоткановичи, Беларусь), sam.sebe.spasatel@gmail.com, и Татьяна Бганцова (Москва, Россия), bgantzova1471@yandex.ru. Консультант: София Савелова, Молодежный образовательный клуб NEWLINE, ynecnewline@gmail.com.

**Excerpt from the
CONSTITUTION OF THE
INTERNATIONAL EDUCATION AND RESOURCE NETWORK**

Signed at the
MEETING OF THE iEARN MANAGEMENT TEAM
Puerto Madryn, Argentina, July 12, 1994

PREAMBLE

The vision and purpose of the International Education and Resource Network is to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people.

CHAPTER I
GOALS AND PRINCIPLES
Article I

The Goals of the International Education and Resource Network (iEARN or the Organization) are:

1. To develop friendly relations among youth of all nations based on respect for the principle of equal rights and self-determination of peoples;
2. To encourage youth from all countries to learn and work co-operatively and collaboratively using telecommunications and other technology, to strengthen universal peace, to identify and take active part in resolving global problems facing the world;
3. To promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, culture, or religion;
4. To facilitate identification and sharing the different but complementary experiences of educational, academic and other national organizations with enduring educational infrastructures, and traditions throughout the world;
5. To share high-quality educational and other resources available in individual Member-centers;
6. To provide a global infrastructure for a conceptual and action-based educational network that is open to all;
7. To share/transfer telecommunications technology, teaching methods and other resources with youth organizations, schools or individuals wishing to achieve the iEARN purpose and goals;
8. To assist in establishing training and support programs in each global Center;
9. To expand the network of financially and operationally sustainable iEARN Centers throughout the globe;
10. To work with umbrella organizations, academic bodies, universities, non-government organizations, and governments to establish a global community of concerned organizations and citizens with the express purpose of supporting the youth of the world in developing and implementing educational and humanitarian projects, especially projects of change and healing for the health and welfare of the planet;
11. To develop and maintain high-quality educational innovation;
12. To raise funds through local and global funding agreements to support these programs and goals.

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