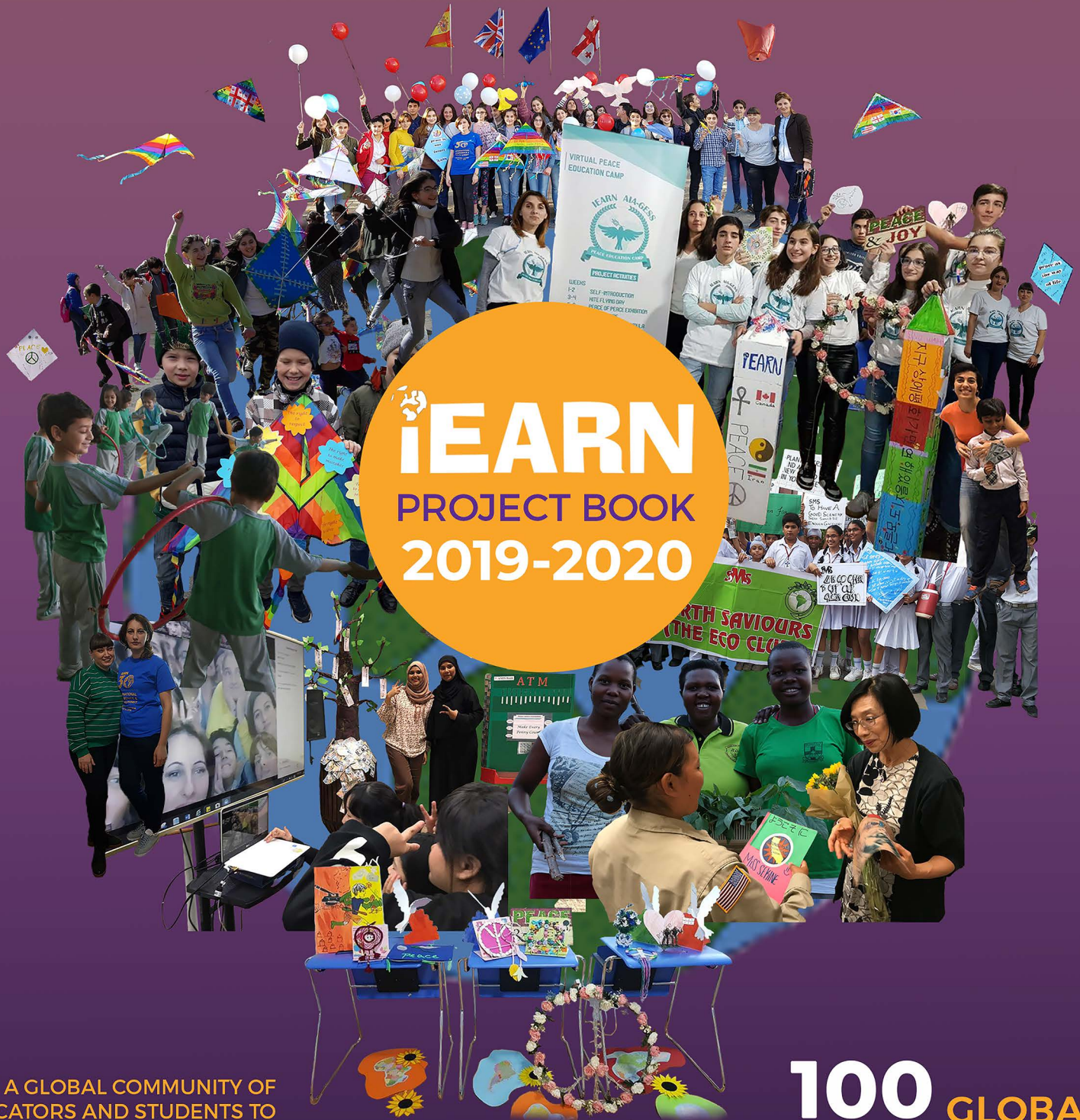


LEARNING WITH THE WORLD, NOT JUST ABOUT IT!
INTERNATIONAL EDUCATION AND RESOURCE NETWORK



JOIN A GLOBAL COMMUNITY OF
EDUCATORS AND STUDENTS TO
COLLABORATE ON...

100 GLOBAL
iEARN PROJECTS

23 SUBJECTS
STEM
CREATIVE &
LANGUAGE ART
SOCIAL
SCIENCES

16
PROJECT
LANGUAGES
+LANGUAGE
DISCUSSION
GROUPS

17 UNITED
NATIONS

SUSTAINABLE
DEVELOPMENT
GOALS
(SDG's)
ALIGNED WITH
iEARN
PROJECTS

K-12
PROJECTS
FOR
LEARNERS
OF ALL AGES

What is iEARN? (International Education and Resource Network)

iEARN is a non-profit network that supports over 50,000 teachers and 2 million youth in more than 140 countries to collaborate through a global online network in projects designed to make a difference in the world. Since 1988, iEARN has used 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 interactive 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.

iEARN Projects and the Sustainable Development Goals (SDGs):

IEARN PROJECT MODEL:

An iEARN project is a collaborative academic endeavor between two or more groups of students and educators in different parts of the world. iEARN projects take on many different forms, but most are rooted in the pedagogy of project-based learning. Most projects are process-oriented, but also result in some kind of end “product” that is shared between the participants.

There are more than 100 projects in iEARN that connect K-12 students across diverse subject areas including math, social studies, language arts, sciences, technology, music and more. All projects are designed and facilitated by teachers and students to fit their curriculum and classroom needs and schedules

IEARN PROJECTS AND THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDG'S):

In 2015, iEARN launched a major effort to mobilize its global network and other global education partners to realize the world’s 17 Sustainable Development Goals (SDGs), a set of targets relating to future international development.

As a result of this effort, all iEARN projects are now aligned with one or more of the Sustainable Development Goals. Visit the SDG Alignment feature on the iEARN website for more information: learn.org/pages/un-sustainable-development-goals

Where can I find more information about iEARN?



To register to participate in iEARN, please visit learn.org/cc/connect.

iEARN-International: For iEARN International history and structure, news, and a listing of iEARN Country Coordinators, visit www.learn.org

Collaboration Centre: learn.org/collaboration

For the most accurate and up-to-date listing of iEARN projects throughout the year, see learn.org/cc/space-2.

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GLOBAL ART: SENSE OF CARING Students create and exchange artwork and writing on the theme of caring.	24
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OUR STORY BOOK PROJECT A project to collect different ideas from diverse cultures and countries to complete one amazing story.	30
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CIVICS: YOUTH VOLUNTEERISM AND SERVICE A collaborative project in which young people have an opportunity to evaluate and act on social issues.	36
CULTURAL PACKAGE EXCHANGE Students experience what other cultures are like by exchanging cultural items between each other.	36
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DICCIONARIO AFECTIVO Collaborative network project to work on the Sustainable Development Goals of the United Nations.	37
DIGITAL CITIZENSHIP Students develop digital etiquette so that they can be safe online and positively impact the global community.	37
EARLY PEOPLE'S SYMBOLS An exploration of early people's symbols and their cultural history.	37
FINDING SOLUTIONS TO HUNGER Students begin to understand the root causes of hunger in the world and to take meaningful action for its elimination.	38
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HERITAGE AROUND THE WORLD/PATRIMOINE MONDIAL A project that enables students to share the heritage of their country.	41
LOCAL HISTORY PROJECT Students research the history of their town and learn from the findings of peers in other parts of the world.	41
LUGARES Y COSTUMBRES DE MI CIUDAD Un proyecto para ampliar el conocimiento del lugar donde viven los niños.	42
MACHINTO - HIROSHIMA FOR PEACE What Hiroshima and Nagasaki mean today after 70 years.	42
MONEY MATTERS Students research topics such as the history of money, currency variations, and student pocket money.	42
MY CITY AND ME A project about the cultural, social and environmental aspects of our cities.	43
MY DREAM WORLD A place for students to share their ideas about their ideal world.	43
MY IDENTITY, YOUR IDENTITY Participants talk about their traditional celebrations, famous monuments, and landmarks in their countries.	43
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NATURAL DISASTER YOUTH SUMMIT Children learn how to reduce the impact of disasters through communication and collaboration with global friends.	44
ONE RIGHT, ONE PEOPLE A project about advocacy, empowerment, capacity building, and the rights of people.	44
SAVE THE INNOCENT Youth create media with their perspective on the best way of providing services to help children living with HIV/AIDS.	45
SCHOOL ACTIVITIES EXCHANGE Students talk about the specifics of their school activities, inner cultures, collaborate and support each other.	45
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STAYING HEALTHY This project enables students to develop a healthy life style to keep their mind and body performing at their best.	46
THE OLYMPICS & PARALYMPICS IN ACTION (TOPA) Fosters friendship, spirit of encouragement and unity in diversity through learning about the Olympic Games	46
THE PARLOUR Small groups of students use videoconferencing technology to hold informal live chats on any topic - or no topic at all!	46
THE PEOPLE ON MY STREET/LA GENT DEL MEU CARRER Investigate the origin of the name of streets and landmarks in your city.	47
UNESCO WORLD HERITAGE SITES Students research the heritage in their country and make guided virtual tours for their global peers.	47
VIRTUAL PEACE EDUCATION CAMP Equip children and adults with personal conflict resolution skills.	47
WHERE DO THE CHILDREN PLAY Teachers and students around the world explore where and how children play in their communities.	48
WORLD WE LIVE IN (WWLI) Participants discuss ideas about the world and offer suggestions about how to improve it.	48
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3 ESTACIONES (3 SEASONS) Students work on topics related to three of the seasons of the year: autumn, winter and spring.	50
DAFFODILS AND TULIPS Students in different parts of the world plant bulbs together, collect data, and track when they blossom.	50
#DECARBONIZE #DECOLONIZE What is climate change, and how does it affect you?	51
DESIGN SQUAD GLOBAL Kids ages 10–13 in after school programs around the world connect through engineering and invention projects.	51
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DRASTIC PLASTICS Aims to reduce the consumption and waste of single use plastics and reduce its environmental impacts.	52
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GLOBAL MATH This project uses math as a unifying tool to investigate and understand our shared world.	53

GOLDEN RATIO PROJECT Students make connections between math and art by using the golden ratio.	53
GOMI ON EARTH This project is about a long journey of GOMI (Japanes for trash or garbage) on earth.	53
GUARDIANS OF THE BIRDS Students learn about the birds in their community and share their findings with others.	54
MEDICINE IN MY BACKYARD A preservation project that emphasizes transferring ancestral knowledge and preserving traditional plants.	54
NUESTRA TIERRA: LA DEFORESTACIÓN Contribuir a la generación de una conciencia ambiental, basado en el conocimiento del entorno natural y social	54
PROTECTORES EN ACCIÓN Generar conciencia a través de distintas acciones sobre la tenencia responsable de animales domésticos y silvestres.	55
RUTA 34 Proyecto para trabajar la resolución de problemas matemáticos, a través de la gamificación y la geolocalización.	55
SCRATCH DAY PROJECT Make digital stories based on traditional legends of our closest environment.	55
SOLAR COOKING PROJECT Students experiment with alternative energy uses by making, testing, and using solar cookers.	56
SOLAR EXPLORERS For students to develop an understanding of the importance of developing sustainable energy sources for the future.	56
STICK PROJECT Repeat the experience of measuring the circumference of the earth as Eratosthenes did 2200 years ago.	56
ENGO UN ROBOT Proveer la oportunidad de desarrollar un proyecto STEAM por medio la Robótica.	57
WATER IS LIFE Students engage in active research and action-oriented collaboration concerning water as the vital essence of life.	57
YOUTHCAN Students write about and interact on environmental issues in their communities.	57

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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.

In addition to the above country listing, the Youth Facilitation Group of iEARN is also part of iEARN's decision-making Assembly. The Youth Facilitation Group can be reached in the facilitator panel of the Youth Forum at <https://iearn.org/cc/space-10/group-172>.

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 2017. Country coordinators can also be contacted via www.iearn.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@iearn.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 EXECUTIVE COUNCIL MEMBERS:

Allan Kakinda, Uganda; H  la Nafti, Tunisia; Toni Casserras, Spain: ec@iearn.org

Steps to Getting Started in iEARN Projects



1. BECOME A MEMBER

Before you begin your first project, create an account and become a member of iEARN! Membership provides teachers and students access to a global network of educators and 100+ K-12 projects through iEARN's safe and password protected Collaboration Centre. To register, or request more information, complete our online registration form at iearn.org/cc/connect and information will be sent to the iEARN Coordinator in your country. Teachers can register students via the Member Dashboard on iEARN's Collaboration Centre.

2. JOIN A PROJECT*

Next, it's time to select your first iEARN Global Project! There are more than 100 projects to choose from with a wide range of academic subjects, age levels, and time commitment. All projects are aligned with one or more of the United Nations 17 Sustainable Development Goals (SDGs) - a set of targets to improve the health and welfare of the planet and its people by the year 2030. These projects are created and facilitated by members of the iEARN Community and take on many different forms. Most iEARN projects fall into three categories:

- Ongoing projects** which run year after year continuously. Participants can join at any time throughout the year and determine the length of participation.
- Short-term projects** with a stated start and end date.
- Learning Circles:** A Learning Circle is made up of a cohort of 6-8 teachers and their classes in a dedicated space in the Collaboration Centre. The groups remain together over a 3-4 month period working on projects drawn from the curriculum of each of the classrooms and organized around a selected theme. At the end of the period the group collects and publishes its work.

There are many projects to choose from in iEARN! Try to choose a project that is:

- in your language or in a language you are open to learning
- relevant to your students and their needs
- able to fit into your school's curriculum
- age-appropriate for your students
- happening at an appropriate time for you in your academic schedule

Several resources will help you find current iEARN projects and how to join them:

iEARN Project Book - This book includes all projects as of September 2019

iEARN Project Database on the Collaboration Centre - iEARN's searchable project database has detailed information about projects in the iEARN community. (Note: In order to join and participate in projects, registration is required.)

iEARN in Action: Newsflash - Our online newsletter is sent every month. Find new projects, people looking for collaborators, updates on continuing projects, and general announcements.

3. FIND CLASSROOM PARTNERS*

Relationships with educators around the world are an essential component to a successful iEARN project. A strong relationship between educators will ensure that students experience successful cross-cultural connections and collaboration. Here are four easy ways to find educator and classroom partners in the iEARN Network:

- Post in the Teacher's Forum (<https://iearn.org/cc/space-10/group-171>)
- Post in the Discussion Forum of the project you've joined
- Find a Teacher in the Educator Search (<https://iearn.org/cc/search/educators>)
- Join one of iEARN's virtual events to connect with other educators

*Steps 2 and 3 can be done in the order that makes sense for you. Some teachers will select a project and then find partners, while others may make connections first and join a project together.

4. CONDUCT PROJECT ACTIVITIES

The Project Facilitators for each iEARN Project are there to help you connect with other iEARN teachers participating in the project, as well as guide you in potential activities and project work your class can complete. You can find the Project Facilitator's email contact information on the specific forum for the project you are interested in joining, or in the listings in this project book.

We recommend posting a discussion in the forum of the iEARN Project you are participating in to introduce yourself to the Project Facilitator and other project participants. In your post, it is best to include:

- An introduction to yourself and your students
- Your objectives for joining the project
- Your schedule and timeline for participation

iEARN Golden Rule: For every post you or your students make, respond to at least two others!

iEARN projects take shape through a combination of in-class class project work and online exchange activities. Classroom activities can include research, writing, class discussion, media creation, experiments, group work, and other homework or in-class activities that explore the topic and align with your content and skills standards. Exchange activities include forum discussions, media sharing, or video conferencing, or other activities where students communicate online with their partner classrooms. In-class and exchange activities build up to the creation of a final product, such as a joint student newsletter, website, video, or service activity.

5. SHOWCASE STUDENT OUTCOMES

A final component of global project-based learning is to share your collaborative work with your local and global community. When students share the results of their work, they become more engaged in the class subject matter, create higher quality results, and become empowered by raising awareness of key global issues and multiplying the impact of their learning. Consider ways to further publish and present your global project work to the local community and the world beyond. The "Presenting Student Outcomes" Module in the iEARN Teacher's Guide includes many ideas for sharing work - guide.iearn.org/engaging-the-community/m8-presenting-student-outcomes/

- Use school bulletin boards, publications, websites, wikis, blogs, and more if you have them.
- Update iEARN on your progress and we will include these updates in our regular iEARN in Action: Newsflash (Email newsflash@iearn.org).
- Present at one of iEARN's Virtual Project Exhibitions in December 2019 and May 2020.

Using iEARN's Collaboration Centre and Resources

COLLABORATION CENTRE (iearn.org/collaboration)

To enter the iEARN Collaboration Centre, go to iearn.org and click “Login” or “Join” at the upper right corner of the page. Please note that an underscore () is required in your User Name. For example, Jose_Garcia. To retrieve your login information, see <https://iearn.org/cc/recover>.

There are 3 primary areas of the Collaboration Centre (<https://iearn.org/collaboration>)

1. COLLABORATION SECTION

The three primary spaces in the Collaboration Section are the iEARN Project Space, the Learning Circles Space, and the iEARN General Discussion Space. In all the groups within the spaces you will need to join a group by clicking on the “Join Group” button before you can post in the forums.

- a. **iEARN Project Space** - This space has a group for each iEARN project. In each group, you will find the project description, forum, and media that is associated with the project. (<https://iearn.org/cc/space-2>)
- b. **Learning Circles Space** - This space is dedicated to the iEARN Learning Circle, a type of collaborative project structure in iEARN. To register for Learning Circles, click on the “Join This Space” button and fill out the form. (<https://iearn.org/cc/space-38>)
- c. **iEARN General Discussion Space** - This space contains the Teachers Forum, Youth Forum, Practice Group, and special groups for different languages such as Arabic, Chinese, Russian, Spanish, etc. (<https://iearn.org/cc/space-10>)

2. SEARCH: (<https://iearn.org/cc/search/groups>)

Login to search for projects, educators, media and discussions from around the world.

3. MEMBER DASHBOARD: (<https://iearn.org/cc/dashboard>)

In the Member Dashboard section, you will see “My Groups,” which lists the groups you have joined, information about new opportunities, and an area with links to tutorials to help you with the Collaboration Centre.

TUTORIALS (tutorials.iearn.org)

Need help setting up your profile page, managing student accounts, and using the discussion forums? Visit the Collaboration Centre tutorials at tutorials.iearn.org.

TEACHERS GUIDE (guide.iearn.org)

The iEARN Teacher's Guide to Online Collaboration & Global Projects is a resource designed to guide educators through the steps of planning and conducting an online, collaborative project with classrooms around the world. This online guide includes nine modules to help teachers plan and develop an iEARN project. Explore the guide at guide.iearn.org.

LANGUAGE RESOURCES (iearn.org/language-resources/)

Language resources

All iEARN forums can be multilingual. Participants can search by language to find projects and groups in languages they might be interested in communicating in. The iEARN Collaboration Centre also has a Google Translate tool embedded in the top right of every page that can be used to translate content on the site. There are also a special language forums for connecting people. The language forums are located in iEARN General Discussion Space (<https://iearn.org/cc/space-10>).

Proyectos iEARN Latina Cuadernillo

Are you looking to join projects in Spanish, Catalán and Portuguese? Check out the 2019-2020 iEARN-Latina Cuadernillo de Proyectos! This is a subset of the longer iEARN Project Book; it includes just those projects offered in Spanish, Catalán and Portuguese. <http://bit.ly/iEARNcuadernillo>



iEARN PROFESSIONAL DEVELOPMENT



iEARN professional development provides teachers with the technology, collaborative and organizational skills needed to integrate global projects into their classroom. iEARN Centers around the world provide various training and support opportunities for teachers. Contact your iEARN Country Coordinator for more information: www.iearn.org/countries/country-coordinators.

Several iEARN country programs offer more extensive online and in-personal professional development opportunities for educators. Below are course offerings offered by iEARN-Argentina, iEARN-Taiwan and iEARN-USA.

iEARN-ARGENTINA/TELAR/FUNDACIÓN EVOLUCIÓN (FE). **FUNDACIÓN EVOLUCIÓN (FE) ES UNA** organización argentina sin fines de lucro que desde 1989 promueve la integración pedagógica de las Tecnologías de la Información y Comunicación en ámbitos educativos. La FE diseña e implementa iniciativas de alcance nacional, regional e internacional en Formación y acompañamiento de educadores e instituciones interesados en la integración de las TIC en ámbitos educativos formales y no formales; Generación de comunidades virtuales de aprendizaje y colaboración; Formación de mujeres y varones jóvenes con el propósito de desarrollar capacidades tecnológicas para aprender y trabajar; Producción, adaptación y localización de contenidos educativos; Investigación acerca de aspectos del aprendizaje y la enseñanza con TIC y los contextos en los que se desarrollan; Asesoramiento a organismos y gobiernos para la implementación y evaluación de iniciativas pedagógicas de integración de TIC. Para más información: www.fundacionevolucion.org.ar

iEARN-TAIWAN

Since 2014, iEARN-Taiwan has offered an online professional development course to Taiwanese K-12 teachers who are beginners of iEARN twice a year. This five-week course is designed to give participants a solid foundation in integrating project-based learning and iEARN collaborative projects into their respective classes. After meeting all the requirements of the course, participants will receive certificates from iEARN-Taiwan and twenty-hour learning credits issued by the Ministry of Education. This course is conducted via both iEARN-Taiwan Online Professional Development Moodle System (<http://taiwaniearn.org/course/>) and Adobe Connect. Course offered in Chinese.

iEARN-USA

iEARN-USA provides a range of virtual and in-person professional development opportunities, including workshops, online courses, and webinars. iEARN-USA visits schools and districts in the U.S. to conduct full or half day workshops. These workshops are based on individual, school or district needs around integrating online global project work into curricula. iEARN-USA's online educators course, Introduction to Online Collaboration and Global Projects, teaches educators about global project-based learning with iEARN, prepares them to participate in a virtual exchange project with their class, and to collaborate with other teachers from around the world. Additional, iEARN-USA hosts virtual events and webinars to support educators, both in the U.S. and internationally. These virtual events give educators the opportunity to connect with one another and learn about a particular topic, including: project selection and integration, UN Sustainable Development Goals, building cross-cultural relationships, and more. For more information on iEARN-USA's professional Development, see <http://www.us.iearn.org/our-approach>.

Future Teachers - Knowing Our Students; Knowing Ourselves



*De Orilla
a Orilla*

Conociendo a nuestros estudiantes, conociéndonos a nosotros mismos
Knowing Our Students, Knowing Ourselves (KOSKO)

Future teachers discuss their philosophies of teaching and learning in a global society, and explore the integration of technology and global learning networks into their classrooms to better serve students of all cultural and linguistic backgrounds.

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.

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 project-based learning and integrating global learning networks into their courses in different content areas.

The Future Teachers Project was launched during the 1999 iEARN annual conference in Puerto Rico and has been developed collaboratively during subsequent iEARN conferences to offer future teachers direct experience with innovative technology use and global learning early in their careers. Possible activities include:

- 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.
- Live "chats" to discuss the topics selected
- Exchange of ideas about integrating 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 the participating professors and future teachers

Ages: Post-Secondary (Future Teachers and their Professors)
Dates: September to November and February to May
Languages: Spanish, English, other languages are welcome
Project Group (English): <https://iearn.org/cc/space-10/group-77>
Project Group (Spanish): <https://iearn.org/cc/space-2/group-386>
Contact: Kristin Brown, Orillas - USA, krbrown@igc.org and Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net.
To contact all the facilitators, write to orillas-support@igc.org



LEARNING CIRCLE STRUCTURE

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 at least two weeks before the beginning of each of the sessions. General project information and teacher resources developed by Margaret Riel, the creator of Learning Circles can be found at iearn.org/cc/space-38. For further information contact Barry S. Kramer, the iEARN Global Learning Circles coordinator, at learningcircles@gmail.com.

SCHEDULE FOR 2019-2020

September to January Session: Begins September 30, 2019 and ends on January 15, 2020 (15 weeks with a 1-week break in December). Online registration is due by September 15, 2019.

January to May Session: Begins January 30, 2020 and ends on May 25, 2020 (15 weeks with a 1-week break in April). Online registration is due by January 15, 2020.

To sign up for Learning Circles Online: See iearn.org/cc/space-38 or <http://www.globallearningcircles.org/> for the current session registration link.

- Each session more than 100 classrooms choose an iEARN Global Learning Circles project to participate in online collaborative project work.
- Each project-based 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.
- Individual Learning Circle groups are formed based on the age of students as well as project theme. We offer projects for elementary (grades K – 5; ages 5 - 10), middle (grades 6 – 9; ages 11 - 14), and high school (grades 10 – 12 or higher; ages 15 – 18 or higher) students. Teachers choose the level they would like for their students.
- 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 <http://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.
- Each Learning Circle is led by an experienced facilitator who helps to carefully guide each participant through each task and phase.
- Learning Circles interaction is structured through six phases and each Circle culminates in the creation of a collaborative final project/publication. Each classroom team is responsible for editing and publishing their project for the group publication.
- The five most popular themes for iEARN Global Learning Circles are: Computer Chronicles, Places and Perspectives, Global Issues-Environment, Global Issues-Environment, and My Hero. Read about these themes on the following page. Additional themes will be scheduled based on participant interest.
- Classes are given assignments in advance of each session around common themes and similar grade levels.

HELLO WORLD (NEW!)

HELLO WORLD

New this year are five-week long learning circles for beginners at the Elementary, Middle and High School levels. The new Hello World: Learning Cicles are for teachers and students who have never participated in a Learning Circle. This five-week experience will introduce teachers and students to the basics of Learning Circles, including teacher introductions, class surveys, and the exchange of information. If you have never participated in a Learning Circle before and you would like to know what it is like, this is the place to begin your Learning Circle experience.

MY SCHOOL

MY SCHOOL

This is a 10-week Learning Circle for elementary school students (Grades K - 5) which allows students to present information about their classroom and their school. Participants may choose to write stories, take photographs, prepare multi-media presentation, create video, or use other media formats to share and highlight information about their school. Each participating class will complete a class survey and project.

EARLY PEOPLE SYMBOLS PROJECT

EARLY PEOPLE SYMBOLS PROJECT

Elementary and Middle School students will explore the meanings of their cultural symbols. They will start by doing research (Internet, local libraries, museums, art books, and artifacts such as rugs, wall, ceiling, floor drawings, pictographs, etc.) in their communities. Then, they will briefly tell the story related to the symbol using journals, Voice Threads, PowerPoint Presentations, videos or digital photos. Students are also invited to create a drawing or painting using these symbols.

COMPUTER CHRONICLES

COMPUTER CHRONICLES

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 circles partners to form the completed Circle publication. See www.earn.org/circles/lcguide/cc/cc.html to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.

PLACES AND PERSPECTIVES

PLACES AND PERSPECTIVES

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. See www.earn.org/circles/lcguide/pp/pp.html for the Places and Perspectives Teacher's Guide.

GLOBAL ISSUES- ENVIRONMENT

GLOBAL ISSUES- EDUCATION

MY HERO LEARNING CIRCLES

TEACHER SPONSORED THEMES

GLOBAL ISSUES - ENVIRONMENT

The Global Issues theme allows students to discuss a broad range of environmental social, political, and economic issues with concern and affect the Earth's entire population. Projects will focus on identifying and developing solutions for the countless issues that face the Earth's inhabitants. This curriculum encompasses many subject areas including sociology, science, government, history, and economics.

GLOBAL ISSUES - EDUCATION

The Global Issues theme allows students to discuss a broad range of social, political, and economic issues concerning current issues that affect education throughout the world. Projects will focus on identifying and developing solutions for the countless issues that face local, national, and global education. This curriculum may encompass traditional educational subject areas as well as cross-curriculum areas of interest.

MY HERO LEARNING CIRCLES

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 heroism through writing, photography, digital arts, audio, drama and short film.

Choose from 4 MY HERO Learning Circles to explore with your global peers, heroes and heroism in your lives, communities and countries. Work in this safe, virtual online space for teachers and students to discuss and share who inspires them, who are their heroes. Using our state of the art multi-media tools, students share their heroes with the world through stories, art, audio, short films at www.myhero.com Teachers easily create an ORGANIZER page of all their students works. One teacher from Slovenia had this to say after participating in a MY HERO Learning Circle: "The students were happy participating and found it interesting and fun. They learned a lot about other countries and heroes. The students said that a hero is a person who inspires us, a person who leaves a part of themselves with us, a person encouraging us to become a better person ourselves."

MY HERO LEARNING CIRCLES: CALL TO ACTION

Dates: September 2019 to January 2020 My Hero Learning Circles session. This Circle will be comprised of participants who have participated in a previous session of My Hero Learning Circles. The goal 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).

TEACHER SPONSORED THEMES

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 learningcircles@gmail.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 you project please contact Barry Kramer for information and ideas on how to facilitate communication and interaction among your project participants.

CREATIVE & LANGUAGE ARTS

360 VR Cultural Exchange

Students exchange immersive 360° virtual reality imagery of their lives and communities as a way to exchange culture and celebrate diversity.

Short of actual international travel, it's hard to imagine a better way for students to physically experience life in another country and culture than through virtual reality! In this project, students aged 5-18 will make 360° documentary photos and videos of their community to share with their international partners. They will describe what they have captured in a short written paragraph or a recorded description, and exchange their stories. Themes may include documenting a day in their life at home or school, cultural events, important places in the community, customs, traditions, celebrations, life on the streets, or life in general.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - September 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-555
Contact: Shahzad Sheikh, Pakistan, shahzads838@gmail.com
 Chris Baer, USA, cbaer@mvyps.org, and Benjamin Mathews, Taiwan, bmathews@tksh.ntpc.edu.tw



ABC Cultural

New!

Creación de un libro de ABC Cultural mediante la interacción de compañeros locales y globales.

Cada profesor debe organizarse con sus estudiantes sobre la forma de trabajar el libro ABC Cultural. Se sugiere que se trabajen dos libros ABC Cultural, (uno físico y uno digital para compartir con sus compañeros globales).

Fase 1: Presentación de los grupos
 Fase 2: Acción (Elaboración del libro ABC Cultural)
 Fase 3: Reflexión final

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - December 2019
Language(s): Spanish
Project Group: iearn.org/cc/space-2/group-679
Contact: Carolina Salazar, Guatemala, carolsaruth@gmail.com
 Domingo Borba Uruguay, domingo.borba@docente.ceibal.edu.uy

Alternate Reality

Students create and exchange digital photocomposites to visually imagine what their partners' lives might be like if they lived in their community.

If our students can't physically walk in one another's shoes, what if they "Photoshopped" each other in? In this project, one class shares photographs of a few volunteer students, posed against a plain background and doing something ordinary, together with their first names and a short description of their interests. Then, their partners digitally transport them to their school and community in captioned, realistic photocomposites, to teach them a little about what their life might be like if they lived in their hosts' community! Then they discuss, and switch roles. It's fun, interesting, immersive, and sometimes a little silly!

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - June 2020
Language(s): English, Spanish
Project Group: iearn.org/cc/space-2/group-323
Contact: Chris Baer, USA, cbaer@mvyps.org
 Maria Soledad Gomez Saa, Argentina, solegomezaa@gmail.com





Amigos Alrededor del Mundo

Estudiantes leerán el libro “Amigos” y participarán en actividades sobre los temas de la amistad, la diversidad y la inclusión.

Ages: 5-11 (Primary)
Dates: September 2019 - May 2020
Language(s): Spanish, English
Project Group: [iearn.org/cc/space-2/group-517](https://www.iearn.org/cc/space-2/group-517)
Contact: Carmenteresa Pujols, terepujols@yahoo.com, Kristin Brown, krbrown@igc.org, Enid Figueroa, efigueroa_orillas@comcast.net, USA, Puerto Rico

Amigos es un texto literario en el cual las figuras geométricas, aisladas por sus diferencias, descubren lo maravilloso de jugar y colaborar juntas. En este texto, la autora Alma Flor Ada, enlaza los temas de la amistad, la diversidad y la inclusión a través de las figuras geométricas que cobran vida en esta comunidad que se transforma de un aislamiento entre los personajes hasta un descubrimiento maravilloso de cooperación y amistad. Con este texto, las clases participantes entrarán en el proceso de la lectura y el diálogo creativo para trabajar algunos de los temas que proponemos: 1. Diversidad e inclusión, 2. Integración matemáticas y lenguaje, 3. Pensamiento crítico, 4. El rol del juego, 5. Integración de las tecnologías, 6. Valores (amistad) y 7. Creatividad (poesía, canciones, arte u otros).



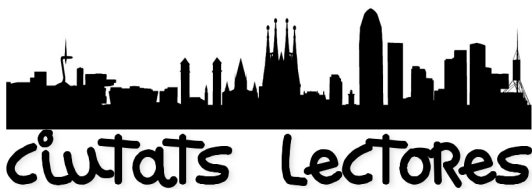
Beauty of the Beasts

It sensitizes students and teachers about endangered and extinct species and cultivates the feeling of responsibility and awareness in them for the beasts.

Join the celebration of nature through the eyes of students from around the world. “Beauty of the Beasts” is a global project inviting students to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English
Project Group: [iearn.org/cc/space-2/group-10](https://www.iearn.org/cc/space-2/group-10)
Contact: Vaneet Kaur, India, vaneet.kaur@saintmarksschool.com, Kanika Arora, India, keni.arora@gmail.com

Artwork and poetry must be the student’s original masterpiece; their own interpretation of the beauty and uniqueness of these marvelous creatures. All art mediums and poetry styles are acceptable. Students may participate in either art or poetry divisions, or are welcome to submit work in both.



Ciutats Lectors

Un projecte literari web 2.0 que té com a objectiu principal fomentar la lectura entre els joves a través del joc i l'ús dels dispositius mòbils.

El projecte Ciutats Lectors es desenvolupa amb l'objectiu de donar a conèixer la riquesa literària del nostre país a través d'una proposta d'aprenentatge dinàmica en la que l'alumne és el protagonista d'aquest procés a partir de la gamificació i l'ús de la tecnologia i dispositius mòbils.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: January 2020 - June 2020
Language(s): Catalan
Project Group: This project is not in the Collaboration Centre
Website: ciutatslectores.iearn.cat
Contact: Albert Correa, Spain, albert.correa@iearn.cat

Conèixer autors propers als alumnes, la seva obra, els seus personatges i escenaris seran els elements clau de treball a partir dels que girarà la proposta. A partir de la creació i resolució d'enigmes i creació de rutes literàries geolocalitzades que l'alumne anirà descobrint diferents autors i la seva obra.



Digital Storytelling for Exchange



Students will create two min video-mediated and structured stories on life experience to establish mutual understanding and strengthen tolerance.

The philosophy behind this is that life, experiences, experiments and inventions are just a series of dramatic arcs. The hook introduces important background information to the audience. Exposition can be conveyed through dialogues, flashbacks, character's thoughts, and background details. Student created videos will include an introduction, the rising action, the climax, the resolution, and the conclusion.

The students may use pictures, recorded footage or audio streams using their digital cameras or mobiles. They then upload the videos on Youtube and share the link to watch and comment.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - May 2020
Language(s): English, Arabic
Project Group: iearn.org/cc/space-2/group-680
Contact: Jaafari Mohamed, Morocco, jaafariimd@yahoo.com
 Steve Weissburg, USA, steve.weissburg.math@gmail.com
 Ahmed Touhami, Morocco, ahmedtouhami1@gmail.com
 Abdelhalim Ezzaim, Morocco, abdelhalim.ezzaim@gmail.com



dreamline
 the fabric of dreams

Dreamline World

Dreamline empowers students around the world to move in the direction of their dreams through expression, connection, and actions based on alignment with the UN Global Goals (SDGs).

The Dreamline Program has four stages:

MAKE FLAGS: Students write personal values, then create a flag for their dream to share with the world and their work in the direction of that dream.
GO GLOBAL: Group leaders use the Dreamline World app to instantly post each sharable geotagged Dreamline Flag, a voice recording of the student reading it, and #s for values and related UN SDGs.
GO LOCAL: Flags are attached to a physical Dreamline and displayed for the community.
CREATE CHANGE: Students get instant access to a database of iEARN student Dreamline Flags so they can connect and ACT in support of shared values, passions, and commitments to UN SDGs.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020 (ongoing - join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-560
Website: www.dreamline.org
Contact: Jeffrey Harlan, USA, jharlan@cloudclothededucation.org



Envision My Ideal World

An international, collaborative multimedia creation of content in which teenagers share their ideal world compiled into one master video.

Teenagers from each participating site will submit video footage of not more than two minutes expressing the ideal world that they would like to see in place. Every site can have as many teenagers as they like participating but the video must not be any more than two minutes. The video footage will be submitted to be compiled into one master video.

Each site/school will then go ahead to share the completed media with target audiences within their localities and get feedback. The learners will share out the feedback received with their participating counterparts.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: December 2019 - June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-440
Contact: Chole Richard, Uganda, cholerichard@yahoo.com

FOLK TALES

Folk tales from around the world



Folk Tales/Storytelling: Past and Present

Students share their stories in digital forms and through live storytelling sessions, sharing pictures and videos prepared by students about folk tales.

Storytelling is an old tradition and is found in all cultures and countries. With the advancement of technology and communication tools, the ways and modes of storytelling have changed. This project aims to revive the tradition of storytelling through digital tools and connect students from different parts of the world on the project forum to share their stories, experiences and aspirations. Students will share their stories through any digital form they wish to use (video, audio, text, or photos).

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - September 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-83
Contact: Imran Khan, Pakistan, imrankk82@hotmail.com



Global Art: Sense of Caring

The purpose of this project is to support youth to exchange digital photos/artwork and writing on the theme of caring.

Students write a story or a poem on their ideas of caring. Student then create artwork matching the story. Students also design a class service learning project that demonstrates caring for others and take action to benefit their community.

Students use different mediums to produce artwork on the theme of caring. Students can also take digital photographs that show what they care about and how they care for one another and other living things in their schools, families, communities and the world. Students will use these images along with text to create a PowerPoint or slide show for the story.

Ages: 5-11 (Primary), 12-14 (Middle)
Dates: August 2019- June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-89
Website: <http://senseofcaring.tumblr.com/>
Contact: Alema Nasim, Pakistan, alema@iearnpk.org
 Hina Sadia, Pakistan, hinasadia3@yahoo.com



Global Food Show and Tell

Students share, compare and contrast different types of foods eaten in their home countries.

Investigating a different category of food each month, participating students will share the foods that are typical to their country. In this way, the students will be able to show and tell not only about the natural resources available in their area, but the local rituals, as well.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020
Language(s): English
Project Group: [iearn.org/cc/space-2/group-326](https://www.earn.org/cc/space-2/group-326)
Contact: Maria Soledad Gomez Saa, Argentina, solegomezmaa@gmail.com, Lynn deAraujo, USA, ldearaujo@fids.org

Each month the students share a video letter showing the food and describing it in the iEARN Forum. They can also include the recipe and a written or video response. Would they enjoy that food? Do they have something similar in their country?



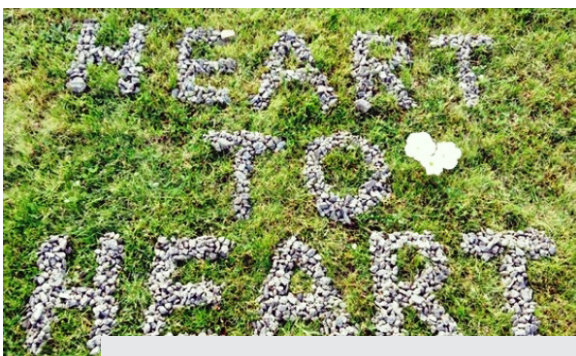
Hands for Peace

The main purpose of Hands for Peace is the discussion of peace values and attitudes related with it. The project was conceived having in mind that talking about peace is never enough.

“Hands for Peace” is a collaborative project that aims to promote the culture of peace, tolerance, and understanding among the participants, having as the main inspiration concrete gestures and signs of peace, and the examples given by pacifists. The Project is developed through several activities and multiple resources from different subjects.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September - November 2019
Language(s): Spanish, Portuguese, English
Project Group: [iearn.org/cc/space-2/group-484](https://www.earn.org/cc/space-2/group-484)
Contact: Almerinda Garibaldi, Brazil, almerinda.garibaldi@gmail.com
 Claudia Bautista, Brazil, mbatista.prof@gmail.com
 Patricia Faustino, Brazil, patricia.faustino@gmail.com

Teachers start answering the questions: “What is Peace for you? “Why it is important to talk about Peace?” Then, the teacher invites the students to research about famous peacemakers, their bios, their main contributions to the culture of peace, which made them remarkable to humankind. As a follow up, the students are then invited to answer how they can also contribute to a peaceful world.

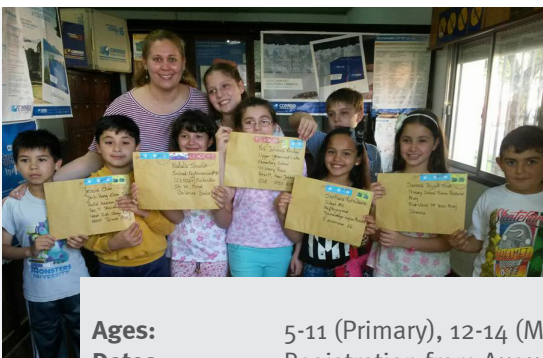


Heart to Heart

A writing project that promotes friendship around the world through writing.

Heart To Heart is a globally friendly project. Students share their feelings/emotions and participate in different themes monthly. Each month a new theme is posted and students respond, post pictures, make videos and video conferences, and write about that theme in the project forum.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020
Language(s): English, Russian
Project Group: [iearn.org/cc/space-2/group-195](https://www.earn.org/cc/space-2/group-195)
Website: ourlittleenglish.blogspot.ru/2011/01/heart-to-heart-project.html
Contact: Olga Timofeeva, Russia, teacher7keys@gmail.com



Holiday Card Exchange

Classrooms explain their holiday traditions by sending cards to their partners around the world.

Teachers and students prepare an envelope with holiday cards to send to the other participants. Students may send Chinese New Year, Christmas, Hanukkah, Kwanzaa or Eid greeting cards or cards that show local celebrations during December or January. 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: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Registration from August 20 to October 31, 2019
 Project dates: September 2019 - March 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-97
Contact: Judy Barr, Australia, judybarr@iearn.org.au

I MAGZ MAKING MYSELF HEARD

iMagzz-Making Myself Heard

An e-magazine project for students to express themselves.

iMagzz Making Myself Heard is an interesting project catering to students of all ages. Whether eight year old or eighteen year old, a student can use the project as a platform to express himself/herself. This project is also a good platform for students who wish to be future writers and good reporters. The participants write and share their posts with other participants.

The project gives students the liberty to use any medium to express themselves. Students can write, draw, shoot videos or even click pictures. In the forum, the students will post their contribution and read others too. All participants should also try to reply to the posts of other participants.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - May 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-334
Contact: Geeta Rajan, India, geetarajan86@gmail.com
 Sunita Bhagwat, India, bhagwat.sunita@gmail.com



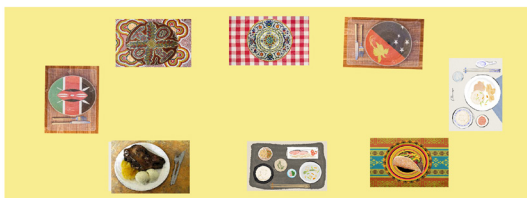
International Book Club

Reading gives us knowledge; knowledge gives us power. Connect with a teacher in another country to form a book club partnership that will inspire your students to improve their lives and the world.

Connect with a teacher, or multiple teachers, in other countries to form a book club and select your books and activities. Classrooms will collaborate within the clubs to read, discuss, and complete projects related to their selected books or one of the suggested feature books.

The goals of the International Book Club include: promote global literacy; Increase awareness and understanding of UN SDG's through reading; Provide forum for exchange of knowledge and insights gained from reading; Provide recommendations of multicultural literature and books related to goals; Develop 21st Century Skills: Communication, Collaboration, Critical Thinking, Creativity, Citizenship.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020
Language(s): English, Spanish, French
Project Group: iearn.org/cc/space-2/group-483
Contact: Fay Stump, USA, fstump.iearn@gmail.com



ICELAND JAPAN MEXICO CHINA

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - November 2019
Language(s): English
Project Group: iearn.org/cc/space-2/group-682
Contact: Maggie Tobin, USA, mtobin@nightingale.org

International Dinner Party

New!

Students will make a painting of a typical dinner place-setting from their individual countries, then write something about it.

Students create a piece of artwork that show an aerial view of a typical meal they eat on a piece of 12 x 18 (inch or cm) paper or canvas. Students write a short description about their meal: Where did the food come from? Was it locally grown, imported, processed? Is it a traditional meal? Who grew the food? Are they paid a fair wage.

Students take photographs of their artwork and share it, along with their writing, to the Collaboration Centre. They can respond to other's post and engage in discussion about food. Teachers are encouraged to print a select number of paintings and writing from around the world and create a dining table display in their school.



International Film Club

International Film Club

Empower your students to make a difference by reflecting on the important themes that movies and documentaries portray.

Connect with a global partner to select films or use the films we have chosen for our Guided Film Study. Engage students in viewing the films and collaborating on activities that increase their awareness of SDG's and human rights issues.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - May 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-554
Contact: Katie Flynn, USA, ktflynn08@gmail.com
 Khalid Fethi, Morocco, okelanguagecenter@gmail.com

The goals of the International Film Club include: develop 21st Century Skills: Communication, Collaboration, Critical Thinking, Creativity, Citizenship; increase knowledge about cultures, historical events, and people who are highlighted in the films; connect themes of selected films to one or more of the UN SDGs; take action to transform our world.

Kids International Film Festival

Students make a short film and screen their movie and movies by other schools.

Students work together to write, perform in, edit and subtitle their own short film. After finishing, the students organise a screening to show their film and films made by other students around the world.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - September 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-472
Website: www.moviemaking.club
Contact: Benjamin Mathews, Taiwan, bmathews@tksh.ntpc.edu.tw

Schools can work independently during the production phases or they can partner with a school to create a collaborative film project. Students then go through the process of writing a script, making a storyboard, Shoot their film and editing it together. Animation projects are also welcome. After the video is complete share it with the other schools and organize a screening of your film and films produced by other schools.



MY HERO Call to Action

Students produce and share original stories, short films, art, and music celebrating the efforts of those making positive change in their community or the world.

Students create and share original stories, short videos, art, and/or music to raise awareness about a local or global issue they care about and share their projects with MY HERO, an interdisciplinary, online, interactive website that celebrates the best of humanity through essays, artwork, audio, drama, and short films. Students will share their ideas through iEARN's platform and have the opportunity to participate in MY HERO's International Film Festival and Song Contest. Teachers will have the opportunity to collaborate with other educators through the forum and engage their students in collaborative work. MY HERO will share resources, guides and mentors to guide participants throughout the project.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Ongoing, with multimedia festival deadlines in June and September.
Language(s): English
Project Group: iearn.org/cc/space-2/group-112
Website: www.myhero.com and Spanish: miheroe.org
Contact: Wendy Milete, USA, media@myheroproject.org
 Laura Nietzer, USA, lauranietzer@gmail.com

My Name Around the World

Students research and share information about own name. Students can create different visualizations of name.

Through My Name Around The World, students will explore and work on following issues - Process of Name Giving in the country or in local community - history of this celebration, who and how take part in it, what this process mean for students, for his/her parents and grandparents. On web-page of project it is possible to see small works of students from different countries. Students research and share information about own name.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English, Georgian, Russian
Project Group: iearn.org/cc/space-2/group-115
Website: www.mynameprojectworks.blogspot.com
Contact: Pavle Tvaliashvili, Georgia, pavlegeo@gmail.com

Narnia and CS Lewis

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

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. For this year we chose the book "The Silver Chair." Many students know this book and can speak about it in order to create a community all around the world. Students can also find out more about why the name Narnia was chosen by CS Lewis - because it was the old name of an Italian Town named Narni.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020 (ongoing - join anytime!)
Language(s): Italian, English
Project Group: iearn.org/cc/space-2/group-118
Website: www.narnia.it
Contact: Fortunati Giuseppe, Italy, fgiusepp@libero.it



One Day in the Life

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

One Day in the Life is a project in which students exchange photographs/images describing days in their lives, and then make cross-cultural comparisons. Students may discuss aspects of a typical day (like visiting the market or going to school) or they may document 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: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020 (ongoing - join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-6
Contact: Iram Sadiq, Pakistan, siramsadiqs@gmail.com
 Napatsakorn Loha, Thailand, napatloha@yahoo.com
 Ehsan Bashareef, Yemen, ehsan.saeed11@yahoo.com



Origami Project

A project connecting students with art therapy and how origami works.

This is a project that provides children entertainment as they see the transformation of a sheet of paper to a three-dimensional object. It does not take much space, much money, or much time. It only requires a sheet of paper and the instructions on how to fold origami. The project also contributes to others and the planet. Through folding origami, children can learn a new way of playing with paper. They also learn concentration and patience and can make small gifts to please others. They learn how to fold an origami crane, a symbol of world peace.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English, Japanese
Project Group: iearn.org/cc/space-2/group-129
Website: www.iearn.jp/japan/index.html
Contact: Yoshiko Fukui, Japan, yoshiko@iearn.jp



Orillas Clases Hermanas

Cada pareja de clases hermanas tendrá su espacio para llevar a cabo su proyecto colaborativo.

De Orilla a Orilla es un proyecto internacional para la investigación educativa, el cual se ha enfocado en documentar las mejores prácticas de la sala de clases para la integración del aprendizaje intercultural mediante las redes de aprendizaje global. Orillas no es un proyecto de estudiante a estudiante o "pen pal" sino conjuntos de colaboraciones de clase a clase diseñadas por dos o más maestros los cuales se han unido por intereses comunes o grado de sus estudiantes. Los maestros participantes planifican e implantan proyectos comparativos entre las clases distantes. Algunos de estos proyectos incluyen las encuestas en la comunidad, las investigaciones en ciencias y matemáticas, proyectos de geografía, la historia oral y la recopilación de folclor.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020
Language(s): Spanish, English
Project Group: iearn.org/cc/space-2/group-499
Website: <http://www.orillas.org>
Contact: Kristin Brown, krbrown@igc.org
 Enid Figueroa, efigueroa_orillas@comcast.net, Orillas



Our Story Book

A project to collect different ideas from diverse culture and countries to complete one amazing story.

'Our Story Book' is a project to collect different ideas from diverse culture and countries to complete one amazing story. Students can contribute their ideas to the story, and also learn from others' opinion.

1. Our Story Book project run twice a year. One whole process are 8 weeks and 3 books will be completed.
2. A completed story will be finished by 5 countries (groups). Each group has one week to write one part of the story.
3. Three books will be published by three different level of age.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - May 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-399
Contact: Vinny Tsao, Taiwan, vinnytsao@taiwaniearn.org
 Stefania Franco, Argentina, stefranco@outlook.com



Pen Friends - Pen Pals

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

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 mainly 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: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Ongoing
Language(s): English, Japanese
Project Group: iearn.org/cc/space-2/group-130
Website: www.pfc.post.japanpost.jp/english/index.html
Contact: Pen Friend Clubs of Japan, pfc.ii@jp-post.jp



QR Week

Incorporar códigos QR realizados por los alumnos en un mural colectivo en línea, compartiendo mensajes con el tópico "Ideas para mejorar el mundo."

Nos centraremos en las pequeñas cosas que están a nuestro alcance para mejorar nuestro entorno. Es por ello que, con el tópico "Ideas para mejorar el mundo", proponemos a los alumnos que nos envíen su mensaje con aportaciones de mejora para su entorno más cercano. "Piensa globalmente, actúa localmente (Think Global, Act Local)". Es importante que el contenido sea significativo para el alumno o grupo de alumnos, y aconsejamos que los autores sean ellos mismos.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: April 2020
Language(s): Spanish, English, Catalan
Project Group: This project is not in the Collaboration Centre
Website: <http://qrweek.iearn.cat/>
Contact: Gelu Morales, Spain, gelu.morales@iearn.cat



Side by Side

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

In this project, students exchange their portraits and share them side by side with students from other classes and countries. Through artistic portrait sharing, students learn from one another, share about themselves, and find new friends. Students will share their self-portrait paintings on a website and also exchange their drawings and ideas with different schools and countries.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - August 2020
Language(s): Chinese, English
Project Group: iearn.org/cc/space-2/group-121
Contact: Shangxuan Ji, China, 358671977@qq.com

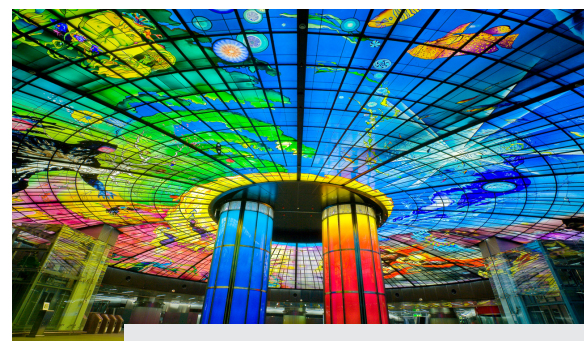


Smiling World

A project to promote happiness throughout the world by spreading international smiles.

Smiling World is a project that aims to promote international peace throughout the world through smiles. We will enlist the help of schools and exchange posters, murals and love. We will show the world we are ready for peace and harmony. A world with smiles is a world with sunshine - let's let the rays beam.

Ages: 5-11 (Primary), 12-14 (Middle)
Dates: September 2019 - June 2020 (ongoing - join anytime!)
Language(s): Russian, English
Project Group: iearn.org/cc/space-2/group-327
Website: olga-smilingworld.blogspot.ru
Contact: Olga Timofeeva, Russia, teacher7keys@gmail.com

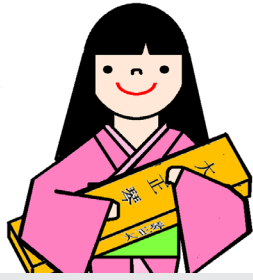


Special Place

To promote intercultural exchange and contribute a better world to live in, participants share local places that are precious to them in any digital form.

Participants select one local spot that gives them a very special feeling and write a story about that spot. Use short stories with videos, digital photos or drawing to show us what your special place looks like. You may select any writing genre or write a poem to describe your special place, and share what is special about it for you. Is it a place where you prefer to be alone or with others? Create a word or picture so we can experience your special place. Decide what you can do to preserve the uniqueness of this place. Tell us what you did and whether there is anything you want others to do. If you are interested, you can also look for a partner and exchange postcards of special places with each other.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020
Language(s): English, Chinese
Project Group: iearn.org/cc/space-2/group-111
Contact: Margaret Chen, Taiwan, margaret@taiwaniearn.org
 Doris Tsueyling Wu, Taiwan, doriswu@taiwaniearn.org



Taisho Koto

This project explores the harmonies from Taisho Koto, a traditional Japanese instrument, to open the way to the future.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020
Language(s): English, Japanese
Project Group: iearn.org/cc/space-2/group-184
Website: <http://taishokotoproject.com/>
Contact: Motoko Hirota, Japan, taishokoto@jearn.jp
 Yoshie Naya, Japan, yoshie.naya@gmail.com
 Hideki Kaneko, Japan, gensan717@gmail.com

How do you think about power of the music? This project explores the harmonies from Taisho Koto, a traditional Japanese instrument, to open the way to the future. Taisho koto instrument was invented in Japan. It will be 100 years since its release. This instrument was designed to be easily played so that people who are not experienced with playing musical instruments could learn. As such, it was a preferred instrument of the common people. This project began so that many people around the world could learn and enjoy music.



Talking Kites All Over the World/ Chiringas que Hablan

A tradition of flying kites with personal and group images of our dreams for a better world in the footsteps of J. Korczak

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - June 2020
 Kites will be flown on and around March 21, 2020
Language(s): English, Spanish
Project Group: iearn.org/cc/space-2/group-95
Contact: English: Ruty Hotzen, Israel, eh2y42@gmail.com
 Spanish: Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net

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.



Te cuento un cuento

Te Cuento Un Cuento

Alumnos y sus docentes producir y compartir cuentos a partir de imágenes y sonidos utilizando el lenguaje como medio creativo.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: 2 ediciones - Marzo a junio y Agosto a Noviembre
Language(s): Spanish
Project Group: iearn.org/cc/space-2/group-384
Contact: Olga Viviana Schaab, Argentina, tecuentouncuento@fundacionevolucion.org.ar

El gran desafío de este proyecto es integrar el uso de las TIC en el desarrollo del proceso de lecto-escritura realizando el intercambio entre escuelas de distintos lugares en un espacio virtual de trabajo. Los docentes pueden integrar el proyecto como actividad de iniciación a un tema particular, como desarrollo del trabajo en lectura y escritura, como cierre de una materia específica. Cada docente tiene la libertad de adaptar las actividades sugeridas de acuerdo a la edad y nivel de su grupo de alumnos.

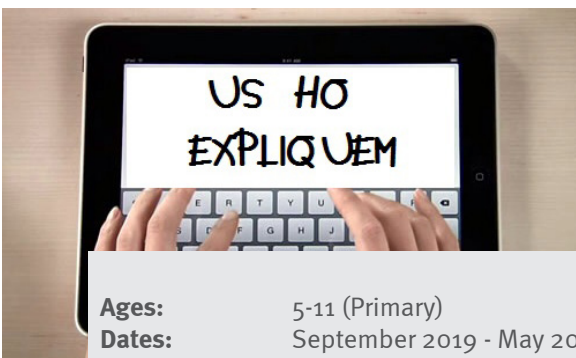


Teddy Bear Project/Ositos de Peluche

An international teddy bear exchange using email and postal mail.

After registration, classes exchange Teddy Bears or other soft toys by airmail. When it arrives, the bear writes a diary, and sends home messages online describing its adventures, and what it has seen and done. The project aims to encourage authentic writing by providing children with a real audience. They write their diary and online 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: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - Sept 2020 (ongoing - join anytime!)
Language(s): English, Japanese, Spanish, and other languages
Project Group: English: iearn.org/cc/space-2/group-94
 Spanish: iearn.org/cc/space-2/group-188
Website: www2.iearn.jp/fs/1191/index.htm
<http://proyectoositosdepeluche.blogspot.com.ar>
Contact: English: Maria Conte, USA, signoraconte3@gmail.com
 Puppala Rasagnya, Japan, teddybear-japan@iearn.jp
 Spanish (Ositos de Peluche): Maria Lucrecia Santiago, proyectoositosdepeluche@fundacionevolucio.org.ar



Us Ho Expliquem

Project to work on text typologies.

Groups can participate in two different itineraries. In one of them, the narrative, the descriptive and the interview texts. In the other, the argumentative text, the instructive text and the interview. In each of the text typologies they use a different ICT tool to publish their productions. Taip is the character that encourages students to create their productions and share them with classmates. After each work session, the groups explain in a shared document how the session has been developed, the difficulties they have encountered and how they have progressed in their work.

Ages: 5-11 (Primary)
Dates: September 2019 - May 2020
Language(s): Catalan
Project Group: This project is not in the Collaboration Centre
Website: <http://ushoexpliquem.iearn.cat/>
Contact: Margarita Guino, margarita.guino@iearn.cat, Spain



Write On

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

The Write On Project is focused on developing students' writing skills in four domains of writing: Persuasive, Expository, Narrative and Descriptive. Emphasis is placed on the importance of clear and thoughtful writing. Participants are encouraged to share their reflections or reviews on any shared article or book they have read, and invite others to discuss these writings. In addition, students can use a news article or heading/caption of the news article as a debate prompt, and can invite others to add comic writing by adding dialogues in blank speech bubble. The project facilitator as well as the teachers of the participating classes will periodically post prompts focusing on one of the above domains, inviting students from all around to respond to them.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-45
Contact: Farah Kamal, Pakistan, farah@iearnpk.org
 Tubi Naz, Pakistan, miss_tubinaz@hotmail.com

HUMANITIES & SOCIAL SCIENCES



Atlas de la Diversidad Cultural

Profesores y alumnos establecen lazos de cooperación, amistad, biblioteca multimedia construida gracias a aportaciones de participantes.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Agosto a Noviembre 2019 - Marzo a Julio 2020
Language(s): Spanish
Project Group: [iearn.org/cc/space-2/group-479](https://www.earn.org/cc/space-2/group-479)
Website: <http://www.atlasdeladiversidad.net>
Contact: Aída Beatriz Sánchez, aidabsan@gmail.com, atlas@fundacionevolucion.org.ar, Cristina Bosio Ferrer, crisbosioferrer@gmail.com, Ricardo López, sanjuan@lopezorosco.com.ar, Argentina

Se compone de una red de escuelas que gracias a la colaboración mutua ha generado una de las bases de datos sobre la diversidad cultural más importantes y extensas del mundo. Un espacio en el que se pretende recoger las particularidades propias de cada lugar a partir del criterio y la visión subjetiva de los participantes.

El ATLAS es también un lugar de encuentro, de reflexión y de aprendizaje colaborativo. Una manera de promover, a través de las TIC, la equidad, la tolerancia, el multilingüismo y el pluralismo en todas sus expresiones.



Be Kind, Don't Leave them Behind

Students collaborate to reduce the suffering of vulnerable people in their communities.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020
Language(s): English
Project Group: [iearn.org/cc/space-2/group-533](https://www.earn.org/cc/space-2/group-533)
Contact: Kathy Bosiak, USA, kbosiak@lincoln.k12.nc.us
 Jallal Hariri, Morocco, abdeljallal@yahoo.com

There are many in our societies that need our help, including the poor, orphans and the victims of natural disasters. It is, in part, our duty as educators to ingrain in our students such global values as compassion, assistance and thoughtfulness. In this project, students select one or more social issues they would like to work on and collaborate to make a positive change on the local level and then share their outcomes globally.



Bongoh

A simulation game where students travel to an imaginary archipelago.

Ages: 5-11 (Primary)
Dates: September 2019 - May 2020
Language(s): Catalan
Project Group: This project is not in the Collaboration Centre
Website: bongoh.earn.cat
Contact: Margarita Guinó Arias, Spain, margarita.guino@iearn.cat

The islands of the Bongoh archipelago are in the shape of each Bongoh letter. First activity - participating groups introduce themselves. Second activity - they explain how they arrived at one of the islands. Third activity - they describe the place where they are. Fourth activity - they meet other participants in a meeting. Last activity - they must decide whether to return home or stay on the island. All productions are posted on a blog. Teachers choose the ICT tools their pupils are going to use to produce their products.



CIVICS: Youth Volunteerism and Service

An action-based project in which students evaluate and act on social issues in their communities, promoting service learning and community leadership.

The CIVICS project serves as a platform for young people to be actively involved in their communities. Groups of students will be guided to work around Sustainable Development Goals focusing on issues like environment, eradication of poverty, women's education, and education and literacy. Students will plan action projects and respond to some of these issues through a process of reflection, dialogue and action.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - August 2020
Language(s): English
Project Group: [learn.org/cc/space-2/group-32](https://www.learncivics.org/cc/space-2/group-32)
Website: www.learncivics.wordpress.com
Contact: Sarah Zubair, Pakistan, sarah.zubair@khi.iba.edu.pk



Cultural Package Exchange

Schools from two different countries exchange a box full of cultural items such as cultural clothes, food and ornaments.

The project will have schools matched according to age and country. Their first interaction will be online through the iEARN forum where they will exchange information about themselves, schools, town and country. Then they will decide when it is the time to exchange the actual package. The second stage the teacher asks the students to search and collect items that relate to their cultures, clothes, food, snacks, lucky charms and everything that they think represents their county. They will also write informative descriptions of the items, wrap the box and send it by mail. The final step is when they receive the package, they write in the forum about their reactions, and if they have extra questions about the items.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019-June 2020 (ongoing-join anytime!)
Language(s): English
Project Group: [learn.org/cc/space-2/group-477](https://www.learncivics.org/cc/space-2/group-477)
Contact: Asmaa Al Beriki, Oman, asmaa.albriki@moe.om



De la Mano de mis Abuelos

Se hermanan escuelas cuyas clases trabajarán distintas actividades con los abuelos.

TIC en el desarrollo del proceso de intercambio entre escuelas de distintos lugares, contando vivencias, resultados, conclusiones, en una emisión radial semanal, con la opción de enviar un audio o video –cuando no sea factible conectarse al aire- para estar presentes en la emisión de los sábados. Dialogando con los Abuelos Joviales, de Realicó, La Pampa. Utilizando Facebook, Grupo de WhatsApp, videoconferencia y/o correo electrónico para comunicarnos en la organización y desarrollo de la tarea, compartiremos consultas, comentarios y producciones de los grupos inscriptos, siempre trabajando con los abuelos de los alumnos, con sus memorias, los lugares favoritos y todo lo que tenga que ver con el pasado en el cual vivieron.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - November 2019
Language(s): Spanish
Project Group: [learn.org/cc/space-2/group-678](https://www.learncivics.org/cc/space-2/group-678)
Contact: Ana Maria Bobbio Ferrari, Argentina, anabepampa@gmail.com



Diccionario Afectivo / Affective Dictionary

Proyecto colaborativo en red para trabajar los objetivos de desarrollo sostenible de Naciones Unidas.

A collaborative project to promote the United Nations Sustainable Development Goals (SDG).

El proyecto consiste en la construcción colaborativa de un diccionario con definiciones de palabras relacionadas con los 17 SDGs para erradicar la pobreza, proteger el planeta y asegurar la prosperidad para todos. Los estudiantes conectarán los temas curriculares a los objetivos, seleccionarán palabras a definir desde su propio punto de vista, elaborarán un muro utilizando Padlet e interactuarán con sus pares en el foro.

The project consist of the collaborative construction of a dictionary with definitions of words related to the 17 SDGs to eradicate poverty, protect the planet and ensure prosperity for all. Students will connect the curricular themes to the objectives, select words to define from their own point of view, draw up a wall using Padlet and interact with their peers in the forum.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020
Language(s): Spanish, English, Catalan
Project Group: iearn.org/cc/space-2/group-553
Website: <http://diccionarioafectivo.iearn.cat/>
Contact: Margarita Guino, margarita.guino@iearn.cat, Rosy Aguila, diccionarioafectivo@fundacionevolucion.org.ar, Enid Figueroa, efigueroa_orillas@comcast.net, Kristin Brown, krbrown@igc.org



Digital Citizenship

Equips Digital Natives to gain knowledge and develop skills to use the digital technologies responsibly and confidently for effective communication with the global community.

The project aims to provide a platform for digital natives to share ideas and engage in discussions to understand the issues related to the use of latest digital technologies to find possible solutions which will enhance positive engagement leading to creation of meaningful digital content.

This project will help students to become aware of their rights and responsibilities. Students will understand the term 'Digital Citizenship.' They will learn Digital etiquettes, make conscious efforts to practice and share these with friends and family. They will become aware of e-safety by learning about common web threats and web issues such as copy right laws, cyber bullying, and plagiarism.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-182
Contact: Nudrat Rahman Sheikh, UAE, ahman.nudrat@gmail.com



Early People's Symbols

Exploring early people's symbols and their cultural history.

Early Peoples Symbols project's purpose is to explore early peoples' symbols and their cultural history. Students will conduct research about cultural elements of early peoples such as clothing, jewelry, food growing or gathering, art, tools, weapons, homes, and myths and legends. Students will create symbolic representations of the Early People and create an original piece of artwork. Students from around the globe will be working on this project and it is expected that the outcomes will be quite unique. Students will also create a PowerPoint presentation or movie about the Early Peoples in their country.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - June 2020 (ongoing-join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-160
Website: sites.google.com/site/earlypeoplesymbols/home
Contact: Christine Hockert, USA, chockert@comcast.net
 Christine Kolstoe, USA, kolstoe@yahoo.com



Finding Solutions to Hunger

Students will research and discuss the root causes of hunger in the world, learning to take meaningful action to create a more just and sustainable world.

Finding Solutions to Hunger is a project in which students of all ages begin to understand the root causes of hunger in the world and to take meaningful action for its elimination. Aligned with the second UN Sustainable Development Goal to end hunger, achieve food security and improved nutrition and promote sustainable agriculture, students of all ages, grade levels and English speaking/writing skills bring their strengths and ideas into collaboration with one another to find solutions.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - July 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-81
Website: www.kidscanmakeadifference.org
Contact: Mary Brownell, USA, mcmmarybrownell@gmail.com
 Jane and Larry Levine, USA, kids@us.iearn.org



Folk and Culture Project



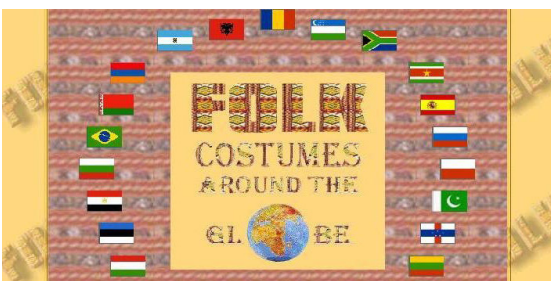
Students explore their local culture to hand it down to the next generation in their local society. It would lead to strength the tie of regional society when the industrial and academic sectors support it together.

Do you know your local culture? Can you explain it to others? Some local culture is getting to be forgot by the young generation.

We need to educate the children how valuable culture they have and have them to realize the need to leave this culture to posterity. There must be similar situation in many regions in the world.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - September 2020
Language(s): Japanese
Project Group: iearn.org/cc/space-2/group-631
Contact: Ayana Tanaka, Japan, ayao.osusan@gmail.com
 Ayane Nose, Japan, ayane.nose.0418@gmail.com
 Rasagnya Puppala, Japan, prasagnya@yahoo.com
 Yoshiko Fukui, Japan, yoshiko@iearn.jp

Children should aware of the value the culture in their region and recognize the importance of leaving the culture to posterity. We encourage children to make a record and uploading our website to hand down these culture to our posterity.

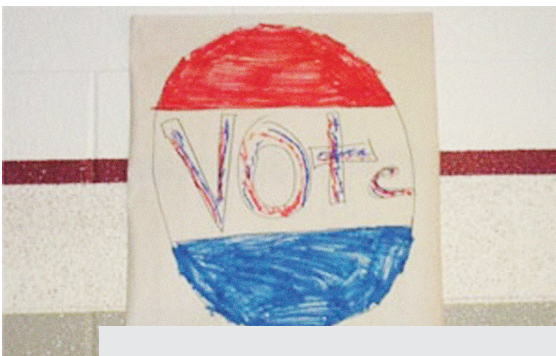


Folk Costumes Around the Globe

Students are invited to provide pictures with folk costumes from their countries, describe them and write a few lines about different occasions people wear them.

The project is meant to give the students a chance to share their folk/national costumes, traditions and dances, in order to promote their folklore and traditions. The students will provide pictures of folk costumes together with a short description of them and give information about the occasions when people use/used to wear them. Students can also create short videos reflecting traditions and folk dances from their countries. The pictures and the videos must be uploaded on the project's forum, where the interaction takes place.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - Aug 2020 (ongoing - join anytime!)
Language(s): Spanish, Russian, Romanian, French, English
Project Group: iearn.org/cc/space-2/group-82
Website: <http://iearn.ro/FolkCostumesAroundTheGlobe/>
Contact: Cornelia Platon, Romania, nelly_platon@yahoo.com



Future Citizen Project

A project that develops youth who will use their leadership skills in their local community and globally.

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: 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - May 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-86
Contact: Nawrez Hsayri, Tunisia, hsayri.nawrez@yahoo.com



Geofestes

Descubre el patrimonio cultural y el folklore de cada ciudad a través de la descripción de las tradiciones populares y sus fiestas.

Geofestes pretende dar a conocer desde un perspectiva cercana y dinámica cuáles son los orígenes de las fiestas tradicionales populares de los municipios de los centros educativos haciendo una aproximación dinámica y divertida a través del juego y el intercambio de información. Es a partir de la integración de la tecnología y el uso de los dispositivos móviles desde donde se inicia esta propuesta en la que la descubierta de las tradiciones de la celebraciones de fiestas mayores, bailes tradicionales, elementos del folklore tradicional, su origen y función dentro de las celebraciones es la base de esta propuesta didáctica.

Ages: 5-11 (Primary)
Dates: Enero 2020 - Junio 2020
Language(s): Catalan, Spanish
Project Group: This project is not in the Collaboration Centre
Website: geofestes.iearn.cat
Contact: Albert Correa, Spain, albert.correa@iearn.cat



Get to Know Others

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - Sept 2020 (ongoing - join anytime!)
Language(s): English and Arabic
Project Group: iearn.org/cc/space-2/group-88
Contact: Gamal Kasem, Egypt, gmlkasem@yahoo.com



Girls Rising Project - Education for All

Girl Rising is a global campaign for girls' education and empowerment.

Girls Rising journeys around the globe to witness the strength of the human spirit and the power of education to change the world and students get to know nine unforgettable girls living in the developing world: ordinary girls who confront tremendous challenges and overcome nearly impossible odds to achieve their dreams and obtain a quality education.

Participants are encouraged to watch "Girl Rising" (or excerpted chapters available online). As part of their discussions with other classes, students are encouraged to share ideas about what they can do to make the situation of girls in the world and in their own country better.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019- June 2020 (ongoing-join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-315
Contact: Mari Sekine, Japan, sekine-m@keimei.ac.jp
 Ed Gragert, USA, egrager@gmail.com



Happy Schools

Schools find indicators of Happiness in the schools' then build at-least 5 activities that makes students enhance their happiness levels.

Happy kids are more able to learn, as they tend to sleep better and may have healthier immune systems. Happy kids learns faster, think more creatively, tend to be more resilient in the faces of failures, have strong relationships and friends easily.

In the project, schools will take an online survey to determine their happiness index. Schools will conduct different class activities through writing, making scrap books, posters conducting exhibitions of photographs around the themes of showing gratitude and practicing mindfulness.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - July 2020 (ongoing - join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-639
Contact: Sunita Bhagwat, India, bhagwat.sunita@gmail.com



HEALTHY GENERATION

Healthy Generation and Traditional Cuisine

A project that encourages cooking, sharing, and making friends around the world.

The goal of this project is to positively influence children's food-related preference, attitudes, and behavior. Students will identify specific features of the national cuisine of the countries participating in the project. The participants of the project are invited to identify their preferences in food, to show their traditional cuisine, to get acquainted with its useful properties and the danger of fast food. During the project, the participants of the will be able to take part in exchanging information, youth surveys, cooking the dishes of traditional national cuisine, and exchanging images and videos to share and document for one another.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: January - April 2020
Language(s): English
Project Group: <https://iearn.org/cc/space-2/group-556>
Contact: Tamar Lolishvili, Georgia, lolishvili82@mail.ru



Heritage around the World/ Patrimoine Mondial

A project that enables students to share the heritage of their country.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - August 2020 (ongoing - join anytime!)
Language(s): English, French
Project Group: [learn.org/cc/space-2/group-354](https://www.earn.org/cc/space-2/group-354)
Website: <https://internationalprojectblog.wordpress.com>
Contact: Flore Morgand, France, cguerin86@gmail.com

Participants choose a part of their heritage, such as famous buildings, landscapes, cooking, animals, endangered resources (water, forests, coastlines, marine reserves, coral reefs) to describe and present to their peers. Participants can create a short video, a diorama, photos, an more to share their heritage. hotos, personal ones are preferred, will be welcome. Sometimes schools create a small book or an a article as an outcome of the collaboration.



Local History Project

Local History is the history of our home places which can also include the history of our families, descriptions of traditions, country cuisine and folklore.

The Local History Project is a collaborative project in which students research the history of their communities and share their findings with their global peers. Students collaborate locally and globally, using IC technologies to enhance learning and make a difference in their own communities and around the world.

Ages: 5-11 (Primary)
Dates: September 2019 – June 2020
Language(s): English, Russian
Project Group: [learn.org/cc/space-2/group-104](https://www.earn.org/cc/space-2/group-104)
Website: <http://learnlocalhistory.blogspot.com/>
Contact: Shukufa Najafova, Azerbaijan, shukufa_najafova@hotmail.com

The goals of the project are: to teach students to care about the place they live, appreciate historical and cultural environment, to care and respect older generations, to understand and appreciate a historical heritage of the past and the present; To create background of their own history and enhance awareness of the significance of local history to students' present lives.

LUGARES Y COSTUMBRES • DE MI CIUDAD •

Ages: 5-11 (Primary)
Dates: Agosto 2019 - Noviembre 2020
Language(s): Spanish
Project Group: iearn.org/cc/space-2/group-481
Website: <http://www.eduloc.net/>
Contact: Gabriela Favarotto, Argentina, lugaresyocostumbres@gmail.com

Lugares y costumbres de mi ciudad

Un proyecto para ampliar el conocimiento del lugar donde viven los niños y enriquecer las competencias lingüísticas y comunicativas.

Los alumnos junto a sus docentes conocen y recorren lugares de la localidad (para conocer su geografía, costumbres, paisajes, historia etc). También se da participación activa a las familias de los niños quienes seleccionan lugares y/o costumbres para dar a conocer a otros y envían el material a la sala (fotos, comentarios, testimonios) donde son retomados con la participación del grupo completo. Se recolectarán testimonios de adultos mayores a fin de realizar una comparación sobre cómo eran algunos lugares de la ciudad cuando ellos eran pequeños o qué tipo de costumbres tenían cuando niños y que ahora ya no están.



Machinto-HIROSHIMA for Peace

What Hiroshima and Nagasaki mean today after 70 years.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - June 2020 (ongoing - join anytime!)
Language(s): English, Japanese, Spanish, Portuguese
Project Group: iearn.org/cc/space-2/group-11
Contact: Yoko Takagi, Japan, yoko@iearn.jp (English and Japanese), Mali Bickley, mali@iearn-canada.org, Jim Carleton, jim@iearn-canada.org, Canada (English), Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net and Kristin Brown, Orillas - USA, krbrown@igc.org (Spanish)

Based on picturebooks such as “Machinto”, “My Hiroshima”, and “Watashi no Yamete!”, participants learn about what Nuclear Droppings brought us, and research/discuss where little birds “war affected children” are still crying in the world. Participants will express peace, friendship, and the safe world through their creative picture books, videos, and any kinds of medias to share with those little birds in the world.



Money Matters

A project in which students express their opinions & discuss the value of money, interesting facts about money, and even comparisons of banknotes in different countries.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English, Russian
Project Group: iearn.org/cc/space-2/group-250
Website: <http://moneymattersiearn.blogspot.com/>
Contact: Natasha Belozorovich, Belarus, belozorovich@gmail.com

Participants will be divided into groups of 2-4 classes according to their age. Using the project forum participants express their opinions and discuss the value of money, history of money, kids’s pocket money, interesting facts about money, proverbs about money and illustrate them, compare the smallest and biggest banknotes (images, colours, sizes), and make media products (films, posters, presentations, slide shows). Students are suggested to discuss questions connected with earning money, to design currency and other interesting things.



My City and Me

A project about the cultural, social and environmental aspects of the cities we live in.

In this project, participants choose different aspects of their city to research and share about with their contemporaries around the world. Together we can think about activities which can make our lives and those of others living in our cities better. Students can share stories about the cities, make surveys about advantages and disadvantages of living in the city, make posters, presentations, and research what youth can do to improve their city life.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020
Language(s): English, Russian
Project Group: [learn.org/cc/space-2/group-8](https://www.earn.org/cc/space-2/group-8)
Contact: Olga Prokhorenko, Russia, olgap1471@gmail.com
 Olga Timofeeva, Russia, teacher7keys@gmail.com



My Dream World

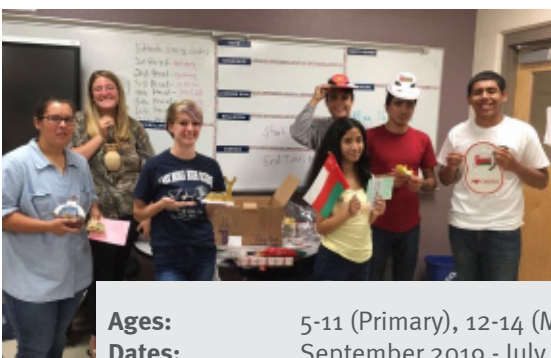
A warm and open place for all students to share ideas about their ideal world.

This project provides an opportunity for the students in schools around the world to share their ideas about their dream world through writing essays, prose, poems and short stories or drawing pictures.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020
Language(s): English, Persian
Project Group: [learn.org/cc/space-2/group-110](https://www.earn.org/cc/space-2/group-110)
Website: <https://sites.google.com/site/iearndreamworld/>
Contact: Minoo Shamsnia, Iran, shamsnia@gmail.com

Aims of the Project:

1. To develop and promote creativity among students
2. To promote communication and understanding between students from different countries by learning sharing information and learning about one another's ideal world
3. To create a better future for our children.



My Identity, Your Identity

Students talk about their traditional celebrations and the famous monuments and landmarks in their countries.

Students are encouraged to research the elements that form their identities, including the traditions and famous landmarks which are part of their cultures and identities. Students discuss traditional celebrations and how they celebrate them, what kind of clothes they wear, the music they listen to, and what kind of food they cook on those special days.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - July 2020 (ongoing - join anytime!)
Language(s): English
Project Group: [learn.org/cc/space-2/group-114](https://www.earn.org/cc/space-2/group-114)
Contact: Said Belgra, Morocco, saidbel2011@hotmail.com
 Nicolle Boujaber-Diederichs, USA, nboujaber@hotmail.com, Asmaa Alberiki, Oman, asmaa.albriki@moe.om, and Leila Taik, Morocco, pinkhomecut@yahoo.com



My School, Your School / Mi Escuela, Tu Escuela

Students compare school life in different countries around the world.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept-Dec 2019 and Jan-Oct 2020
Language(s): English, Spanish
Project Group (English): iearn.org/cc/space-2/group-116
Project Group (Spanish): iearn.org/cc/space-2/group-166
Contact: Silvana Carnicero, silvanacaroi@yahoo.com.ar
 Mariela Sirica, marielasirica@yahoo.co.uk, Argentina

My School, Your School is a collaborative project that has been created to allow students and teachers to see how education is lived around the world. Students are encouraged to look at their institutions and focus on different aspects about their schools such as timetables, routines, sports, uniforms, celebrations and history, among others. Students are expected to share information about their schools with global peers both in the project forum and the project blog. Students are encouraged to use their creativity to present a clear picture of their schools to the world. They can make use of texts, pictures, presentations and videos to collaborate with global peers and develop their intercultural competence.



Natural Disaster Youth Summit

A project in which children learn how to reduce the impacts of disaster through collaboration with global friends.

This is a project in which children will learn the importance of human lives and how to reduce disaster impacts such as earthquakes, volcanic eruptions, wildfires, floods, hurricanes, landslides, tsunamis, droughts and so on through collaboration with global friends.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - August 2020
Language(s): English, Japanese
Project Group: iearn.org/cc/space-2/group-120
Website: ndys.iearn.jp
Contact: Yoshie Naya, yoshie.naya@gmail.com, Kazuko Okamoto, kay@iearn.jp, Japan, Nimet Atabek, nimetucaratabek@gmail.com, Turkey, Gia Gaspard Taylor, Trinidad and Tobago, iearntrinidadntobago@yahoo.com,

NDYS was first organized in Hyogo in May 2004 and started from September 2004, commemorating 10th year of great Hanshin Awaji Earthquake, Japan in 1995. We learned the importance of human lives and preparedness for disasters.

Theme 2019-2020: Peace for Mind, Peace for Life, Peace for World



One Right, One People

The project is about advocacy, empowerment, capacity building in solving the worlds problems through collaborative efforts.

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: 12-14 (Middle), 15-18 (Secondary)
Dates: September - December 2019
Language(s): English
Project Group: iearn.org/cc/space-2/group-128
Website: www.onerightonepeople.blogspot.com
Contact: Richard Malcolm, Ghana, oropproject@aol.com

The project will have a section for learning and sharing of issues related to rights of people and a section where extra-curricular activities will be done as teams to execute projects tasks that will be made available to participants.



Save the Innocent

Youth create media with their perspective on the best way of providing services to help children living with HIV/AIDS.

Save the Innocent engages young people in reducing challenges that hinder growth of children born with or infected with HIV/AIDS. The project will allow youth to learn more about HIV/AIDS and work to find the interventions to reduce the death of children with HIV/AIDS. Youth will share insights on how health and psychosocial services can be best provided to children with HIV/AIDS. Participants will be involved in research, conducting interviews with caregivers, service providers plus the children living with HIV and AIDS. This will help to make conclusions for the best interventions to save the lovely innocent children.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-452
Contact: John Kiberu, Uganda, jkchrysostom22@gmail.com



School Activities Exchange

Students talk about their school activities, inner cultures, collaborate and support each other.

Students are encouraged to explore the identity of their own schools. The themes for the various months include: values of global issue exchange, school and cultural explorations, uniform exchange (if the school provides, not compulsory), activities sharing, forum discussion, and video conferences. Students can write a school uniform diary, or create their own digital virtual uniforms with a specific school symbol or spirit. There's not only one school partner, but a group of partner schools from the world.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - September 2020
Language(s): English, Japanese, Chinese
Project Group: iearn.org/cc/space-2/group-122
Contact: Cindea Hung, Taiwan, cindy02102001@yahoo.com.tw
 Huri Cinar, Turkey, huri_cinar@yahoo.co.uk

TO MY FRIENDS IN IEARN

I encourage you to use ANNA Typography created by my daughter a young woman with DOWN SYNDROME. You can download it from ANNAINVNET web site.

I also encourage you to widespread the power of CONNECTING ABILITIES among all of us.

MARCUS VIVES

A B C D E F G H I J K L M N
 Ñ O P Q R S T U V X Y Z

Special Abilities/Habilidades Especiales

A project that expands the belief that all kids have special abilities waiting to be nurtured.

We believe that all kids with special needs have special abilities waiting to be nurtured that will contribute to success in life. This project expands the community of teachers, parents, and others interested in sharing resources designed to discover and develop the special abilities of these students. We invite you to share tools and resources for families and educators.

Creemos que todo niño con necesidades especiales puede tener éxito en la vida cuando se nutren sus habilidades especiales. Esperamos ampliar la comunidad de maestros, padres y todos los interesados en compartir recursos que nos permitan descubrir y desarrollar las habilidades especiales en estos estudiantes. Los invitamos a compartir herramientas y recursos para familias y educadores.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - Sept 2020 (ongoing - join anytime!)
Language(s): English, Spanish
Project Group: iearn.org/cc/space-10/group-215
Contact: Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net, and Kristin Brown, Orillas - USA, krbrown@igc.org



Staying Healthy

This project enables students to develop a healthy life style to keep their mind and body performing at their best.

This project enables students to develop a healthy life style by adapting good eating habits and exercise to help keep their mind and body performing at their best. Students will explore what a healthy diet is and the relationship between diet and health. They will examine their eating habits to determine if they are getting the right foods to stay healthy.

Students will share and discuss the types of foods associated with their culture, traditions, and celebrations that feature foods and food rituals that help them learn about cultures and groups.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-476
Contact: Alema Nasim, Pakistan, alema@iearn.pk.org



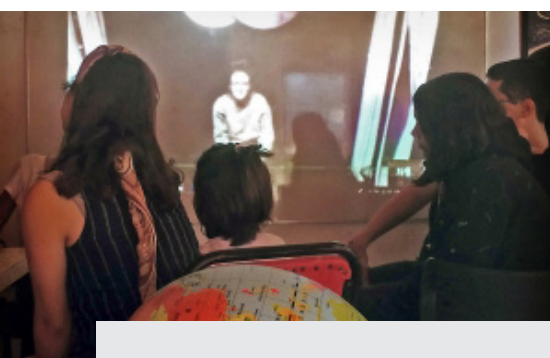
The Olympics & Paralympics in Action (TOPA)

This project aims to foster friendship and unity in diversity through learning about the Olympic & Paralympic Games.

Please join this project for Tokyo2020 at any time according to your academic year and own class situation! The Tokyo2020 Olympics will be held: Jul 24 - Aug 09 2020 & The Paralympics: Aug 25 - Sep 06 2020.

The key and other possible activities have various study and artwork outcomes which can be used for each class to create a cheering poster and, if possible, an encouragement message video for Olympic & Paralympic participating nations and athletes to share with all the participating classes in the project forum.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: May 2019 - August 2020
Language(s): Japanese, English
Project Group: iearn.org/cc/space-2/group-676
Contact: Sayuri Hasegawa, Japan, simplysayuri@gmail.com
 Mayumi Takizawa, Japan, mayumi.takizawa@nifty.com



The Parlour

New!

Small groups of students use videoconferencing or other synchronous communication software to hold informal live chats on any topic - or no topic at all!

The Parlour is a network of iEARN classrooms around the world holding informal, live conversations with each other via teleconferencing software involving small groups of students. Students use the Parlour to discuss topics of mutual interest, to practice speaking and communicating in a particular language, to showcase talents to an interested audience, or simply to get to know one another. This project is designed to help match partners by age, time, and interests, and to provide ideas, techniques, and "ice-breakers" to inspire rich conversations and meaningful chats. The project encourages student-driven rather than teacher-led conversations; small group -to- small group conversations rather than one-to-one or one-to-many conversations; and natural conversations over scripted conversations and stilted presentations.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020
Language(s): English, Arabic
Project Group: iearn.org/cc/space-2/group-677
Contact: Chris Baer, USA, cbaer@mvyps.org
 Misheck Mutuzana, Zambia, mutuzana@gmail.com



La Gent del Meu Carrer

The People on My Street/ La Gent del Meu Carrer

Discover local history based on the research and investigation of the origin of the name of the streets and landmarks in your city.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: March - June 2020
Language(s): Catalan, Spanish, English
Project Group: This project is not in the Collaboration Centre
Website: <http://lagentdelmeucarrer.iearn.cat/>
Contact: Albert Correa, Spain, albert.correa@iearn.cat

The people of my street is a project for preserving local collective memory and the discovery of the environment. All the towns and cities of the world hide behind the name of their streets small stories that deserve to be preserved and transmitted to future generations. Under the name of a square, an avenue or a small passage there is the name of an artist, a musician, or a painter who hide wonderful stories that must be known and which tighten our relationship with our city and show the city from another perspective. The main objective of this project is to know in depth the history of the municipality from the search and investigation of the names of the streets of the city.



UNESCO World Heritage Sites

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020 (ongoing - join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-91
Website: www.iearn-unesco.blogspot.com
Contact: Inga Paitchadze, Georgia, ngo.siq@gmail.com, Ruty Hotzen, Israel, eh2y42@gmail.com, and Rohan Perera, Sri Lanka, rohansperera@yahoo.com

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.



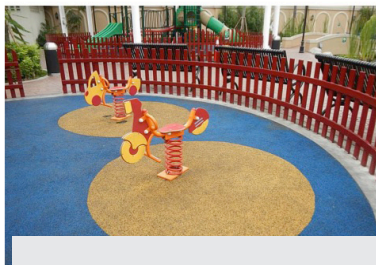
Virtual Peace Education Camp

Equip children and adults with personal conflict resolution skills.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September - December 2019
Language(s): English
Project Group: iearn.org/cc/space-2/group-641
Contact: Tamar Lolishvili, Georgia, tlolishvili@gmail.com
 Sujeong Kim, South Korea, peace.edu_sn@hwpl.kr

Virtual Peace Camp invites children to think about what peace means to them and where they feel peaceful. The project nurtures skills of empathy, which are so important to healthy human development. The follow-up activities encourage children to think about what they can do to build peace, helping to develop interpersonal peace. The project also encourages children to think critically about war and to explore its human cost; they will learn about how children – so often the innocent victims of war – can work together for peace. Most importantly, the main object of this project is to teach students find “win-win” solutions that make the universe feel happy and draw parallels between “lose-lose”, or “win-lose” solutions that either hurt each side or is bullied by one side.

Where Do the Children Play



Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-475
Contact: Rutzy Hotzen, Israel, ehzy42@gmail.com

Where do the Children Play?

Teachers and students around the world will explore where and how children play in their communities.

Where do the children play and teenagers hang out in your neighborhood or community? Do they have pleasant and peaceful surroundings? Do they have a place to grow, explore, feel confident, and develop their skills in safety?

Cat Stevens wrote and performed a song with this name during the turbulent sixties. David Broza sings this still relevant song currently and engages youth in cross-cultural projects. IEARN teachers and students who join our project will explore these questions with photos, videos, and prose. Where possible, they will do community service to improve the places in their community where children and youth play.



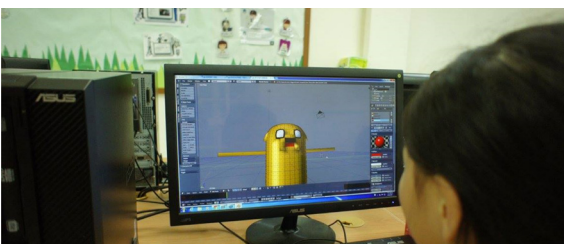
World We Live In/ Мир, в котором мы живем

Participants discuss the world and environment they live in and how to improve it according to the Sustainable Development Goals.

Project participants are invited to discuss problems of their life and Sustainable Development of their regions, suggest the ways of solution of these problems. They share their thoughts and ideas with each other by answering the questions suggested during the discussion as well as by exchanging essays, and sharing pictures and photos.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020 (ongoing - join anytime!)
Language(s): English, Russian, Belarusian
Project Group: iearn.org/cc/space-2/group-7
Website: <http://wwli.newlineclub.net>
Contact: Olga Luksha, Belarus, olga_queen@yahoo.com
 Sofia Savelava, Belarus, yiecnwline@gmail.com

**SCIENCE
TECHNOLOGY
ENGINEERING
& MATH**



3D Ideas

Students experiment with 3D software and share their work (free software and tutorials available!)

Students can now use free software to create 3D models, animations, games, VR experiences or even to design 3D printable objects. In this project students share their ideas and their achievements. They can share their early attempts and their hopes for what they would like to do with 3D in the future. Collaboration projects (animations, games, etc.) are also welcome!

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - September 2020
Language(s): English
Project Group: [learn.org/cc/space-2/group-473](https://www.earn.org/cc/space-2/group-473)
Website: www.computerart.club
Contact: Benjamin Mathews, bmathews@tksh.ntpc.edu.tw, Taiwan, and Monique Dewachand, Netherlands, m.dewachand@atmind.nl



3 Estaciones (3 Seasons)

Students work on topics related to three of the seasons of the year: autumn, winter and spring.

Each group chooses a topic that can be studied related to three of the seasons (autumn, winter and spring) to see how it will vary during the school year. The research and projects of the participating groups will depend on the topic they have chosen and the ICT tools to be used. They should post at least one activity in the project blog about each of the three stations.

Ages: 5-11 (Primary)
Dates: September 2019 - May 2020
Language(s): Catalan
Project Group: This project is not in the Collaboration Centre
Website: 3estaciones.earn.cat
Contact: Margarita Guinó Arias, Spain, margarita.guino@earn.cat



Daffodils and Tulips

Students plant bulbs and collect data on parameters such as latitude, longitude, sunlight, and temperature, tracking when they blossom.

Students in different parts of the world plant bulbs together and collect data on various parameters (latitude, longitude, sunlight, temperature etc.) and track when they blossom. Classrooms around the world choose daffodil and/or tulip bulbs to plant during the same week in November.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Planting - last week of November in the Northern Hemisphere and last week of April in the Southern Hemisphere
Language(s): English
Project Group: [learn.org/cc/space-2/group-15](https://www.earn.org/cc/space-2/group-15)
Contact: Ruty Hotzen, Israel, rutyhotzen@gmail.com

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 etc. The project can be as involved or as simple as your class needs it to be.



#Decarbonize #Decolonize

What is climate change, and how does it affect you?

The object of this project is that the students should be aware of the problem of Climate Change and Global Warming on our planet and that they understand the basic fact that we are pouring Greenhouse Gases into the atmosphere at a pace never seen before (Decarbonize) and the power relations between different nations, communities, classes that allow the extraction of resources without taking in account the environmental damage, their causes and their contributions to the Climate Change (Decolonize). The project enables the voice of the students under the age of 18 across the world to reach the leaders and policy makers and engage in the fight against climate change both as a group and as a personal commitment.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September - November 2019
Language(s): English, Spanish
Project Group: iearn.org/cc/space-2/group-6
Website: <http://decarbonize.tigweb.org/>
Contact: Lakshmi Annapurna Chintaluri, India, clannapurna@gmail.com, Carlos Chiu Fu, Peru, Cchiu@colegiociencias.com



Design Squad Global

Design Squad Global clubs connect kids ages 10–13 from around the globe through after school engineering and invention clubs!

Kids explore engineering through high-energy, hands-on activities and they connect with DSG clubs from different countries! You will guide club members through the engineering design process using the 6-week or 12-week Club Guide with weekly hands-on design challenges. Partner clubs will share photos and videos from the club sessions, giving participants the opportunity to provide feedback, ask questions, and share their final projects with one another. In the process they will discover their agency to make a difference in their communities and the world.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: Aug 15-Nov 15, 2019; Sept 15-Dec 15, 2019; Feb 1-April 15, 2020; March 15-June 15, 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-660
Website: <http://pbskids.org/designsquad/>
Contact: Stanley Dominique, stanley_dominique@wgbh.org, Nicki Sirianni, nicki_sirianni@wgbh.org, USA

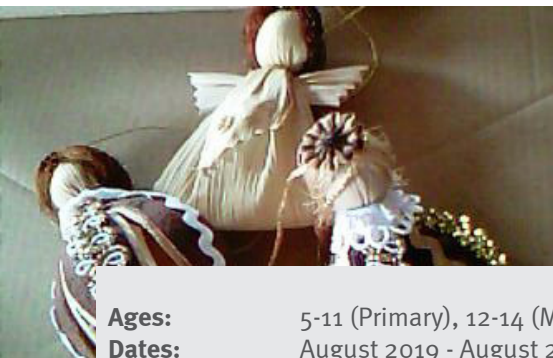


Design Squad Global Inventing Green

Design Squad Global clubs connect kids ages 10–13 from around the globe through after school sustainable engineering clubs!

In the Inventing Green Club, leaders will introduce kids to engineering and invention activities focused on environmental sustainability. You will guide club members through the engineering design process using the 6-week or 12-week Inventing Green Club Guide with weekly hands-on design challenges. Partner clubs will share photos and videos from the club sessions, giving participants the opportunity to provide feedback, ask questions, and share their final projects with one another. In the process they will discover their agency to make a difference in their communities and the world.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: Aug 15-Nov 15, 2019; Sept 15-Dec 15, 2019; Feb 1-April 15, 2020; March 15-June 15, 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-636
Website: <http://pbskids.org/designsquad/>
Contact: Stanley Dominique, stanley_dominique@wgbh.org, Nicki Sirianni, nicki_sirianni@wgbh.org, USA

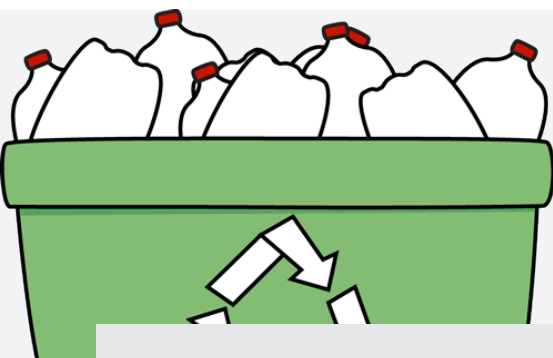


Don't Waste - Create

Thoughtful handling of energy, avoiding litter, recycling and upcycling.

The aim of this project is to awaken consciousness among students about resources, recycling, and avoiding waste. Focus topics include upcycling, water saving, corn is not just corn, recipes with leftovers, and weeds for healing deeds, urban gardening, ideas for gardening on stone ground and with little water.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English, German, Spanish
Project Group: iearn.org/cc/space-2/group-196
Contact: Maria Bader, Austria, maria.bader@tele2.at
 Spanish: Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net



Drastic Plastics

This project aims to reduce the consumption and waste of single use plastics and reduce its environmental impacts on the marine and freshwater environments on the planet.



This project aims to have students and classes complete three levels of action.

Individual action - setting a goal/s to reduce the amount of plastic use and waste in everyday lives.

Group Action - the whole class or group commit to an action/s that will make a difference in their local school.

Community action - each participating group organised an action that educates, informs and /or makes a change in their local community. There will be opportunities for all students to share their goals and outcomes through collaborative sharing activities on the forums.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: March - June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-610
Contact: Rob King, Australia, rking265@eq.edu.au



Earth Stewardship Project

A hands-on educational initiative that provides students the opportunity to develop 21st century critical thinking skills, creativity, innovation and an openness to new ideas and perspectives.

The Earth Stewardship Project provides the opportunity for teachers to infuse a project-based and research oriented aspect to learning science in the classroom. The overall goal of the project is to develop the skills and abilities of students (cognitive abilities) to grow foods (herbs and vegetables) quickly and with vitality. Students investigate and experiment and come to understand the physical and chemical aspects of growing plants along with a greater understanding in the process of doing science that results in a performance outcomes.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: October 2019 - May 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-405
Contact: Greg Reiva, USA, GReiva2009@gmail.com



Global Math

This project uses math as a unifying tool to investigate and understand our shared world.

This project includes several collaborative activities throughout the school year. Students use basic secondary mathematics to observe symmetry in their surroundings, compare regional temperatures, model population growth, gather statistics about their communities and measure the size of Earth. The goal is to use mathematics as a common language to facilitate investigation and collaboration.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - May 2020 (ongoing - join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-396
Website: <http://www.globalmathcollaborative.org>
Contact: Steve Weissburg, USA
 steve.weissburg.math@gmail.com



Golden Ratio

The project aims to make a connection between math and art by using the golden ratio.

Math is the basic unit for many sciences in our life because there is no knowledge without numbers and math! In this project we will learn about Golden Ratio through its applications in math especially in Fibonacci numbers. In addition the world of creativity in human body, photography, art, and architecture supported by golden ratio.

Students of each participating country will submit their works, also they can share videos and photos about their classroom activities or their reflections about the project.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English, Arabic
Project Group: iearn.org/cc/space-2/group-455
Contact: Abeer Qunaibi, Palestine,
 abeer_qunaibi@hotmail.com



GOMI on Earth

GOMI in Japanese means garbage/trash in English. This project is about the long journey of GOMI on EARTH.

GOMI (meaning waste in Japanese): In Part I of the project, you are “GOMI detectives” and follow the long journey of waste to its final destination on ground, or oceans, or in the air. Post your GOMI Map on the forum. In Part II, you are “GOMI Activists” and face the GOMI realities in the world, learn with experts, and at Part III, where you create your own GOMI solutions. Share your concerns and/or solutions with any media you like on forums. You can take Part I~III freely according to the classtime. There is a GOMI Teachers Guide in the “About/Resources” and “Teachers Room.”

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-478
Contact: Yoko Takagi, Japan, yoko@iearn.jp
 Kathy Bosiak, USA, kbosiak@lincoln.k12.nc.us
 Lakshmi Annapurna, India, clannapurna@gmail.com



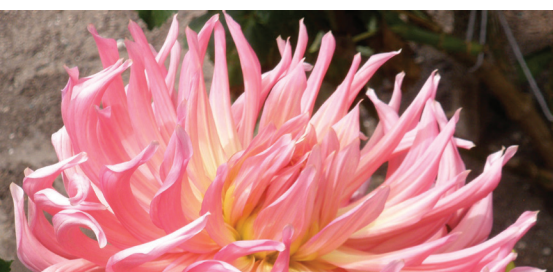
Guardians of the Birds

Students learn about, value, and protect these flying species with other students at home and in the global community.

The purpose of Guardians of the Birds (Guardianes de las aves) is to build an intercultural group of students who will understand and care more about the birds in their towns, cities and countryside. They will have the experience of sharing about their birds with other school friends in the world.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: May - October 2019
Language(s): English, Spanish
Project Group: iearn.org/cc/space-2/group-406
Contact: Nury Penagos, Colombia, nuestrasaveseum@gmail.com

The project promotes the recognition of both the native and migratory birds that students can see in their own communities as well as around the world. A main objective consists of emphasizing the importance of the conservation of nature by training of groups of students, teachers and parents as well as the community.



Medicine in My Backyard

A preservation project that emphasizes transferring ancestral knowledge to-- and preserving traditional plants for--future generations.

A preservation project where students play the role of ethnobotanists to investigate medicinal plants in their communities and read poetry written more than 900 years ago that helps reveal the healing power of plants. This project's vision is to empower students to make informed decisions regarding medicinal plants by asking questions, such as: How can people learn how to use plants for medicine? What are some plant remedies? Why is a Botanical Garden important?

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - Aug 2020 (ongoing - join anytime!)
Language(s): Spanish, English
Project Group: iearn.org/cc/space-2/group-262
Contact: Frederic Lim, USA, MrLim.ENLpro@gmail.com



Nuestra Tierra: La Deforestación



Contribuir a la generación de una conciencia ambiental, basado en el conocimiento del entorno natural y social de los estudiantes de diferentes regiones del mundo.

En el proyecto se sugieren actividades, en las que los estudiantes de diferentes países comparten ideas, conocimientos, materiales y propuestas para contribuir a mitigar la deforestación en sus regiones. Durante el desarrollo del proyecto, los estudiantes generan productos parciales que les permitan evidenciar los aprendizajes adquiridos. Estos se llevarán a cabo con el uso de herramientas tecnológicas en la web. Al término de las actividades, los estudiantes desarrollan una campaña de divulgación que contenga los temas estudiados y los aprendizajes adquiridos, la cual implementarán en sus escuelas. Los equipos intercambian las evidencias de la campaña y trabajos realizados durante el desarrollo del proyecto, para que en conjunto elaboren una Revista Ecológica.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 2019 - November 2019
Language(s): Spanish
Project Group: iearn.org/cc/space-2/group-684
Contact: María de los Ángeles Serrano Islas, Mexico aserrano@ilce.edu.mx



Protectores en Acción

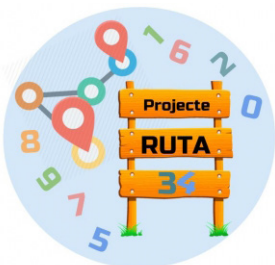
Generar conciencia a través de distintas acciones por un cambio en los humanos sobre la tenencia responsable de animales domésticos y silvestres.

Este proyecto pretende generar conciencia a través de distintas acciones por un cambio de parte de los humanos sobre la tenencia responsable de animales domésticos y silvestres. Por tanto se toman dos premisas de estudio:

Estudios avalan que los adultos agresivos contra inocentes son producto en mucho de los casos de una niñez con maltrato animal.

La explotación de los recursos y el crecimiento económico se promovieron sin tener en cuenta las leyes de la naturaleza, como así también el desconocimiento del principio de sustentabilidad en la necesidad de aprovechar los recursos en forma indiscriminada.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September - November 20189
Language(s): Spanish
Project Group: iearn.org/cc/space-2/group-640
Contact: Rosy Rivarola, Argentina, rosir29@gmail.com
 Cristina Biosio Ferrer, Argentina, crisbiosioferrer@gmail.com



Ruta 34



Proyecto colaborativo para trabajar la resolución de problemas matemáticos, a través de la gamificación y la geolocalización.

En este proyecto, los alumnos resuelven problemas matemáticos propuestos por los facilitadores del proyecto. Las soluciones de los problemas se convierten en kilómetros que usan para elaborar una ruta o itinerario en un mapa colaborativo. En cada punto del itinerario publican un enigma que deben resolver las demás escuelas participantes.

Ages: 5-11 (Primary)
Dates: January - May 2020
Language(s): Catalan
Project Group: iearn.org/cc/space-2/group-681
Website: <http://ruta34.iearn.cat/>
Contact: Margarita Guino Arias, Spain, margarita.guino@iearn.cat
 Toni Casserras, Spain, tonic@iearn.cat



Scratch Day Project

Celebrate the international day devoted to this programming language. We make digital stories based on traditional legends of our closest environment.

The participating groups will use the Scratch online programming language to create two projects: their presentation and the digital narration of a legend that is typical of their cultural tradition. The difficulty of the projects will depend on the age of the students and their mastery of the Scratch language.

Ages: 5-11 (Primary)
Dates: March - May 2020
Language(s): Catalan, Spanish, English
Project Group: This project is not in the Collaboration Centre
Website: <http://scratchday.iearn.cat/>
Contact: Sara Dauder, scratch@iearn.cat
 Margarita Guino Arias, Spain, margarita.guino@iearn.cat



Solar Cooking Project

Students 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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-113
Contact: Kathy Bosiak, USA, kbosiak@lincoln.k12.nc.us



Solar Explorers

For students to develop an understanding of the importance of developing sustainable energy sources for the future.

Students will research alternative energy sources with a focus on solar energy. They will look at the UN Sustainable Development Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all as a basis for their research and answer the question Why is this goal important?

Students will then design, construct and test a solar cooker as an example of alternative energy use and compare their results with other schools.

Ages: 5-11 (Primary), 12-14 (Middle)
Dates: September - December 2019
Language(s): English
Project Group: iearn.org/cc/space-2/group-474
Contact: Guy Villiers, Australia, gvill12@eq.edu.au



STICK Project

Repeat the experience of measuring the circumference of the earth as Eratosthenes did 2200 years ago.

This project will be carried out with secondary school students and the main objective is to measure the perimeter of the Earth, in a similar way to that used by Eratosthenes more than two thousand two hundred years ago.

Each group of students and their teachers will measure the height and shadow of a stick during the solar midday of the autumn or September equinox. Each school will share the values of their measurements by completing the spreadsheet created in Google. This activity will allow students to know old units of longitude, the inconveniences of their use and why the convenience of using the current measures of the International System of Measurements.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: Sept 2019 - Aug 2020 (ongoing- join anytime!)
Language(s): Spanish, English
Project Group: iearn.org/cc/space-2/group-632
Website: <http://www.stick.com.ar>
Contact: Ricardo Lopez, Argentina, ricardo@victorina.edu.ar



Tengo un Robot



Proveer la oportunidad de desarrollar un proyecto STEAM aplicado a su entorno donde pondrán en práctica importantes habilidades para la vida, por medio la Robótica.

Un excelente proyecto de Robótica para acompañar la formación educativa haciendo uso de las disciplinas STEAM y el movimiento Maker con el objetivo de generar interés en los participantes por la exploración de contenidos, el empleo de la creatividad y la experiencia de compartir sus logros alcanzados con otros centros educativos. Cumpliendo con uno de los objetivos de desarrollo sostenible como lo es la Educación de calidad. “Tengo un Robot” promueve llevar los conocimientos de Robótica más allá de la clase y explorar qué otras tecnologías de robótica emplean en cada uno de centros educativos participantes para compartir sus experiencias. Además enriquecido con el uso de otras herramientas TIC que permiten que el estudiante se empodere en el uso de nuevas herramientas digitales.

Ages: 5-11 (Primary), 12-14 (Middle)
Dates: August - December 2019
Language(s): Spanish
Project Group: iearn.org/cc/space-2/group-683
Contact: Erick Calderon, Guatemala, tecnorobinson@gmail.com



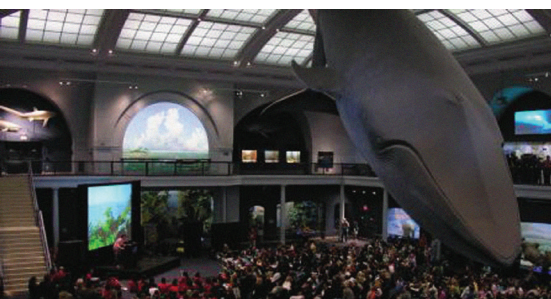
Water is Life

This project will bring students into active research and action-oriented collaboration concerning water as the vital essence of life.

The Water is Life project enables students to work together, collaboratively and constructively, across and between nations on an issue of global importance: the health and sustainability of the world's water.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August - December 2019, February-June 2020
Language(s): English
Project Group: iearn.org/cc/space-2/group-437
Contact: Bob Carter, Australia, bobc@iearn.org.au
 Virginia King, Australia, virginia@iearn.org.au
 Rob King, Australia, rking265@eq.edu.au
 Fore Morgand, France, cguerin86@gmail.com

The iEARN Water is Life project brings schools together to collaborate in active research, reflection, planning and in community action in relation to the United Nations Sustainable Development Goals #14 and #6 pertaining to the sustainability and health of the world's water.

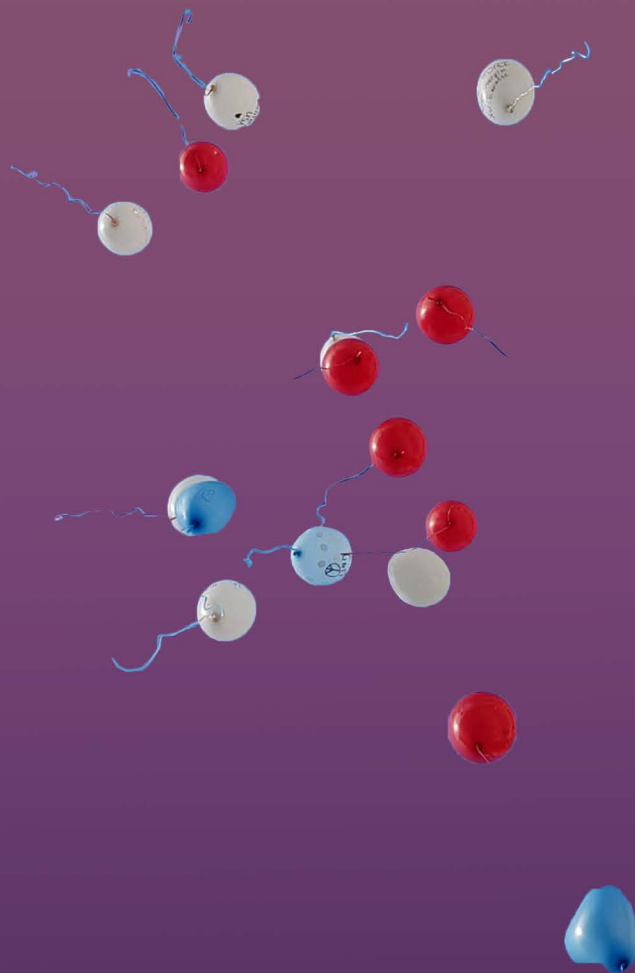


YouthCaN

Students sharing their interests and projects around protecting the environment in their communities and collaborating with students in other areas doing the same.

YouthCaN is a growing network of youth clubs, classes and community groups who share an interest in studying and protecting the environment. These groups are youth-directed. They coordinate local hikes, explorations of the environment, investigations of environmental topics and share these explorations through online YouthCaN forums and at local and international conferences and workshops.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: August 2019 - August 2020 (ongoing - join anytime!)
Language(s): English
Project Group: iearn.org/cc/space-2/group-18
Contact: Jay Holmes, USA, jholmes@igc.org
 Nawrez Hsai, Tunisia, hsayri.nawrez@yahoo.com
 Misheck Mutuzana, Zambia, mutuzana@gmail.com



 **iEARN**

INTERNATIONAL EDUCATION AND RESOURCE NETWORK