



INTERNATIONAL EDUCATION AND RESOURCE NETWORK

2021-2022 PROJECT BOOK

K-12
GLOBAL
PROJECTS
For Learners
of All Ages

ALIGNED
WITH
THE UNITED NATIONS'



THE GLOBAL GOALS
For Sustainable Development

Learning Connections
STEM
CREATIVE &
LANGUAGE ARTS
SOCIAL SCIENCES

MULTILINGUAL
PROJECTS
AND DISCUSSION
GROUPS

Learn with the world, not just about it.

What is iEARN? (International Education and Resource Network)

iEARN is developing global citizens and creating a more interconnected, peaceful and just world by connecting and empowering young people around the world to make positive change in their communities. Since 1988, iEARN has used interactive technologies to engage students in meaningful educational projects and transformative learning, literally learning with the world, not just about it. Through our non-profit network, we support over 50,000 teachers and 2 million youth in more than 140 countries. In January 2019, iEARN was recognized as a Top Innovative School Model for the future by the World Economic Forum.

- a safe and structured online environment for k-12 youth to communicate with their peers
- an inclusive and culturally-diverse community of globally minded teachers and learners
- a forum for peer review and sharing of student writing and other works
- a space where virtual & cultural exchange, project-based learning, and service learning meet
- a fun and engaging way to learn!

After joining iEARN, teachers and their students enter an interactive online Collaboration Centre to meet other participants and get involved in ongoing projects with other classes 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 resulting in an end “product” that is shared between the participants.

There are almost 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 to fit their curriculum and classroom needs.

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 designed to be a “blueprint to achieve a better and more sustainable future for all”. As a result of this effort, all iEARN projects are aligned with one or more of the Sustainable Development Goals. Visit [SDG Alignment](#) on the iEARN website for more information.

Where can I find more information about iEARN?



To learn more about iEARN: visit www.iearn.org

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Future Teachers - Knowing Our Students; Knowing Ourselves



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 1, 2021 - June 1, 2022
Languages: Spanish, English, other languages are welcome
Contact: Kristin Brown, Orillas - USA
Enid Figueroa, Orillas - Puerto Rico



LEARNING CIRCLE STRUCTURE

iEARN Global Learning Circles are highly interactive, project-based partnerships among schools located throughout the world. 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 learn.org/cc/space-41. For further information contact Barry S. Kramer, the iEARN Global Learning Circles coordinator, at learningcircles@gmail.com.

SCHEDULE FOR 2021-2022

September to January Session:

Hello World (5-week project) begins on September 30, 2021, and ends on November 8, 2021

My School (10-week project) begins on September 30, 2021, and ends on December 13, 2021

16-week Projects begin on September 30, 2021, and end on January 14, 2022 (16-weeks with a 1-week break in December).

All Learning Circle Placement forms are due before September 22, 2021

January to May Session:

Hello World (5-week project) begins on March 1, 2022, and ends on April 4, 2021

10-week Projects begin on January 31, 2022, and end on April 11, 2022

16-week Projects begin on January 31, 2022 and end on May 15, 2022 (16-weeks with a 1-week break in April).

All Learning Circle Placement forms are due before January 21, 2022

To sign up for Learning Circles Online: See <https://www.earn.org/professional-development/learning-circles> or <http://www.globallearningcircles.org/> for the current session registration link.

- Each session over 100 classrooms choose the iEARN Global Learning Circles project to participate in telecollaborative 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://learn.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.
- An experienced facilitator leads each Learning Circle in order to carefully guide each participant through the various tasks and phases.

- 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 Hello World, Places and Perspectives, Global Issues, Computer Chronicles, 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

Returning this year are our popular five-week long Learning Circles for beginners at the Elementary, Middle and High School levels. Hello World: Learning Circles are for teachers and students who have never participated in an iEARN project or a Learning Circle. This five-week experience will introduce teachers and students to the basics of Learning Circles, including teacher introductions, culture sharing, and an information exchange. If you have never participated in an iEARN project or a Learning Circle before and you would like to know what it is like, this is the place to begin your iEARN experience.

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, investigate unique landforms, describe historical attractions of the area, examine local constitutions, compare weather patterns, or engage in map studies. See <http://globallearningcircles.org/lcguide/pp/pp.html> to learn more about the Places and Perspectives project in the online Learning Circles Teacher's Guide.

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 circle partners to form the completed Circle publication. See <http://globallearningcircles.org/lcguide/cc/cc.html> to learn more about the Computer Chronicles project in the online Learning Circles Teacher's Guide.

GLOBAL ISSUES - ENVIRONMENT

GLOBAL ISSUES - ENVIRONMENT

The Global Issues theme allows students to discuss a broad range of environmental, social, political, and economic issues with concern and affects 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. See <http://globallearningcircles.org/lcguide/gi/gi.html> to learn more about the Global Issues project in the online Learning Circles Teacher's Guide.

GLOBAL ISSUES - EDUCATION

MY SCHOOL

EARLY PEOPLES SYMBOL PROJECT

MY HERO LEARNING CIRCLES

TEACHER SPONSORED THEMES

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 SCHOOL

This 10-week Learning Circle for elementary school students (Grades K - 5) allows students to share and celebrate information about their classroom and their school. Participants may choose to write stories, take photographs, prepare multimedia presentations, create videos, or use other media formats to share and highlight information about their school. Each participating class will share cultural information and create a presentation.

EARLY PEOPLES SYMBOL PROJECT

Elementary and Middle School students explore the meanings of their cultural symbols. They begin the process 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 briefly describe the story related to each symbol using journals, online Web tools, PowerPoint Presentations, videos, or digital photos. Each student is invited to share cultural information and create a drawing or painting using these symbols.

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 multimedia 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. Educators may choose multiple MY HERO Learning Circles to explore that focus on global peers, heroes, heroism, communities, and countries. The My Hero Web site is a safe, virtual online space for teachers and students to discuss and share who inspires them and who are their heroes. Educators and students use state of the art multimedia tools in order to 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."

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 your project, please contact Barry Kramer for information and ideas on how to facilitate communication and interaction among your project participants.

Steps to Getting Started in iEARN Projects



1. BECOME A MEMBER

Before you begin your first project, become a member of iEARN! Membership provides teachers and students access to a global network of educators and an extensive menu of K-12 projects through iEARN's safe and password protected Collaboration Centre.

2. JOIN A PROJECT*

Next, it's time to select your first iEARN Global Project! There are many 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:** 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 2021

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 three easy ways to find educator and classroom partners in the iEARN Network:

- Post in the Teachers' Group
- Post in the Discussion of the project you've joined
- Join one of iEARN's virtual events to connect with other educators

*Steps 1 and 2 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 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.

We recommend posting a discussion in 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, 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.
- 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.

iEARN PROFESSIONAL DEVELOPMENT



iEARN-USA provides a range of virtual and in-person training and professional development opportunities, including workshops, online trainings, and webinars. iEARN-USA's training course, iEARN 101 and 102, 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. iEARN 101 and 102 is offered as live virtual workshops or online self-guided courses. Additionally, iEARN-USA hosts virtual professional development workshops to support educators, both in the U.S. and internationally. These virtual workshops give educators the opportunity to connect with one another and learn about a particular topic, including the following: best practice for meaningful virtual exchange, teaching with the UN Sustainable Development Goals, how to become a global educator, integrating global project-based learning in the classroom, and more. For more information on iEARN-USA's professional Development, visit <https://us.iearn.org/professional-development>

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 trainings, and webinars. iEARN-USA's self-guided training course, iEARN 101 and 102, 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. Additionally, 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 <https://us.iearn.org/professional-development>

CREATIVE & LANGUAGE ARTS



ABC Cultural

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: March 26, 2022 - June 26, 2022
Language(s): Spanish
Contact: Carolina Salazar, Guatemala
 Domingo Borba Uruguay,

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



Alphabets of the Peoples of the World



Students collect information about the history of the alphabet, the history of their language.

Alphabets of the Peoples of the World is a joint work of students under the guidance of a teacher to study the origin of the alphabets of their country and exchange information with their peers from different countries.

Ages: 5-11 (Primary), 12-14 (Middle)
Dates: September 15, 2021 - June 15, 2022
Language(s): English
Contact: Alfia Sibagatulina, Russia



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 1, 2020 - June 15, 2022
Language(s): English, Spanish
Contact: Chris Baer, USA
 Maria Soledad Gomez Saa, Argentina



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: August 15, 2021 - May 15, 2022
Language(s): Spanish, English
Contact: Carmenteresa Pujols, Puerto Rico
 Kristin Brown, USA
 Enid Figueroa, 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).



Art Connect NEW

Establish Cultural Connections between countries and cultures with the aim of creating a multicultural kaleidoscope of the arts, by combining the arts/music/dance together.

Students research and learn a traditional art form of their country and come to understand the sustainable practices in traditional art forms. Together they co create a mural, dance, or song which reflects the amalgamation of the two cultures.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: March 26, 2022 - June 26, 2022
Language(s): English
Contact: Malini Calimootoo Jeewon, Mauritius
 Kalyani Voleti, India
 Mishek Mutuzana, Zambia



Beauty of the Beasts

This project sensitizes students and teachers to endangered and extinct species and cultivates the feeling of responsibility and awareness 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)
Dates: July 1, 2021 - July 1, 2022
Language(s): English
Contact: Vaneet Kunar, India

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

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: October 25, 2021 - May 31, 2022
Language(s): Catalan
Contact: Albert Correa, Spain

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.

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.



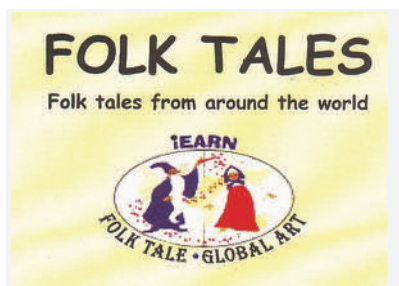
Digital Storytelling for Exchange

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

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: August 2020 - August 2021
Language(s): English, Arabic
Contact: Jaafari Mohamed, Morocco
Steve Weissburg, USA
Ahmed Touhami, Morocco
Abdelhalim Ezzaim, Morocco

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.



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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 1, 2021 - August 1, 2022
Language(s): English
Contact: Imran Khan, Pakistan

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).



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 express themselves through art promoting their sense of thinking, caring and learning. Students create artwork and write some poems to match the story that can make a difference in the lives of others. 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 presentation or digital story to share with the world.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 31, 2021 - July 31, 2022
Language(s): English
Contact: Hina Sadia, Pakistan



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.

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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 6 - November 5, 2021
Language(s): Spanish, Portuguese, English
Contact: Almnerinda Garibaldi, Brazil



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, 2021
 Project dates: September 1, 2021 - February 1, 2022
Language(s): English
Contact: Judy Barr, Australia

I MAGZ

MAKING MYSELF HEARD

iMagz-Making Myself Heard

An e-magazine project for students to express themselves.

The project will be about creating a magazine. The magazine will have the A-Z of creative writing published. Write articles and news stories, create advertisements and banners, take interviews and pictures, make collages and calenders, write diary entries and poems, express their thoughts and feelings on any issue in any creative way. Students are invited to write on any topic which is close to their heart. The final product will be a magazine published. It will be an e-magazine. The students will be able to read the voices of their counterparts from various continents. This way they will know and understand each other much better.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: August 1, 2021 - July 31, 2022
Language(s): English
Contact: Geeta Rajan, India



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.

Members of book clubs reap many benefits. Discussing ideas and asking questions help us to understand our reading more deeply. Books often affirm opinions and cause us to question our own. This project directly connects to the literacy content standards and goals that all teachers strive to attain. For example, a social studies teacher may want to select books because of their historical or geographical perspective, while a world language teacher may want to use the same book and partner with the social studies teacher to give students practice using the language they are learning.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 15, 2021 - May 15, 2022
Language(s): English, Spanish, French
Contact: Fay Stump, USA
 Lyndsay Young, USA
 Ina Bedros, Moldova



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 1, 2021 - June 1, 2022
Language(s): English
Contact: Katie Flynn, USA
 Khalid Fethi, Morocco

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.



MY HERO: Heroes Are Everywhere

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: **Fall** from 10/1/21-12/15/21
Winter from 1/15/22-3/30/22
Spring from 4/10/22-6/30/22
Language(s): English
Contact: 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.

Students explore and work on following issues - Process of Name Giving in the country - history of this celebration, who and how take part in it, what this process mean for students, for his/her parents and grandparents. Students research, find and send information about own name. Students will answer the questions: Where are you from? What is your name? What does your name mean in your native language and in other language? Why do you have this name? Who gives you this name? Who was the first person in your family, which has/had the same name? Which famous persons had your name? What is nonofficial version of your name? Students can create different visualizations of name: posters, handicraft, drawings.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - August 30, 2022
Language(s): English, Georgian, Russian
Contact: Pavle Tvaliashvili, Georgia



Narnia and C.S. 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 2021 -June 2022
Language(s): Italian, English
Contact: Fortunati Giuseppe, Italy



NO al Bullying, Sí a una Cultura de Paz



Espacio de construcción colaborativa para frenar el bullying mediante la promoción de una cultura de paz en las escuelas

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 17, 2021 - October 12, 2021
Language(s): Spanish
Contact: Minerva Villa Valencia, Mexico

EL proyecto No al Bullying, Sí a una Cultura de Paz, busca adentrar a los estudiantes entre 12 y 16 años a una cultura de paz donde primen los valores de la empatía, la tolerancia, la solidaridad, la colaboración, el respeto y la armonía como la base para contribuir a frenar al bullying y al cyberbullying en los hogares y las escuelas.

Los participantes vivirán la experiencia a lo largo de 12 semanas, distribuidas en 4 etapas, en cada una de ellas realizarán una serie de actividades prácticas, creativas y sencillas que los llevarán a procesos de análisis, reflexión, construcción y comunicación para la solución de problemas y la toma de decisiones con relación a los temas eje: frenar el bullying y promover una cultura de paz.



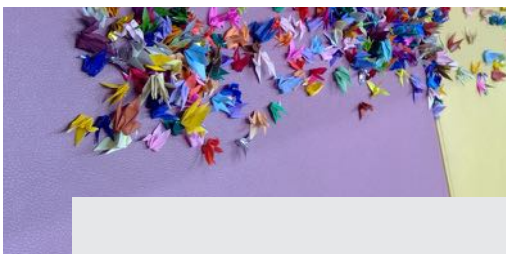
One Day in the Life

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - March 31, 2021
Language(s): English
Contact: Iram Sadiq, Pakistan
 Christine Hockert, USA
 Jessie Gorant, USA

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.



Origami Project

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2020 - August 2021
Language(s): English, Japanese
Contact: Yoshiko Fukui, Japan

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.



Orillas Clases Hermanas

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 15, 2021 - May 15, 2022
Language(s): Spanish
Contact: Kristin Brown, Orillas
 Enid Figueroa, Orillas

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.



Our Story Book

A project to collect different ideas from diverse cultures and countries to complete one amazing story. By collaborating with international partners, students can contribute their ideas to the story, and also learn from others' opinions.

“Our Story Book” is a project to collect different ideas from diverse culture and countries to complete one amazing story. Two schools will be matched to work together and create a story by writing, painting, and drawing. One school works on the first part of the story, the other school works on the rest part of the story. After the story book is completed. We recommend you to have an online webinar to share the reflections and feedback.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 27, 2021 - December 20, 2022
Language(s): English
Contact: Vinny Tsao, Taiwan
 Wu Sam, Taiwan

1. Our Story Book project runs once a year. It begins on September 27, 2021 and ends on December 20, 2021.
2. Two countries(groups) will be matched to work together for a story.
3. There are two themes of the project. One is “Story book”. The other one is “Picture book.”

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: August 6, 2021 - August 6, 2022
Language(s): English, Japanese
Contact: Pen Friend Clubs of Japan



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 17 - 24, 2022
Language(s): Spanish, English, Catalan
Contact: Gelu Morales, Spain
 Josep Torrents, Spain

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 1, 2021 - May 31, 2022
Language(s): English, Chinese
Contact: Margaret Chen, Taiwan
 Doris Tsuey-ling Wu, Taiwan

The 3rd 24 July 2022
Next time, it's your turn!
 Worldwide Taisho-Koto Cultural Exchange Event
Kotolympic Days 21-25 July
 in Niigata-City
<http://kotolympic.com>
The 1st on 7 August 2016
 Kotolympic 2016 in Niigata over 100 children from many countries and 250 Japanese taisho-koto lovers gathered together.
The 2nd on 22 July 2018

Taisho Koto

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

Taisho Koto, musical instrument was invented in Japan. It has more than 100 years history since its release. This instrument was designed to be easily played so that people who are not experienced with playing musical instruments could learn. This project began so that many people around the world could learn and enjoy music. More than 10 years have passed since we started the project in 2009 in Canada. We have actively participated in the iEARN conferences, and our project held the Kotolympic 2016 in Niigata in July 2016 and 2018. Many iEARN teachers and students came to enjoy the events. Now, we are planning to hold the Kotolympic 2022 in Niigata on July 24, 2022.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - August 31, 2022
Language(s): English, Japanese
Contact: Motoko Hirota, Japan
 Yoshie Naya, Japan
 Hideki Kaneko, Japan



Talking Kites Around 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: January 10, 2022 - April 1, 2022
 Kites will be flown on and around March 21, 2022
Language(s): English, Spanish
Contact: English: Ruty Hotzen, Israel
 Spanish: Enid Figueroa, Orillas

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.

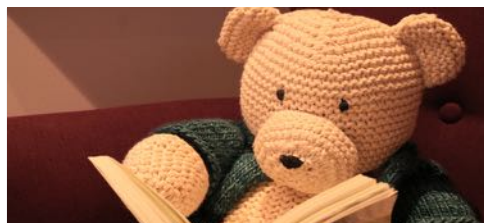


Te Cuento Un Cuento

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

El gran desafío de este proyecto es integrar el uso de las TIC en el desarrollo del proceso de alfabetización, 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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: septiembre 2021 a noviembre 2021
Language(s): Spanish
Contact: Gabriela Favarotto, Argentina,

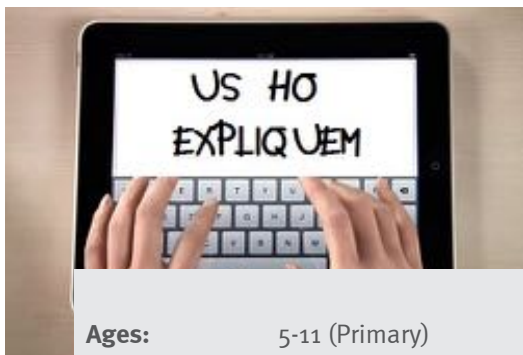


Teddy Bear Project/Ositos de Peluche

An international teddy bear exchange using email and postal mail.

This project aims to foster tolerance and understanding of cultures other than your own. After teachers register, the facilitator matches you with a partner class. Once paired, classes send each other a Teddy Bear or other soft toy by airmail through the normal postal system. The bear sends home diary messages by email or through the iEARN Teddy Bear Forum at least once a week. The students write the diary messages as if they are the visiting bear describing its experiences in the new culture. Registration is important to find a partner, even after matching your partner needs to contact you. Especially include the correct e-mail address, phone number, postal address. A typo can cause a trouble which will take extra time to start TBP between eager teachers.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 2020 - September 2021
Language(s): English, Japanese, and other languages
Contact: English: Maria Conte, USA
 Puppala Rasagnya, Japan
 Spanish: Maria Lucrecia Santiago



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: October 3, 2021 - June 9, 2022
Language(s): Catalan
Contact: Margarita Guino Arias, 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 16, 2021 - March 16, 2022
Language(s): English
Contact: Tubi Naz, Pakistan

HUMANITIES & SOCIAL SCIENCES



Alô Brasil/Hello Brazil



Troca de experiências e interação entre falantes nativos e aprendizes de Português.

Trata-se de um projeto de cinco semanas com momentos diferentes de interação on-line , como se segue: apresentação dos alunos/professores; apresentação das escolas; perguntas sobre suas comunidades ou cidades; respostas às perguntas formuladas; despedidas.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: March 1, 2022 -April 15, 2022
Language(s): Portuguese
Contact: Patrícia Faustino, Brazil
 Almerinda Garibaldi, Brazil



Be Kind, Don't Leave them Behind

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

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.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 -June 30, 2022
Language(s): English
Contact: Kathy Bosiak, USA
 Jallal Hariri, Morocco



Bongoh

A simulation game where students travel to an imaginary archipelago.

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.

Ages: 5-11 (Primary)
Dates: October 3, 2021 - June 9, 2022
Language(s): Catalan
Contact: Margarita Guinó Arias, Spain,



CIVICS

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 1, 2021 - July 31, 2022
Language(s): English
Contact: Sarah Zubair, Pakistan

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.



Cultural Package Exchange

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 12, 2021 - June, 2022
Language(s): English
Contact: Asmaa Al Beriki, Oman

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 country. 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.



Day of the Dead Traditions Around the World

This project promotes dialogue between different cultures through a collaborative research strategy to share and understand the cultural traditions around the world.

Ages: 9-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 20, 2021 - November 30, 2021
Language(s): Spanish, English
Contact: Vianney Avila Esquivel, México,
 Paola Lizbeth Guzman, México,
 Ming-yu Hu, Taiwan

In this project, students will carry out an oral or documentary investigation on traditions of the Day of the Dead in a specific locality or region.

The interactive components of the project promote the collaboration of students from different distant schools, to exchange similar and different educational experiences, and to increase the quality of learning. Students will have the opportunity to discuss these issues with students from other schools around the world.

De la Mano de Mis Abuelos



Se hermanan escuelas de distintos países y cuyas clases trabajarán distintas actividades con los abuelos para intercambiar y compartir diferentes informaciones de diferentes tiempos pasados.

Schools from different countries come together to participate in different activities with their grandparents to exchange and share different information from different past times.

La finalidad de este proyecto es alentar a los alumnos a compartir momentos diferentes con los abuelos escuchando con paciencia sus recuerdos de lugares y vivencias de sus tiempos. Registrar con ayuda de las TIC el desarrollo del proceso de intercambio entre las escuelas participantes y en la clase.

The aim of this project is to encourage students to share different moments with their grandparents by listening patiently to their memories of places and their past lives. Record with the help of ICT the development of the exchange process between the participating schools and in the class.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: March 17 2022 - June 10, 2022
Language(s): Spanish, English
Contact: Catherine Mabel Ramoa; Argentina



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: October 3, 2021 - May 31, 2022
Language(s): Spanish, English, Catalan
Contact: Margarita Guino, Spain
 Rosy Aguila, Argentina



Early People's Symbols

Exploring early people's symbols and their cultural history.

Early People's 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: September 15, 2021 - June 15, 2022
Language(s): English
Contact: Christine Hockert, USA,
 Christine Kolstoe, USA
 Taabeen Baskota, Nepal



Expresa lo que sientes

Brindar habilidades que ayuden a expresar y manejar emociones que puedan interferir en la convivencia diaria y en tiempos de pandemia. ODS 3 y 4.

El proyecto consta de 8 semanas divididas en 4 sesiones, donde se proponen entre los alumnos distantes, actividades en equipos de trabajo colaborativo. Se abordan temáticas de formación cívica y ética con la finalidad de educar en la identificación y manejo de las emociones propias y la de los demás. El cruce curricular entre las asignaturas de Arte y Español; motivo por el cual, se proponen actividades artísticas, de lectura, escritura y recreación de narraciones como ejes transversales de la educación y gestión emocional.

Ages: 5-11 (Primary), 12-14 (Middle)
Dates: septiembre de 2021 a noviembre de 2021
Language(s): Español
Contact: Rebeca Ortega Salas, Mexico



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 15, 2021 - June 15, 2022
Language(s): English
Contact: Danielle Pugh, USA



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.

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.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: Septemberr 1, 2021 -August 31, 2022
Language(s): Japanese
Contact: Rasagnya Puppala, Japan
 Yoshiko Fukui, Japan



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: Setember,1 2021 - August 31, 2022
Language(s): Spanish, Russian, Romanian, French, English
Contact: Cornelia Platon, Romania



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: January 17, 2022 - May 31, 2022
Language(s): Catalan, Spanish
Contact: Albert Correa, Spain



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 1, 2021 - July 31, 2022
Language(s): English, Spanish
Contact: Mari Sekine, Japan
 Ed Gragert, USA



GOLD (Global Ownership of Learning and Development)

The project aims at developing global competences through collaboration and digital literacy.

The project aims to empower young children with collaborative creativity and team innovation, raise students' awareness of Sustainable Development Goals to promote local and global solidarity, and use digital tools to encourage students' active engagement in academic progress and social well-being as Covid-19 Response (SDG 17). 'GOLD' project aims to engage children all around the world on their way of learning, inquiry and collaboration virtually.

Ages: 2-14 (Middle)
Dates: September 1, 2021 - July 30, 2022
Language(s): English, Spanish, German
Contact: Ekaterina Bozdogan, Turkey



Heritage Around the World/Patrimoine Mondial

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

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 power point, photos, and more to share their heritage. Personal photos are preferred, but all will be welcome. Schools can create a small book or an article as an outcome of the collaboration.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - June 1, 2022
Language(s): English, French
Contact: Flore Morgand, France



HEALTHY GENERATION AND TRADITIONAL CUISINE

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: February 1, 2021 - April 30, 2022
Language(s): English
Contact: Tamar Lolishvili, Georgia

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 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.



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 ICT technologies to enhance learning and make a difference in their own communities and around the world.

Ages: 5-11 (Primary)
Dates: September 1, 2021 - June 15, 2022
Language(s): English, Russian
Contact: Maria Gorbun, Russia
 Alia Sibagatulina, Russia

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.

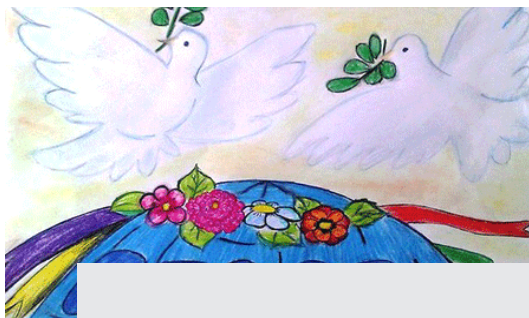


Lugares y Costumbres de Mi Ciudad

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.

Ages: 5-11 (Primary)
Dates: September 2021 - November 2021,
 March 2022 - November 2022
Language(s): Spanish
Contact: Gabriela Favaretto, Argentina



Machinto-HIROSHIMA for Peace

What Hiroshima and Nagasaki mean today after 75 years.

Based on picture books such as “Machinto”, “My Hiroshima”, and “Watashi no Yamete!”, participants learn about what the dropping of Nuclear bombs on Hiroshima and Nagasaki brought us today. Students do research, listen to the voices of survivors, and invite other students to learn, so that people never forget Hiroshima and Nagasaki and never repeat this evil tragedy in the future.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 1, 2021 - July 31, 2022
Language(s): Japanese, English, Spanish.
 Other languages are welcome.
Contact: Yoko Takagi, Japan (English and Japanese),
 Enid Figueroa, Orillas - Puerto Rico,
 Kristin Brown, Orillas - USA



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.

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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - May 31, 2022
Language(s): English, Russian
Contact: Natasha Belozorovich, Belarus



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 15, 2021 - May 1, 2022
Language(s): English, Russian
Contact: Olga Timofeeva, Russia



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.

The aims of the project are to develop and promote creativity among students, to promote communication and understanding between students from different countries by learning sharing information and learning about one another's ideal world and to create a better future for our children.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - May 31, 2022
Language(s): English, Persian
Contact: Minoo Shamsnia, Iran



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 1, 2021 - July 31, 2022
Language(s): English
Contact: Said Belgra, Morocco
 Nicolle Boujaber-Diederichs, USA,
 Asmaa Alberiki, Oman, and Leila Taik, Morocco,



My School, Your School / Mi Escuela, Tu Escuela

Students compare school life in different countries around the world.

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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (secondary)
Dates: September 1, 2021 - October 30, 2021
Language(s): English, Spanish
Contact: Silvana Carnicero,
 Mariela Sirica, Argentina



Mi Museo, Nuestros Museos

Busca conocer los diferentes museos del mundo, a través de las voces de sus propios visitantes o miembros de la comunidad en que están enclavados

Los estudiantes que visiten el museo seleccionado, colaborarán con otros estudiantes a nivel global para describir sus museos y mostrarán a través de proyectos de aprendizaje sus características, sus exhibiciones y cómo éstas han impactado su vida, su apreciación por el arte y la cultura.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 24, 2021 - November 24, 2021
Language(s): Spanish, English
Contact: Gladys Lopez, Puerto Rico



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 1, 2021 - August 31, 2022
Language(s): English, Japanese
Contact: Yoshie Naya, Japan
 Kazuko Okamoto, Japan
 Nimet Atabek, Turkey
 Gia Gaspard Taylor, Trinidad and Tobago



The Olympics & Paralympics in Action (TOPA)

TOPA Project aims to foster friendship, the spirit of encouragement, and unity in diversity through learning about the Olympic & Paralympic Games, especially their values.

Following the 2020 Tokyo Summer Games, join this project for the 2022 Beijing Winter Games.

The Olympics: Feb 04 - Feb 20, 2022.
 The Paralympics: Mar 04 - Mar 13, 2022.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - March 31, 2022
Language(s): English, Japanese and participants' native languages
Contact: Sayuri Hasegawa, Japan
 Mayumi Takizawa, Japan

As participants learn about the Spirits and Values of the Olympics (Excellence, Friendship, Respect) and Paralympics (Courage, Determination, Inspiration, Equality), they also have opportunities to explore and respond to COVID-19 in Sports, Art, Music, and Sustainability. The final cheering posters and/or encouragement videos/presentation slides created by all participating schools will be shared at TOPA Global Exhibition in January 2022.



Save the Innocent

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

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 20, 2021 - July 20, 2022
Language(s): English
Contact: John Kiberu, Uganda

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.



Staying Healthy

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - June 30, 2022
Language(s): English
Contact: Alema Nasim, Pakistan

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.



The Parlour

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 30, 2021 - June 15, 2022
Language(s): English, Arabic
Contact: Chris Baer, USA
 Kevin McGrath, USA

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 studentdriven rather than teacher-led conversations; small group conversations rather than one-to-one or one-to-many; and natural conversations over scripted and stilted presentations.



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.

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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: October 25, 2021 - May 31, 2022
Language(s): Catalan, Spanish, English
Contact: Albert Correa, Spain

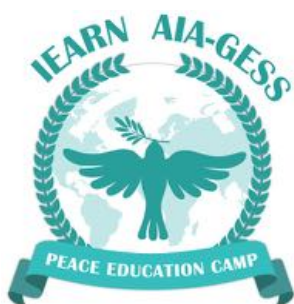


UNESCO World Heritage Sites

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

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

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 1, 2021 - July 1, 2022
Language(s): English
Contact: Inga Paitchadze, Georgia



Virtual Peace Education Camp

Equip children and adults with personal conflict resolution skills.

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.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: October 1, 2021 - December 25, 2021
Language(s): English
Contact: Tamar Lolishvili, Georgia

Where Do the Children Play



We Create for You, World

The project aims at acknowledging student personal experiences, their perspectives on the present and the future, sharing student outlooks globally and creating the “Digital Visualisation”.

As the world around us comes into contact with obstacles and difficulties, it is important to hear / listen to and spread the opinions of young people to encourage them to discuss their own personal experiences, and to get a better understanding of the present and the future. As a result, a digital platform will be set up to allow young people to share their own visual drawings, illustrated letters, dedications, hopes and aspirations, promises, their letters/ presents to the world, and other creative works. This platform will lead to the creation of a virtual letter/ book dedicated to the world.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: June 1, 2021 - December 31, 2022
Language(s): English, Russian, Lithuanian
Contact: Gintare Razuleviciute, Natalija Kociene, Gina Erlickiene, Lithuania



World of Music



Understanding the Music of the World to create a collaborative videos based on UN sustainable goals.

World of Music intends to bring the world closer through the universal language of music, a message that can turn our world inside out. Students will engage with students from other countries to collaborate on projects centered on sharing culture and exploring the SDG's as a stimulus for music composition, performance or research. In collaborating with other schools, students will have the opportunity to dialogue and engage in different types of music making. How can students build upon each others responses and spark innovation in their artistic process? How can students be empowered to become agents of change using their music to take action on the SDG's in the roles of performer, creator, or researcher? Teachers will work together to devise projects appropriate to their student interest and programs.

Ages: 12-14 (Middle), 15-18 (Secondary), Post-secondary
Dates: September 1, 2021 - May 22, 2022
Language(s): English, Music
Contact: Mary Jo West, USA



World We Live In

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 1, 2021 - May 31, 2022
Language(s): English, Russian, Belarussian
Contact: Olga Luksha, Belarus
 Sofia Savelava, Belarus

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: August 1, 2021 - August 1, 2022
Language(s): English
Contact: Benjamin Mathews, Taiwan,
 Monique Dewachand, Netherlands



3 Estacions (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: October 3, 2021 - June 9, 2022
Language(s): Catalan
Contact: Margarita Guinó Arias, Spain



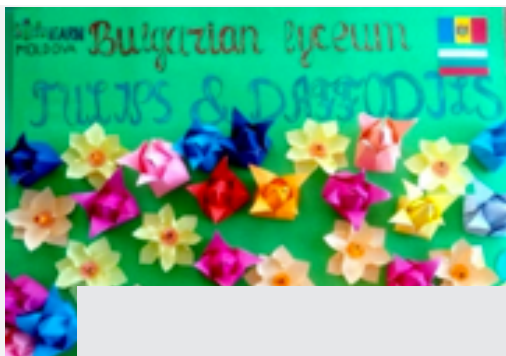
Coronavirus - Las Matemáticas de la Pandemia



El proyecto permite a los jóvenes mirar a la pandemia a través de los datos, números, tablas y gráficas.

Si bien la biología del desarrollo de la pandemia había sido desconocida, poco a poco se la va conociendo mejor, las matemáticas nos ayudan a describir, medir y analizar la pandemia han seguido los mismos modelos de otras epidemias. Hay países que han manejado bien a la pandemia y otros que no lo han hecho tan bien. A veces la información sobre la pandemia ha sido mejor en algunos casos no, pero también se ha visto el uso mal intencionado de la información, especialmente de las estadísticas, lo cual ha producido confusión y falsas expectativas en la población.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: August 15, 2021 - Dec 15, 2021
Language(s): Castellano
Contact: Carlos Chiu, Peru
 Gyna Bardon, Peru



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.

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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: November 1, 2021 - May 1, 2022
Language(s): English
Contact: Rutzy Hotzen, Israel



Decarbonize - Tiempo de Actuar/Time to Act

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).

As students gain awareness of their footprint on the planet and change their behavior and consumption patterns, the planet will be well served.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: August 15, 2021 - December 15, 2022
Language(s): English, Spanish
Contact: Carlos Chiu, Peru



The Earth Stewardship Project

The Earth Stewardship Project is a project-based educational initiative that explores the viability of Earth's ecosystems and provides avenues for students to address their concerns.

The Earth Stewardship Project is a project-based educational initiative that provides students with the opportunity to investigate and analyze the impact of climate change upon the local ecosystem and to collaborate with peers, from across the planet, to help solve problems related to this crisis. The Earth Stewardship project develops, within students, critical thinking skills and abilities to gather scientific data on environmental conditions and to collaboratively utilize this data from peers across the planet to solve problems. The project is a collaborative effort, world-wide, to mitigate the impact of climate change upon the local communities by utilizing the means of scientific investigative to experiment, gather information and conduct research.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 13, 2021 - May 23, 2022
Language(s): English
Contact: Greg Reiva, USA



Global STEAM

This project explores several global issues in various activities, utilizing math, science, art and communication as our tools.

This project includes several collaborative activities throughout the school year to explore global issues, using a variety of educational tools. These include population growth, climate change, measuring our world, and investigating the connection between water and plastic. Every project has an open-ended component that does not require math. Schools may do either, or both!

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 14, 2021 - June 14, 2022
Language(s): English , Spanish
Contact: Ricardo Lopez, Argentina
 Steve Weissberg, USA



GOMI on Earth

I am GOMI. People say it is Garbage/Trash in English. No matter what language you speak, I am still GOMI ; I am still Trash ! This project is about a long journey of GOMI on EARTH and what we can do about it!

You are “GOMI detectives” in Part I and you will visualize and illustrate what GOMI is as you follow its long journey to final destination on EARTH. You investigate and face the “World GOMI Reality” in Part II. You are “GOMI activists” at Part III, where you care about the sources and effects of lots of GOMI and reach your creative GOMI solutions. You can participate in Part I ~ Part III freely based on your class time and students’ ages. There is one more important part : Part IV : GOMI Campaign puts all your hard work up to this point together and allows you to share your voice about caring for our home “EARTH.” This section allows and encourages voices to be expressed in many different ways: dances, songs , “Trashion Shows” or simply meeting and sharing your new knowledge with others.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 1, 2021 - July 31, 2022
Language(s): English
Contact: Yoko Takagi, Japan
 Mai Okada, Japan
 Kathy Bosiak, USA



Let's Protect and Recover Our Environment



Students will learn about the causes and effects of environmental degradation, both globally and in their communities. This project combines science education through the use of technology to produce an educational and interactive experience in accordance with the interests of today’s students.

Ages: 5-11 (Primary), 12-14 (Middle)
Dates: August 30, 2021 - December 10, 2021
Language(s): Spanish, English
Contact: Vianney Avila, Mexico



Medicine in My Backyard

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

Students design an experiment (grounded in research on sustainable gardening practices) that tests two approaches to farming: traditional versus hydroponic, growing plants for cooking and-or medicine. Students communicate their findings in a lab report and then produce a digital essay that educates local and global gardening groups about sustainable food production.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 18, 2021 - June 9, 2022
Language(s): Spanish, English
Contact: Frederic Lim, USA



(OF)2 Our Footprints, Our Future

This project is all about reducing our Carbon footprint for a better world to live.

(OF)2: Our Footprints, Our Future!” is an international initiative that encourages students to make resolutions to do good for themselves while taking care of their community and environment. Youth from around the world use online tools and calculators to measure their carbon footprint and mobilize other youth by drawing their attention towards environmental issues and participate to create a healthy, sustainable environment.

Ages: 12-14 (Middle)
Dates: September 1, 2021 - August 31, 2022
Language(s): English
Contact: Farah Shoaib, Pakistan

Students discuss how their lifestyle affects climate changes around the world.



Protectores en Acción

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

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.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 2, 2021 - November 30, 2021
Language(s): Spanish
Contact: Rosy Rivarola, Argentina
 Cristina Biosio Ferrer, Argentina,

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 destruyendo el habitat natural de la fauna silvestre.



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: February 1, 2022 - May 31, 2022
Language(s): Catalan
Website: <http://ruta34.iearn.cat/>
Contact: Margarita Guino Arias, Spain,
 Toni Casserras, Spain



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: February 20 2022 - May 31, 2022
Language(s): Catalan, Spanish, English
Contact: Sara Dauder
 Margarita Guino Arias, Spain



Solar Cooking Project

Students experiment with alternative energy uses by making, testing, and using solar cookers.

Join the 21st Century Solar Cooking Movement! Become a Chef using a solar cooker of your own design. By using only household items and a box, you can harness the sun's energy to heat up a tasty treat. You will learn about absorption, insulation, and the sun's energy. But why learn about solar cooking? When people join the solar cooking movement, they are: Helping people cook in the developing world, so decreasing instances of malnutrition, preventing deforestation and preventing pollution.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: August 16, 2021 - July 29, 2022
Language(s): English
Contact: Kathy Bosiak, USA



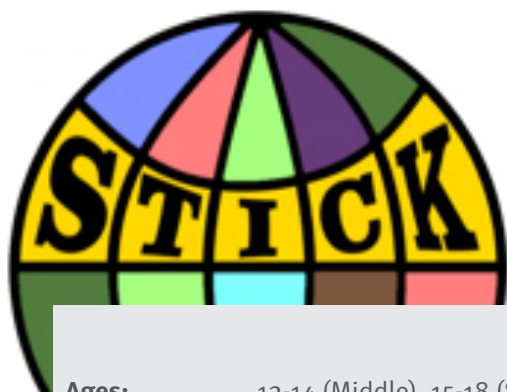
Solar Explorers

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: July 1, 2021 - June 30, 2022
Language(s): English
Contact: Guy Villiers, Australia



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 goal is measure the perimeter of the Earth, similarly way to the one used by Eratosthenes more than two twelve hundred years ago. Each group of students and their teachers measure the height and shadow of a stick during the solar noon of an autumn or spring day. Each school will share the values of its measurements by completing the spreadsheet created in Google. This activity allows us to realize that the human imagination is more relevant than the available technology.

Ages: 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - June 30, 2022
Language(s): Spanish, English
Contact: Ricardo Lopez, Argentina



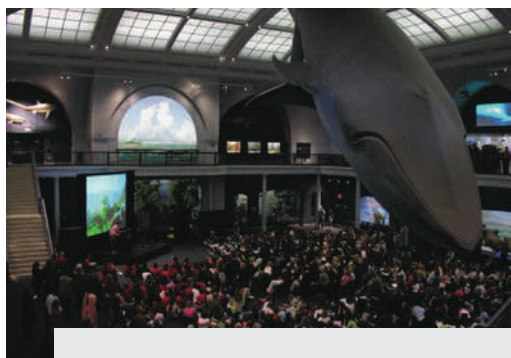
Water is Life/Team Green International

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

The primary goal of the Water is Life Project is a community Action Plan where students identify an area of action and make a difference. Students will work within their school and with schools across the globe to study, research and share as they develop an understanding of the Goals and cooperatively develop ideas and strategies to play their part in the meeting of the Goals.

Team Green International is a world-wide, student-lead and action-orientated ecosystem saving effort to achieve the goal of preserving the quality of the air we breath, the water we drink and the soil used to grow food. These are the essence of the environmental foundation that supports and nourishes all life on Earth.

Ages: 5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)
Dates: September 1, 2021 - January 30, 2022
Language(s): English
Contact: Bob Carter, Australia
 Virginia King, Australia
 Rob King, Australia
 Fore Morgand, France
 Greg Reiva, USA



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 1, 2021 - August 1, 2022
Language(s): English
Contact: Misheck Mutuzana, Zambia
Nawrez Hsai, Tunisia
Mokolwane Eric Masweneng, South Africa

IEARN International

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

In addition to the following 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.

There are three levels of representation at 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 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 2020. Country coordinators can also be contacted via www.iearn.org/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:

Toni Casseras, Spain

Stefanie Ortiz-Cidlik, United States

Anwar Abdalbaki, Qatar

IEARN Country Coordinators, Representatives, and Contact People - Page 49-51

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INTERNATIONAL EDUCATION AND RESOURCE NETWORK

