Join a global community of educators and students to collaborate on...

100 iEARN global projects

17 United Nations Sustainable Development Goals (SDG's)

K-12 projects for learners of all ages

23 subjects

STEM Creative & Language Art Social Sciences

16 project languages + language discussion groups

Learning with the world, not just about it!
International Education and Resource Network
What is iEARN? (International Education and Resource Network)

iEARN is a non-profit network that supports over 50,000 teachers and 2 million youth in more than 140 countries to collaborate through a global online network in projects designed to make a difference in the world. Since 1988, iEARN has used interactive technologies to enable students to engage in meaningful educational projects—with peers around the corner and throughout the world. iEARN is:

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

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

iEARN Projects and the Sustainable Development Goals (SDGs):

IEARN PROJECT MODEL:

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

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

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

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

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

Where can I find more information about iEARN?

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

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

Collaboration Centre: iearn.org/collaboration

For the most accurate and up-to-date listing of iEARN projects throughout the year, see iearn.org/cc/space-2.
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### CREATIVE & LANGUAGE ARTS

<table>
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<tr>
<th>Project Name</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>MY NAME AROUND THE WORLD</strong></td>
<td>Students research and exchange information about their names.</td>
</tr>
<tr>
<td><strong>ENVISION MY IDEAL WORLD</strong></td>
<td>Students share about their ideal world and compile one master video.</td>
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<tr>
<td><strong>PEN FRIENDS</strong></td>
<td>A global penpal exchange connecting Japanese students with peers around the world.</td>
</tr>
<tr>
<td><strong>HEART TO HEART</strong></td>
<td>A project that promotes friendship around the world through writing.</td>
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<tr>
<td><strong>SPECIAL PLACE</strong></td>
<td>Students are invited to write or draw about a local place that is precious to them.</td>
</tr>
<tr>
<td><strong>EFL YOUTH VOICES</strong></td>
<td>Introduce English teachers and students to the benefits of online digital storytelling.</td>
</tr>
<tr>
<td><strong>ONE DAY IN THE LIFE</strong></td>
<td>Students describe a day in their life and share photos on related issues.</td>
</tr>
<tr>
<td><strong>WRITE ON</strong></td>
<td>Students express themselves and develop their writing skills by responding to various writing prompts.</td>
</tr>
<tr>
<td><strong>INTERNATIONAL BOOK CLUB: GETTING READERS CONNECTED</strong></td>
<td>Connect with readers in another country in the book club to promote global literacy and the SDG’s.</td>
</tr>
<tr>
<td><strong>TE CUENTO UN CUENTO</strong></td>
<td>Alumnos producir y compartir cuentos a partir de imágenes y sonidos utilizando el lenguaje como medio creativo.</td>
</tr>
<tr>
<td><strong>US HO EXPLIQUEM</strong></td>
<td>Project to work on text typologies.</td>
</tr>
<tr>
<td><strong>iMAGZZ-MAKING MYSELF HEARD</strong></td>
<td>A project that connects students worldwide to create a magazine of youth-produced work.</td>
</tr>
<tr>
<td><strong>BEAUTY OF THE BEASTS</strong></td>
<td>An international wildlife art and poetry exchange.</td>
</tr>
<tr>
<td><strong>KIDS INTERNATIONAL FILM FESTIVAL</strong></td>
<td>Students make a short film and screen their movie and movies by other schools.</td>
</tr>
<tr>
<td><strong>TALKING KITES ALL OVER THE WORLD/CHIRINGAS QUE HABLAN</strong></td>
<td>A tradition of flying kites with images of dreams for a better world.</td>
</tr>
<tr>
<td><strong>ALTERNATE REALITY</strong></td>
<td>In this project, students create and exchange digital photocomposites to visually imagine life in other communities.</td>
</tr>
<tr>
<td><strong>OUR STORY BOOK PROJECT</strong></td>
<td>A project to collect different ideas from diverse culture and countries to complete one amazing story.</td>
</tr>
<tr>
<td><strong>CIUTATS LECTORES</strong></td>
<td>Un projecte literari web 2.0 que té com a objectiu principal fomentar la lectura entre els joves.</td>
</tr>
<tr>
<td><strong>GLOBAL ART: SENSE OF CARING</strong></td>
<td>Students create and exchange artwork and writing on the theme of caring.</td>
</tr>
<tr>
<td><strong>ORIGAMI PROJECT</strong></td>
<td>An exchange of origami activities.</td>
</tr>
<tr>
<td><strong>TEDDY BEAR PROJECT/OSITOS DE PELUCHE</strong></td>
<td>An international teddy bear exchange using email and postal mail.</td>
</tr>
<tr>
<td>Activity</td>
<td>Page</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>HOLIDAY CARD EXCHANGE</td>
<td>28</td>
</tr>
<tr>
<td>Participants prepare envelopes containing cards and send them using postal mail to other schools.</td>
<td></td>
</tr>
<tr>
<td>SMILING WORLD</td>
<td>28</td>
</tr>
<tr>
<td>A project to promote happiness throughout the world by spreading international smiles.</td>
<td></td>
</tr>
<tr>
<td>TAISHO KOTO</td>
<td>28</td>
</tr>
<tr>
<td>A project that explores the harmonies from Taisho Koto, a traditional Japanese instrument.</td>
<td></td>
</tr>
<tr>
<td>MY HERO ACTIVIST MEDIA</td>
<td>29</td>
</tr>
<tr>
<td>Produce and share new media for positive change.</td>
<td></td>
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<tr>
<td>FOLK TALES/STORYTELLING: PAST AND PRESENT</td>
<td>29</td>
</tr>
<tr>
<td>Students study and share folk tales in their communities and beyond.</td>
<td></td>
</tr>
<tr>
<td>SIDE BY SIDE</td>
<td>29</td>
</tr>
<tr>
<td>Students create elongated portraits of themselves with symbols of their past, present, and future.</td>
<td></td>
</tr>
<tr>
<td>NARNIA AND CS LEWIS</td>
<td>30</td>
</tr>
<tr>
<td>Share in an exchange on Narnia, the fantastic land from the CS Lewis book.</td>
<td></td>
</tr>
<tr>
<td>GLOBAL FOOD SHOW AND TELL</td>
<td>30</td>
</tr>
<tr>
<td>Students share, compare and contrast different types of foods eaten in their home countries.</td>
<td></td>
</tr>
<tr>
<td>HANDS FOR PEACE</td>
<td>30</td>
</tr>
<tr>
<td>A project that promotes peace among students through gestures made with their hands as the main inspiration.</td>
<td></td>
</tr>
<tr>
<td>360 VR CULTURAL EXCHANGE</td>
<td>31</td>
</tr>
<tr>
<td>Students exchange immersive 360 virtual reality imagery of their lives and communities.</td>
<td></td>
</tr>
<tr>
<td>INTERNATIONAL FILM CLUB</td>
<td>31</td>
</tr>
<tr>
<td>Empower students to make a difference by reflecting on the important themes that movies and documentaries portray.</td>
<td></td>
</tr>
<tr>
<td>DREAMLINE WORLD</td>
<td>31</td>
</tr>
<tr>
<td>Empowers students around the world to share their dreams aligned with values for a better tomorrow.</td>
<td></td>
</tr>
<tr>
<td>ORILLAS CLASES HERMANAS</td>
<td>32</td>
</tr>
<tr>
<td>Cada pareja de clases tendrá su espacio para llevar a cabo su proyecto colaborativo.</td>
<td></td>
</tr>
<tr>
<td>AMIGOS ALREDEDOR DEL MUNDO</td>
<td>32</td>
</tr>
<tr>
<td>Estudiantes leerán el libro “Amigos” y participarán en actividades sobre los temas de la amistad y la diversidad.</td>
<td></td>
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<tr>
<td>HUMANITIES &amp; SOCIAL SCIENCES</td>
<td></td>
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<tr>
<td>MY CITY AND ME</td>
<td>35</td>
</tr>
<tr>
<td>A project about the cultural, social and environmental aspects of our cities.</td>
<td></td>
</tr>
<tr>
<td>SCHOOL ACTIVITIES EXCHANGE</td>
<td>35</td>
</tr>
<tr>
<td>Students talk about the specific of their school activities, inner cultures, collaborate and support each other.</td>
<td></td>
</tr>
<tr>
<td>GIRLS RISING - EDUCATION FOR ALL</td>
<td>35</td>
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<tr>
<td>Learn about the importance of equal rights and education for girls in the world.</td>
<td></td>
</tr>
<tr>
<td>MONEY MATTERS</td>
<td>36</td>
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<tr>
<td>Students research topics such as the history of money, currency variations, and student pocket money.</td>
<td></td>
</tr>
<tr>
<td>GET TO KNOW OTHERS</td>
<td>36</td>
</tr>
<tr>
<td>Students learn about their own culture and that of their global peers</td>
<td></td>
</tr>
<tr>
<td>WORLD WE LIVE IN (WWLI)</td>
<td>36</td>
</tr>
<tr>
<td>Participants discuss ideas about the world and offer suggestions about how to improve it.</td>
<td></td>
</tr>
<tr>
<td>CIVICS: YOUTH VOLUNTEERISM AND SERVICE</td>
<td>37</td>
</tr>
<tr>
<td>A collaborative project in which young people have an opportunity to evaluate and act on social issues.</td>
<td></td>
</tr>
<tr>
<td>GLOBAL TRENDS FOR FRANCOPHONE AFRICA</td>
<td>37</td>
</tr>
<tr>
<td>Global is Equal: The Paradox of Africa - Let’s rediscover the Sahel region of the continent with new vision.</td>
<td></td>
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<tr>
<td>KINDRED - FAMILY HISTORY PROJECT</td>
<td>37</td>
</tr>
<tr>
<td>An exchange of family stories from around the world.</td>
<td></td>
</tr>
<tr>
<td>ONE RIGHT, ONE PEOPLE</td>
<td>38</td>
</tr>
<tr>
<td>A project about advocacy, empowerment, capacity building, and the rights of people.</td>
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<tr>
<td>Project Name</td>
<td>Description</td>
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<tr>
<td><strong>WHERE DO THE CHILDREN PLAY</strong></td>
<td>Teachers and students around the world explore where and how children play in their communities.</td>
</tr>
<tr>
<td><strong>FUTURE CITIZEN PROJECT</strong></td>
<td>A project focused on civic responsibilities and engagement.</td>
</tr>
<tr>
<td><strong>SAVE THE INNOCENT</strong></td>
<td>Youth create media with their perspective on the best way of providing services to help children living with HIV/AIDS.</td>
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<tr>
<td><strong>BE KIND, DON'T LEAVE THEM BEHIND</strong></td>
<td>Students collaborate to reduce the suffering of vulnerable people in their communities.</td>
</tr>
<tr>
<td><strong>NATURAL DISASTER YOUTH SUMMIT 2019</strong></td>
<td>Children learn how to reduce the impact of disasters through communication and collaboration with global friends.</td>
</tr>
<tr>
<td><strong>BONGOH</strong></td>
<td>A simulation game where students travel to an imaginary archipelago.</td>
</tr>
<tr>
<td><strong>DICIONARIO AFECTIVO</strong></td>
<td>Collaborative network project to work on the Sustainable Development Goals of the United Nations.</td>
</tr>
<tr>
<td><strong>UNESCO WORLD HERITAGE SITES</strong></td>
<td>Students research the heritage in their country and make guided virtual tours for their global peers.</td>
</tr>
<tr>
<td><strong>LOCAL HISTORY PROJECT</strong></td>
<td>Students research the history of their town and learn from the findings of peers in other parts of the world.</td>
</tr>
<tr>
<td><strong>DIGITAL CITIZENSHIP</strong></td>
<td>Students develop digital etiquette so that they can be safe online and positively impact the global community.</td>
</tr>
<tr>
<td><strong>MY IDENTITY, YOUR IDENTITY</strong></td>
<td>Participants talk about their traditional celebrations, famous monuments, and landmarks in their countries.</td>
</tr>
<tr>
<td><strong>HEALTHY GENERATION AND TRADITIONAL CUISINE</strong></td>
<td>A project that encourages cooking, sharing, and making friends around the world.</td>
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<tr>
<td><strong>FINDING SOLUTIONS TO HUNGER</strong></td>
<td>Students begin to understand the root causes of hunger in the world and to take meaningful action for its elimination.</td>
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<tr>
<td><strong>MY SCHOOL, YOUR SCHOOL/MI ESCUELA, TU ESCUELA</strong></td>
<td>Students compare school life in different countries around the world.</td>
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<tr>
<td><strong>MY DREAM WORLD</strong></td>
<td>A place for students to share their ideas about their ideal world.</td>
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<tr>
<td><strong>FOLK COSTUMES AROUND THE GLOBE</strong></td>
<td>Students send pictures and descriptions of folk costumes in their country.</td>
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<tr>
<td><strong>MACHINTO - HIROSHIMA FOR PEACE</strong></td>
<td>What Hiroshima and Nagasaki mean today after 70 years.</td>
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<tr>
<td><strong>EARLY PEOPLE’S SYMBOLS</strong></td>
<td>An exploration of early people’s symbols and their cultural history.</td>
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<tr>
<td><strong>GEOFESTES</strong></td>
<td>Conocer con profundidad las tradiciones y festividades propias del municipio.</td>
</tr>
<tr>
<td><strong>ATLAS DE LA DIVERSIDAD CULTURAL</strong></td>
<td>Un proyecto colaborativo que promueve a través de las TIC la equidad, tolerancia, multilingüismo y el pluralismo.</td>
</tr>
<tr>
<td><strong>HERITAGE AROUND THE WORLD/PATRIMOINE MONDIAL</strong></td>
<td>A project that enables students to share the heritage of their country.</td>
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<tr>
<td><strong>STAYING HEALTHY</strong></td>
<td>This project enables students to develop a healthy life style to keep their mind and body performing at their best.</td>
</tr>
<tr>
<td><strong>LUGARES Y COSTUMBRES DE MI CIUDAD</strong></td>
<td>Un proyecto para ampliar el conocimiento del lugar donde viven los niños.</td>
</tr>
<tr>
<td><strong>CULTURAL PACKAGE EXCHANGE</strong></td>
<td>Students experience what other cultures are like by exchanging cultural items between each other.</td>
</tr>
<tr>
<td><strong>ESCENARIOS SALUDABLES</strong></td>
<td>Estudiantes identifican hábitos “saludables” en relación a la salud pública, ambiental, y cuidado propio y del otro.</td>
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<tr>
<td>Project Name</td>
<td>Description</td>
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<tr>
<td><strong>GLOBAL YOUTH SERVICE DAY PROJECT</strong></td>
<td>Engage in small community development initiatives aiming to celebrate Global Youth Service Day</td>
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<tr>
<td><strong>SPECIAL ABILITIES</strong></td>
<td>A project that expands the belief that all “special needs” kids have special abilities waiting to be nurtured.</td>
</tr>
<tr>
<td><strong>THE PEOPLE ON MY STREET</strong></td>
<td>Investigate the origin of the name of streets and landmarks in your city.</td>
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<tr>
<td><strong>HAPPY SCHOOLS</strong></td>
<td>Find indicators of Happiness in the schools’ then build activities that makes students enhance their happiness levels.</td>
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<tr>
<td><strong>VIRTUAL PEACE EDUCATION CAMP</strong></td>
<td>Equip children and adults with personal conflict resolution skills.</td>
</tr>
<tr>
<td><strong>SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH</strong></td>
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<tr>
<td><strong>YOUTHCAN</strong></td>
<td>Students write about and interact on environmental issues in their communities.</td>
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<tr>
<td><strong>GUARDIANS OF THE BIRDS</strong></td>
<td>Students learn about the birds in their community and share their findings with others.</td>
</tr>
<tr>
<td><strong>EVERY DAY IS EARTH DAY</strong></td>
<td>Join and share what you are doing to protect the Earth.</td>
</tr>
<tr>
<td><strong>STICK PROJECT</strong></td>
<td>Repeat the experience of measuring the circumference of the earth as Eratosthenes did 2200 years ago.</td>
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<tr>
<td><strong>3D IDEAS</strong></td>
<td>Students experiment with 3D software and share their work (free software and tutorials available!)</td>
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<tr>
<td><strong>GOLDEN RATIO PROJECT</strong></td>
<td>Students make connections between math and art by using the golden ratio.</td>
</tr>
<tr>
<td><strong>GLOBAL MATH</strong></td>
<td>This project uses math as a unifying tool to investigate and understand our shared world.</td>
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<tr>
<td><strong>DAFFODILS AND TULIPS</strong></td>
<td>Students in different parts of the world plant bulbs together, collect data, and track when they blossom.</td>
</tr>
<tr>
<td><strong>3 ESTACIONES (3 SEASONS)</strong></td>
<td>Students work on topics related to three of the seasons of the year: autumn, winter and spring.</td>
</tr>
<tr>
<td><strong>GOMI ON EARTH</strong></td>
<td>This project is about a long journey of GOMI (Japanes for trash or garbage) on earth.</td>
</tr>
<tr>
<td><strong>SOLAR COOKING PROJECT</strong></td>
<td>Students experiment with alternative energy uses by making, testing, and using solar cookers.</td>
</tr>
<tr>
<td><strong>PROTECTORES EN ACCIÓN</strong></td>
<td>Generar conciencia a través de distintas acciones sobre la tenencia responsable de animales domésticos y silvestres.</td>
</tr>
<tr>
<td><strong>MEDICINE IN MY BACKYARD</strong></td>
<td>A preservation project that emphasizes transferring ancestral knowledge and preserving traditional plants.</td>
</tr>
<tr>
<td><strong>DON'T WASTE-CREATE</strong></td>
<td>Thoughtful handling of energy, avoiding litter, recycling and upcycling.</td>
</tr>
<tr>
<td><strong>SCRATCH DAY PROJECT</strong></td>
<td>Make digital stories based on traditional legends of our closest environment.</td>
</tr>
<tr>
<td><strong>SOLAR EXPLORERS</strong></td>
<td>For students to develop an understanding of the importance of developing sustainable energy sources for the future.</td>
</tr>
<tr>
<td><strong>WATER IS LIFE</strong></td>
<td>Students engage in active research and action-oriented collaboration concerning water as the vital essence of life.</td>
</tr>
<tr>
<td><strong>#DECARBONIZE #DECOLONIZE</strong></td>
<td>What is climate change, and how does it affect you?</td>
</tr>
<tr>
<td><strong>DESIGN SQUAD GLOBAL</strong></td>
<td>Kids ages 10–13 in after school programs around the world connect through engineering and invention projects.</td>
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</tbody>
</table>
## iEARN Country Coordinators, Representatives, and Contact People

<table>
<thead>
<tr>
<th>Country</th>
<th>Coordinators and Contacts</th>
</tr>
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<tbody>
<tr>
<td>ALBANIA #,</td>
<td>Florian Bulica, <a href="mailto:florianbulica@hotmail.com">florianbulica@hotmail.com</a></td>
</tr>
<tr>
<td>ALGERIA #,</td>
<td>Kheira Mezough, <a href="mailto:mezoughkheira@live.co.uk">mezoughkheira@live.co.uk</a></td>
</tr>
<tr>
<td>ARGENTINA *,</td>
<td>Rosy Aguila, <a href="mailto:rosyaguila@telar.org">rosyaguila@telar.org</a>, Adela Bini, <a href="mailto:adelabini@fundacionevolucion.org.ar">adelabini@fundacionevolucion.org.ar</a>, Cristina Bossio Ferrer, <a href="mailto:crisbosioferrer@fundacionevolucion.org.ar">crisbosioferrer@fundacionevolucion.org.ar</a></td>
</tr>
<tr>
<td>ARMENIA ^,</td>
<td>Karine Durgaryan, <a href="mailto:karine@childlib.am">karine@childlib.am</a></td>
</tr>
<tr>
<td>AUSTRALIA *,</td>
<td>Teacher Management Team, <a href="mailto:iearnoz@iearn.org.au">iearnoz@iearn.org.au</a></td>
</tr>
<tr>
<td>AUSTRIA #,</td>
<td>Maria Bader, <a href="mailto:maria.bader@tele2.at">maria.bader@tele2.at</a></td>
</tr>
<tr>
<td>AZERBAIJAN ^,</td>
<td>Irada Samadova, <a href="mailto:irada_sam@yahoo.com">irada_sam@yahoo.com</a>, Ulker Kazimova, <a href="mailto:ulker.kazimova@gmail.com">ulker.kazimova@gmail.com</a></td>
</tr>
<tr>
<td>BANGLADESH #,</td>
<td>Wasi Mahmud Moni, <a href="mailto:wasi.mahmud2000@gmail.com">wasi.mahmud2000@gmail.com</a></td>
</tr>
<tr>
<td>BELARUS #,</td>
<td>Lyudmila Dementyeva, <a href="mailto:dem@unibel.by">dem@unibel.by</a></td>
</tr>
<tr>
<td>BOTSWANA #,</td>
<td>Tommie Hamaluba, <a href="mailto:tommiehamaluba@yahoo.com">tommiehamaluba@yahoo.com</a></td>
</tr>
<tr>
<td>BRAZIL *,</td>
<td>Almerinda Garibaldi, <a href="mailto:almerinda.garibaldi@gmail.com">almerinda.garibaldi@gmail.com</a></td>
</tr>
<tr>
<td>CAMEROON ^,</td>
<td>Francois Donfack, <a href="mailto:donfackfr@yahoo.fr">donfackfr@yahoo.fr</a></td>
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<td>CANADA *,</td>
<td>Mali Bickley, <a href="mailto:mali@iearn-canada.org">mali@iearn-canada.org</a>, Jim Carleton, <a href="mailto:jim@iearn-canada.org">jim@iearn-canada.org</a></td>
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<tr>
<td>CHILE #,</td>
<td>Jorge Valenzuela Beltran, <a href="mailto:iearn.chile@telsur.cl">iearn.chile@telsur.cl</a>, <a href="mailto:jvalenzuela@telsur.cl">jvalenzuela@telsur.cl</a></td>
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<tr>
<td>CHINA *,</td>
<td>Sihong Huang, <a href="mailto:sihong@iearn-china.org.cn">sihong@iearn-china.org.cn</a></td>
</tr>
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<td>COLOMBIA #,</td>
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All international decision-making in iEARN is carried out by an Assembly, consisting of iEARN Center Coordinators, all with one vote. Any country can apply to be on the Assembly, which meets online throughout the year and face-to-face once a year at the Annual iEARN Teachers’ Conference and Youth Summit, held in a different country each July.

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

There are three levels of representation in iEARN:

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

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

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

Every attempt is made to ensure that this list is up-to-date and includes currently active iEARN Coordinators, Representatives, or Contact Persons in each country. Information published in the iEARN Project Book is current as of September 2017. Country coordinators can also be contacted via www.iearn.org/countries/country-coordinators.

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

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

**iEARN EXECUTIVE COUNCIL MEMBERS:**
Allan Kakinda, Uganda; Héla Nafti, Tunisia; Jennifer Russell, United States: ec@iearn.org
To enter the iEARN Collaboration Centre, go to iearn.org and click “Login” or “Join” at the upper right corner of the page. Please note that an underscore (_) is required in your User Name. For example, Jose_Garcia. To retrieve your login information, see https://iearn.org/cc/recover.

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

1. **COLLABORATION SECTION**
   The three primary spaces in the Collaboration section are the iEARN Project Space, the Learning Circles Space, and the iEARN General Discussion Space. In all the groups within the spaces you will need to join a group by clicking on the “Join Group” button before you can post in the forums.
   a. **iEARN Project Space** - This space has a group for each iEARN project. In each group, you will find the project description, forum, and media that is associated with the project. (https://iearn.org/cc/space-2)
   b. **Learning Circle Space** - This space is dedicated to the iEARN Learning Circle, a type of collaborative project structure in iEARN. To register for Learning Circles, click on the “Join This Space” button and fill out the form. (https://iearn.org/cc/space-34)
   c. **iEARN General Discussion Space** - This space contains the Teachers Forum, Youth Forum, Practice Group, and special groups for different languages such as Arabic, Chinese, Russian, Spanish, etc. (https://iearn.org/cc/space-10)

2. **SEARCH**: (https://iearn.org/cc/search/groups)
   Login to search for projects, media and educators from around the world.

3. **MEMBER DASHBOARD**: (https://iearn.org/cc/dashboard)
   In the Member Dashboard section, you will see “My Groups,” which lists the groups you have joined, information about new opportunities, and an area with links to tutorials to help you with the Collaboration Centre.

**TUTORIALS**
(tutorials.iearn.org)

**TEACHERS GUIDE**
(guide.iearn.org)

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

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

**Proyectos iEARN Latina Cuadernillo**
Are you looking to join projects in Spanish, Catalán and Portuguese? Check out the 2018-2019 iEARN-Latina Cuadernillo de Proyectos! This is a subset of the longer iEARN Project Book; it includes just those projects offered in Spanish, Catalán and Portuguese.
### Steps to Getting Started in iEARN Projects

**1. VISIT THE COLLABORATION CENTRE AND BECOME A MEMBER**

We invite new members to introduce themselves and greet new members on our forums for connecting people. iEARN is a membership organization and teachers and students must be registered to enter the iEARN forums. To register, or request more information, complete our online registration form at [iearn.org/cc/connect](http://iearn.org/cc/connect) and information will be sent to the iEARN Coordinator in your country. Teachers can register students via the Member Dashboard on iEARN's Collaboration Centre.

**2. CONNECT WITH THE iEARN COMMUNITY**

A great way to get started is to introduce yourself to and get to know others in the community. You can get familiar with the platform by visiting the teacher's forum and practice posting by responding to other members: [https://iearn.org/cc/space-10/group-171](https://iearn.org/cc/space-10/group-171)

Relationships with educators around the world are fundamental to iEARN projects. These relationships facilitate the difficult task of collaborating on projects across diverse educational systems, time zones, academic schedules, cultural differences, linguistic obstacles, and non-oral and non-visual learning media. iEARN places a high priority on building these relationships both online and during face-to-face meetings of teachers and students.

**3. EXPLORE CURRENT iEARN PROJECTS**

iEARN has more than 100 active projects each year. These projects are created and facilitated by members of the iEARN Community. As a new iEARN Member, your first step will be joining an existing iEARN Project as a project participant.

Several resources will help you find current iEARN projects and how to be involved in them. Browse all or one of them to see what kinds of projects are happening!

- **iEARN in Action: Newsflash** - Our online newsletter is sent every two weeks. Find new projects, people looking for collaborators, updates on continuing projects, and general announcements.
- **iEARN Project Book** - This book includes all projects as of Septmber 2018
- **iEARN Project Database on the Collaboration Center** - 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.)

**4. SELECT A PROJECT**

We encourage all iEARN teachers and students to participate in existing projects before initiating a project of their own. iEARN projects are designed by teachers and students and take on many different forms. Most iEARN projects fall into three categories:

a. **Ongoing projects** which run year after year continuously. Participants can join at various times throughout the year.

b. **Short-term projects** with a stated start and end date.

c. **Learning Circles:** A Learning Circle is made up of a team of 6-8 teachers and their classes joined in the virtual space of an electronic classroom. 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.

Finding a project can be challenging. 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

See the “Developing a Project Plan” Module of the iEARN Teacher's Guide for more helpful steps for integrating a project into your curriculum: [guide.iearn.org/project-planning/m4-developing-a-project-plan/](guide.iearn.org/project-planning/m4-developing-a-project-plan/)
The Project Facilitators for each iEARN Project are there to help you connect with other iEARN teachers participating in the project, as well as guide you in potential activities and project work your classroom can complete. You can find the Project Facilitator’s email contact information on the specific forum for the project you are interested in joining, or in the listings in this project book.

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

- An introduction to yourself and your students
- Your objectives for joining the project
- A key to success in iEARN is developing effective relationships with educators around the network. As you explore, we recommend you keep this idea of building connections in mind and think about what you as a teacher can learn from others who are already working in the network.

Introduce the project and iEARN to your students. Several resources exist to help with this. Some suggestions:

- Maps and clocks in different time zones in your classroom can help students understand the physical dynamic of global collaboration. The website everytimezone.com provides an easy to understand and dynamic interface for viewing time zones.
- You might wish to use a Buddy Contract with your students to ensure they understand the importance of respectful communication. Additionally, it ensures each forum posting is reviewed before being published.
- Bring your students online and have them read other students’ forum postings about that particular project. They can also introduce themselves in the Youth Forum - iearn.org/cc/space-10/group-172

Communication is key in any project! As a teacher, you’ll need to ensure your students are actively participating online. All students want and need responses to the messages they post; this is part of an authentic audience. Suggestions:

- Use an agreed-upon writing process. **We recommend that your students post 2 responses for every new message they post.**
- Remind students to reference the points made in the message to which they are responding. Asking questions is another great way to further dialogue.
- Remind students that English is usually the second or third language of their global peers. Encourage students to learn words in the languages of their global peers as a way to make connections.
- Be sure to publish student work! Include photos, stories, and videos in your communications!

Keep the momentum going! Be sure to communicate with your students and the project facilitator. Consider ways to further publish and present your global project work to the local community and the world beyond. The “Presenting Student Outcomes” Module in the iEARN Teacher’s Guide includes many ideas for sharing work - guide.iearn.org/engaging-the-community/m8-presenting-student-outcomes/

- Use school bulletin boards, publications, websites, wikis, blogs, and more if you have them.
- Update iEARN on your progress and we will include these updates in our regular iEARN in Action: Newsflash.
- After collaborating online throughout the academic year, teachers and students are invited to meet face-to-face at iEARN’s Annual Conference and Youth Summit to share classroom experiences, give workshops, and learn from one another.
Learning Circles is a telecollaborative project-based methodology for placing students and teachers into international teams or “Circles” to develop global projects around a shared theme. The process creates highly interactive, reciprocal teaching and learning environments in which classrooms engage in telecollaborative project work. The shared task is to create a Circle publication that collects or summarizes all the projects created by the classrooms in each Circle. Since these Circles are a group activity with a specific set of activities along a timeline, it is necessary for those who are interested in participating in this project to request placement in a circle at least two weeks before the beginning of each of the sessions. General project information and teacher resources developed by Margaret Riel, the creator of Learning Circles can be found at iearn.org/cc/space-34. For further information contact Barry S. Kramer, the iEARN Global Learning Circles coordinator, at learningcircles@gmail.com.

**SCHEDULE FOR 2018-2019**

*September to January Session:* Begins September 30, 2018 and ends on January 15, 2019 (15 weeks with a 1-week break in December). Online registration is due by September 15, 2018.

*January to May Session:* Begins January 30, 2019 and ends on May 25, 2019 (15 weeks with a 1-week break in April). Online registration is due by January 15, 2019.

**To sign up for Learning Circles Online:** See iearn.org/cc/space-34 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://iearn.org/circles/lcguide/) provide suggestions to help both new and experienced Learning Circles participants. The Guide provides detailed descriptions of Learning Circles and includes many suggestions on how to structure cross-classroom collaborations in your classrooms.
- Each classroom makes a commitment to contribute written work to each of the projects proposed by the other classes. Every member of a Circle is involved in making all Learning Circles projects successful.
- Each Learning Circles is led by an experienced facilitator who helps to carefully guide each participant through each task and phase.
- Learning Circles interaction is structured through six phases and each Circle culminates in the creation of a collaborative final project/publication. Each classroom team is responsible for editing and publishing their project for the group publication.
- The four most popular themes for iEARN Global Learning Circles are: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero. The My Hero theme is a collaboration between Learning Circles and the My Hero Project (www.myhero.com). Wendy Jewell will be facilitating and leading the My Hero Learning Circles.
- Classes are given assignments in advance of each session around common themes and similar grade levels.
- Additional Circle themes such as the Early People Symbols Project, Our Rivers, Our World, Global Issues: Environment and Education, and My Hero Learning Circles: Call To Action are scheduled to be offered this year based on the interest of participants.
This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. Classrooms solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by circles partners to form the completed Circle publication. See www.iearn.org/circles/lcguide/cc/cc.html to learn more about Computer Chronicles in the Computer Chronicles Teacher’s Guide.

The Places and Perspectives theme encourages students to explore regional history, culture, government, and geography by sharing their knowledge with people from different locations. The goal is to help students understand how historical events and geographic conditions interact to help shape their lives and gives them a deeper understanding of themselves, their families and their communities. Each classroom sponsors a project for a section in the Places and Perspectives Review. For instance, a classroom might sponsor a section on local legends, interview native inhabitants or the elderly, describe the historical attractions of the area, examine local constitutions, or compare weather patterns, map studies. See www.iearn.org/circles/lcguide/pp/pp.html for the Places and Perspectives Teacher’s Guide.

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

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 encompasses traditional educational subject areas as well as cross-curriculum areas of interest.

My Hero Learning Circles, a collaboration between Learning Circles and the My Hero Project (www.myhero.com), is a writing and multi-media theme designed to inspire students to create hero stories from around the world. This Circle experience brings together students and teachers who are interested in collaborating with other schools from diverse areas of the world on the topic of heroism through writing, photography, digital arts, audio, drama and short film.

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

Dates: September 2018 to January 2019 My Hero Learning Circles session. This Circle will be comprised of participants who have participated in a previous session of My Hero Learning Circles. The goal of this Circle experience will be for students and educators to create an action component by which they would either seek to support the work of an identified hero(es) or they would create a local initiative to continue or implement the actions of an identified hero(es).

TEACHER SPONSORED THEMES

Teachers are invited to sponsor and facilitate a theme for a special Learning Circle. If you have a project idea or suggestion contact Barry Kramer at learningcircles@gmail.com to develop a plan to advertise and gather support for your project. In order to develop a special Circle theme it is best to start the process at least two months before the beginning of the Learning Circles sessions. It is also best to have a facilitator and some classes that may already be interested in the theme.

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

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

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

iEARN-TAIWAN

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

iEARN-USA

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

FACE-TO-FACE WORKSHOPS

iEARN workshops can be designed to cover the technical, collaborative and organizational skills needed to participate fully in Internet-based learning programs. They may introduce basic computer and Internet skills for newcomers, or review this information for more experienced participants. They will most certainly focus on the skills needed to engage in collaborative activities, such as peer review, team-building, and joining regional and international learning communities. Finally, where appropriate, iEARN workshops might tackle specific organizational issues, such as computer lab scheduling, organizing school-wide and local community Internet training workshops, and developing school/parent/business/municipal partnerships. By the end of the workshops, participants will be able to assist their classes in joining Internet-based collaborative learning projects. For more information about professional development opportunities in your area, please contact your iEARN country or center coordinator.  www.iearn.org/countries/country-coordinators
This project seeks to transform our classrooms and schools by transforming the way teachers are trained. Future teachers gain direct experience with global learning networks as they engage in dialogue with their peers about teaching in the 21st century.

The Future Teachers forum is a meeting place for university professors of education and the future teachers in their classes. Three kinds of discussions take place:

1. Future teachers from around the world compare perspectives on creating effective and equitable schools and classrooms that will better meet the needs of all students,
2. Future teachers share their reflections as they learn first-hand about iEARN’s projects as facilitators, observers, or participants, and
3. Professors of teacher education exchange ideas and resources for project-based learning and integrating global learning networks into their courses in different content areas.

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

- Teams of participating future teachers introduce themselves and their cultural backgrounds through the creation and exchange of “We Are From” poems
- Future teachers read excerpts from the work of Paulo Freire or Celestin and Elise Freinet and respond to guiding questions
- Future teachers exchange ideas about teaching philosophies and make recommendations for how teachers can promote collaborative and critical inquiry with their students.
- Live “chats” to discuss the topics selected
- Exchange of ideas about integrating global learning networks into the curriculum
- Sharing of experiences with project-based learning while observing, participating in or helping to facilitate iEARN’s projects
- Discussion of ideas and strategies to promote greater understanding of diversity and equity in the schools
- Other topics of interest to the participating professors and future teachers

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

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

Ages: All
Dates: September 2018 - August 2019
Languages: English, Georgian
Website: www.mynamenameprojectworks.blogspot.com
Project Group: iearn.org/cc/space-2/group-115
Contact: Pavle Tvaliaashvili, Georgia, pavlegeo@gmail.com

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**Envision My Ideal World**

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

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

Ages: 12-18
Dates: August 2018 - July 2019
Languages: English
Project Group: iearn.org/cc/space-2/group-440
Contact: Chole Richard, Uganda, cholerichard@yahoo.com

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**Pen Friends - Pen Pals**

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: 5-18
Dates: Ongoing
Languages: English, Japanese
Website: www.pfc.post.japanpost.jp/english/index.html
Project Group: iearn.org/cc/space-2/group-130
Contact: Pen Friend Clubs of Japan, pfc.ii@jp-post.jp
Heart to Heart

A project that promotes friendship around the world through writing.

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

Ages: 12-18
Dates: September 2018 - May 2019
Languages: English and Russian
Website: http://ourlittleenglish.blogspot.ru/2011/01/heart-to-heart-project.html
Project Group: iearn.org/cc/space-2/group-195
Contact: Olga Timofeeva, Russia, teacher7keys@gmail.com

Special Place

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

Please select one local spot that gives you 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: All
Dates: October 2018 - June 2019
Languages: English, Chinese
Project Group: iearn.org/cc/space-2/group-111
Contact: Margaret Chen margaret@taiwaniearn.org and Doris Tsueyling Wu, doriswu@taiwaniearn.org, Taiwan

EFL Youth Voices

Introduce EFL (English as a Foreign Language) teachers and students to the benefits of online digital storytelling.

The project aims to provide EFL (English as a Foreign Language) teachers and their students with creative, non-traditional, cutting-edge educational tools meant to foster student creativity and engagement through online media production. The project will recognize and reward best EFL student projects which use art, film, music and online tools to draw attention to such themes as tolerance and appreciation for diversity, women and girls empowerment, environmental issues and civic engagement.

Ages: 12 - 18
Dates: August - November
Languages: English
Project Group: iearn.org/cc/space-2/group-486
Contact: Daniela Munca, Moldova, iearnmoldova@gmail.com
**One Day in the Life**

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

One Day in the Life is a project in which students exchange photographs/images describing days in their lives, and then make cross-cultural comparisons. Students may discuss aspects of a typical day (like visiting the market or going to school) or they may document special days (like vacations, birthdays, celebrations, or holidays).

Ages: 5-18  
Dates: September 2018 - June 2019  
Languages: English  
Project Group: collaborate.iearn.org/space-2/group-6  
Contact: Iram Sadiq, Pakistan, siramsadiqs@gmail.com  
Napatsakorn Loha, Thailand, napatloha@yahoo.com  
Ehsan Bashareef, Yemen, ehsan.saeed11@yahoo.com

**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: 5-18  
Dates: September 2018 - February 2019  
Languages: English  
Project Group: iearn.org/cc/space-2/group-45  
Contact: Farah Kamal, farah@ieampk.org and Tubi Naz, miss_tubinaz@hotmail.com, Pakistan

**International Book Club**

Reading gives us knowledge; knowledge gives us power to improve our lives and the world! Collaborate to read and discuss books that connect to SDG’s.

Connect with a teacher in another country to form a book club partnership and select your books and activities. OR, you may collaborate with a group of teachers from several countries to read, discuss, and complete projects related to our featured books for this year.

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

Ages: All  
Dates: September 2018 - May 2019  
Languages: English, partners can agree to use other languages  
Project Group: collaborate.iearn.org/space-2/group-483  
Contact: Fay Stump, fstump.iearn@gmail.com, Shari Putnam, putnam@wps.k12.va.us, USA and Besma Maraoui, Tunisia, b_maraoui@yahoo.fr
Te Cuento Un Cuento

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

**Ages:** 5-18  
**Dates:** Marzo a Noviembre  
**Languages:** Español  
**Project Group:** [iearn.org/cc/space-2/group-384](http://iearn.org/cc/space-2/group-384)  
**Contact:** Olga Viviana Schaab, Argentina, tecuentouncuento@fundacionevolucion.org.ar

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Us ho expliquem

*Project to work on text typologies.*

**Ages:** 5 - 11  
**Dates:** October 2018 - May 2019  
**Languages:** Catalan  
**Website:** [http://ushoexpliquem.iearn.cat/](http://ushoexpliquem.iearn.cat/)  
**Contact:** Margarita Guino, margarita.guino@iearn.cat, Spain

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iMagzz-Making Myself Heard

*An e-magazine project for students to express themselves.*

**Ages:** 12-18  
**Dates:** October 2018 - May 2019  
**Languages:** English  
**Website:** [i-magzz.com](http://i-magzz.com)  
**Project Group:** [iearn.org/cc/space-2/group-334](http://iearn.org/cc/space-2/group-334)  
**Contact:** Sunita Bhagwat, bhagwat.sunita@gmail.com, and Geeta Rajan, geetarajan86@gmail.com, India

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

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.

iMagzz Making Myself Heard is an interesting project catering to students of all ages. Whether eight year old or eighteen year old, a student can use the project as a platform to express himself/herself. This project is also a good platform for students who wish to be future writers and good reporters. The participants write and share their posts with other participants. Our project also is good as it gives students the liberty to use any medium to express themselves. Students can write, draw, shoot videos or even click pictures. In the forum, the students will post their contribution and read others too. All participants should also try to reply to the posts of other participants.
Beauty of the Beasts

An international wildlife art and poetry exchange.

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.

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.

Ages: 5-18
Dates: March 2018 - March 2019
Languages: All
Project Group: iearn.org/cc/space-2/group-10
Contact: Vaneet Kunar, India, vaneet.kaur@saintmarksschool.com

Kids International Film Festival

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

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

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

Ages: 5-18
Dates: September 2018 - August 2019
Languages: English
Website: www.moviemaking.club
Project Group: iearn.org/cc/space-2/group-472
Contact: Benjamin Mathews, Taiwan, bmathews@tksh.ntpc.edu.tw

Talking Kites All Over the World/ Chirringas 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

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.

Ages: 5-18
Dates: Ongoing. We will fly kites on the March Equinox.
Languages: All with English and Spanish language facilitators
Project Group: iearn.org/cc/space-2/group-95
Contact: English: Ruty Hotzen, Israel, eh2y42@gmail.com
Spanish: Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net

**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:** 12-18  
**Dates:** September 2018 - July 2019  
**Languages:** English, Spanish  
**Project Group:** iearn.org/cc/space-2/group-323  
**Contact:** Maria Soledad Gomez Saa, Argentina, solegomezsaa@gmail.com, Chris Baer, USA, cbaer@vineyard.net

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**OUR STORY BOOK**

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

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

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

**Ages:** All  
**Dates:** September 2017 - May 2018  
**Languages:** English and Portuguese  
**Project Group:** iearn.org/cc/space-2/group-399  
**Contact:** Vinny Tsao, Taiwan, vinnytsao@taiwaniearn.org

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**Ciutats Lectores**

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

El projecte Ciutats Lectores 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.

**Ages:** 11 - 18  
**Dates:** September - December 2018  
**Languages:** Catalan  
**Website:** ciutatslectores.iearn.cat  
**Contact:** Albert Correa, Spain, albert.correa@iearn.cat
Global Art: Sense of Caring

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

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

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

**Ages:** 5-14  
**Dates:** September 2018 - June 2019  
**Languages:** All languages, with assistance for translations  
**Website:** http://senseofcaring.tumblr.com/  
**Project Group:** iearn.org/cc/space-2/group-89  
**Contact:** Alema Nasim, alema@iearnpk.org, and Hina Sadia, hinasadia3@yahoo.com, Pakistan

Origami Project

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

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

**Ages:** 5-18  
**Dates:** Ongoing  
**Languages:** English and Japanese  
**Website:** www.jearn.jp/japan/index.html  
**Project Group:** iearn.org/cc/space-2/group-129  
**Contact:** Yoshiko Fukui, Japan, yoshiko@jearn.jp

Teddy Bear Project/Ositos de Peluche

An international teddy bear exchange using email and postal mail.

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

**Ages:** All  
**Dates:** Ongoing  
**Languages:** English, Japanese, Spanish, and other languages  
**Website:** www2.jearn.jp/fs/1191/index.htm  
http://proyectoositosdepeluche.blogspot.com.ar  
**Project Group:** English: iearn.org/cc/space-2/group-94  
Spanish: iearn.org/cc/space-2/group-188  
**Contact:** English: Maria Conte, USA, signoracconte3@gmail.com  
Puppala Rasagnya, Japan, teddybear-japan@jearn.jp  
Spanish (Ositos de Peluche): Maria Lucrecia Santiago, proyectoositosdepeluche@fundacionevolucion.org.ar
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 between October - December. 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.

<table>
<thead>
<tr>
<th>Ages:</th>
<th>All</th>
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</thead>
<tbody>
<tr>
<td>Dates:</td>
<td>Registration from August 20 to October 31, 2018</td>
</tr>
<tr>
<td></td>
<td>Project dates: September 2018 - March 2019</td>
</tr>
<tr>
<td>Languages:</td>
<td>English</td>
</tr>
<tr>
<td>Project Group:</td>
<td>iearn.org/cc/space-2/group-97</td>
</tr>
<tr>
<td>Contact:</td>
<td>Judy Barr, Australia, <a href="mailto:judybarr@iearn.org.au">judybarr@iearn.org.au</a></td>
</tr>
</tbody>
</table>

Smiling World

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

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

<table>
<thead>
<tr>
<th>Ages:</th>
<th>5-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates:</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Languages:</td>
<td>Russian, English</td>
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<tr>
<td>Project Group:</td>
<td>iearn.org/cc/space-2/group-327</td>
</tr>
<tr>
<td>Website:</td>
<td>olga-smilingworld.blogspot.ru</td>
</tr>
<tr>
<td>Contact:</td>
<td>Olga Timofeeva, Russia, <a href="mailto:teacher7keys@gmail.com">teacher7keys@gmail.com</a></td>
</tr>
</tbody>
</table>

Taisho Koto

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

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

<table>
<thead>
<tr>
<th>Ages:</th>
<th>5-18</th>
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<tbody>
<tr>
<td>Dates:</td>
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<tr>
<td>Languages:</td>
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<tr>
<td>Project Group:</td>
<td>iearn.org/cc/space-2/group-184</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://taishokotoproject.com/">http://taishokotoproject.com/</a></td>
</tr>
<tr>
<td>Contact:</td>
<td>Motoko Hirota, Japan, <a href="mailto:taishokoto@jearn.jp">taishokoto@jearn.jp</a></td>
</tr>
</tbody>
</table>
MY HERO Activist Media

*Produce and share new media for positive change. We celebrate the best of humanity through essays, artwork, audio, drama, & short films.*

Create and share new media for positive change with MY HERO. Teachers and students are encouraged to create essays, blogs, original songs, short videos and/or digital art to raise awareness about issues you care about. MY HERO will share resources, guides and mentors to help with this digital production. All are invited to share their media through myhero.com/start. Be eligible for awards and prizes too!

<table>
<thead>
<tr>
<th>Ages:</th>
<th>All</th>
</tr>
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<tbody>
<tr>
<td>Dates:</td>
<td>Ongoing, with multimedia festival deadlines in June and September.</td>
</tr>
<tr>
<td>Language(s):</td>
<td>English</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.myhero.com">www.myhero.com</a> and Spanish: miheroe.org</td>
</tr>
<tr>
<td>Project Group:</td>
<td>iearn.org/cc/space-2/group-112</td>
</tr>
<tr>
<td>Contact:</td>
<td>Wendy Milette, <a href="mailto:media@myheroproject.org">media@myheroproject.org</a>, Wendy Jewell, <a href="mailto:wendy@myheroproject.org">wendy@myheroproject.org</a></td>
</tr>
</tbody>
</table>

Folk Tales/Storytelling: Past and Present

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

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

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<tr>
<th>Ages:</th>
<th>6 - 16</th>
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<tbody>
<tr>
<td>Dates:</td>
<td>August 2018 - July 2019</td>
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<tr>
<td>Language:</td>
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<tr>
<td>Project Group:</td>
<td>iearn.org/cc/space-2/group-83</td>
</tr>
<tr>
<td>Contact:</td>
<td>Imran Khan, Pakistan, <a href="mailto:imrankk82@hotmail.com">imrankk82@hotmail.com</a></td>
</tr>
</tbody>
</table>

Side by Side

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

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

<table>
<thead>
<tr>
<th>Ages:</th>
<th>5-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates:</td>
<td>September 2018 - August 2019</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Chinese, English</td>
</tr>
<tr>
<td>Website:</td>
<td>iearn.org/cc/space-2/group-121</td>
</tr>
<tr>
<td>Contact:</td>
<td>Shangxuan Ji, China, <a href="mailto:358671977@qq.com">358671977@qq.com</a></td>
</tr>
</tbody>
</table>
Narnia and CS Lewis

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

Many people around the world have read the magic books “Chronicles of Narnia” written by CS Lewis. These books have a very high educational value and can stimulate students to think about right and wrong. For this year we chose the book “The Silver Chair”. Many students know this book and can speak about it in order to create a community all around the world. This iEARN project experience can help us. 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.

Global Food Show and Tell

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

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

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

Hands for Peace

A project that aims to promote the concept of peace among the students having gestures made with their hands as the main inspiration.

“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.
360 VR Cultural Exchange

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

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

Ages: 5-18
Dates: September 2018 - July 2019
Languages: English
Project Group: iearn.org/cc/space-2/group-555
Contact: Shahzad Sheikh, Pakistan, shahzads838@gmail.com; Chris Baer, USA, cbaer@mvyps.org; and Benjamin Mathews, Taiwan, bmathews@tksh.ntpc.edu.tw

International Film Club

Empower 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.

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.

Ages: 12 - 18
Dates: September 2018 - May 2019
Languages: English
Project Group: iearn.org/cc/space-2/group-554
Contact: Khalid Fethi, Morocco, okelanguagecenter@gmail.com; Fay Stump, USA, fstump.iearn@gmail.com; Helaine Marshall, USA, helaine.marshall@gmail.com

Dreamline World

Empowers students around the world to share their dreams aligned with values for a better tomorrow.

The Dreamline Program has 4 stages:

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

Ages: 5 - 18
Dates: September 2018 - June 2019
Website: www.dreamline.org
Languages: English
Project Group: iearn.org/cc/space-2/group-560
Contact: Jeffrey Harlan, USA, jharlan@cloudclotheducation.org
Amigos Alrededor del Mundo

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

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).

Ages: 3-8
Dates: January - June 2019
Languages: Spanish, English
Project Group: iearn.org/cc/space-2/group-517
Contact: Carmenteresa Pujols, terepujols@yahoo.com, Kristin Brown, krbrown@igc.org, Enid Figueroa, efigueroa_orillas@comcast.net, Orillas

Orillas Clases Hermanas

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

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

Ages: 5 - 18, postsecondary
Dates: September 2018 - June 2019
Website: http://www.orillas.org
Languages: Spanish, English
Project Group: iearn.org/cc/space-2/group-499
Contact: Kristin Brown, krbrown@igc.org, Enid Figueroa, efigueroa_orillas@comcast.net, Orillas
HUMANITIES & SOCIAL SCIENCES
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:** 5-18
**Dates:** September 2018 - May 2019
**Languages:** English, Russian
**Project Group:** iearn.org/cc/space-2/group-8
**Contact:** Olga Prokhorenko, Russia, olgap1471@gmail.com
               Olga Timofeeva, Russia, teacher7keys@gmail.com

School Activities Exchange

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

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

**Ages:** 12-18
**Dates:** September 2018 - September 2019
**Languages:** English and other languages such as French, Spanish, Japanese, Chinese
**Project Group:** iearn.org/cc/space-2/group-122
**Contact:** Cindy Hung, Taiwan, cindy02102001@yahoo.com.tw
               Huri Cinar, Turkey, huri_cinar@yahoo.co.uk

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:** 12-18
**Dates:** September 2018 - June 2019
**Languages:** English
**Project Group:** iearn.org/cc/space-2/group-315
**Contact:** Mari Sekine, Japan, sekine-m@keimei.ac.jp and Ed Gragert, USA, egragert@gmail.com
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 - 18 |
| Dates: | September 2018 - May 2019 |
| Languages: | English and Russian |
| Website: | http://moneymattersiearn.blogspot.com/ |
| Project Group: | iearn.org/cc/space-2/group-250 |
| Contact: | Natasha Belozorovich, Belarus, belozorovich@gmail.com |

Get to Know Others

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

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

| Ages: | All |
| Dates: | Ongoing |
| Languages: | English and Arabic |
| Website: | http://wwli.newlineclub.net |
| Project Group: | iearn.org/cc/space-2/group-88 |
| Contact: | Gamal Kasem, Egypt, gmlkasem@yahoo.com |

World We Live in/ Мир, в котором мы живем

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

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

| Ages: | 12-18 |
| Dates: | Oct 2018 - May 2019 |
| Languages: | English, Russian, Belarusian |
| Website: | http://wwli.newlineclub.net |
| Project Group: | iearn.org/cc/space-2/group-7 |
| Contact: | Olga Luksha, olga_queen@yahoo.com, and Sofia Savelava, yiecnewline@gmail.com, Belarus |
CIVICS: Youth Volunteerism and Service

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

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

Ages: 5 - 18
Dates: September 2018 - May 2019
Languages: English
Website: www.learncivics.wordpress.com
Project Group: iearn.org/cc/space-2/group-32
Contact: Sarah Zubair, Pakistan, sarah.zubair@khi.iba.edu.pk

Global Trends for Francophone Africa

Global is Equal: The Paradox of Africa - Let’s rediscover the Sahel region of the continent with new vision.

Global Trends sets out to discover the Saharan region of Africa via education, gender and inequality issues, plus healthy and safety concerns bilingually in French and English.

Classes can treat one theme or all three themes; collaboration with classrooms in the Sahel region is the goal as we learn WITH one another.

Ages: 12-18
Dates: August 2018 - June 2019
Languages: English and French
Project Group: iearn.org/cc/space-2/group-563
Website: http://sites.taiwaniearn.org/voyage/
Contact: JoEllen Delamatta, delamatta@wps.k12.va.us
Dayaaj Jabbar, dayaajjabbar@gmail.com

Kindred Family History Project

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

Students are asked to interview member of their immediate family (mother, father, brothers, sisters), extended family (grandparents, uncles, aunts), neighbours or friends in the local community. They should ask them about experiences in their life that have been affected by the events of world or local history. Events may include war, natural disasters, migration, important discoveries, monuments, famous places and so on. Students should focus on the impact for the family.

Ages: 12-18
Dates: Ongoing
Language: English
Project Group: iearn.org/cc/space-2/group-99
Contact: Judy Barr, Australia, judybarr@iearn.org.au
One Right, One People

The project is about advocacy, empowerment, capacity building and youth integration is solving the world’s problems through collaborative efforts.

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

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

Where Do the Children Play

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

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

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

Future Citizen Project

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

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

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

“A Save the Innocent” engages young people in the world to contribute towards reducing challenges that hinder growth of children born with or infected with HIV and AIDS. The project will allow youth to learn more about HIV and 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 HIV/AIDS sick children/adolescents. The project will motivate and educate participants 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.

**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.

**Natural Disaster Youth Summit 2019**

A project in which children learn how to reduce the impacts of disaster through communication and 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.

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

*A simulation game where students travel to an imaginary archipelago.*

Ages: Ages 5-11  
Dates: October 2018 - May 2019  
Language: Catalan  
Website: bongoh.iearn.cat  
Contact: Margarita Guinó Arias, Spain, margarita.guino@iearn.cat

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

### Diccionario Afectivo

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

Ages: All  
Dates: October 2018 - May 2019  
Language: Spanish, English, Catalan  
Project Group: iearn.org/cc/space-2/group-553  
Website: http://diccionarioafectivo.iearn.cat/  
Contact: Margarita Guino, margarita.guino@iearn.cat, Rosy Aguila, diccionarioafectivo@fundacionevolucion.org.ar, Enid Figueroa, efigueroa_orillas@comcast.net, Kristin Brown, krbrown@igc.org

The project consists in the collaborative construction of a dictionary with definitions of words related to the 17 global objectives to eradicate poverty, protect the planet and ensure prosperity for all, adopted by the United Nations as part of a new sustainable development agenda. 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.

### UNESCO World Heritage Sites

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

Ages: 5 - 18  
Dates: October 2018 - May 2019  
Languages: English  
Project Group: iearn.org/cc/space-2/group-91  
Website: www.iearn-unesco.blogspot.com  
Contact: Inga Paitchadze, Georgia, ngo.siqa@gmail.com, Ruty Hotzen, Israel, eh2yq2@gmail.com, and Rohan Perera, Sri Lanka, rohansperera@yahoo.com

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

| Ages:      | 5-11          |
| Dates:     | September 15, 2018 – June 15, 2019 |
| Languages: | English, Russian |
| Project Group: | iearn.org/cc/space-2/group-104 |
| Website:   | http://iearnlocalhistory.blogspot.com/ |
| Contact:   | Shukufa Najafova, Azerbaijan, shukufa_najafova@hotmail.com, Rimma Zhukova, Russia, rimma_zhuk@yahoo.com |

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

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.

**Digital Citizenship**

Students develop awareness of digital etiquette and their rights and responsibilities so that they can be safe online and positively impact the global community.

| Ages:      | 5-18          |
| Dates:     | September 2018 - June 2019 |
| Language:  | English |
| Project Group: | iearn.org/cc/space-2/group-182 |
| Contact:   | Nudrat Rahman Sheikh, Pakistan, rahman.nudrat@gmail.com |

Our youth confidently uses digital tools often without realizing their responsibility to use digital tools to respect the rights of others and protect themselves from potential threats. This project helps our digital natives become aware of their rights and responsibilities while working online.

Students will understand the term ‘Digital Citizenship’ and what it means in their context. They will learn Digital etiquettes, make conscious efforts to practice and spread them among their friends and family. They will become aware of e-safety and web issues such as copyright laws, cyber bullying, and plagiarism and learn ways to reduce e-waste to protect and sustain the environment.

**My Identity, Your Identity**

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

| Ages:      | All          |
| Dates:     | September 2018 - May 2019 |
| Languages: | English |
| Project Group: | iearn.org/cc/space-2/group-114 |
| Contact:   | Said Belgra, Morocco, saidbel2011@hotmail.com, Nicolle Boujaber-Diederichs, USA, nboujaber@hotmail.com, Asmaa Alberiki, Oman, asmaa.albriki@moe.om, and Leila Taik, Morocco, pinkhomecut@yahoo.com |

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.
Healthy Generation and Traditional Cuisine

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

Ages: 12-18
Dates: October 10 - November 20, 2018
Languages: English
Project Group: https://iearn.org/cc/space-2/group-556
Contact: Tamar Lolishvili, Georgia, lolishvili82@mail.ru

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

Finding Solutions to Hunger

Students begin to understand the root causes of hunger in the world and to take meaningful action for its elimination.

Ages: 5-18
Dates: September 2018 - June 2019
Languages: English
Website: www.kidscanmakeadifference.org
Project Group: iearn.org/cc/space-2/group-81
Contact: Jane and Larry Levine, kids@us.iearn.org, Mary Brownell, mmarybrownell@gmail.com, USA

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.

My School, Your School / Mi Escuela, Tu Escuela

Students compare school life in different countries around the world.

Ages: All
Dates: August - December 2018 and April - June 2019
Languages: English and Spanish
Website: myschoolyourschoolproject.blogspot.com
Project Group (English): iearn.org/cc/space-2/group-81
Project Group (Spanish): iearn.org/cc/space-2/group-116
Contact: Silvana Carnicero, silvanacar01@yahoo.com.ar
Mariela Sirica, marielasirica@yahoo.co.uk, Argentina

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

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

**Ages:** 5-18  
**Dates:** September 2018 - May 2019  
**Languages:** English and Persian  
**Project Group:** iearn.org/cc/space-2/group-110  
**Website:** https://sites.google.com/site/iearndreamworld/  
**Contact:** Minoo Shamsnia, Iran, shamsnia@gmail.com

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**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:** 5-18  
**Dates:** Ongoing  
**Languages:** English  
**Website:** http://iearn.ro/FolkCostumesAroundTheGlobe/  
**Project Group:** iearn.org/cc/space-2/group-82  
**Contact:** Cornelia Platon, Romania, nelly_platon@yahoo.com

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**Machinto-HIROSHIMA for Peace**

What Hiroshima and Nagasaki mean today after 70 years.

Based on books such as “Machinto” and “My Hiroshima”, participants learn about what nuclear droppings brought us and research/discuss where little birds “war affected children” are still crying in the world and how nuclear power plants affects us today. Participants will express peace, friendship, and a safe world through their creative picture books, videos, and any kinds of media to share with those little birds in the world.

**Ages:** All  
**Dates:** Ongoing  
**Languages:** English, Japanese, and Spanish  
**Project Group:** iearn.org/cc/space-2/group-11  
**Contact:** Yoko Takagi, Japan, yoko@iearn.jp (English and Japanese), Mali Bickley, mali@iearn-canada.org, Jim Carleton, jim@iearn-canada.org, Canada (English), Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net and Kristin Brown, Orillas - USA, krbrown@igc.org (Spanish)
Early People’s Symbols

Exploring early people’s symbols and their cultural history.

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

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.

Atlas de la Diversidad Cultural

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

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

El ATLAS es también un lugar de encuentro, de reflexión y de aprendizaje colaborativo. Una manera de promover, a través de las TIC, la equidad, la tolerancia, el multilingüismo y el pluralismo en todas sus expresiones.
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 diorama, photos, an more to share their heritage. Photos, personal ones are preferred, will be welcome. Sometimes schools create a small book or an an article as an outcome of the collaboration.

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<tr>
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<td><a href="https://internationalprojectblog.wordpress.com">https://internationalprojectblog.wordpress.com</a></td>
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<tr>
<td>Contact:</td>
<td>Flore Morgand, France, <a href="mailto:cguerin86@gmail.com">cguerin86@gmail.com</a></td>
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</table>

Staying Healthy

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

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

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

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<tr>
<td>Contact:</td>
<td>Alema Nasim, Pakistan, <a href="mailto:alema@iearn.pk.org">alema@iearn.pk.org</a></td>
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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 recogerán 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.

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<th>Ages:</th>
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<td>Dates:</td>
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<tr>
<td>Website:</td>
<td><a href="http://www.eduloc.net/">http://www.eduloc.net/</a></td>
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<tr>
<td>Contact:</td>
<td>Gabriela Favarotto, Argentina, <a href="mailto:lugaresyocostumbres@gmail.com">lugaresyocostumbres@gmail.com</a></td>
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</tbody>
</table>
Cultural Package Exchange

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

Ages: All
Dates: September 2018 - April 2019
Languages: English
Project Group: iearn.org/cc/space-2/group-477
Contact: Asmaa Al Beriki, Oman, asmaa.albriki@moe.om

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.

Escenarios Saludables

Buscar soluciones en los diferentes escenarios geográficos a las situaciones que enfrentan las comunidades.

Ages: Todas las edades/niveles
Dates: Una sesión de Septiembre a Diciembre y otra de Febrero a Junio
Languages: Español
Project Group: iearn.org/cc/space-2/group-404
Contact: Toni Casserras, Pangea, toni@iearn.cat, Gabriela Favarotto, Argentina, gabriela.favarotto@hotmail.com, Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net, and Kristin Brown, Orillas - USA, krbrown@igc.org

Escenarios saludables surgió a raíz del encuentro de miembros de iEARN Latina en la conferencia internacional de iEARN en Brasil, 2015. Tiene el objetivo de aunar esfuerzos entre los participantes de iEARN Latina para conectar un proyecto de todos a una de las metas de las Naciones Unidas. El proyecto es un reto a las escuelas con estudiantes hispanoparlantes para que éstos analicen sus hábitos u otros elementos relacionados a su salud personal o en su comunidad. Las clases compararán estos análisis para proponer soluciones a las situaciones identificadas como perjudiciales a la salud. Se exhorta a que las clases implanten estas soluciones para lograr cambios positivos en la vida personal del estudiante o en su comunidad.

Global Youth Service Day Project

Teachers and students around the world engage in small community development initiatives aiming to celebrate Global Youth Service Day.

Ages: 12-18
Dates: January - May 2019
Languages: Russian, Romanian, English
Project Group: iearn.org/cc/space-2/group-485
Contact: Daniela Munca, Moldova, danielamunca@gmail.com

The project aims to support a global culture of engaged children and youth committed to a lifetime of meaningful service, learning, and leadership. With half the world’s population under age 25, the project will help all young people find their voice, take action, and make an impact on vital community issues. The Global Youth Service Project will help teachers and students partner with local, state, national, and international organizations committed to engaging children and youth as leaders through volunteering, community service, service-learning, national service, and voting/civic engagement.
Special Abilities/Habilidades Especiales

A project that explains the belief that all “special needs” kids have special abilities waiting to be nurtured.

We believe that all “special needs” kids have special abilities waiting to be nurtured that will contribute to success in life.

This project expands the community of teachers, parents, and others interested in sharing resources designed to discover and develop the special abilities of these students. We invite you to share tools and resources for families and educators with special abilities kids.

**Ages:** 5 - 18  
**Dates:** Ongoing  
**Language:** English and Spanish  
**Project Group:** iearn.org/cc/space-10/group-215  
**Contact:** Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net, and Kristin Brown, Orillas - USA, krbrown@igc.org

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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 - 18  
**Dates:** January - June 2019  
**Language:** Catalan, Spanish, English  
**Website:** http://lagentdelmeucarrer.iearn.cat/  
**Contact:** Albert Correa, Spain, albert.correa@iearn.cat
Happy Schools

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

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

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

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<tr>
<td>Contact:</td>
<td>Sunita Bhagwat, India, <a href="mailto:bhagwat.sunita@gmail.com">bhagwat.sunita@gmail.com</a></td>
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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.

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<th>Ages:</th>
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<tr>
<td>Contact:</td>
<td>Crystal Kim, <a href="mailto:peace.edu_sn@hwpl.kr">peace.edu_sn@hwpl.kr</a>, Tamar Llishvili, <a href="mailto:tllishvili@gmail.com">tllishvili@gmail.com</a></td>
</tr>
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</table>
SCIENCE
TECHNOLOGY
ENGINEERING
& MATH
YouthCaN

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

Ages: All
Dates: Ongoing
Languages: All
Project Group: iearn.org/cc/space-2/group-18
Contact: Jay Holmes, USA, jholmes@igc.org, Nawrez Hsai, Tunisia, hsayri.nawrez@yahoo.com, Misheck Mutuzana, Zambia, mutuzana@gmail.com

Guardians of the Birds

In this project, students learn about, value, and protect these flying species with other students at home and in the global community as the Guardians of the Birds.

Ages: All
Dates: May - October 2019
Language: English and Spanish
Project Group: iearn.org/cc/space-2/group-406
Contact: Nury Penagos, Colombia, nuestrasavesuem@gmail.com

Every Day is Earth Day

People should take care of their Mother Earth. Join us to share what you are doing to protect the Earth.

Ages: 5-18
Dates: September 2018 - August 2019
Language: English
Website: iearn.org/cc/space-2/group-175
Contact: Liao PeiHsun, Taiwan, hestia618@gmail.com

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.

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

The problem of saving the Earth is the most important nowadays. You are invited to this project in order to show your real activities in the protection of the air, water, plants and animals. Activities include writing short essays or poems on the theme “Save the Earth”, focusing on World Oceans Day and Plastic Bag Free Day, and posting about how your country or school works to save the earth. All the works may be published during all the year.
**STICK Project**

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

This project will be carried out with secondary school students and the main objective is to measure the perimeter of the Earth, in a similar way to that used by Eratosthenes more than two thousand two hundred years ago. Each group of students and their teachers will measure the height and shadow of a stick during the solar midday of the autumn or September equinox. Each school will share the values of their measurements by completing the spreadsheet created in Google. This activity will allow students to know old units of longitude, the inconveniences of their use and why the convenience of using the current measures of the International System of Measurements.

**3D Ideas**

Students experiment with 3D software 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!

**Golden Ratio**

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

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

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

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

Ages: 14-18
Dates: September 15, 2018 - May 15, 2019
Languages: English
Project Group: iearn.org/cc/space-2/group-396
Website: http://www.globalmathcollaborative.org
Contact: Steve Weissburg, USA
steve.weissburg.math@gmail.com

Daffodils and Tulips

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

Ages: All
Dates: Planting - last week of November in the Northern Hemisphere and last week of April in the Southern Hemisphere
Languages: English
Project Group: iearn.org/cc/space-2/group-15
Contact: Ruty Hotzen, Israel, rutyhotzen@gmail.com

3 Estacions (3 Seasons)

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

Ages: Ages 5 - 11
Dates: October 2018 - May 2019
Languages: Catalan
Website: 3estacions.iearn.cat
Contact: Margarita Guinó Arias, Spain, margarita.guino@iearn.cat

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

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.

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.
GOMI on Earth

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

Ages: All
Dates: September 2018 - June 2019
Languages: English
Website: iearn.org/cc/space-2/group-478
Contact: Yoko Takagi, Japan, yoko@iearn.jp, Kathy Bosiak, USA, kbosiak@lincoln.k12.nc.us, Lakshmi Annapurna, India, clannapurna@gmail.com

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

Solar Cooking Project

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

Ages: 5-18
Dates: Ongoing
Languages: English
Project Group: iearn.org/cc/space-2/group-113
Contact: Kathy Bosiak, USA, kbosiak@lincoln.k12.nc.us

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

Protectores en Acción

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

Ages: 5-18
Dates: September - November 2018
Languages: Spanish
Project Group: iearn.org/cc/space-2/group-640
Contact: Rosy Rivarola, Cristina Biosio Ferrer, Argentina, rosir29@gmail.com, crisbosioferrer@gmail.com

Este proyecto pretende generar conciencia a través de distintas acciones por un cambio de parte de los humanos sobre la tenencia responsable de animales domésticos y silvestres. Por tanto se toman dos premisas de estudio:
Estudios avalan que los adultos agresivos contra inocentes son producto en mucho de los casos de una niñez con maltrato animal.
La explotación de los recursos y el crecimiento económico se promovieron sin tener en cuenta las leyes de la naturaleza, como así también el desconocimiento del principio de sustentabilidad en la necesidad de aprovechar los recursos en forma indiscriminada.
**Medicine in My Backyard**

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

- **Ages:** 10-18
- **Dates:** September 2018 - May 2019
- **Languages:** Spanish, English
- **Project Group:** iearn.org/cc/space-2/group-262
- **Contact:** Frederic Lim, USA, MrLim.ENLpro@gmail.com

**Don’t Waste - Create**

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

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

- **Ages:** 5-18
- **Dates:** Ongoing
- **Languages:** English, German, Spanish
- **Project Group:** iearn.org/cc/space-2/group-196
- **Contact:** Maria Bader, Austria, maria.bader@tele2.at
  - Spanish: Enid Figueroa, Orillas - Puerto Rico, efigueroa_orillas@comcast.net

**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 anticipating 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
- **Dates:** March - May 2019
- **Languages:** Catalan, Spanish, English
- **Website:** http://scratchday.iearn.cat/
- **Contact:** Sara Dauder, scratch@iearn.cat
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.

Water is Life

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

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

Students collaborate globally to achieve the aims of The United Nations Sustainable Development Goals to ensure the availability of clean, healthy water for people and the environment.

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

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

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

Design Squad Global

Kids ages 10–13 in after school programs around the world connect through engineering and invention projects.

In the Inventing Green Club, leaders will introduce kids to engineering and invention activities focused on environmental sustainability. You will guide club members through the engineering design process using the 6-week or 12-week Inventing Green Club Guide with weekly hands-on design challenges. You will also give kids a special opportunity: the chance to work with a partner club from another country! This experience helps them develop “global competence”—an openness to sharing, communicating, and learning from kids in another part of the world. Partner clubs will share photos and videos from the club sessions, giving participants the opportunity to provide feedback, ask questions, and share their final projects with one another. In the process they will discover their agency to make a difference in their communities and the world.