

iEARN PROJECT BOOK

2013/14



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 pioneered the use of interactive technologies to enable students to engage in meaningful educational projects--with peers around the corner and throughout the world. iEARN is:

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

After joining, teachers and students enter an 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.

Where can I find more information about iEARN?

- **On the Web:** To register to participate in iEARN, please visit collaborate.iearn.org/connect.

iEARN-International: www.iearn.org

Collaboration Centre: collaborate.iearn.org (see page 9 for more about the interactive project tools available in iEARN's Online Collaboration Centre)

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

- **From Country Coordinators**

See pages 6-8 or www.iearn.org/countries/country-coordinators for a listing of iEARN coordinators, representatives, and contact people who can discuss iEARN involvement in your country or region.

- **Through Professional Development**

iEARN offers both **face-to-face** and **online** professional development workshops for educators interested in integrating global project work and online collaboration tools into their classrooms. iEARN facilitators work closely with participating schools and teachers to design trainings that meet their particular needs and interests. After going through an iEARN workshop, participants return to their schools with a built-in support network -- ongoing technical and staff development assistance from iEARN staff, as well as an online community of colleagues worldwide. See pages 15-16 or visit <http://www.iearn.org/professional-development> for additional information.

Spread the word about iEARN!



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

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Learning Circles include Primary, Middle, and High School (Secondary) age groupings and are a great starting point for teachers new to online project collaboration since they provide a very clear structure, schedule, and number of partners. 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 for 14 weeks. At the end of the term, the group collects and publishes its work. See www.iearn.org/circles for more details. To join a Learning Circle, you must complete a Learning Circle placement form two weeks before the beginning of the session.

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

Please note that many new projects are continually beginning, while some projects are ending. This booklet is an effort to list projects active at the time of printing in September 2013. Although every attempt was made to provide a comprehensive project listing, some projects may have been unintentionally left out. For the most accurate and up-to-date listing of iEARN projects throughout the year, see collaborate.iearn.org/space-2.

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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.

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 2013. Country coordinators can also be contacted via www.earn.org/countries/country-coordinators.

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

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

iEARN International Executive Council:

Enid Figueroa, Puerto Rico; Dalia Khalil, Egypt; Virginia King, Australia: ec@earn.org

Using iEARN's Collaboration Centre

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

There are 3 primary areas of the Collaboration Centre (collaborate.iearn.org)



1. COLLABORATION SECTION (collaborate.iearn.org/spaces)

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. Once you have joined a group you can go to "My Group Settings" in the box on the left and opt to "Notify me of topic updates via e-mail" to have group forum messages sent to your email.

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.

B) *Learning Circle Space* - This space is dedicated to the iEARN Learning Circle, a type of collaborative project structure in iEARN (read more about Learning Circles on page 50). To register for Learning Circles, click on the "Join This Space" button and fill out the form.

C) *iEARN General Discussion Space* - This space contains the Teachers Forum, Youth Forum, Practice Group, Collaboration Center Feedback Group, and special groups for different languages such as Arabic, Chinese, Russian, Spanish, etc.

2. EDUCATOR SEARCH: (collaborate.iearn.org/educator-search)

The educator database is open to registered educators. Login to search for partners from around the world.

3. MEMBER DASHBOARD: (collaborate.iearn.org/dashboard)

All registered educators have a personal "Profile" page. This page contains your current contact information. After logging in, you can update and complete your personal profile by clicking on "Edit Profile" under the "Member Dashboard" tab. In your profile, you can upload a photo or image, and complete or change your personal contact information.

Giving Students their own User Names

By clicking on "Student Management" on the Member Dashboard, educators can give students their own iEARN User Names and Passwords to access the Collaboration Centre. Student User Names become active about 5 minutes after they are submitted. User Names cannot be changed once created. To give a student a different User Name, a new User Name must be created. Passwords can be changed at any time by editing a student record. If you prefer to have students register themselves, you may give students the "Student Registration Code" that appears on the left sidebar of the Student Management section. Note: Information on students cannot be searched or accessed by iEARN members or anyone outside of iEARN.

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.

Collaboration Centre tutorials can be found at tutorials.iearn.org

How to Start Working in iEARN Projects

Introduction

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

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

Participants are invited to introduce themselves and greet new members on our forums for connecting people.

Two good places to start are the Teachers Group and the Youth Group. Both of these groups can be found in the Collaboration Centre: iEARN General Discussion Space on the Collaboration Centre.

As with all the groups on the Collaboration Centre, participants will first need to "Join" the group in order to post to them. This is so that facilitators and other participants can have a better idea of who is active in various groups on the site, and will also allow participants a way to keep track of the groups they are active in (any groups

a participant joins will be listed under My Groups in that participant's Member Dashboard).

- **Teachers Forum**

collaborate.iearn.org/space-10/group-171

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

- **Youth Forum**

collaborate.iearn.org/space-10/group-172

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

1. Welcome Phase

LANGUAGE RESOURCES:

Many languages are represented among iEARN's global network of participants. See iearn.org/countries/language-resources which includes links to iEARN country websites worldwide, project forums, and translations of materials such as the project description book, newflashes, etc.

In addition, the iEARN Collaboration Centre has a Google Translate tool embedded in the top right of every page that can be used to translate content on the site.

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

The language forums are located in iEARN General Discussion Space collaborate.iearn.org/space-10

2. Learn About Projects and Find Partners

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

- **News Flashes**

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

newsflash@us.iearn.org to be added to the newsflash distribution list. Teachers with active iEARN accounts can subscribe to the News Flashes on their Membership Dashboard in the Collaboration Centre.

- **Annual Project Description Book**

The book that you're currently reading (English and translated versions) is available for downloading by iEARN members at www.iearn.org/iearn-project-book. Up-to-date project descriptions can be found at collaborate.iearn.org/space-2.

- **Project Search**

At collaborate.iearn.org/space-2 educators and youth can search for projects by various categories, including keyword, subject area, languages, and age level.

3. Become Involved in a Project

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

1) Educators should choose a project that fits their curriculum. It's best to do this by reading through the project descriptions at collaborate.iearn.org/space-2, and the messages in the project's forum. The Teachers Forum (collaborate.iearn.org/space-10/group-171) can also keep you informed of what's happening in the network.

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

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

4) Have students respond to other students'

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

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

A good place to start in iEARN if you are new to online project collaboration is Learning Circles. Learning Circles are highly interactive, project-based partnerships among a small number of schools located throughout the world. Each session is 14 weeks long. Participants who wish to join these structured circles must fill out a registration form at least two weeks prior to the start of the circle sessions in order to be placed in a group. See p. 43 or www.iearn.org/circles for more details.

Creating a Project

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

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

- 1) Announce your idea by posting it on the Teachers Forum (collaborate.iearn.org/space-10/group-171) or for students with projects to propose, the Youth Forum (collaborate.iearn.org/space-10/group-172) to see if others are interested in the topic and to allow for possible collaboration on the actual design of the project, or to see if such a project already exists that you might get involved in instead.
- 2) If you find other people who are interested in joining the project, fill out the Project Idea Template Form below, and email it to projects@iearn.org.
- 3) Once your project has been assigned to a project forum, it will also be posted as a topic on the online forum in which it will be happening. Project facilitators are encouraged to start an "Introductions" discussion topic in which new members can introduce themselves as they join the project.
- 4) Project facilitators should submit updates and announcements to newsflash@iearn.org to be included in iEARN's e-newsletter, "iEARN in Action." (see sample News Flash at www.iearn.org/news/iearn-action-e-newsletter).

4. Creating a New Project

- 1) Name of Project:
- 2) Brief one-sentence description of project:
- 3) Full description of project:
- 4) Age/level of project participants:
- 5) Timetable/schedule:
- 6) Possible project/classroom activities:
- 7) Expected outcomes/products:
- 8) Project contribution to others and the planet:
- 9) Project language(s):
- 10) Content/Subject Area:
- 11) Names/email of initial participating groups:
- 12) Name of facilitator(s):
- 13) Email of facilitator(s):
- 14) WWW page of project (optional):
- 15) Project image to accompany the project description

Once completed, submit to iearn.wufoo.com/forms/iearn-project-template

Project Idea Template

Blackboard Collaborate Rooms available for iEARN project work

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

The logo for Blackboard Collaborate, featuring the word "Blackboard" in white above the word "collaborate" in white, with a stylized arrow pointing to the right.

Suggestions for Successful Project Participation

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

Suggestions for Successful Project Facilitation

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

BEFORE STARTING AN iEARN PROJECT

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

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

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

4) Once you have found partners, complete the template (see page 12) and send it to the iEARN Project Assistance Committee projects@iearn.org. This committee will read your project template and make suggestions and can also assign your project to an interactive forum in which to carry out project activities.

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

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

DURING THE PROJECT

7) What are your project's common "ground rules" or participation guidelines? It's important to communicate guidelines to participants so that everyone is clear on

Suggestions for Project Facilitation and Participation

what is expected. For example, "Every student should respond directly to at least two student postings for every posting the student makes" and "Encourage other students, point out the positives of their work and build new ideas off their work. Be diplomatic in your email text and avoid the use of local jargon since such language may not be understood by everyone."

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

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

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

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

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

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

CLOSING THE PROJECT - CULMINATING ACTIVITIES

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

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

...Suggestions for
Successful Project
Facilitation

iEARN PROFESSIONAL DEVELOPMENT

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

Online Professional Development Courses

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

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

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

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

Face-to-Face Workshops

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

www.earn.org/countries/country-coordinators

Online Teacher Forums

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

The iEARN [Teachers Forum - collaborate.iearn.org/space-10/group-171](http://collaborate.iearn.org/space-10/group-171) is the hub of teacher communication in the network -- it's a great place to share your experiences and ask questions of others who are using collaborative projects in their classrooms.

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

Proposed activities:

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

Other possible topics/activities:

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

Future Teachers

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

Ages:	University and graduate level future teachers (i.e. university students studying to become teachers and university professors who teach education courses)
Dates:	September 1, 2013 – Nov 30, 2013 and March 1, 2014 - May 31, 2014
Language(s):	All are welcome. We facilitate the project in English and Spanish.
Website:	www.orillas.org The Future Teacher project is organized by the Orillas-iEARN Center.
Project Group:	collaborate.iearn.org/space-10/group-77
Contact:	Enid Figueroa, Puerto Rico, and Kristin Brown, USA To contact both facilitators, write to: orillas-info@igc.org

Creative & Language Arts

Youngcast Project

A tandem exchange project in English-Spanish which provides a structured programme of student activities using audio and video podcasting to help students to exchange their ideas and to improve their second language.



The "Youngcast Project" is an exchange project between students of English and Spanish as a second language where students communicate by using Web 2.0 tools and participate in several videoconferences. The Spanish-speaking centers are located in Spain and Latin America and the English-speaking ones in the United States, United Kingdom, and other countries. The project is also opened to other schools wishing to communicate in English as a second language. The general communication platform used for the project is a Google Site with Skype and Hangout (Google +) being the primary media used for the videoconferences between schools.

Ages:	12-18
Dates:	October 2013 - May 2014
Languages:	English and Spanish
Website:	https://sites.google.com/site/youngcast1314/
Project Group:	collaborate.iearn.org/space-2/group-258
Contact:	Sonia Hurtado, Spain, soniaprofesora@gmail.com

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: April 1, 2013 - March 31, 2014
Languages: English, Japanese
Website: www.pfc.post.japanpost.jp/english/index.html
Project Group: collaborate.iearn.org/space-2/group-130
Contact: Yukari Ito and Hiromi Yabuuchi, yukari.itou.wt@jp-post.jp, Japan

Pen Friends

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



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. Forum topics: September - Back To School; October - Friendship; November - Children's / Teens' World; December - Holiday Happiness; January - Heroes In My Country; February - The people I Admire; March - Giving Thanks; April - Living Values; May - Forum Reflection.

Ages: 5-18
Dates: September 3, 2013 - May 31, 2014
Languages: English and Russian
Project Group: collaborate.iearn.org/space-2/group-195
Contact: Olga Timofeeva, Russia, teacherolga23@gmail.com

Heart to Heart

*A project that promotes
values and sharing
feelings and emotions.*



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

Ages: 7 - 16
Dates: Ongoing
Languages: English
Project Group: collaborate.iearn.org/space-2/group-45
Contact: Farah Kamal, farah@iearnpk.org and Tubi Naz, miss_tubinaz@hotmail.com, Pakistan

Write On

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



Laws of Life: Virtues Essay Project

Students write about their personal values in life.



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

Ages:	9-21
Dates:	September 2013- June 2014
Languages:	All
Project Group:	collaborate.iearn.org/space-2/group-101
Contact:	Natalya Cherednichenko, Ukraine, nata_chered@yahoo.com , Sarah Donald shalotaurus123@yahoo.com and Maham Kamal mahamkamalkhanum@gmail.com , Pakistan

One Day in the Life

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

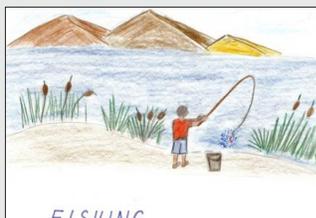


Students are invited to post messages and images describing ordinary and special days in their lives, and then make cross-cultural comparisons. Students may document aspects of a typical day (like visiting the market or going to school) or special days (like vacations, birthdays, celebrations, or holidays.)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

Ages:	6-18
Dates:	Ongoing
Languages:	All
Project Group:	collaborate.iearn.org/space-2/group-6
Contact:	English: Marta García Lorea, Argentina, martagl@arnet.com.ar , Ehsan Saeed, Yemen, ehsan.saeed11@yahoo.com , Napatsakorn Loha, Thailand, napatloha@yahoo.com , and Safae Sayarh, Morocco, sayarhsafae@yahoo.fr For Spanish version (Un Día en la Vida) see page 47.

Special Place

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



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

Ages:	All
Dates:	Ongoing. Registration open: Sept-Oct, 2013/Jan-Feb, 2014
Languages:	All
Project Group:	collaborate.iearn.org/space-2/group-111
Contact:	Jenju Chen lai3730@ms61.hinet.net and Doris Tsueyling Wu, doriswutaiwan@gmail.com , Taiwan

My Name Around the World

Students can explore and work on the following issues – the process of name-giving in their country, region or town; the history of this celebration; who takes part in it and how; and what this process means for students and their parents and grandparents. Through interaction on the forum, it might be possible to find friends with the same or a similar name in different countries and to be pen pals. Students are invited to make blogs and share information about their name through writing and photos.

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



Ages:	6-15
Dates:	September 3, 2013 - June 30, 2014
Languages:	English, Russian, Georgian
Website:	www.mynameprojectworks.blogspot.com
Project Group:	collaborate.earn.org/space-2/group-115
Contact:	Pavle Tvaliashvili, Georgia, sigaptv@gmail.com

Wall of Names

The main idea of the project is to support self-expression using various artistic devices which help to convey the origin and meaning of names of different countries. When a group of participants from one school, class or group is formed, a topical youth phrase (slogan) or word is created using only one letter from each participant's name. The phrase can be English or in the national language with English translation. A joint digital wall of names made of separate details will then be created. The final result of the project will be a book called, "The Wall of Names." Any languages can be used (with English translation). After the wall of names of different countries is created, students analyse slogans and descriptions of names, and try to find cultural similarities. Through online discussion, students learn to tolerate and respect the cultural heritage of other nations as well as cherish their own.

The project is designed to support student self-expression using various artistic devices and to teach them to cherish intercultural exchanges.



Ages:	10-18
Dates:	September 3, 2013 - May 30, 2014
Languages:	English
Website:	http://www.vardusiena.lt/
Project Group:	collaborate.earn.org/space-2/group-254
Contact:	Natalija Kociene, Lithuania, kociene@centras.lt

Magical Moments Around the World

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

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

Ages:	8 and up
Dates:	Ongoing
Languages:	English as main language translated to/from other languages
Website:	www.magicalmoment.net
Project Group:	collaborate.earn.org/space-2/group-105
Contact:	Gal Kleinman, Israel, contact@magicalmoment.net



The Art Miles

Students create murals painted on canvas to create global harmony.



Students, schools, organizations, after school program participants, will come together to design and create murals that will be professionally photographed and archived together with murals created by children from all over the world. The exciting new face of Art Miles will transform the physical murals into projectable images of the murals themselves and details within each that will be seen on buildings, in museums, indoor/outdoor walls and performance venues during live interactive events and gatherings, enabling the WORLD to share the images wherever they can be projected. An added dimension of Art Miles will be to invite students/teachers/participants to provide comments to the iEARN project forum about experiences that are noteworthy and suitable for “sharing.”

Another new dimension of Art Miles in the coming year will be to challenge students to prepare a 5 minute video documentary (including if they choose original music) of their mural events inspired by one of the twelve themes (see project group page for more details). Videos will become part of an annual Art Miles Film Festival. “HERO MURALS” will be entered into the Art Miles partner, (www.myhero.com) My Hero Film Festival. Art Miles encourages participation in our partner the Japan Art Mile, International Intercultural Mural Exchange (www.artmile.jp) as a means of creating one mural between two countries and two different schools to foster intercultural dialogue and collaboration. Art Miles would also appeal to students, teachers and schools to submit murals in response to both human and natural disasters (e.g. school shootings, conflicts, floods, tornadoes, earthquakes) that can be sent as “healing messages” throughout the world by the iEARN community whenever possible.

Ages:	All
Dates:	September 3, 2013 - August 31, 2014
Languages:	All
Website:	www.artmiles.org
Project Group:	collaborate.iearn.org/space-2/group-17
Contact:	Joanne Tawfilis, USA, JTawfilis@aol.com

International Intercultural Mural Exchange

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



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

Ages:	All
Dates:	September - March (IIME registration is closed for the September 2013 - March 2014 cycle).
Languages:	All
Website:	www.artmile.jp/
Project Group:	collaborate.iearn.org/space-2/group-17
Contact:	Atsuko Shiwaku, sherry@memenet.or.jp , Yasumasa Shiwaku, sherry@memenet.or.jp , Kazuhisa Shimizu, Kshimizu2003@gmail.com , Tadashi Inagaki, tinagaki@mba.ocn.ne.jp , Japan, Mali Bickley, Canada, mbickley@mail1.scdsb.on.ca , Joanne Tawfilis, USA, JTawfilis@aol.com

Talking Kites All Over the World

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

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



Ages:	5-18
Dates:	Ongoing. We will fly kites on March 21 on the Equinox.
Languages:	All
Project Group:	collaborate.iearn.org/space-2/group-95
Contact:	Ruty Hotzen, Israel, eh2y42@gmail.com

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

Side By Side

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



Ages:	All
Dates:	Ongoing
Languages:	All
Project Group:	collaborate.iearn.org/space-2/group-121
Contact:	Rowena Gerber, USA, gerberr@miamicountryday.org

Beauty of the Beasts

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

An international wildlife art and poetry exhibit.



Ages:	4 - 15
Dates:	Ongoing
Languages:	All
Project Group:	collaborate.iearn.org/space-2/group-10
Contact:	Rowena Gerber, USA, gerberr@miamicountryday.org

Calligraphic Arts

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



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

Ages: 11 - 21
 Dates: September 2, 2013 - June 28, 2014
 Languages: English
 Website: www.learnpk.org/pd/calligraphy.htm
 Project Group: collaborate.learnpk.org/space-2/group-27
 Contact: Fatima Shakaiba Zakir, shakaiba.zakir@gmail.com, Sanober Nazir, sanober_u@yahoo.com, Pakistan

Global Art: Images of Caring

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



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

Ages: 5-18, with an emphasis on children ages 5 to 13
 Dates: September 1, 2013 - June 30, 2014
 Languages: All languages, with assistance for translations
 Website: <http://senseofcaring.tumblr.com/>
 Project Group: collaborate.learnpk.org/space-2/group-89
 Contact: Alema Nasim, alema@learnpk.org, and Shahzad Sheikh, shahzad_sheikh24@hotmail.com, Pakistan

Eco Smart Art

Using found objects and garbage students will express environmental concerns with collaborative recycled art projects.



Students will research artists and environmental values and issues then create their own recycled art. Online discussions will explore national environmental concerns. They will combine ideas and use recycled materials creating sculptures that will convey meaning and represent concern for the environment. For example, students would research contemporary artists, environmental art, installation art, recycled art, folk art. Using these as starting points the students will create art individually and in groups. The result may be a public sculpture, small functional pieces, a video documenting the work, installation, paintings, posters, etc. The artwork will be shared online. Video conferencing is a bonus if available.

Ages: 12-18
 Dates: October - December 2013 and March - June 2014
 Languages: English
 Project Group: collaborate.learnpk.org/space-2/group-176
 Contact: Mary-Louise Scappaticci-Olajos, Canada, mlscap@hotmail.com

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.iearn.jp/japan/index.html
Project Group: collaborate.iearn.org/space-2/group-129
Contact: Yoshiko Fukui, Japan, fukuike@par.odn.ne.jp

Origami

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



Teddy Bear Project

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 where possible
Website: www2.iearn.jp/fs/1191/index.htm
Project Group: collaborate.iearn.org/space-2/group-94
Contact: Puppala Rasagnya, Japan, teddybear-japan@iearn.jp

For Spanish version (Ositos de Peluche) see page 47.



Holiday Card Exchange

Teachers and students exchange holiday cards with other schools.

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

Ages: All
Dates: *Registration* - August 19 - October 20; *Stage 1* Preparation of cards - August 19 - November 8; *Stage 2* - Communication online with partners - November 1 - December 31; *Stage 3* - Completion of project - Completion of project - December 15 - January 31
Languages: English
Project Group: collaborate.iearn.org/space-2/group-97
Contact: Judy Barr, Australia, judybarr@iearn.org.au



Public Art

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



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

Ages:	10-18
Dates:	October 2013 - June 2014
Languages:	English
Website:	publicart.iearn.cat
Project Group:	collaborate.iearn.org/space-2/group-123
Contact:	Carmina Pinya, Jaume Illa, Spain, publicart.project@gmail.com

Tagging My World

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



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

Ages:	12-18
Dates:	October - December 2013, and January - March 2014
Language(s):	English
Project Group:	collaborate.iearn.org/space-2/group-96
Contact:	Mary-Louise Scappaticci-Olajos, Canada, ml.scappaticci@ucsb.on.ca

My Hero Project / Mi Heroe Proyecto

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



A project affiliated with the iEARN network, but run by an independent NGO, in which students of all ages publish stories, and submit artwork and multimedia online about their heroes. The project promotes cultural awareness and understanding through global storytelling that honors the heroes in our families, the community and the world. For more about My Hero Learning Circles, see page 45.

Ages:	All
Dates:	Ongoing
Language(s):	English/Spanish, with selected stories translated into French, Chinese and Arabic.
Website:	www.myhero.com and Spanish: miheroe.org
Project Group:	collaborate.iearn.org/space-2/group-112
Contact:	Margaret Dean, USA, margaret@myheroproject.org

Folk Tales/Storytelling: Past and Present

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). They will also record their elders and community leaders telling stories and will share them on the project forum. This will help them learn and practice digital tools and media production skills and get connected with students from around the world. Live communication is an important aspect of today's global citizenship. Skype and other tools will be used to conduct live storytelling sessions. Another important feature of this project is inclusion of student-facilitators and student-trainers who will co-facilitate the project activities and train their peers through face to face and online training workshops. This way they will play their role as active and responsible digital natives.

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



Ages:	6 - 16
Dates:	August 2013 - July 2014
Language:	English
Project Group:	collaborate.iearn.org/space-2/group-83
Contact:	Saleem Ibrahim, saleem@iearnpk.org and Hassan Saeed, hsaeed92@gmail.com , Pakistan

Narnia and CS Lewis

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

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



Ages:	3-18
Dates:	September 2013 - May 2014
Languages:	Italian, English
Website:	www.narnia.it
Project Group:	collaborate.iearn.org/space-2/group-118
Contact:	Fortunati Giuseppe, Italy, fgiusepp2@tin.it

Food for Thought: Recipe Book

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

Students produce a cultural recipe book.



Ages:	10 and older
Dates:	Ongoing
Languages:	All
Project Group:	collaborate.iearn.org/space-2/group-84
Contact:	Farah Kamal, Pakistan, farah@iearnpk.org

Humanities & Social Sciences

School Uniform Exchange

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



Students are encouraged to explore the identity of their own schools. The themes for the various months include: global issues school and cultural explorations, uniform exchange (if the school provides, not compulsory), activity sharing, forum discussion, and video conferences. Students can write school uniform diaries or create their own digital virtual uniforms with a specific school symbol or spirit. Schools work as part of groups of partner schools instead of just one partner.

Ages: 12-18
 Dates: September 2013 - May 2014.
 Languages: English and other languages such as French, Spanish, Japanese, Chinese
 Project Group: collaborate.iearn.org/space-2/group-122
 Contact: Cindea Hung, Taiwan, cindy02102001@yahoo.com.tw
 Co-facilitators: Huri Cinar, Turkey, Kay Tu, Taiwan

As an introduction to the process of developing a game, participants will gain an understanding of the formal and narrative elements of game design by looking at the games that they enjoy playing. Once they know the formal and narrative elements of games they enjoy, participants will gain an appreciate for games from different cultures by sharing their games with other participants. Through the process of making a game the participants will gain research, presentation, and critical response skills from pitching a game based on a social issue or career pathway, designing games, and publishing a finished product after multiple versions are placed to check out what makes the game a fun learning experience. In the end of this project, the participants will have learned to use the formal and narrative elements of game design to make games about social issues and/or career pathways that interest them and a published game completed that they can share with others. The participants in this project will be called exchangers.

Ages:	14-18
Dates:	September 2013 - May 2014
Languages:	English
Project Group:	collaborate.learn.org/space-2/group-257
Contact:	Matthew Bivens, USA, mtgreenb@yahoo.com

Game Exchange

Students from around the world share the games they love and the social issues that concern them, and then they make games about the social issues and exchange them to get critical feedback before publishing the games.



Participants will be divided into groups of 2-4 classes according to their age. Using the project forum, participants will express their opinions and discuss topics such as the value of money, history of money, kids' pocket money, interesting facts about money, proverbs about money, comparisons of the smallest banknotes (images, colours, sizes), etc, and more. In addition, students can discuss ideas of how to earn money.

Ages:	12 - 18
Dates:	September 1, 2013 - June 2014
Languages:	English
Project Group:	collaborate.learn.org/space-2/group-250
Contact:	Natasha Belozorovich, Belarus, belozorovich@gmail.com

Money Matters

A project focused on topics such as history of money, variations in currencies, student pocket money, and proverbs about money.



Get to Know Others

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

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

Ages:	All
Dates:	Ongoing
Languages:	English and Arabic
Project Group:	collaborate.learn.org/space-2/group-88
Contact:	Ahmed Abd-Elsattar, abdsattar1@gmail.com , Gamal Kasem, gmlkasem@yahoo.com , Egypt



World We Live In (WWLI)

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



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

Ages: 12-18
 Dates: October 2013 - May 2014
 Languages: English, Russian
 Website: wwli.iatp.by/
 Project Group: collaborate.iearn.org/space-2/group-7
 Contact: Olga Luksha, olga_queen@yahoo.com, Belarus

CIVICS: Youth Volunteerism and Service

An action-based project in which students evaluate and act on social issues in their communities.



A platform for young people to be actively involved in their communities. Groups of students will be guided to work around Millennium Development Goals focusing on issues like environment, eradication of poverty, education and literacy. Students will plan action projects and respond to issues through a process of reflection, dialogue and action. Teachers will be encouraged to prepare their classes to be community volunteers, engaging them in community mapping and planning community service projects that focuses on the identified themes as part of their classroom curriculum. Students and classrooms are encouraged to partner with other social welfare government and NGOs for effective implementation of the projects.

Ages: 9 - 21
 Dates: September 2, 2013 - June 28, 2014
 Languages: English
 Website: iearn-civics.tumblr.com
 Project Group: collaborate.iearn.org/space-2/group-32
 Contact: Anila Sidhu (Facilitator), anilasidhu@gmail.com, Sidrah Niaz (Facilitator), sidrah@iearnpk.org, Mubashir Khawaja (Student Facilitator), mubashir.khawaja@hotmail.com, Pakistan

Voyage: Volunteer of Youth

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



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

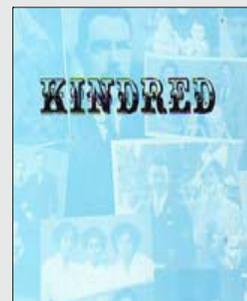
Ages: All
 Dates: September 1, 2013 - May 31, 2014
 Languages: All
 Project Group: collaborate.iearn.org/space-2/group-100
 Contact: Sam Wu, samwu2000tw@yahoo.com.tw, Tai-hsia Bau, tsbau@mail.hkhs.kh.edu.tw, and Andrew Chuang, andrew@taiwaniearn.org, Taiwan

Kindred - Family Histories

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.

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

Ages:	All
Dates:	Submissions for 2013 publication due October 1, 2013. Following this date, the project will carry on throughout 2013-2014, with a subsequent submission deadline of October 1, 2014 for the 2014 Kindred publication.
Oct	
Language:	English
Project Group:	collaborate.iearn.org/space-2/group-99
Contact:	Judy Barr, Australia, judybarr@iearn.org.au



One Right, One People

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

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

Ages:	All
Dates:	Ongoing
Language:	English
Project Group:	collaborate.iearn.org/space-2/group-128
Contact:	Richard Malcolm, Ghana, rmalcolm@aol.com



My Birthday - A Historical Day

A cross-curricular project in which students research the past and search for the significant historical event/s which took place on their birthday. It leads them to finding the "important" and interesting stuff that was happening at the time of their birth. They can use different mediums to record the events to share with partner classrooms.

Students research historical events on their birthday and exchange information with partner students in another country.

Ages:	5-16
Dates:	Ongoing
Language:	English
Project Group:	collaborate.iearn.org/space-2/group-181
Contact:	Nazima Jabeen, Pakistan, jabeennazima@gmail.com



Future Citizen

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



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

Ages:	11-19
Dates:	September-November, 2013 January-May 2014
Languages:	English
Project Group:	collaborate.iearn.org/space-2/group-86
Contact:	Freda Goodman, USA, fredagoodman@gmail.com Nawrez Hsayri, Tunisia, hsayri.nawrez@yahoo.com

National Toys

Students share information about national folk dolls/ toys including the history and origin.



Students research and share the information about their national toys, including the instructions on how to create them for the partners to learn from the findings of the peers in other parts of the world and to make their school collections of handmade toys from around the world.

Ages:	5-16
Dates:	September 2013 - May 2014
Languages:	English
Website:	http://nationaldolls.weebly.com/
Project Group:	collaborate.iearn.org/space-2/group-183
Contact:	Olena Kononenko, Ukraine, kononenko.o@i.ua

My City and Me

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



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

Ages:	13-18
Dates:	September 2013- May 2014
Languages:	English, Russian
Project Group:	collaborate.iearn.org/space-2/group-8
Contact:	Olga Prokhorenko, Russia, olgap1471@gmail.com

Natural Disaster Youth Summit 2014

NDYS was first organized in Hyogo in May 2004 and started from September 2004, commemorating the 10th year of the great Hanshin Awaji Earthquake in Japan. We learned the importance of human lives and preparedness for disasters. Now, due to the Climate Change and other reasons, the ravages from disasters has become greater than before. Everyone needs to prepare for disasters to protect their lives and happiness. By experiencing various disasters, different knowledge about reducing the impact of disasters is accumulated in local communities. By sharing this knowledge and information, we can prepare against future disasters and take actions to stop the climate change which is one of the causes of great disasters. Through continuous efforts, we can transfer knowledge to the next generation. Our ultimate goal is to enhance awareness of natural disasters in families, schools and local communities around the world through children's actions. NDYS is building a global disaster management education network utilizing Information and Communications Technology (ICT). Let us communicate with each other and contribute to a healthier planet.

Ages:	All
Dates:	September 2013 - July 2014
Language(s):	English, Japanese, and some others.
Website:	ndys.iearn.jp
Project Group:	collaborate.iearn.org/space-2/group-120
Contact:	Yoshie Naya, Japan, yoshie.naya@gmail.com

A project in which children learn how to cope with natural disasters through communication and collaboration with global friends.



Photojournalism 2.0

A digital media project supporting young people around the world to share images about issues and stories from their communities. Through an exchange of photo essays and digital images, students will tell stories about social issues in their communities.

Ages:	All
Dates:	Ongoing
Language:	English
Project Group:	collaborate.iearn.org/space-2/group-251
Contact:	Farah Kamal, Pakistan, farah@iearnpk.org

A project supporting youth to share images about issues and stories from their communities.



iEARN Online Skype Community (#iEARNskype)

The iEARN Online community takes the form of a 24/7 Skype Instant Message conversation, involving iEARN teachers across the globe. This project has been inspired by the incredibly successful "Hello Little World Skypers" community. See forum for details on how to connect.

Ages:	All
Dates:	Ongoing
Language:	English and others
Project Group:	collaborate.iearn.org/space-2/group-256
Contact:	Michael Graffin, mgraffin@gmail.com , Bronwyn Joyce, joyce.bronwyn.b@edumail.vic.gov.au , Australia, Hassan Saeed, hsaeed92@gmail.com , Pakistan

Providing a platform and community for iEARN teachers to connect, learn, share, and collaborate via Skype video-conferencing.

UNESCO World Heritage Sites

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



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

Ages: 10 and up
 Dates: Ongoing
 Languages: English
 Project Group: collaborate.iearn.org/space-2/group-91
 Contact: Inga Paitchadze, Georgia, ngo.siga@gmail.com,
 Ruty Hotzen, Israel, eh2y42@gmail.com,
 Website: www.iearn-unesco.blogspot.com

Local History

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.



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

Ages: 6-18
 Dates: September 15, 2013 – June 15, 2014
 Languages: English, Russian
 Project Group: collaborate.iearn.org/space-2/group-104
 Contact: Shukufe Najafova, Azerbaijan, shukufa1961@yahoo.com and Rimma Zhukova, Russia, rimma_zhuk@yahoo.com, Oleg Zhukov (Russian language), Russia, zhukov_oleg@yahoo.com

Digital Citizenship

Students develop a sense of online responsibility.



This project aims to make students aware of their responsibility while working online. Through participation in the project, students will better understand the term 'Digital Citizenship' and what it means in their context. They will learn digital etiquette, make conscious efforts to practice it, and spread it amongst their friends and family.

Ages: 5-16
 Dates: Ongoing
 Language: English
 Project Group: collaborate.iearn.org/space-2/group-182
 Contact: Nudrat Rahman Sheikh, Pakistan, rahman.nudrat@gmail.com

My Identity, Your Identity

Students are encouraged to explore and research the elements that form their identities, including the traditions and the famous landmarks which are part of their cultures and identities. Students talk about the traditional celebrations they have 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.

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

Ages: All
 Dates: October 2013 - May 2014
 Languages: English
 Project Group: collaborate.iearn.org/space-2/group-114
 Contact: Said Belgra, Morocco, saidbel2011@hotmail.com
 Asmaa El Beriki, Oman, islam4all3@hotmail.com
 Huri Cinar, Turkey, huri_cinar@yahoo.co.uk
 Nicole Boujaber, USA, nboujaber@hotmail.com
 Budi Sitiwati, Indonesia, setiawatibudi1964@gmail.com



Traveling Scrapbook

We come from different countries, cultures, and economic situations, yet here in iEARN, we're committed to learning with the world beyond our classroom walls; building respect, understanding, and a sense of our common humanity. This project builds upon this rich history by giving teachers, students, and parents around the world the opportunity to share their stories, classrooms, cultures, languages, and local communities with the world through a 'learning circle' style scrapbook project.

An opportunity to collaboratively create physical and digital scrapbooks showcasing their lives, cultures, and communities with the world.

Ages: 5-18
 Dates: September 2013 - December 2014 (flexible). Southern Hemisphere classes may wish to host a scrapbook in 2013, and send one of their own in early 2014.
 Languages: English
 Project Group: collaborate.iearn.org/space-2/group-109
 Contact: Bronwyn Joyce, joyce.bronwyn.b@edumail.vic.gov.au, and Michael Graffin, mgraffin@gmail.com, Australia, and Donna Roman, droman@geneva304.org, USA



Finding Solutions to Hunger

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

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

Ages: 5-18
 Dates: September 2013 - June 2014
 Languages: English
 Website: www.kidscanmakeadifference.org
 Project Group: collaborate.iearn.org/space-2/group-81
 Contact: Marie Conte, mrsconte94@gmail.com and Larry Levine (Kids Can Make a Difference), kids@us.iearn.org, USA



My School, Your School

Students compare school life in different countries around the world.



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

Ages: All
 Dates: Enrollment: September 1 - October 15. Participation: October 15 - December 15
 Languages: English, and Spanish
 Website: myschoolyourschoolproject.blogspot.com
 Project Group: collaborate.iearn.org/space-2/group-116
 Contact: Silvana Carnicero, silvanacar01@yahoo.com.ar
 Jaqueline Canzobre, jaquelinecanzobre@hotmail.com
 Mariela Sirica, marielasirica@yahoo.co.uk, Argentina

For Spanish version (Mi Escuela, Tu Escuela), see page 47.

My Dream World

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



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

Ages: 5-18
 Dates: September 2013 - May 2014
 Languages: English and Persian
 Project Group: collaborate.iearn.org/space-2/group-110
 Contact: Mino Shamsnia, Iran, shamsnia@gmail.com

Folk Costumes Around the Globe

Exchange pictures and descriptions of folk costumes in your country.



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

Ages: 10 -19
 Dates: Ongoing
 Languages: English, Romanian, French, Russian, German, Spanish
 Website: iearn.dej.ro/projects/FolkCostumesAroundTheGlobe
 Project Group: collaborate.iearn.org/space-2/group-82
 Contact: Cornelia Platon, Romania, nelly_platon@yahoo.com

Machinto-HIROSHIMA for Peace

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

Ages:	All
Dates:	September 2013 - July 2014
Languages:	English, Japanese
Project Group:	collaborate.iearn.org/space-2/group-11
Contact:	Yoko Takagi, Japan, yoko@iearn.jp , Mali Bickley, mali@iearn-canada.org , Jim Carleton, jim@iearn-canada.org , Canada

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

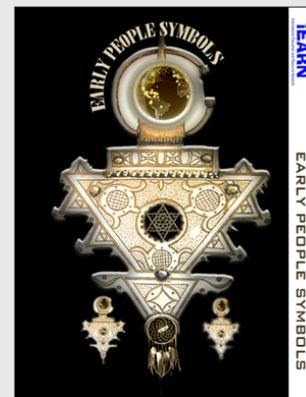


Early People's Symbols

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

Exploring early people's symbols and their cultural history.

Ages:	5-18
Dates:	Aug 31, 2013 - May 31, 2014
Languages:	English, Arabic, French
Website:	sites.google.com/site/earlypeoplesymbols/home
Project Group:	collaborate.iearn.org/space-2/group-160
Contact:	Abdelaziz Rhazzali, Morocco, rhazzali@gmail.com , Christine Hockert, chockert@comcast.net , Christine Kolstoe, ckolstoe@yahoo.com , USA



Passport to the World

The purpose of this project is to have students become aware of other cultures, embrace new people and places that are different from them, understand the similarities and differences between cultures, share a cohesive story about their travel journey, explore a topic that interests students, engage in a student-directed learning project, and use technology tools to share a digital story about their travel journey. Students choose a topic such as shelter, food, family, dance, etc, research it, and then share their final product to a real audience through the project's interactive forum.

Students learn about different people and places from around the world and share a digital story about their travel journey.

Ages:	8-18
Dates:	February 2014 - May 2014
Languages:	English
Website:	sites.google.com/a/lfschools.net/creative-projects/passport-to-the-world
Project Group:	collaborate.iearn.org/space-2/group-255
Contact:	Susie Oh, USA, soh@lfschools.net



Science, Technology, and Math

YouthCaN

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



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

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

Ages:	All
Dates:	Ongoing. The 2014 New York City event at the American Museum of Natural History will be on April 28, 2014
Languages:	All
Website:	youthcanworld.org
Project Group:	collaborate.iearn.org/space-2/group-18
Contact:	Nathan Bellomy, USA, nbellomy@amnh.org

Our Rivers, Our World

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

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

Ages: 12-18
Dates: September 2013 - May 2014
Language: English, others are welcome
Project Group: collaborate.iearn.org/space-2/group-131
Contact: Rajib Das, Bangladesh, dasrajib@easternuni.edu.bd,
Jessie Gorant, USA, jgorant@teaneckschools.org



The Science Fair Project

What better way to learn English than through the study of science, and what better way to learn about science than experiencing it through literacy in and out of the classroom. Sutman, Allen and Shoemaker (1986) observed in Learning English Through Science, that science and language link us to knowledge of the world and beyond, to understanding people, phenomena, and processes. The science fair in EFL classes is an opportunity for learners to learn English for science and technology.

Students present their science project results in the form of a report, display board, and models that they have created.

Ages: 8-18
Dates: December 2013 - April 2014
Language: English
Project Group: collaborate.iearn.org/space-2/group-260
Contact: Kheira Mezough, Algeria, mezoughkheira@live.co.uk



Every Day is Earth Day

Students from all over the world are invited to discuss the problem of saving the Earth, to show all the kinds of air, water pollution and the ways they really do to to keep the Earth clean. Students can write short essays on the topic "Save the Earth", or poems related to this problem. They can take photos, create drawings, videos where they really help to protect the environment.

Students discuss the problem of saving the Earth, to show all the kinds of air, water pollution and the ways they really do to keep the Earth clean.

Ages: All
Dates: Ongoing. April 22, 2014, Earth Day, is the day of summing up
Languages: English
Project Group: collaborate.iearn.org/space-2/group-175
Contact: Irina Knyazkova, Russia, Irina-Knyazkova@mail.ru



Our Footprints, Our Future (OF2)

An online carbon footprint calculator tool for environmental projects.



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

Ages:	12-19
Dates:	September 1, 2013 - June 30, 2014
Languages:	English
Project Group:	collaborate.iearn.org/space-2/group-126
Contact:	Farah Shaoib, fshoaib2010@gmail.com , Amna Sabahat, amna2010bsmc@hotmail.com , Pakistan

Together with Birds

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



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

Ages:	Russian and English
Dates:	October 2013 - May 2014
Language:	English, Russian
Website:	www.togetherwithbirds.blogspot.com
Project Group:	collaborate.iearn.org/space-2/group-12
Contact:	Svetlana Yakubovskaya, Belarus, svetlexa@gmail.com

Daffodils and Tulips

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



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

Ages:	All
Dates:	We will plant on the last week of November 2013. The project will be ongoing until all tulips and daffodils bloom, around May.
Languages:	English
Project Group:	collaborate.iearn.org/space-2/group-15
Contact:	Ruty Hotzen, Israel, eh2y@netvision.net.il

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

Possible activities include:

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

Ages:	All
Dates:	Ongoing
Languages:	All + English, Spanish, or French translations when possible.
Website:	www.miamicountryday.org/page.aspx?pid=966
Project Group:	collaborate.iearn.org/space-2/group-113
Contact:	Rowena Gerber, USA, gerberr@miamicountryday.org

Solar Cooking

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



Eradication of Malaria

Students analyze causes, effects, prevention and treatment of malaria in the world over. The case study being done in Botswana, where an annual campaign is held every July after students have fund raised for nets. This project is motivated by preventable deaths of students known to co-facilitator, Tommie Hamaluba. We are all partners in this anti-malaria crusade - so join us! This project has also enabled us to develop SLAM (Student Leaders Against Malaria) with a class in Canada.

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

Ages:	5-18
Dates:	Ongoing. There will be 2 sessions: October 1 - December 15, 2013 and February 1 - March 15, 2014
Languages:	English
Website:	www.net4nets.net
Project Group:	collaborate.iearn.org/space-2/group-164
Contact:	Tommie Hamaluba, Botswana, tommiehamaluba@yahoo.com and Bill Belsey, Canada, mail@coolclass.ca



Ciencilandia

A project aimed at students of ages 3-7 years to teach them about science through different experiences so they understand the world around them better.



Ciencilandia aims to promote "learning to learn", initiating children in the scientific concept and being able to continue it independently, able to repeat the experiences described and adapt to daily life and new experiences, adapting them as necessary. Every concept is introduced by a pet "Dixy", a sock. Through a story the child is motivated for carrying out the various activities. Activities take place both in the classroom and beyond, depending on the type of exercise performed. All units have a supplementary material to deepen the concepts discussed. The project consists of 3 science topics: liquid, light and color. If someone wants to collaborate with other projects, they can do it in the section: Creatilab. We use Spanish as the first language and we complete the activities using Spanish, Catalan and some in English.

Ages: 3-7
 Dates: October 2013 - June 2014
 Languages: Catalan, Spanish, and English
 Project Group: collaborate.iearn.org/space-2/group-261
 Contact: Sonia Hurtado, soniaprofesora@gmail.com, and Joan Calvo, joan.calvo@iearn.cat, Spain

Revitalizing Medicine in My Backyard

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



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

Ages: 10-20
 Dates: September 2013 - May 2014
 Languages: Spanish, English
 Website: www.Healer2Healer.org
 Project Group: collaborate.iearn.org/space-2/group-262
 Contact: Frederic Bernal Lim, Frederic@Healer2Healer.org, and Renee Day, rnday8@yahoo.com, USA

Don't Waste - Create

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



In the first term, "corn is not just corn" we will find out what kind of corn is sold in our markets, what is it used for, from which plant, etc, and we find a recipe for each item from 15 different countries. All this work will be put together in a book and translated in about 18 languages and on the European day of languages we will bake and cook all the recipes and eat together in an event open to the public. In the second term, "wild plants for use in the kitchen and for your health," we will collect wild plants, sort them, and dry them, finding out what is good for salads, spreads, stews, etc and write down the recipes. We will research cosmetic and medicinal uses and produce simple items like shampoos, teas, etc. We will then create a book translated into about 18 languages, and sell our product in the neighborhood.

Ages: 6-18
 Dates: September 2013 - May 2014
 Languages: English and German, with translations into others
 Project Group: collaborate.iearn.org/space-2/group-196
 Contact: Maria Bader, Austria, maria.bader@tele2.at

Connecting Math to Our Lives

Sample activities include:

- a) "What Math Means to Me" (Product: A math collage to share with a partner class)
- b) "Everyday Math in My Community" (Product: Report describing an interview. Or alternatively, student-written math story problems based on the ways their families use math.)
- c) Statistics and Society (Product: Analysis of a graph or chart showing statistical or numeric data on a social, political, scientific, or environmental issue. Or a critical analysis of the way numbers and statistics are used in the media.)
- d) Promoting Equity at Our School Site or Service Learning in Our Community (Product: Report on the actions students have taken in their communities or schools to promote greater equity, including a brief summary of the data and analysis on which those actions were based.)
- e) Global Data Collection Activities (Product: International data set resulting from student-created surveys, or student investigations of social, economic, or environmental concerns.)
- f) Virtual Gallery of Mathematics and Culture (Product: A photograph, drawing, or other artistic expression of some aspect of your culture that you would like others to know about, along with a text describing the item you have chosen and its connection to the world of mathematics.)
- g) An Idea of Your Own to Connect Math to Your Day-to-Day Lives, to the Broader Society, and to Issues of Equity

In this project students are invited to a) explore how math is used in their families and communities; and b) use math skills to investigate community or social concerns and then take action to promote greater equity in the world around them.



Ages: All, including parent and community groups.
Dates: October-November, 2013 and March-May, 2014
Languages: All are welcome. We facilitate the project in English and Spanish. Other classes work in their native languages locally and send summaries in English. The facilitators are bilingual in Spanish and English and can help translate.
Website: www.orillas.org/math
Project Group: collaborate.iearn.org/space-2/group-64
Contact: Kristin Brown, USA, [kribrown@igc.org](mailto:krbrown@igc.org); Enid Figueroa, Puerto Rico, efigueroa_orillas@comcast.net; Patricia Pietrovzki, Argentina, patrypie@gmail.com
To reach all the facilitators: orillas-math@igc.org

Learning Circles



Learning Circles is a 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 www.iearn.org/circles/. For further information contact Barry S. Kramer, the iEARN Global Learning Circles coordinator, at learningcircles@gmail.com.

Schedule for 2013-2014

September to January Session: Begins September 30, 2013 and ends on January 15, 2014 (15 weeks with a 1-week break in December). Online registration is due by September 15, 2013.

January to May Session: Begins January 30, 2014 and ends on May 25, 2014 (15 weeks with a 1-week break in April). Online registration is due by January 15, 2014.

To sign up for Learning Circles Online:

See collaborate.iearn.org/spaces or www.iearn.org/circles for the current session registration link

Learning Circle Structure

- Each session over 125 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.
- 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 www.iearn.org/circles/lcguide) provide suggestions to help both new and experienced Learning Circles participants. The Guide provides detailed descriptions of Learning Circles and includes many suggestions on how to structure cross-classroom collaborations in your classrooms.
- Each classroom makes a commitment to contribute written work to each of the projects proposed by the other classes. Every member of a Circle is involved in making all Learning Circles projects successful.
- Each Learning Circles is led by an experienced facilitator who helps to carefully guide the participants 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 Bat-Chen Diaries, My City and Me, Global Issues: Environment and Education, and My Hero Learning Circles: Call To Action are scheduled to be offered this year based on interest of participants.

Computer Chronicles

This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. Classrooms solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by circles partners to form the completed Circle publication.

See www.iearn.org/circles/lcguide/cc/cc.html to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.

Computer Chronicles Learning Circles

Mind Works

Mind Works is a writing theme designed to enhance creative and expository writing as well as develop different forms of self-expression. Writing topics explore fictional and creative writing forms. The goal is to help student learn how to communicate their thoughts and feelings in writing, then share and compare them with other students from distant places. The Circle publication for Mind Works is a literary magazine that might be called Creative Minds, Mind Works, or a name selected by the group. The sponsored projects could be a specific form of writing such as: personal narratives, place poetry, city dialogues, school fables, local myths or personifications of local products. Or students can select a topic to sponsor and request different forms of expression on subjects like the family, jobs, schools or cities.

See www.iearn.org/circles/lcguide/mw/mw.html to learn more about Mind Works in the Mind Works Teacher's Guide.

Mind Works Learning Circles

Places and Perspectives

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

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

Places and Perspectives Learning Circles

My Hero Learning Circles

My Hero Learning Circles

My Hero Learning Circles, a collaboration between Learning Circles and the My Hero Project (www.myhero.com), is a writing and multi-media theme designed to inspire students to create hero stories from around the world. This Circle experience brings together students and teachers who are interested in collaborating with other schools from diverse areas of the world on the topic of heroism through writing, photography, digital arts, audio, drama and short film. Students share cultural information and discuss issues and themes regarding heroes using the traditional Learning Circles format. Final publications are posted on the My Hero Website using their online Organizer tools.

My Hero Learning Circles: Call To Action

Dates: September 2013 to January 2014 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

Teacher Sponsored Themes

In addition to our four major themes for the 2013-2014 sessions: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero; teachers are invited to sponsor and facilitate a theme for a special Learning Circle. If you have a project idea or suggestion contact Barry Kramer at 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.

Languages in iEARN

iEARN is active in over 140 countries with projects happening in over 30 languages. Most iEARN projects are multilingual, often with English serving as a medium for international collaboration. Projects in this section are being conducted in languages other than English. For more on various language communities and resources available, see www.iearn.org/countries/language-resources. In addition, the iEARN Collaboration Centre has a Google Translate tool embedded in the top right of every page that can be used to translate content on the site.

For additional information and links to the social media pages of iEARN countries around the world, see individual iEARN country websites at www.iearn.org/countries. At the time of printing, country websites included the following:

Argentina, <http://www.telar.org/>
Armenia, <http://www.iearn.childlib.am>
Australia, <http://www.iearn.org.au/>
Austria <http://iearn.org/austria>
Brasil <http://iearnbrasil.blogspot.com>
Canada, <http://www.iEARN-canada.org/>
China <http://www.iearn-china.org.cn/>
Egypt, <http://www.iearnegypt.org/>
India, <http://www.iearn-india.org/>
Israel, <http://iearn-israel.org/>
Italy, <http://www.narnia.it/>
Japan, <http://www.iearn.jp/>
Lebanon, <http://iea.org.lb/>
Liberia <http://www.iearnliberia.org/>
Macedonia, <http://www.imor.org.mk/>
Mali, <http://www.mkj-iearnmali.org/>
Morocco, <http://www.mearn.org.ma/>
Palestine, <http://www.iearn.org/palestine/>
Pakistan, <http://www.iearnpk.org/>
Poland <http://webnews.textalk.com/pl/view.phtml?id=1510>
Puerto Rico/Orillas, <http://www.orillas.org>
Qatar, <http://www.reachouttoasia.org/en/kn/iearn-qatar-central-home>
Romania, http://www.iearn.dej.ro/en_index.html
Russia, <http://iearn-russia.org>
Serbia <http://www.door-serbia.net/iearn>
Sierra Leone, <http://www.earnsierraleone.org/>
Slovenia, <http://www.sio.si/sio/projekti/iearn/>
South Africa <http://www.schoolnet.org.za>
Spain, <http://www.iearn.cat/>
Sri Lanka, <http://www.earnsrilanka.org/>
Suriname <http://www.iearn.sr>
Taiwan, <http://taiwaniearn.org/>
Thailand, http://arts.kmutt.ac.th/iearn/home_en.htm
Uganda, <http://www.schoolnetuganda.sc.ug>
Trinidad and Tobago, <http://www.iearntandt.interconnection.org/>
United States of America, <http://us.iearn.org>

Spanish Projects:

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

Proyecto Celebraciones. Este proyecto busca revalorizar las celebraciones, organizándolas especialmente o investigando sobre ellas, para luego poder compartirlas con otras comunidades educativas, otras regiones geográficas, otras culturas. Edades: todas. Fechas: continuo. Idioma: Español e Inglés. Facilitadoras: En español: Cristina Velázquez, cvelazquez@fundacionevolucion.org.ar. En inglés: Cristina Velázquez, Silvana Carnicero, silvanacar01@yahoo.com.ar.

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

Proyecto Un Día en la Vida. Les invitamos a compartir en este foro descripciones y comparaciones de diferentes culturas, no sólo de días comunes y corrientes sino también de acontecimientos y eventos especiales para ustedes y sus familias. Estos trabajos pueden incluir relatos de vacaciones, celebraciones o días de entretenimiento, ocasiones memorables como un cumpleaños, graduación o el día que nacieron, u otras experiencias que perduren en su memoria y en sus vidas. Edades: 6 a 18 años. Fechas: Marzo a Noviembre. Idioma: Español e Inglés. Nombre en inglés: One Day. Facilitadoras: En Español: Adriana Aguinaga, aalibertad@yahoo.com.ar. En Inglés: Marta García Lorea, martagl@arnet.com.ar.

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

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

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

Proyecto Mi Escuela tu Escuela. El proyecto tiene por objetivo que los alumnos compartan su realidad escolar mostrando a sus pares globales cómo se vive en sus

escuelas desde las materias, los talleres, los festivales, es decir, que a través de textos y producciones multimedia los alumnos den a conocer la identidad de su escuela y que a la vez conozcan a través del intercambio de información otras formas de vivir la educación de acuerdo a los diversos contextos geográficos, sociales y culturales de las escuelas participantes. Edades: 6 años en adelante. Idiomas: Español e Inglés. Fechas: Continuo. Facilitadora: Silvana Carnicero, silvanacar01@yahoo.com.ar.

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

Proyecto Adolescente Global. Este proyecto busca satisfacer la necesidad que tienen las diversas escuelas de todo el mundo de crear un ambiente de estudio internacional y, al mismo tiempo, integrar las TIC en sus planes de estudio. La actividad principal del proyecto es el "Círculo de aprendizaje internacional". Los Círculos de aprendizaje son ambientes virtuales creados para el intercambio cultural de estudiantes de todo el mundo. Bajo la coordinación de un facilitador, grupos de 8 a 12 clases de distintas escuelas establecen contacto usando la plataforma y el correo electrónico, y analizan un tema seleccionado por los mismos participantes. Edades: 6 a 18 años. Fechas: Marzo a Mayo y Septiembre a Diciembre. Idioma: Inglés, Francés, Alemán, Español Sitio web: www.globalteenager.org. Facilitadora: Lucrecia Santiago lucesantiago@telar.org.

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

Proyecto Sabores de mi Tierra. Se realiza un trabajo que gira alrededor de los platos típicos de cada zona o país. Las actividades son variadas y pueden llevarse a cabo con estudiantes de distintas edades. Se comienza con la investigación sobre los platos, sus ingredientes, su origen, las tradiciones y demás aspectos culturales relacionados. Edades: todas. Fechas: continuo. Idioma: Español. Facilitadora: Rosy Aguila, rosyaguila@telar.org.

Proyecto La Familia. A través de este proyecto se propone el conocimiento de las particularidades de la familia en diferentes lugares, y en los diferentes momentos o situaciones en las que se encuentra para promover una reflexión y revalorización de la familia como pilar de la sociedad. Edades: todas. Fechas: Marzo a Noviembre. Idioma: Español. Facilitadora: Sandra Pérez, sanpe19@gmail.com.

Catalan, Spanish, and English Projects

YoungCast. This is an exchange project between students of English and Spanish as a second language, where students communicate using Web 2.0 tools and participating in videoconferences. Ages: 12-18. Languages: Catalan, English, Spanish. Dates: October to May. Contact: Sonia Hurtado, soniaprofesora@gmail.com <http://youngcast.learncat>

QR Week. The aim of this project is to incorporate QR codes made by students in a collective mural online, sharing phrases, sayings or poems with significant topics about "What would you say to the world?" Ages: 10 to 16. Languages: Catalan, English, Spanish, or another. All are welcome. <http://linoit.com/users/learn/canvases/QRWEEK>

Catalan Projects

Bongoh. Bongoh és un projecte telemàtic on diferents escoles participen en un joc de simulació. El joc consisteix en què cada grup-classe viu en una illa d'un arxipèlag anomenat BONGOH, i aquestes illes tenen la forma de les lletres de la paraula BONGOH, és a dir, una té forma de "B", una altra de "N", una altra de "G", una altra de "H" i dues tenen forma d' "O" (aquestes les diferenciem en O nord i en O sud). Languages: Catalan. October - May. Contact: Margarita Guinó, mguino4@xtec.cat. <http://bongoh.learncat>

3 Estacions (3 Seasons). Cada escola participant tria un centre d'interès: els arbres, les fruites, la roba, el temps meteorològic, les festes,... qualsevol aspecte del nostre entorn que vagi canviant a mesura que es succeïxen les estacions de l'any (les tres estacions del curs escolar: tardor, hivern i primavera). Languages: Catalan. Grades 3,4,5. Contact: mguino4@xtec.cat <http://3estacions.learncat>

La Dora. What do you need to grow a seed? Want to investigate it with us? The project seeks to help children to wonder why things happen and investigate them through scientific methods. Specifically, we ask them to reflect on what a seed needs to grow, and to make a hypothesis and to verify it through research. The project encourages groups to share ideas, questions, and solutions in order to create shared knowledge. Ages 3-7. Months: January to March. Language: Catalan. Contact: Carmina Pinya i Salomó, dractrac@gmail.com. Website: <https://sites.google.com/site/projecteladora/home>

World We Live In Project - [For English version, see page 29]

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

Local History - [For English version, see page 33]

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

Together with Birds Project - [For English version, see page 39]

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

My City and Me - [For English version, see page 31]

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

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