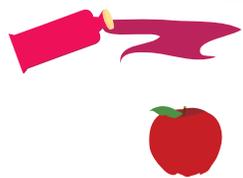
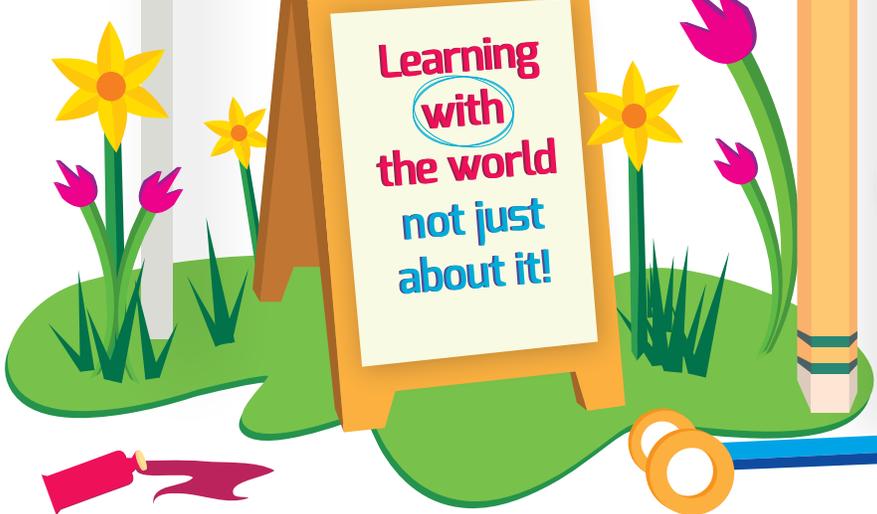
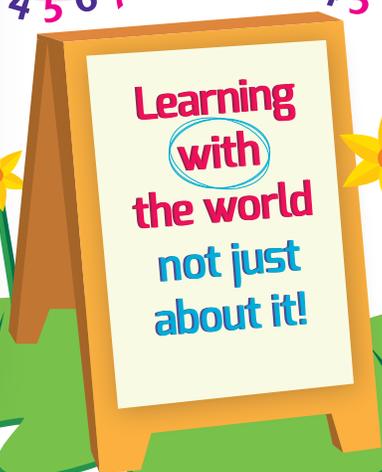


# iEARN PROJECT BOOK





# 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](http://collaborate.iearn.org/connect).

**iEARN-International:** [www.iearn.org](http://www.iearn.org)

**Collaboration Centre:** [collaborate.iearn.org](http://collaborate.iearn.org) (see page 12 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](http://collaborate.iearn.org/space-2).

### FROM COUNTRY COORDINATORS

See pages 8-11 or [www.iearn.org/countries/country-coordinators](http://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 page 18 or visit <http://www.iearn.org/professional-development> for additional information.

## Spread the word about iEARN!



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

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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 2014. 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](http://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 2014. Country coordinators can also be contacted via [www.iearn.org/countries/country-coordinators](http://www.iearn.org/countries/country-coordinators).

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

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

**IEARN INTERNATIONAL EXECUTIVE COUNCIL:**

Mourad Benali, Morocco; Mali Bickley, Canada; Virginia King, Australia: [ec@iearn.org](mailto:ec@iearn.org)

# Using iEARN's Collaboration Centre

To enter the iEARN Collaboration Centre, go to [collaborate.iearn.org](http://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](http://collaborate.iearn.org/recover).



There are 3 primary areas of the Collaboration Centre ([collaborate.iearn.org](http://collaborate.iearn.org))

## COLLABORATION SECTION ([collaborate.iearn.org/spaces](http://collaborate.iearn.org/spaces))

### 1. **COLLABORATION SECTION ([collaborate.iearn.org/spaces](http://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.

## SEARCH ([collaborate.iearn.org/search](http://collaborate.iearn.org/search))

### 2. **SEARCH: ([collaborate.iearn.org/search](http://collaborate.iearn.org/search))**

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

## MEMBER DASHBOARD ([collaborate.iearn.org/dashboard](http://collaborate.iearn.org/dashboard))

### 3. **MEMBER DASHBOARD: ([collaborate.iearn.org/dashboard](http://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](http://tutorials.iearn.org)

# How to Start Working in iEARN Projects

## 1. 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.

## 2. WELCOME PHASE

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

#### Teachers Forum

[collaborate.iearn.org/space-10/group-171](https://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

#### Youth Forum

[collaborate.iearn.org/space-10/group-172](https://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.

### Language resources

#### Language resources

Many languages are represented among iEARN’s global network of participants.

All iEARN forums can be multilingual. Participants can search by language to find projects and groups in languages they might be interested in communicating in.

There are also a special language forums for connecting people. The language forums are located in iEARN General Discussion Space [collaborate.iearn.org/space-10](https://collaborate.iearn.org/space-10). iEARN is also open to hosting additional language forums as interest is expressed.

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

### Translation

Translated versions of this iEARN Project Book are also available at [www.iearn.org/iearn-project-book](http://www.iearn.org/iearn-project-book)

### 3. 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

##### 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](mailto: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

##### Annual Project Description Book

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

#### Project Search

##### Project Search

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

### 4. 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](http://collaborate.iearn.org/space-2), and the messages in the project's forum. The Teachers Forum ([collaborate.iearn.org/space-10/group-171](http://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](http://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](http://www.iearn.org/circles) for more details.

## 5. CREATING A NEW 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](http://collaborate.iearn.org/space-10/group-171)) or for students with projects to propose, the Youth Forum ([collaborate.iearn.org/space-10/group-172](http://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](mailto: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](mailto: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](http://www.iearn.org/news/iearn-action-e-newsletter)).

## 6. PROJECT IDEA TEMPLATE

1. Name of Project:
2. Brief one-sentence description of project:
3. Full description of project:
4. Age/level of project participants:
5. Timetable/schedule (include a timeline and/or any important dates and benchmarks):
6. Possible project/classroom activities (describe possible classroom activities and collaborative/interactive activities between participating classes around the world):
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](http://iearn.wufoo.com/forms/iearn-project-template)

## BLACKBOARD COLLABORATE ROOMS



### 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/](http://sites.google.com/site/iearnilluminate/) for more information on how to register to use them.

## 8. 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.

## 9. SUGGESTIONS FOR SUCCESSFUL PROJECT FACILITATION

Questions? Need help getting your project started? Email iEARN's project facilitation team at: [projects@iearn.org](mailto: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](mailto:projects@iearn.org). This committee will read your project template and make suggestions and can also assign your project to an interactive forum in which to carry out project activities.
5. What's the project's impact? In addition to meeting specific educational goals, every project proposed by teachers and students in iEARN must answer the question, "How will this project improve the quality of life on the planet?" This vision and purpose is the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world.
6. What are the learning objectives of the project? It's important for project facilitators to be able to communicate to participants what students will know and be able to do as part of their involvement. Use phrases such as "the participants will learn to..." or "the participants will gain an understanding of or appreciation for..." or "the participants will be able to describe..."

### DURING THE PROJECT

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

## 9. SUGGESTIONS FOR SUCCESSFUL PROJECT FACILITATION

Questions? Need help getting your project started? Email iEARN's project facilitation team at: [projects@iearn.org](mailto:projects@iearn.org)

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](mailto: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.

*iEARN professional development provides teachers with the technology, collaborative and organizational skills needed to integrate global 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 are course offerings offered by iEARN-Argentina, iEARN-Taiwan and iEARN-USA.

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

## **iEARN-TAIWAN**

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

## **iEARN-USA**

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

# Future Teachers - Knowing Our Students; Knowing Ourselves



*De Orilla  
a Orilla*

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

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

This project seeks to transform our classrooms and schools by transforming the way teachers are trained. Future teachers gain direct experience with global learning networks as they engage in dialogue with their peers about teaching in the 21st century.

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

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

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

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

<b>Ages:</b>	Post-Secondary (Future Teachers and their Professors)
<b>Dates:</b>	September 1, 2014 – November 30, 2014 and March 1, 2015 - May 31, 2015
<b>Languages:</b>	Spanish, English, other languages are welcome.
<b>Website:</b>	<a href="http://www.orillas.org">www.orillas.org</a> The Future Teacher project is organized by the Orillas-iEARN Center.
<b>Project Group:</b>	<a href="http://collaborate.iearn.org/space-10/group-77">collaborate.iearn.org/space-10/group-77</a>
<b>Contact:</b>	Enid Figueroa, Puerto Rico, <a href="mailto:efigueroa_orillas@comcast.net">efigueroa_orillas@comcast.net</a> and Kristin Brown, USA, <a href="mailto:krbrown@igc.org">krbrown@igc.org</a>

**CREATIVE &  
LANGUAGE  
ARTS**



## My Name Around the World

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

Students research and post information about their own name to other project participants, including research on the process of name giving in the country, region or town, the history of this celebration and who participates in it, and what this process means for students and their family members. Students can create different visualizations of their name, including posters, handicrafts, and drawings.

**Ages:** 6-15  
**Dates:** September 2014 - July 2015  
**Languages:** English, Russian, Georgian  
**Website:** [www.mynameprojectworks.blogspot.com](http://www.mynameprojectworks.blogspot.com)  
**Project Group:** [collaborate.iearn.org/space-2/group-115](http://collaborate.iearn.org/space-2/group-115)  
**Contact:** Pavle Tvaliashvili, Georgia, [pavlegeo@gmail.com](mailto:pavlegeo@gmail.com)



## Wall of Names

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

This project supports 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 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. The final result of the project will be a book called, "The Wall of Names." 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.

**Ages:** 10-18  
**Dates:** September 2014 - May 2015  
**Languages:** English  
**Website:** <http://www.vardusiena.lt/>  
**Project Group:** [collaborate.iearn.org/space-2/group-254](http://collaborate.iearn.org/space-2/group-254)  
**Contact:** Natalija Kociene, Lithuania, [kociene@centras.lt](mailto:kociene@centras.lt)



## Pen Friends

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

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

**Ages:** 5-18  
**Dates:** Ongoing  
**Languages:** English, Japanese  
**Website:** [www.pfc.post.japanpost.jp/english/index.html](http://www.pfc.post.japanpost.jp/english/index.html)  
**Project Group:** [collaborate.iearn.org/space-2/group-130](http://collaborate.iearn.org/space-2/group-130)  
**Contact:** Miyuki Naito, Japan, [miyuki.naitou.ni@jp-post.jp](mailto:miyuki.naitou.ni@jp-post.jp)



## Heart to Heart

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

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, 2014 - May 31, 2015  
**Languages:** English and Russian  
**Website:** <http://ourlittleenglish.blogspot.ru/2011/01/heart-to-heart-project.html>  
**Project Group:** [collaborate.iearn.org/space-2/group-195](http://collaborate.iearn.org/space-2/group-195)  
**Contact:** Olga Timofeeva, Russia, [ole.club74@gmail.com](mailto:ole.club74@gmail.com)



## Special Place

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

Participants are invited to share their precious local places in any digital form. Use short stories with videos, digital photos or drawings to show what your place looks like. You may use any writing genre (creative, informative, humorous, poetry, etc.) to describe your the place, and share what is special about it for you. Is it a place where you prefer to be alone or with others? Create a word picture so we can experience your special place. Decide what you and others can do to preserve the uniqueness of this place. Very short stories are acceptable (just a few sentences) and stories should be no longer than one page. We hope that, in thinking about our own special places, reading about other students' special places, taking action to preserve such places, we will strengthen our commitment to preserving our fragile Mother Earth.

**Ages:** All  
**Dates:** Ongoing. Registration open: Sep. 2014 - May 2015  
**Languages:** All  
**Project Group:** [collaborate.iearn.org/space-2/group-111](http://collaborate.iearn.org/space-2/group-111)  
**Contact:** Margaret Chen [lai3730@ms61.hinet.net](mailto:lai3730@ms61.hinet.net) and Doris Tsueyling Wu, [doriswutaiwan@gmail.com](mailto:doriswutaiwan@gmail.com), Taiwan

## Laws of Life: Virtues Essay Project

*Students write about their personal values in life.*

Laws of life are the rules, ideals, and principles by which one chooses to live. Participants submit essays about their laws of life, share pictures that convey the rules, ideals, and principles by which they choose to live, and explain the sources of their laws of life (i.e., life experience, religion, culture, role models, etc). Students are encouraged to respond to each other's essays, and to appreciate each other's cultures and different ways of life. They can also report on any dialogue or events that occur in their own classes as they participate in the project, and are encouraged to use what they learned about values to initiate change within the community through action projects.



**Ages:** 9-21  
**Dates:** September 2014- June 2015  
**Languages:** All  
**Project Group:** [collaborate.iearn.org/space-2/group-101](http://collaborate.iearn.org/space-2/group-101)  
**Contact:** Sarah Donald, Pakistan, [shalotaurus123@yahoo.com](mailto:shalotaurus123@yahoo.com)



## One Day in the Life / Un Dia en La Vida

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

Students are invited to post messages, images, and videos describing ordinary or 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, celebrations, or holidays.) While writing is often an important component of participation, English or Spanish proficiency is not required. Autobiographical documentary photography, 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](http://collaborate.iearn.org/space-2/group-6)  
**Contact:** *English:* Iram Sadiq, Pakistan, [siramsadiqs@gmail.com](mailto:siramsadiqs@gmail.com), Ehsan Bashareef, [e.bashareef@gmail.com](mailto:e.bashareef@gmail.com), Yemen, Napatsakorn Loha, Thailand, [napatloha@yahoo.com](mailto:napatloha@yahoo.com), *Spanish:* Adriana Aguinaga, Argentina, [undiaenlavida@telar.org](mailto:undiaenlavida@telar.org)

## Write On



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

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

**Ages:** 7 - 16  
**Dates:** Ongoing  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-45](http://collaborate.iearn.org/space-2/group-45)  
**Contact:** Farah Kamal, [farah@iearnpk.org](mailto:farah@iearnpk.org) and Tubi Naz, [miss\\_tubinaz@hotmail.com](mailto:miss_tubinaz@hotmail.com), Pakistan

## Youngcast Project



*A tandem exchange project of student activities using audio and video podcasting to help students to share ideas and to improve their second language.*

A project to support students to communicate by using Web 2.0 tools and participating in videoconferences. The project is also open to other schools who wish to communicate in English as a second language with Spanish students and also, just in English. The project provides a structured programme of activities using audio and video podcasting to help students to exchange their ideas and to improve their skills in the language they are learning. Teachers receive training and support in the use of technologies such as audio-casting, video-casting, Moodle and learning blogs to bring the project to life. The communication platform used for the project is a Google Site ([youngcast.iearn.cat](http://youngcast.iearn.cat)). Skype and Hangout (Google +) are used for the videoconferences between schools.

**Ages:** 12-18  
**Dates:** January - April 2015  
**Languages:** English and Spanish  
**Website:** [youngcast.iearn.cat](http://youngcast.iearn.cat)  
**Project Group:** [collaborate.iearn.org/space-2/group-258](http://collaborate.iearn.org/space-2/group-258)  
**Contact:** Sonia Hurtado, Spain, [sonia.hurtado@iearn.cat](mailto:sonia.hurtado@iearn.cat)



## Ciutats Lectors (Reading Cities)

*Students discover local writers and authors through research and interaction.*

The main objective of this project is to develop student interest in literature by discovering the Catalan literary scene, stressing the importance of the local aspect. The focus will be on authors who have some link with their city, town or district center. Through games and contests, students will create digital products (videos, presentations, maps, etc) and present them to share their author and his/her work, characters, scenes significance, etc. Web 2.0 tools such as geolocation resources can also be incorporated.

**Ages:** 12-16  
**Dates:** January - May 2015  
**Languages:** Catalan  
**Website:** <http://ciutatslectores.blogspot.com>  
**Contact:** Albert Correa, Spain, [acorrell7@gmail.com](mailto:acorrell7@gmail.com)



## Electronic School Magazine

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

Who is more important than students and teachers? They are the main concern of any school. They always contribute to their school development through their performances, achievements, activities, sports, etc. All these contributions need to be documented and exchanged at a local and international level. Students and teachers deserve to have a magazine which can be reached from any place in the world. Consequently, students and teachers all over the world are encouraged to document and announce whatever is proper to be on our educational magazine, or they are encouraged to publish their own and send it to us to have it as a link in our own. Moreover, students can create their own study materials and document it in the e-school magazine.

**Ages:** 5-18  
**Dates:** September 1, 2014 - May 10, 2015  
**Languages:** Arabic, English  
**Forum:** [collaborate.earn.org/space-2/group-207](http://collaborate.earn.org/space-2/group-207)  
**Contact:** Mutasem Mafarjeh, Palestine, [t.mutasem@hotmail.com](mailto:t.mutasem@hotmail.com)



## iMagzz-Making Myself Heard

*A project that connects students worldwide to create a magazine of youth-produced work.*

Participants are invited to write articles and news stories, create advertisements and banners, take interviews and pictures, make collages and calendars, write diary entries and poems, or any other means to express their thoughts and feelings on any issue in any creative way. The project is truly democratic-by the students, for the students and of the students. The rationale for the project is to give students all across the world a platform to voice their opinion on any and every topic that they wish to speak on. The final product will be a published magazine, published as both an e-magazine and a physical copy.

**Ages:** 12-18  
**Dates:** October 1, 2014 - June 1, 2015  
**Languages:** English  
**Website:** [i-magzz.com](http://i-magzz.com)  
**Project Group:** [collaborate.earn.org/space-2/group-334](http://collaborate.earn.org/space-2/group-334)  
**Contact:** Sunita Bhagwat, [bhagwat.sunita@gmail.com](mailto:bhagwat.sunita@gmail.com), and Geeta Rajan, [geetarajan86@gmail.com](mailto:geetarajan86@gmail.com), India



## International Intercultural Mural Exchange

*IIME is a project where students of two schools of distant countries learn interactively by using ICT and create one big mural by drawing halves of a canvas to express their collaborative learning in a visual way.*

Japan Art Mile (JAM) matches school pairs of Japan and another country and connects the two schools by ICT. The students learn interactively on global topics on the forum JAM provides, exchange and share research, opinions, and ideas and then express what they have learned in a visible way through creating half a mural on a canvas. Exchanges can take up to seven months and the outcome is a joint-painted mural. JAM provides the following support.

1. Find a partner school in some global networks.
2. Provide Exchange Curriculum Model as guidance for teachers.
3. Set up mailing lists to guide and support teachers. (English and Japanese)
4. Set up IIME Forum as an interactive communication tool.
5. Watch progress of each pair on the forum and by monthly reports and give them timely support in necessary.
6. Offer participant schools a special set of a canvas and paints for mural painting.
7. Ask teachers for the final report and questionnaire at the end of the project and analyzes them every year to improve the project.
8. Keep the murals and exhibit them inside Japan and in the world.

**Ages:** 15-18 years old  
**Dates:** September 2014 - March 2015.  
 JAM accepts applications every April and May.  
**Languages:** English  
**Website:** [www.artmile.jp/](http://www.artmile.jp/)  
**Project Group:** [collaborate.iearn.org/space-2/group-17](http://collaborate.iearn.org/space-2/group-17)  
**Contact:** Atsuko Shiwaku, [sherry@memeent.or.jp](mailto:sherry@memeent.or.jp),  
 Yasumasa Shiwaku, [sio@memenet.or.jp](mailto:sio@memenet.or.jp),  
 Kazuhisa Shimizu, [Kshimizu2003@gmail.com](mailto:Kshimizu2003@gmail.com),  
 JAM office staff, [jam@artmile.jp](mailto:jam@artmile.jp), Japan,  
 Joanne Tawfilis, USA, [JTawfilis@aol.com](mailto:JTawfilis@aol.com),  
 Mali Bickley, Canada, [mbickley@scdsb.on.ca](mailto:mbickley@scdsb.on.ca)



## Talking Kites All Over the World

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

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

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



## Music of the World

*Students will work together to create and perform an original song, using instruments from around the world.*

Students will work together to create and perform an original song. Different aged students will have different roles in the project.

1. Older students (11 and above) will write the lyrics.
2. Older students (11 and above) will write the music.
3. Younger students (11 and below) will create images to include in the video.

**Ages:** All  
**Dates:** January 5, 2014 - June 30, 2015  
**Languages:** English, All  
**Project Group:** [collaborate.iearn.org/space-2/group-331](http://collaborate.iearn.org/space-2/group-331)  
**Contact:** Lisa Parisi, USA, [lisaparis51@gmail.com](mailto:lisaparis51@gmail.com)



## Hip Hop on the Spot

*A project uniting young people from different countries by means of a collaborative musical and literary creation through hip hop, a street culture in which young people are the protagonists.*

This project begins with a theme for youngsters to write one RAP, speaking of iEARN, youth and collaborative creation. Lyrics should have 8 metric syllables. The rhyme should be posted to the project forum and the project facilitator will then organize completed lyrics for the full song and re-post to the forum. Each participating student or team is invited to capture photos and videos of singing part of the lyrics and post it on the forum. Participants are also encouraged to post narrative or descriptive text about themselves as artists, and/or about local hip hop artists in their community, which will be compiled into a collection representing hip hop culture around the world.

**Ages:** 12-18  
**Dates:** Ongoing  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-330](http://collaborate.iearn.org/space-2/group-330)  
**Contact:** MC Rose, Brazil, [rosrapper50@gmail.com](mailto:rosrapper50@gmail.com)



## 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 2014 - June 2015  
**Languages:** English  
**Website:** [www.iearnpk.org/pd/calligraphy.htm](http://www.iearnpk.org/pd/calligraphy.htm)  
**Project Group:** [collaborate.iearn.org/space-2/group-27](http://collaborate.iearn.org/space-2/group-27)  
**Contact:** Syed Mohammad Raza, [syedmohdreza@hotmail.com](mailto:syedmohdreza@hotmail.com),  
 Sanober Nazir, [sanober\\_u@yahoo.com](mailto:sanober_u@yahoo.com), Pakistan



## Global Art: Sense 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 2014 - June 2015  
**Languages:** All languages, with assistance for translations  
**Website:** <http://senseofcaring.tumblr.com/>  
**Project Group:** [collaborate.iearn.org/space-2/group-89](http://collaborate.iearn.org/space-2/group-89)  
**Contact:** Alema Nasim, [alema@iearnpk.org](mailto:alema@iearnpk.org), and Hina Sadia, [hinasadia3@yahoo.com](mailto:hinasadia3@yahoo.com), Pakistan



## Origami

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

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

**Ages:** 5-18  
**Dates:** Ongoing  
**Languages:** English and Japanese  
**Website:** [www.jearn.jp/japan/index.html](http://www.jearn.jp/japan/index.html)  
**Project Group:** [collaborate.iearn.org/space-2/group-129](http://collaborate.iearn.org/space-2/group-129)  
**Contact:** Yoshiko Fukui, Japan, [fukuike@par.odn.ne.jp](mailto:fukuike@par.odn.ne.jp)



## 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  
**Website:** [www2.jearn.jp/fs/1191/index.htm](http://www2.jearn.jp/fs/1191/index.htm)  
**Project Group:** [collaborate.iearn.org/space-2/group-94](http://collaborate.iearn.org/space-2/group-94)  
**Contact:** English: Puppala Rasagnya, Japan, [teddybear-japan@jearn.jp](mailto:teddybear-japan@jearn.jp)  
 Spanish (Ositos de Peluche): María Rídao, Argentina, [mariaridao@telar.org](mailto:mariaridao@telar.org)

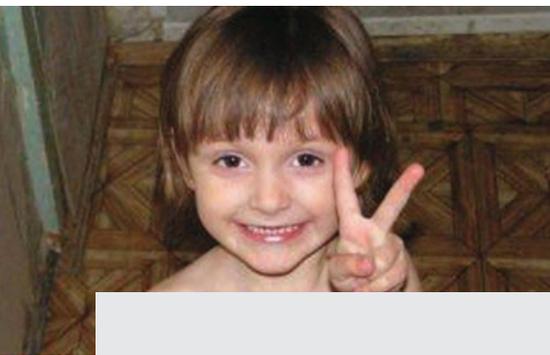


## Holiday Card Exchange

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

Teachers and students prepare an envelope with holiday cards to send to the other participants between October - December. Students may send Chinese New Year, Christmas, Hanukkah, Kwanzaa or Eid greeting cards or cards that show local celebrations during December or January. Each school will be placed in a group with approximately seven other schools and will prepare either handmade or purchased cards (decorations may be included) to send to each of the other schools. This project involves postal mailings, so participants are encouraged to plan ahead to estimate whether associated costs are within their budget.

**Ages:** All  
**Dates:** Registration will take place from Aug 18 - Oct 31, 2014.  
**Langauges:** English and Spanish  
**Project Group:** English: [collaborate.earn.org/space-2/group-97](http://collaborate.earn.org/space-2/group-97)  
 Spanish (Intercambio de Tarjetas): [collaborate.earn.org/space-2/group-287](http://collaborate.earn.org/space-2/group-287)  
**Contact:** English: Judy Barr, Australia, [judybarr@earn.org.au](mailto:judybarr@earn.org.au)  
 Spanish: Cristina Velazquez, Argentina, [cristinavdls@gmail.com](mailto:cristinavdls@gmail.com)

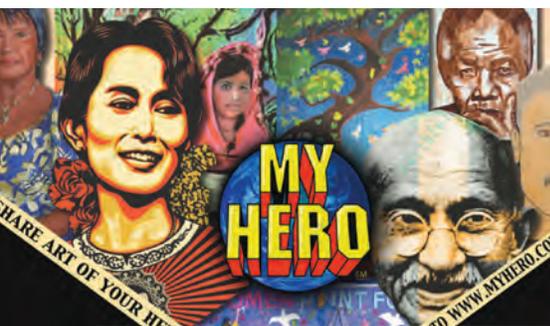


## Smiling World

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

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

**Ages:** 5-18 years old  
**Dates:** September 1, 2014 - June 30, 2015  
**Language(s):** English  
**Website:** [olga-smilingworld.blogspot.ru](http://olga-smilingworld.blogspot.ru)  
**Contact:** Olga Timofeeva, Russia, [teacherolga23@gmail.com](mailto:teacherolga23@gmail.com)



## Heroic Self Portraits

*An opportunity for students to make self-portraits accompanied by their own statement that illustrates their commitment to activism, compassion, environmentalism or justice in the world.*

Students will first consider what they are most passionate about- helping others, fighting injustice, saving the environment, eradicating hunger or poverty, speaking the truth, etc. Have the students write a short statement revealing their commitment to one of these courageous behaviors. Have students edit their statements to be as concise and as representative of their feelings as possible. Have students draw or paint their own Self Portraits, from inner reflection or from a recent photo. Students should consider that their prepared statements will be part of their finished Self Portraits. They will then combine image and word to make a powerful statement about who they really are!

**Ages:** 12-21 years old  
**Dates:** September 2014 - January 2015  
**Language(s):** English/Spanish  
**Website:** [www.myhero.com/gallery](http://www.myhero.com/gallery)  
**Contact:** Victoria Murphy, USA, [victoria@myheroproject.org](mailto:victoria@myheroproject.org)



## 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.

<b>Ages:</b>	All
<b>Dates:</b>	Ongoing
<b>Language(s):</b>	English/Spanish, with selected stories translated into French, Chinese and Arabic.
<b>Website:</b>	www.myhero.com and Spanish: mihero.org
<b>Project Group:</b>	collaborate.earn.org/space-2/group-112
<b>Contact:</b>	Daniel Chavez, USA, daniel@myheroproject.org

## FOLK TALES

Folk tales from around the world



## Folk Tales/Storytelling: Past and Present

*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.*

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).

<b>Ages:</b>	6 - 16
<b>Dates:</b>	August 2014 - July 2015
<b>Language:</b>	English
<b>Project Group:</b>	collaborate.earn.org/space-2/group-83
<b>Contact:</b>	Imran Khan, Pakistan, imrankk82@hotmail.com

They will also record their elders and community leaders telling stories and will share them on the project forum. 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.



## Narnia and CS Lewis

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

Many people around the world have read the magic books “Chronicles of Narnia” written by CS Lewis. These books have a very high educational value and can stimulate students to think about right and wrong. 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.

**Ages:** 3-18  
**Dates:** September 2014 - May 2015  
**Languages:** Italian, English  
**Website:** [www.narnia.it](http://www.narnia.it)  
**Project Group:** [collaborate.iearn.org/space-2/group-118](http://collaborate.iearn.org/space-2/group-118)  
**Contact:** Fortunati Giuseppe, Italy, [fgiusepp2@tin.it](mailto:fgiusepp2@tin.it)



## Global Food Show and Tell

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

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

**Ages:** 5-18  
**Dates:** September 1, 2014 - June 30, 2015  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-326](http://collaborate.iearn.org/space-2/group-326)  
**Contact:** Maria Soledad Gomez Saa, Argentina, [solegomez saa@gmail.com](mailto:solegomez saa@gmail.com), Lynn deAraujo, USA, [ldearaujo@fids.org](mailto:ldearaujo@fids.org)

**HUMANITIES  
& SOCIAL  
SCIENCES**



## 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 2014- May 2015  
**Languages:** English, Russian  
**Project Group:** [collaborate.iearn.org/space-2/group-8](http://collaborate.iearn.org/space-2/group-8)  
**Contact:** Olga Prokhorenko, Russia, [olgap1471@gmail.com](mailto:olgap1471@gmail.com)



## School Uniform Exchange

*Students talk about their school uniform tokens, histories, inner cultures, and exchange school activities.*

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

**Ages:** 12-18  
**Dates:** September 2014 - May 2015  
**Languages:** English and other languages such as French, Spanish, Japanese, Chinese  
**Project Group:** [collaborate.iearn.org/space-2/group-122](http://collaborate.iearn.org/space-2/group-122)  
**Contact:** Cindea Hung, Taiwan, [cindy02102001@yahoo.com.tw](mailto:cindy02102001@yahoo.com.tw)  
Co-facilitators: Huri Cinar, Turkey, [huri\\_cinar@yahoo.co.uk](mailto:huri_cinar@yahoo.co.uk), and Kay Tu, Taiwan, [kaytu17@yahoo.com.tw](mailto:kaytu17@yahoo.com.tw)



## Girls Rising Project

*Learn about the importance of equal right and education for girls in the world.*

Participants are encouraged to watch "Girl Rising" (or excerpted chapters available online). As part of their discussions with other classes, students are encouraged to share ideas about what they can do to make the situation of girls in the world and in their own country better. Where possible, participants are invited to arrange Skype conferences and share their own learning and learn from each other.

**Ages:** 12-18  
**Dates:** July 1, 2014 - December 31, 2014  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-315](http://collaborate.iearn.org/space-2/group-315)  
**Contact:** Suki Yuk, Korea, [sookheeyuk@gce-us.org](mailto:sookheeyuk@gce-us.org), Mari Sekine, Japan, [sekine-m@keimeai.ac.jp](mailto:sekine-m@keimeai.ac.jp), Ed Gragert, USA, [egragert@gce-us.org](mailto:egragert@gce-us.org)



## Money Matters

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

Participants will be divided into groups of 2-4 classes according to their age. Using the project forum, participants 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 2014 - June 2015  
**Languages:** English  
**Website:** [www.moneymattersiearn.blogspot.com/p/hisoty-of-money\\_18.html](http://www.moneymattersiearn.blogspot.com/p/hisoty-of-money_18.html)  
**Project Group:** [collaborate.iearn.org/space-2/group-250](http://collaborate.iearn.org/space-2/group-250)  
**Contact:** Natasha Belozorovich, Belarus, [belozorovich@gmail.com](mailto:belozorovich@gmail.com)



## Get to Know Others

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

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

**Ages:** All  
**Dates:** Ongoing  
**Languages:** English and Arabic  
**Project Group:** [collaborate.iearn.org/space-2/group-88](http://collaborate.iearn.org/space-2/group-88)  
**Contact:** Gamal Kasem, Egypt, [gmlkasem@yahoo.com](mailto:gmlkasem@yahoo.com)



## World We Live in/ Мир, в котором мы живем

*Participants discuss the world and environment they live in and how to improve it according to the Sustainable Development Goals / Участники проекта обсуждают мир, в котором они живут, окружающую среду и то, как сделать их лучше согласно ценностям и принципам Хартии Земли, а также Целям устойчивого развития.*

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

Участники проекта обсуждают проблемы своей жизни, Цели устойчивого развития и возможность их достижения в своих регионах. Предлагая свои варианты, они обмениваются идеями друг с другом, обсуждают актуальные вопросы дискуссии, создают эссе, рисунки и фотографии.

**Ages:** 12-18  
**Dates:** Oct 2014 - May 2015  
**Languages:** English, Russian  
**Website:** [wwli.iatp.by](http://wwli.iatp.by)  
**Project Group:** [collaborate.iearn.org/space-2/group-7](http://collaborate.iearn.org/space-2/group-7)  
**Contact:** Olga Luksha, [olga\\_queen@yahoo.com](mailto:olga_queen@yahoo.com), and Sofia Savelava, [yiecnwline@gmail.com](mailto:yiecnwline@gmail.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 youth to be actively involved in their communities. Groups of students will be guided to focus on issues like the environment, eradication of poverty, education and literacy. Students will plan action projects and respond to issues through a process of reflection, dialogue and action. A special activity running this year in the CIVICS forum will be “Rope of Hope” - a community service project for patients living with life threatening diseases. Contact Anila Sidhu, Pakistan, [anilasidhu@gmail.com](mailto:anilasidhu@gmail.com) for details or visit the CIVICS forum to get involved.

**Ages:** 9 - 21  
**Dates:** September 2014 - June 2015  
**Languages:** English  
**Website:** [iearn-civics.tumblr.com](http://iearn-civics.tumblr.com)  
**Project Group:** [collaborate.iearn.org/space-2/group-32](http://collaborate.iearn.org/space-2/group-32)  
**Contact:** Sarah Zubair, Pakistan, [sarah.zubair@khi.iba.edu.pk](mailto:sarah.zubair@khi.iba.edu.pk)

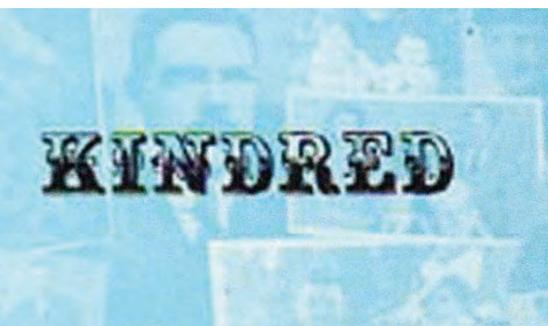


## Voyage: Volunteer of Youth

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

A project motivating youth to care for the world around them, including 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.

**Ages:** All  
**Dates:** August 2014 - June 2015  
**Languages:** All  
**Project Group:** [collaborate.iearn.org/space-2/group-100](http://collaborate.iearn.org/space-2/group-100)  
**Contact:** Sam Wu, [samwu2000tw@gmail.com](mailto:samwu2000tw@gmail.com),  
Tai-hsia Bau, [tsbau@mail.hkhs.kh.edu.tw](mailto:tsbau@mail.hkhs.kh.edu.tw), Taiwan



## Kindred - Family Histories

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

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

**Ages:** All  
**Dates:** Ongoing  
**Language:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-99](http://collaborate.iearn.org/space-2/group-99)  
**Contact:** Judy Barr, Australia, [judybarr@iearn.org.au](mailto:judybarr@iearn.org.au)



## One Right, One People

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

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

**Ages:** All  
**Dates:** Ongoing  
**Language:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-128](http://collaborate.iearn.org/space-2/group-128)  
**Contact:** Richard Malcolm, Ghana, [rimalcalm@aol.com](mailto:rimalcalm@aol.com)

**BECAUSE  
EVERY CHILD  
IN THE WORLD  
HAS ONE THING  
IN COMMON.  
THEIR RIGHTS.**

## Child Rights and Responsibilities

*Learn about Child Rights and Responsibilities and the UN Convention on the Rights of the Child.*

Children identify their wants and needs (using UNICEF resources available online) and learn that their needs are their Rights and that Rights come with responsibilities. Children learn about the United Nations Convention on the Rights of the Child. Children take part in collaborative activities and learn that though ALL children have Rights, not all children have access to these Rights. Children learn why this is and what the consequences are. Children think about what can be done to ensure that all children have access to these Rights.

**Ages:** 5-11  
**Dates:** October 1, 2014 - June 30, 2015  
**Language:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-322](http://collaborate.iearn.org/space-2/group-322)  
**Contact:** Ceri Bowen, United Kingdom, [ceribowen@talktalk.net](mailto:ceribowen@talktalk.net)



## 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:** October 2014 - May 2015  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-86](http://collaborate.iearn.org/space-2/group-86)  
**Contact:** Nawrez Hsayri, Tunisia, [hsayri.nawrez@yahoo.com](mailto: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 2014 - May 2015  
**Languages:** English  
**Website:** <http://nationaldolls.weebly.com/>  
**Project Group:** [collaborate.iearn.org/space-2/group-183](http://collaborate.iearn.org/space-2/group-183)  
**Contact:** Olena Kononenko, Ukraine, [kononenko.o@i.ua](mailto:kononenko.o@i.ua)

## Celebraciones



*Este proyecto busca revalorizar las celebraciones.*

Este proyecto busca revalorizar las celebraciones, descubrir sus raíces y relevancias culturales, organizarlas especialmente y vivirlas con mayor intensidad y compromiso, para luego poder compartirlas con otras instituciones educativas, otras regiones geográficas, otras culturas.

**Ages:** 6-18  
**Dates:** Ongoing  
**Languages:** Spanish/Español  
**Project Group:** [collaborate.iearn.org/space-2/group-333](http://collaborate.iearn.org/space-2/group-333)  
**Contact:** Cristina Velázquez, Argentina, [celebraciones@fundacionevolucion.org.ar](mailto:celebraciones@fundacionevolucion.org.ar)

## Natural Disaster Youth Summit 2015



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

NDYS was first organized in Hyogo in May 2004 and began operations in September 2004, in preparation for commemorating the 10th anniversary of the Great Hanshin Awaji Earthquake, Japan in 2005. Now, due to climate change, the ravages from disasters have become greater than before. By sharing knowledge, we can prepare against future disasters and take actions to stop climate change, which is one of the causes of greater disasters. Our goal is to enhance awareness of natural disasters in families, schools and local communities through children's actions. NDYS will build 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 2014 - July 2015  
**Language(s):** English, Japanese, and some others.  
**Website:** [ndys.iearn.jp](http://ndys.iearn.jp)  
**Project Group:** [collaborate.iearn.org/space-2/group-120](http://collaborate.iearn.org/space-2/group-120)  
**Contact:** Yoshie Naya, [yoshie.naya@gmail.com](mailto:yoshie.naya@gmail.com), Kazuko Okamoto, [kay@iearn.jp](mailto:kay@iearn.jp), Japan, Nimet Atabek, [nimetucaratabek@gmail.com](mailto:nimetucaratabek@gmail.com), Turkey, Gia Gaspard Taylor, Trinidad and Tobago, [iearntrinidadntobago@yahoo.com](mailto:iearntrinidadntobago@yahoo.com), Doris Tsuey-ling Wu, Taiwan, [doriswutaiwan@gmail.com](mailto:doriswutaiwan@gmail.com)



## Bongoh

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

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

**Ages:** Ages 11-12  
**Dates:** Ongoing  
**Language:** Catalan  
**Website:** bongoh.iearn.cat  
**Contact:** Margarita Guinó Arias, Spain, margarita.guino@iearn.cat



## 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.*

Proyecto colaborativo interdisciplinario que busca fomentar el turismo del país de origen de los participantes y favorecer el conocimiento e intercambio de información. Su eje central es la investigación de los centros turísticos que tiene el país para luego darlos a conocer, al mismo tiempo que se aprende de los sitios maravillosos de los países hermanos.

**Ages:** 10 a 17 años  
**Dates:** Marzo a Noviembre  
**Language:** Spanish/Español  
**Project Group:** collaborate.iearn.org/space-2/group-192  
**Contact:** Cristina Velázquez, Argentina, tourmundial@telar.org



## 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  
**Website:** www.iearn-unesco.blogspot.com  
**Contact:** Inga Paitchadze, Georgia, ngo.siga@gmail.com, Ruty Hotzen, Israel, eh2y42@gmail.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, 2014 – June 15, 2015  
**Languages:** English, Russian  
**Project Group:** [collaborate.iearn.org/space-2/group-104](http://collaborate.iearn.org/space-2/group-104)  
**Contact:** Shukufa Najafova, Azerbaijan, [shukufa\\_najafova@hotmail.com](mailto:shukufa_najafova@hotmail.com), Rimma Zhukova, [rimma\\_zhuk@yahoo.com](mailto:rimma_zhuk@yahoo.com), Tohir Muminov, Tajikistan, student facilitator



## 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](http://collaborate.iearn.org/space-2/group-182)  
**Contact:** Nudrat Rahman Sheikh, Pakistan, [rahman.nudrat@gmail.com](mailto:rahman.nudrat@gmail.com)



## My Identity, Your Identity

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

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

**Ages:** All  
**Dates:** October 2014 - May 2015  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-114](http://collaborate.iearn.org/space-2/group-114)  
**Contact:** Said Belgra, Morocco, [saidbel2011@hotmail.com](mailto:saidbel2011@hotmail.com)  
 Asmaa El Beriki, Oman, [islam4all3@hotmail.com](mailto:islam4all3@hotmail.com)  
 Huri Cinar, Turkey, [huri\\_cinar@yahoo.co.uk](mailto:huri_cinar@yahoo.co.uk)  
 Nicolle Boujaber, USA, [nboujaber@hotmail.com](mailto:nboujaber@hotmail.com)  
 Budi Sitiwati, Indonesia, [setiawatibudi1964@gmail.com](mailto:setiawatibudi1964@gmail.com)

## SardaTIC

*A project promoting Sardana (traditional Catalan dance) and Coblà (Catalan instrumental formation) in the schools.*

### PROJECTE SardaTIC

Projecte telemàtic per a la promoció de la Sardana i la Coblà



**Ages:** 9-12  
**Dates:** February - May 2015  
**Languages:** Catalan  
**Project Group:** sardatic.blogspot.com.es  
**Contact:** Eva Martínez, Spain, eva.martinez@iearn.cat

Groups of schools (usually from the same municipality) are organized to share a blog and perform a series of activities:

1. upload a photo of their class, introduce themselves, and explain what they know and would like to learn about Sardanes.
2. learn to dance Sardanes and upload a short video showing what they learned.
3. see a Coblà concert and present slides.
4. create enigmas related to Sardana and Coblà and upload them so the other schools may solve them.
5. make a pennant so their group is identified the day of the final dance performed in front of family and friends.

kids  
 can make a  
 difference®

## Finding Solutions to Hunger, Poverty & Inequality

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

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

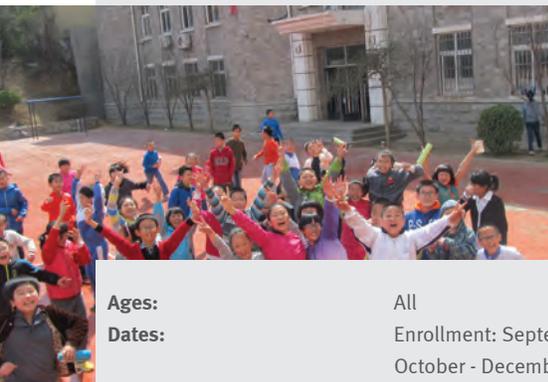
**Ages:** 5-18  
**Dates:** September 2014 - June 2015  
**Languages:** English  
**Website:** www.kidscanmakeadifference.org  
**Project Group:** collaborate.iearn.org/space-2/group-81  
**Contact:** Maria Conte, m.conte@stthomasschool.net, Jane and Larry Levine, kids@us.iearn.org, Mary Brownell, mcmmarybrownell@gmail.com, USA

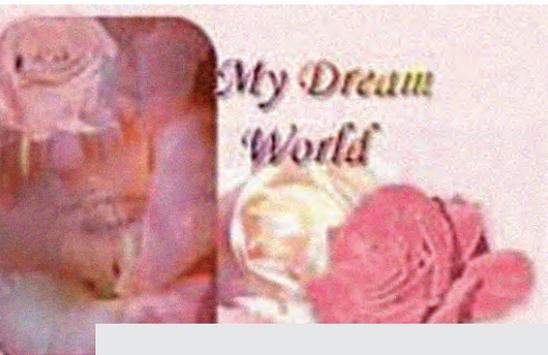
## My School, Your School / Mi Escuela, Tu Escuela

*Students compare school life in different countries around the world.*

A project aimed at finding similarities and differences among schools around the world through the voice of the main participants of the educational process: the students. Students compare different aspects of their school lives such as school routines, buildings, uniforms, subjects and extension activities.

**Ages:** All  
**Dates:** Enrollment: September 2014 Participation: October - December 1st, 2014. Enrollment: April 2015. Participation May - July 2015  
**Languages:** English and Spanish  
**Website:** myschoolyourschoolproject.blogspot.com  
**Project Group (English):** collaborate.iearn.org/space-2/group-116  
**Project Group (Spanish):** collaborate.iearn.org/space-2/group-166  
**Contact:** Silvana Camicero, silvanacar01@yahoo.com.ar Jaqueline Canzobre, jaquelinecanzobre@hotmail.com Mariela Sirica, marielasirica@yahoo.co.uk, Argentina





## 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 2014 - May 2015  
**Languages:** English and Persian  
**Project Group:** [collaborate.iearn.org/space-2/group-110](http://collaborate.iearn.org/space-2/group-110)  
**Contact:** Mino Shamsnia, Iran, [shamsnia@gmail.com](mailto:shamsnia@gmail.com)



## Folk Costumes Around the Globe

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

This project gives students from as many countries as possible a chance to share their folk/national costumes with other students and teachers in the world and to promote their folk art and traditions. The students will provide pictures of folk costumes from their countries together with a short description of them, and give information about the occasions on which people wear or used to wear them. Pictures should be uploaded on the project’s forum so that they appear in the media gallery.

**Ages:** 10 -19  
**Dates:** Ongoing  
**Languages:** English, Romanian, French, Russian, German, Spanish  
**Website:** [iearn.dej.ro/projects/FolkCostumesAroundTheGlobe](http://iearn.dej.ro/projects/FolkCostumesAroundTheGlobe)  
**Project Group:** [collaborate.iearn.org/space-2/group-82](http://collaborate.iearn.org/space-2/group-82)  
**Contact:** Cornelia Platon, Romania, [nelly\\_platon@yahoo.com](mailto:nelly_platon@yahoo.com)



## Machinto-HIROSHIMA for Peace

*Using Japanese books such as Machinto and Sadako, participants learn about war and 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 2014 - July 2015  
**Languages:** English, Japanese, and Spanish  
**Project Group:** [collaborate.iearn.org/space-2/group-11](http://collaborate.iearn.org/space-2/group-11)  
**Contact:** Yoko Takagi, Japan, [yoko@iearn.jp](mailto:yoko@iearn.jp) (English and Japanese), Mali Bickley, [mali@iearn-canada.org](mailto:mali@iearn-canada.org), Jim Carleton, [jim@iearn-canada.org](mailto:jim@iearn-canada.org), Canada (English), and Enid Figueroa, Puerto Rico, [efigueroa\\_orillas@comcast.net](mailto:efigueroa_orillas@comcast.net) and Kristin Brown, USA, [kribrown@igc.org](mailto:krbrown@igc.org) (Spanish)



## Early People's Symbols

*Exploring early people's symbols and their cultural history.*

Students 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.

**Ages:** 5-18  
**Dates:** Aug 31, 2014 - June 30, 2015  
**Languages:** English  
**Website:** [sites.google.com/site/earlypeoplesymbols/home](http://sites.google.com/site/earlypeoplesymbols/home)  
**Project Group:** [collaborate.iearn.org/space-2/group-160](http://collaborate.iearn.org/space-2/group-160)  
**Contact:** Abdelaziz Rhazzali, Morocco, [rhazzali@gmail.com](mailto:rhazzali@gmail.com), Christine Hockert, [chockert@comcast.net](mailto:chockert@comcast.net), Christine Kolstoe, [ckolstoe@yahoo.com](mailto:ckolstoe@yahoo.com), USA



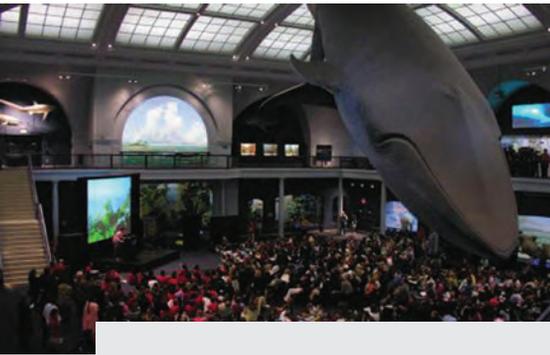
## QR Week - World Day of Social Justice

*A project aimed at sharing important phrases or ideas about Social Justice through QR Codes.*

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**Ages:** All  
**Dates:** February 16-22, 2015  
**Languages:** All  
**Website:** [sites.google.com/site/qriearn2/](http://sites.google.com/site/qriearn2/)  
**Contact:** Gelu Morales, [gelu.morales@iearn.es](mailto:gelu.morales@iearn.es), and Josep Torrents, [torrents@iearn.cat](mailto:torrents@iearn.cat), Spain

**SCIENCE  
TECHNOLOGY  
ENGINEERING  
& 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.*

**Ages:** All  
**Dates:** Ongoing.  
**Languages:** All  
**Website:** [youthcanworld.org](http://youthcanworld.org)  
**Project Group:** [collaborate.iearn.org/space-2/group-18](http://collaborate.iearn.org/space-2/group-18)  
**Contact:** Monia Salam, USA, [monia500@gmail.com](mailto:monia500@gmail.com)

Students 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 activities include investigations of habitats, tree surveys, weather observations, energy and resource use, water testing, and investigations of cultural perspectives on the natural world. Our expected outcomes are to inspire others to have their own YouthCaNs so that one day every human may participate positively and effectively toward a healthy planet Earth.



## Together with Birds

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

**Ages:** Russian and English  
**Dates:** October 2014 - May 2015  
**Language:** English, Russian, Belarussian  
**Website:** [www.togetherwithbirds.blogspot.com](http://www.togetherwithbirds.blogspot.com)  
**Project Group:** [collaborate.iearn.org/space-2/group-12](http://collaborate.iearn.org/space-2/group-12)  
**Contact:** Svetlana Yakubovskaya, Belarus, [svetlexa@gmail.com](mailto:svetlexa@gmail.com)

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.



## Our Rivers, Our World

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

**Ages:** 12-18  
**Dates:** September 2014 - May 2015  
**Language:** English, others are welcome  
**Project Group:** [collaborate.iearn.org/space-2/group-131](http://collaborate.iearn.org/space-2/group-131)  
**Contact:** Rajib Das, Bangladesh, [dasrajib@easternuni.edu.bd](mailto:dasrajib@easternuni.edu.bd), Jessie Gorant, USA, [jgorant@teaneckschools.org](mailto:jgorant@teaneckschools.org)

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.



## CIENCIA ENredADA

*Este proyecto tiene como eje central la creación de entornos virtuales innovadores que posibiliten, el estudio de las Ciencias Naturales, en forma colaborativa.*

Este proyecto tiene como eje central la creación de entornos virtuales innovadores que posibiliten, el estudio de las Ciencias Naturales, en forma colaborativa. Se busca estimular en los estudiantes la curiosidad y el gusto por investigar, alentándolos a manifestar su capacidad e ingenio mediante la presentación de sus experiencias y proyectos científicos.

**Ages:** 10-17  
**Dates:** Ongoing  
**Language:** Spanish/Español  
**Project Group:** <http://collaborate.iearn.org/space-2/group-332>  
**Contact:** Laura Golubovic, [laugolubovic@gmail.com](mailto:laugolubovic@gmail.com), Cristina Velázquez, [cristinavdls@gmail.com](mailto:cristinavdls@gmail.com), Argentina



## Every Day is Earth Day

*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.*

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 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.

**Ages:** All  
**Dates:** Ongoing. April 22, 2015, Earth Day, is the day of summing up  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-175](http://collaborate.iearn.org/space-2/group-175)  
**Contact:** Irina Knyazkova, Russia, [Irina-Knyazkova@mail.ru](mailto: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)<sub>2</sub> emissions.

**Ages:** 12-19  
**Dates:** September 2014 - June 2015  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-126](http://collaborate.iearn.org/space-2/group-126)  
**Contact:** Farah Shaoib, [fshoib2010@gmail.com](mailto:fshoib2010@gmail.com), Amna Sabahat, [amna2010bsmc@hotmail.com](mailto:amna2010bsmc@hotmail.com), Pakistan



## Billy Cart Grand Prix

*Students collaborate and problem solve to create a billy cart to ride along a course in a predetermined time.*

The task is to create a vehicle that can move, or be driven along a predetermined course in a predetermined amount of time without a manual braking mechanism (person). A bit like a marble timer activity where a marble moves along a path created by students with mixed materials in order to finish a course without stopping in a predetermined amount of time. By making the activity about timing rather than a race which requires the fastest, the groups will need to collaborate on testing their vehicles over and over in order that they continue to move along the course but that the winner will finish closest to the predetermined time.

**Ages:** 12-18  
**Dates:** October 13 - December 17, 2014  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-321](http://collaborate.iearn.org/space-2/group-321)  
**Contact:** Duncan Exton, Australia, [exton.duncan.d@edumail.vic.gov.au](mailto:exton.duncan.d@edumail.vic.gov.au)



## Daffodils and Tulips

*Students plant bulbs and collect data on parameters such as latitude, longitude, sunlight, and temperature, 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:** Planting - last week of November 2014. The project will be ongoing until all tulips and daffodils bloom.  
**Languages:** English  
**Project Group:** [collaborate.iearn.org/space-2/group-15](http://collaborate.iearn.org/space-2/group-15)  
**Contact:** Ruty Hotzen, Israel, [eh2y42@gmail.com](mailto:eh2y42@gmail.com)



## 3 Estacions (3 Seasons)

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

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

**Ages:** Ages 3-6  
**Dates:** Ongoing  
**Languages:** Catalan  
**Website:** [3estacions.iearn.cat](http://3estacions.iearn.cat)  
**Contact:** Margarita Guinó Arias, Spain, [margarita.guino@iearn.cat](mailto:margarita.guino@iearn.cat)



## La Dora

*What do you need to grow a seed? Want to investigate it with us?*

**Ages:** Ages 3-6  
**Dates:** January - March 2015  
**Languages:** Catalan  
**Website:** [sites.google.com/site/projecteladora/home](http://sites.google.com/site/projecteladora/home)  
**Contact:** Grup Dractrac (Coordinator: Carmina Pinya i Salomó), Spain, [dractrac@gmail.com](mailto:dractrac@gmail.com)

This project seeks to inspire children to wonder why things happen and to investigate it through the scientific method. Specifically, we ask them to reflect on what a seed needs to grow and to make a hypothesis and then verify it by doing research and contrasting their ideas with other classes. The project encourages groups to share ideas, questions, and solutions in order to create shared knowledge.



## ANIA Children's Land Project / Tierra de Niños

*Choose to plant for yourself, the community and the planet and share your choices, your challenges and your successes in the forum!*

**Ages:** 5-18  
**Dates:** September 1, 2014 - June 30, 2015  
**Languages:** English and Spanish  
**Project Group:** [collaborate.iearn.org/space-2/group-87](http://collaborate.iearn.org/space-2/group-87)  
**Contact:** Jennifer Geist, USA, [jenngeist@gmail.com](mailto:jenngeist@gmail.com)

Tierra de Niños (TiNi) was created in 1998 by a Peruvian man named Joaquin Leguia who wanted all children to learn about the environment and to have a chance to create their own gardens and to connect with the understandings held by the Incan people 500 years ago which continue to guide sustainable practices today. He created a program that kids can do in schools, community centers and at home. A TiNi is a plot of land that is divided into 3 parts and planted to grow things that benefit the environment (la naturaleza), the community (la comunidad) and one self (mi mismo). Join and share your own philosophy of gardening, your photos and your garden art. Tell us how you work together, what you grow and why you chose those things.



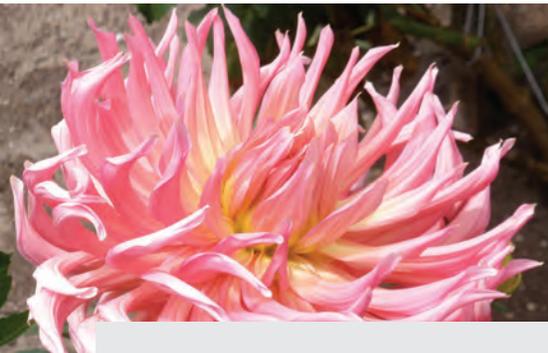
## Ciencilandia

*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.*

**Ages:** 3-8  
**Dates:** October 2014 - June 2015  
**Languages:** Catalan, Spanish, and English  
**Project Group:** [collaborate.iearn.org/space-2/group-261](http://collaborate.iearn.org/space-2/group-261)  
**Contact:** Sonia Hurtado, [sonia.hurtado@iearn.cat](mailto:sonia.hurtado@iearn.cat), and Joan Calvo, [joan.calvo@iearn.cat](mailto:joan.calvo@iearn.cat), Spain

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.

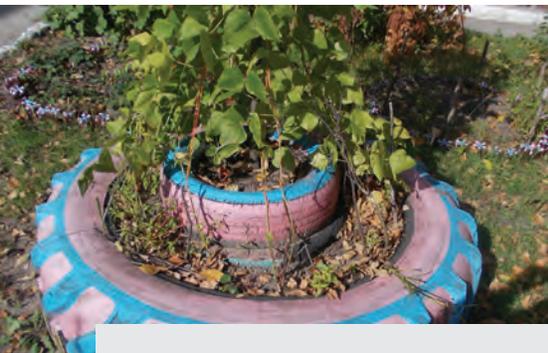


## Medicine in My Backyard

*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:** 10-18  
**Dates:** September 2014 - May 2015  
**Languages:** Spanish, English  
**Website:** [www.Healer2Healer.org](http://www.Healer2Healer.org)  
**Project Group:** [collaborate.iearn.org/space-2/group-262](http://collaborate.iearn.org/space-2/group-262)  
**Contact:** Frederic Bernal Lim, [Frederic@Healer2Healer.org](mailto:Frederic@Healer2Healer.org), and Renee Day, [rnday8@yahoo.com](mailto:rnday8@yahoo.com), USA

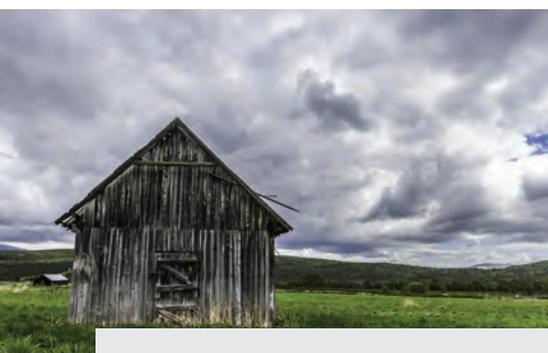


## Don't Waste - Create

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

A project that explores many topics, including uses of corn, learning to cook from the origin and not just precooked meals. As part of a "Wild plants for use in the kitchen and for your health" section, we collect wild plants, sort them and press and dry them, then find out which plants are good for salads, spreads, soups and stews, and write down recipes. We also do research about the cosmetic and medical use of wild plants and produce items like shampoos, ointments and herbal teas. We avoid plastics by putting our shampoos and ointments in recycled containers. And, we report on topics like climate and weather, and discuss topics such as where our drinking water comes from and how to save water.

**Ages:** 6-18  
**Dates:** Ongoing  
**Languages:** English, Spanish, German, with translations into others  
**Project Group:** [collaborate.iearn.org/space-2/group-196](http://collaborate.iearn.org/space-2/group-196)  
**Contact:** Maria Bader, Austria, [iearn.queenmary@gmail.com](mailto:iearn.queenmary@gmail.com)



## Weather around the World

*Learn about weather around the world.*

Participants create a pictorial weather chart showing the weather each day of the month, e.g. rain, cloud, sun. The weather charts will be shared in our project space at the end of each month, and students will compare and contrast the weather in different countries of the world.

**Ages:** Ages 5-11  
**Dates:** September 1, 2014 - August 31, 2015  
**Languages:** English  
**Project Group:** <http://collaborate.iearn.org/space-2/group-320>  
**Contact:** Ceri Bowen, UK, [ceribowen@talktalk.net](mailto:ceribowen@talktalk.net)



## Connecting Mathematics to Our Lives Conectando las matemáticas a nuestras vidas

*Students explore how math is used in their families and communities and use math skills to investigate and take action to promote greater equity in the world them.*

Sample activities include: What Math Means to Me, Everyday Math in My Community, Statistics and Society, Promoting Equity at Our School Site or Service Learning in Our Community, Global Data Collection Activities, Virtual Gallery of Mathematics and Culture, or An Idea of Your Own to Connect Math to Your Day-to-Day Lives, to the Broader Society, and to Issues of Equity

<b>Ages:</b>	All, including parent and community groups.
<b>Dates:</b>	September, 2014 - December, 2014; February, 2015 - May, 2015 (Spanish) Durante el periodo escolar.
<b>Languages:</b>	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.
<b>Website:</b>	<a href="http://www.orillas.org/math">www.orillas.org/math</a>
<b>Project Group:</b>	<a href="http://collaborate.iearn.org/space-2/group-64">collaborate.iearn.org/space-2/group-64</a>
<b>Contact:</b>	Kristin Brown, USA, <a href="mailto:krbrown@igc.org">krbrown@igc.org</a> ; Enid Figueroa, Puerto Rico, <a href="mailto:efigueroa_orillas@comcast.net">efigueroa_orillas@comcast.net</a> ; Patricia Pietrovzki, Argentina, <a href="mailto:patrypie@gmail.com">patrypie@gmail.com</a> To reach all the facilitators: <a href="mailto:orillas-math@igc.org">orillas-math@igc.org</a>



## Nature's Global Zoo

*Students research animals native to their country and design a virtual zoo so that the Earth's citizens can visit it online.*

Elementary students can complete components that they are comfortable with or look up different animals and present them with information about the animal and its habitat. Middle grades can incorporate varying components that fit their individual comfort levels as well. High school students will research the animals, design a zoo, create a financial budget for the zoo and promote it through a publicity campaign. Additional emphasis is placed on threatened /endangered animals and what is being done to help them.

<b>Ages:</b>	Ages 5-18
<b>Dates:</b>	January - June 2015
<b>Languages:</b>	English
<b>Project Group:</b>	<a href="http://collaborate.iearn.org/space-2/group-319">collaborate.iearn.org/space-2/group-319</a>
<b>Contact:</b>	Kathy Bosiak, USA, <a href="mailto:kbosiak@lincoln.k12.nc.us">kbosiak@lincoln.k12.nc.us</a>

# LEARNING CIRCLES



## LEARNING CIRCLE STRUCTURE

Learning Circles is a telecollaborative project-based methodology for placing students and teachers into international teams or “Circles” to develop global projects around a shared theme. The process creates highly interactive, reciprocal teaching and learning environments in which classrooms engage in telecollaborative project work. The shared task is to create a Circle publication that collects or summarizes all the projects created by the classrooms in each Circle. Since these Circles are a group activity with a specific set of activities along a timeline, it is necessary for those who are interested in participating in this project to request placement in a circle at least two weeks before the beginning of each of the sessions. General project information and teacher resources developed by Margaret Riel, the creator of Learning Circles can be found at [www.iearn.org/circles/](http://www.iearn.org/circles/). For further information contact Barry S. Kramer, the iEARN Global Learning Circles coordinator, at [learningcircles@gmail.com](mailto:learningcircles@gmail.com).

### SCHEDULE FOR 2014-2015

**September to January Session:** Begins September 30, 2014 and ends on January 15, 2015 (15 weeks with a 1-week break in December). Online registration is due by September 15, 2014.

**January to May Session:** Begins January 30, 2015 and ends on May 25, 2015 (15 weeks with a 1-week break in April). Online registration is due by January 15, 2015.

**To sign up for Learning Circles Online:** See <http://collaborate.iearn.org/spaces> or <http://www.iearn.org/circles/> for the current session registration link.

- 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.
- Individual Learning Circle groups are formed based on the age of students as well as project theme. We offer projects for elementary (grades K – 5; ages 5 - 10), middle (grades 6 – 9; ages 11 - 14), and high school (grades 10 – 12 or higher; ages 15 – 18 or higher) students. Teachers choose the level they would like for their students.
- Every classroom participating in a Learning Circle has an opportunity to propose and carry out a project in collaboration with the other groups in their Circle. Online facilitators and the Learning Circles Teacher Guide (available at <http://iearn.org/circles/lcguide/>) provide suggestions to help both new and experienced Learning Circles participants. The Guide provides detailed descriptions of Learning Circles and includes many suggestions on how to structure cross-classroom collaborations in your classrooms.
- Each classroom makes a commitment to contribute written work to each of the projects proposed by the other classes. Every member of a Circle is involved in making all Learning Circles projects successful.
- Each Learning Circles is led by an experienced facilitator who helps to carefully guide each participant through each task and phase.
- Learning Circles interaction is structured through six phases and each Circle culminates in the creation of a collaborative final project/publication. Each classroom team is responsible for editing and publishing their project for the group publication.
- The four most popular themes for iEARN Global Learning Circles are: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero. The My Hero theme is a collaboration between Learning Circles and the My Hero Project ([www.myhero.com](http://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, Money Matters, Global Issues: Environment and Education, and My Hero Learning Circles: Call To Action are scheduled to be offered this year based on the interest of participants.

## COMPUTER CHRONICLES

### COMPUTER CHRONICLES

This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. Classrooms solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by circles partners to form the completed Circle publication. See [www.iearn.org/circles/lcguide/cc/cc.html](http://www.iearn.org/circles/lcguide/cc/cc.html) to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.

## MIND WORKS

### 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](http://www.iearn.org/circles/lcguide/mw/mw.html) to learn more about Mind Works in the Mind Works Teacher's Guide.

## PLACES AND PERSPECTIVES

### PLACES AND PERSPECTIVES

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

## 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](http://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

### MY HERO LEARNING CIRCLES: CALL TO ACTION

Dates: September 2014 to January 2015 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](mailto:learningcircles@gmail.com) to develop a plan to advertise and gather support for your project. In order to develop a special Circle theme it is best to start the process at least two months before the beginning of the Learning Circles sessions. It is also best to have a facilitator and some classes that may already be interested in the theme.

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

## GLOBAL TEENAGER PROJECT (GTP) CHILDREN'S RIGHTS LEARNING CIRCLES

### GLOBAL TEENAGER PROJECT (GTP) CHILDREN'S RIGHTS LEARNING CIRCLES

The Children's Rights Learning Circles offer a 15 week learning adventure during which students from around the globe learn and work together on how the Children's Rights are anchored in their every day life and the life of their peers' communities. The story of Lot and meaningful learning. Herman van Veen, a famous Dutch artist, has been a UNICEF ambassador for a long time; he says: "If we would just respect the 54 Children's Rights, anchored in the UNICEF Child's Right Charter signed by over 200 countries, what a better place this world would be. He created a 13-year old girl named Lotte Roos, we call her Lot (meaning Fate/destiny). Lot stands for all the children in the world, travels all over the world, reports back to the children and answers their question in return. Lot's foundation has found in the methodology of the Learning Circles a beautiful way for Children to learn with each other and with the world they live in, far beyond learning about that world. Ages: 9-12 / 12-15. Timetable: February - May 2015. Languages: English and Dutch. Website: [www.globalteenager.org](http://www.globalteenager.org). Contacts: Bob Hofman and Manon van Herwijnen, Netherlands, [bob@globalteenager.org](mailto:bob@globalteenager.org), and Natasha Cherednichenko, Ukraine, [natasha@globalteenager.org](mailto:natasha@globalteenager.org).

## ADOLESCENTE GLOBAL

### ADOLESCENTE GLOBAL

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

# LANGUAGES IN iEARN

iEARN is active in over 140 countries with projects happening in many languages. Many iEARN project teams are multilingual, inviting speakers of multiple languages to participate in their native language. In some cases, English or another language is used as a medium for international collaboration. Below is a list of projects that are active in different languages. 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.

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Get to Know Others (p. 33)

## BELARUSSIAN

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## CHINESE

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## DUTCH

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Children's Rights Learning Circles (p. 52)

## FRENCH

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## GEORGIAN

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## GERMAN

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## ITALIAN

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## JAPANESE

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## ROMANIAN

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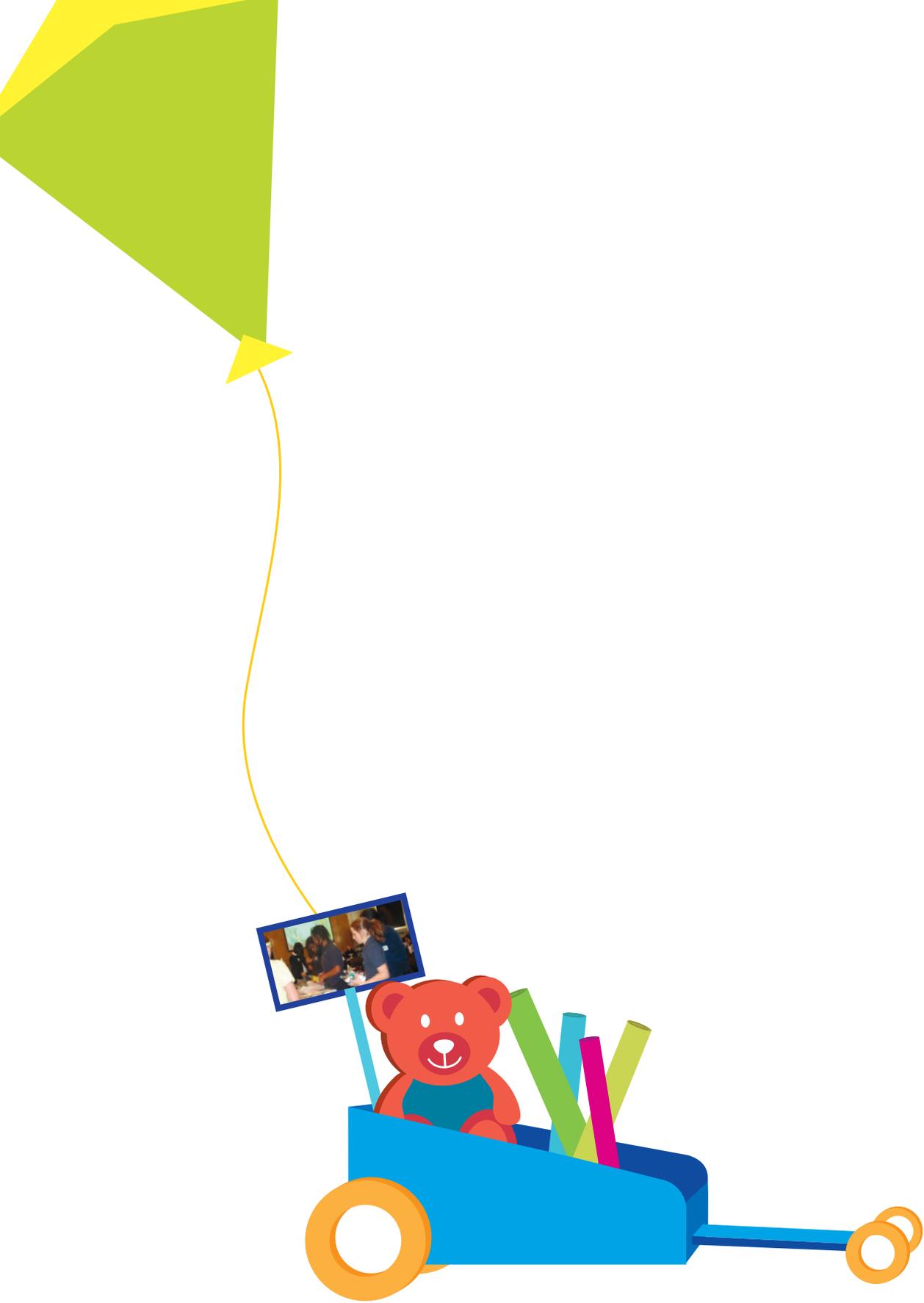
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