

Connecting Youth -
Making a Difference in the World

iEARN PROJECT BOOK

09/10

INTERNATIONAL
EDUCATION
AND RESOURCE
NETWORK



What is iEARN? (International Education and Resource Network)

iEARN is a non-profit network that supports over 30,000 teachers and 2 million youth in more than 130 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 active 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:** If you are not yet a registered participant in iEARN, please visit media.iearn.org/request.

iEARN-International: www.iearn.org

Collaboration Centre: media.iearn.org (see page 11 for more about the interactive project tools available in iEARN's Online Collaboration Centre)

- **From Country Coordinators**

See pages 8-10 or <http://www.iearn.org/globe/countrycoordinators.html> for a listing of iEARN coordinators, representatives, and contact people who can discuss iEARN involvement in your country or region.

- **Through Professional Development**

iEARN offers both **face-to-face** and **online** professional development workshops for educators interested in integrating global project work and online collaboration tools into their classrooms. iEARN facilitators work closely with participating schools and teachers to design trainings that meet their particular needs and interests. After going through an iEARN workshop, participants return to their schools with a built-in support network -- ongoing technical and staff development assistance from iEARN staff, as well as an online community of colleagues worldwide. See pages 17-18, or visit www.iearn.org/professional/ 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/iearn_logos.html

Contents

iEARN Country Coordinators, Representatives and Contact People	8-10
Using iEARN's Online Collaboraton Centre.....	11
How to Start Working on iEARN Projects.....	12-14
Suggestions for Successful Project Participation and Facilitation.....	15
Tips for Posting to the iEARN Forums.....	16
iEARN Professional Development, Online Teachers' Forum and "Future Teachers" Forum.....	17-18

• Projects are grouped into subject areas in order to help teachers find projects in their subjects of interest. Please note that because of the interdisciplinary nature of many iEARN projects, these groupings are only meant to serve as a guide.

Creative & Language Arts	19
A Vision	19
An international literary magazine that promotes tolerance and mutual understanding.	
PEARL-Prepare and Educate Aspiring Reporters for Leadership.....	20
A global news service run by students.	
Electronic School Magazine.....	20
An educational magazine designed by and for students and teachers.	
Write On Project.....	20
Students express themselves and develop their writing skills by responding to various writing prompts.	
Laws of Life: Virtues Essay Project.	21
Students write essays about their personal values in life and respond to those of their global peers.	
One Day in the Life.....	21
Students describe a day in their life, and share photos on related themes.	
Beirut 19.....	22
Off-shoot of the Beirut39 event to provide a platform for young writers to share and explore their talents.	
Special Place.....	22
Students are invited to write or draw about a local place that is precious to them.	
Magical Moments Around the World.....	22
Uniting of youth all over the world sharing their human spirit in a global online book.	
The Art Miles.....	23
Students create murals painted on canvas to promote global harmony. Related activity: Shoes of Hope.	
International Intercultural Mural Exchange Project	23
Students exchange information and then create a joint mural on a common theme.	
MUSAIC Project.....	23
Providing youth the opportunity to use music as the common expression of a vision of peace and unity.	
Talking Kites all Over the World.....	24
A tradition of flying kites with images of dreams for a better world.	
Beauty of the Beasts.....	24
A traveling international wildlife art and poetry exhibit.	
Side By Side.....	24
Students create elongated portraits of themselves with symbols of their past, present, and future.	
Calligraphy Project.....	25
Students discover and engage in reviving the ancient art of calligraphy by producing and sharing examples.	
Global Art: Images of Caring.....	25
Students create and exchange artwork and writing on "a sense of caring."	
Positive Minds Interactive Media Literacy	25
Teaching media literacy and production as a means of bridging the digital divide and international gap.	
Origami.....	26
An exchange of origami activities.	
Teddy Bear Project.....	26
An international teddy bear exchange using email and postal mail.	

Holiday Card Exchange.....	26
Participants prepare an envelope containing cards and send them using snail mail to other schools.	
Harmony for Humanity.....	27
Students share music and culture through regular video exchanges.	
Listen to the Walls Talking.....	27
Students explore the world by "listening" to graffiti and public art talk, and record and share interesting finds.	
Tagging My World.....	27
Participants express an aspect of teen life through creative arts.	
Folk Tales.....	28
Students study and share folk tales in their communities and beyond.	
Narnia and CS Lewis.....	28
Students who know this book can create a global community by speaking about it.	
School Theatre International.....	28
Focused on international cooperation between schools and establishing cross-cultural performances.	
iQuote.....	29
Students share quotations with global peers and discuss their significance.	
Video Introductions to Communities	29
Students represent their own communities through video.	
Dolls for Computers	29
Students learn about their culture by making dolls and other objects to sell to raise funds for technology.	
Food for Thought: Recipe Book.....	30
Students produce a recipe book that celebrates foods from around the world.	
My Name Around the World	30
Students research and exchange information about their names.	
My Hero.....	30
A project that celebrates the best of humanity through stories, photos, artwork and multimedia.	
Humanities & Social Sciences.....	31
MDGs - Only With Your Voice.....	31
A project aimed at mobilizing young people to help achieve the Millennium Development Goals.	
World We Live In (WWLi).....	32
Students reflect on how we interact with others, and how we integrate ourselves into a global society.	
CIVICS: Youth Volunteerism and Service.....	32
A collaborative project in which young people have an opportunity to evaluate and act on social issues.	
Voyage: Volunteer of Youth Project.....	33
A project to encourage youth to take action and work in ways that help their community.	
Good Deeds	33
Students share, on a regular basis, a simple, good deed(s) they have performed.	
Students Unlimited	33
A community service project encouraging youth participation.	
The Bullying Project.....	34
A collaborative attempt to address the issues of bullying, teasing and school violence.	
Future Citizen Project.....	34
A project focused on civic responsibilities and engagement.	
Local History Project.....	34
Students research the history of their town, and learn from the findings of peers in other parts of the world..	
Helping Youth Say "NO" to Gun Violence.....	35
A project to educate on the dangers of gun violence.	

Empowering Children.....	35
Participants engage in activities to develop skills and confidence to succeed in their future professional lives.	
My City and Me.....	35
Youth research and share ways that they can improve life in the place they live.	
Natural Disaster Youth Summit 2010	36
A project where students learn about natural disaster-response strategies.	
UNESCO World Heritage Sites.....	37
Students research the heritage in their country and make guided virtual tours for their global peers.	
Kindred.....	37
An exchange of family stories around the world.	
Bridge of Generations.....	37
A project connecting generations to introduce elders to computer and Internet technologies.	
My Identity, Your Identity.....	38
Participants talk about their traditional celebrations and famous monuments and landmarks in their countries.	
Give Us Wings to Fly.....	38
Students share how youth spend vacations in their region of the world.	
Portrait of the World: Picture It!.....	38
A project based on photos and other digital media.	
My School, Your School.....	39
Students compare school life in different countries around the world.	
My Dream World.....	39
A place for students to share their ideas about their ideal world.	
Feeding Minds, Fighting Hunger.....	39
A project to develop awareness about food insecurity and hunger issues around the world.	
Music Around the World.....	40
A space for students to share information about music they enjoy and carry out music-related activities.	
My Country.....	40
A project in which students share informaton about their countries.	
Get to Know Others.....	40
Students learn about their own culture and that of their global peers.	
Folk Costumes Around the World.....	41
Students send pictures and descriptions of folk costumes in their country.	
Mystery Shoebox.....	41
A project in which students create mystery boxes to send to a partner class.	
Heart to Heart Project	41
A project that promotes friendship around the world.	
Machinto: Do You Hear a Little Bird Crying	42
Using the Japanese fictional character, Machinto, students look at the consequences of war and conflict.	
Early People's Symbols	42
An exploration of early people's symbols and their cultural history.	
BEST Project: Building Economies Strong Together.....	42
Partner schools organize fundraising events to promote their virtual companies.	
Debunk Stereotypes.....	43
Students collect information about the stereotypes of their countries and try to debunk them.	
First Peoples Project.....	43
Enabling indigenous students to explore and share their culture.	
Friends Book - Let's go...together!.....	43
Participants draw and exchange pictures of themselves and their life and discuss their drawings.	

Science, Technology, Environment, and Math.....	44
YouthCaN.....	44
Students write about and interact on environmental issues in their communities.	
Planetary Notions.....	45
A publication in which students from around the world express their feelings on environmental issues.	
Water Habitats Project.....	45
Participants study a local water habitat and share observations and data with peers worldwide.	
Sandwatch.....	45
A framework for students to work on issues facing their beach environment.	
Energy for You and Me.....	46
Students explore alternative energy sources and work on problems related to energy and ecology.	
Together with Birds.....	46
Participants research birds of their community through birdwatching and exchange info about findings.	
Daffodil and Tulip Project.....	46
Students in different parts of the world plant bulbs together, collect data, and track when they blossom.	
One World, One Environment.....	47
Young people consider the “whole life” of products and services, and compare results with others worldwide.	
Our Footprints, Our Future (OF2).....	47
An online carbon footprint calculator tool for environmental projects.	
1, 2 Buckle My Shoe.....	47
Explore and discover fascinating mathematical concepts in an exciting and interesting way.	
Eradication of Malaria.....	48
Students analyze causes, effects, prevention and treatment of malaria worldwide.	
Solar Cooking Project.....	48
Students experiment with alternative energy uses by making, testing, and using solar cookers.	
Power of One: Protecting Our Planet.....	48
Students create family plans for protecting our earth.	
Connecting Math to Our Lives.....	49
Students explore the uses of math in their community and in promoting social equity.	
Mathematics Virtual Learning Circle.....	49
An educational site about mathematics where students and teachers can learn and interact with each other.	
Young Women in ICT.....	49
A project to investigate the reasons behind the low participation of women in ICT fields.	
Learning Circles.....	50-52
Learning Circles include Primary, Middle, and High School (Secondary) age groupings and are a great starting point for teachers new to online project collaboration since they provide a very clear structure, schedule, and number of partners. A Learning Circle is made up of a team of 6-8 teachers and their classes joined in the virtual space of an electronic classroom for 14 weeks. At the end of the term, the group collects and publishes its work. See www.earn.org/circles/ for more details. To join a Learning Circle, you must complete a Learning Circle placement form two weeks before the beginning of the session.	
September to January Session (2009: Session 2): Begins September 30, 2009 and ends on January 11, 2010 (15 weeks with a 1-week break in December). Learning Circle Placement forms are due September 15, 2009	
January to May Session (2010: Session 1): Begins January 30, 2010 and ends on May 23, 2010 (15 weeks with a 1-week break in Spring). Learning Circle Placement forms are due on January 15, 2010	
Additional Projects in Other Languages in iEARN.....	53-59
Excerpt from iEARN Constitution	60
Project Index.....	61-62

iEARN

(International Education and Resource Network)

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 2009. 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 media.earn.org/projects.



Students in Azerbaijan send Novrooz Happy New Year greetings to iEARN.

Annual iEARN International Conference and Youth Summit

In addition to online collaboration, iEARN Centers worldwide host a range of local, national, regional, and international meetings for teachers and students throughout the year. For updates on such events, see www.iearn.org/news/news_meetings.html.

From July 12-17, 2010, iEARN-Canada will be hosting the 16th Annual iEARN International Conference and 13th Annual Youth Summit. This is a gathering open to all, which typically brings together teachers and students from over 70 countries. It builds upon previous conferences in Argentina (1994), Australia (1995), Hungary (1996), Spain (1997), USA (1998), Puerto Rico (1999), China (2000), South Africa (2001), Russia (2002), Japan (2003), Slovakia (2004), Senegal (2005), the Netherlands (2006), Egypt (2007), and Morocco (2009).

Conference Goals include:

- To facilitate communication and develop partnerships between educators and youth locally, regionally and globally.
- To use communication technology in education to improve the health and welfare of the planet and its people.
- To improve student skills and quality of education.
- To establish institutional links among all partners of education.
- To support e-learning and professional development.
- To promote intercultural dialogue.
- To share models for how educational telecommunications can be used to affect positive social, political and economic change, and address unmet human and environmental needs.
- To share successful classroom project examples that make a meaningful difference, and ideas/models of curriculum/classroom learning enhancement.
- To demonstrate and provide hands-on experiences in leading technology.
- To encourage cross-cultural understanding through the use of different languages in project work, making a place for voices which are not usually heard, and exploring other ways of breaking down barriers.
- To enlarge the iEARN community to expand its global community of educators and youth leaders using telecommunications.

Check www.iearn-canada.org/ for updates about the July 2010 Conference in Barrie, Canada.

iEARN Country Coordinators, Representatives, and Contact People

Afghanistan # Abdul Qaum Almas, abdulqaum_almas@yahoo.com
Albania # Florian Bulica, florianbulica@hotmail.com
Andorra # Alex Jerez, alexj@andorra.ad
Argentina * Rosy Aguila, rosyaguila@infovia.com.ar; Paula Perez, paulap@telar.org
Armenia ^ Karine Durgaryan, karine@childlib.am
Australia * Teacher Management Team, iearnoz@iearn.org.au
Austria # Maria Bader, maria.bader@tele2.at
Azerbaijan ^ Ulker Kazimova, ulker@jaazerbaijan.org; Irada Samadova irada_sam@yahoo.com
Bangladesh # Rajib Das, dasrl@yahoo.com; Proshanta Sarker, proshanta2007@yahoo.com
Belarus # Lyudmila Dementyeva, dem@user.unibel.by
Bahrain # Amany Mustafa Amer, amani_amer2001@yahoo.com
Benin ^ Hyacinthe Tossou, iearnbenin@yahoo.ca
Botswana # Bushy Mmatli, bmmatli@gov.bw
Brasil # Almerinda Borges Garibaldi, almerbg@gmail.com
Burkina Faso # Hubert Pagbelguem, paghubert3@yahoo.fr
Cameroun ^ Francois Donfack, donfackfr@yahoo.fr
Canada * Mali Bickley, mali@iearn-canada.org; Jim Carleton, jim@iearn-canada.org; and Anita Townsend, anita@iearn-canada.org
Chile # JorgeValenzuela, jvalen@sumet.cl
China * Sihong Huang hh00112003@yahoo.com.cn; Subude, subude@yahoo.com
Colombia # Patricia Ochoa, mpochoav@telar.org
Congo, Dem. Republic ^ Didier Lungu, dikiendo@yahoo.fr
Costa Rica # Maritza Monge, marmonge@yahoo.com
Czech Republic * Tamara Kohutova, kohutovat@post.cz
Ecuador # Samuel Sanguenza, ssanguenza@hotmail.com
Egypt * Dalia Khalil, dalia@iearnegypt.org
El Salvador # Maira Serrano, maira.serrano@mined.gob.sv
Ethiopia ^ Girma Mitiku, girmamitiku@yahoo.com
Finland # Helena Rimäli, helena.rimali@kolumbus.fi
Georgia # Paata Papava, paata@sfsa.org.ge; Pavle Tvaliashvili, pavle@iatp.org.ge
Ghana # Agnes Asamoah-Duodu, aasamoahduo@yahoo.co.uk; Ebenezer Malcolm, malcolmgh@yahoo.com
Greece # Kostas Magos, kmago@tee.gr
Guatemala # Azucena Salazar, hudeth@intelnet.net.gt; Rodolfo Morales, rodomorales@hotmail.com
Guinea # Mamady Lamine Traore, m.traore@lycos.com
Hungary # Istvan Szabo, szaboi@mail.gyfk.hu
India * Sunita Bhagwat, bhagwat.sunita@gmail.com
Indonesia ^ Hasnah Gasim, aspnetind@cbn.net.id
Iran # iEARN-Iran Managing Committee, iearn-iran@schoolnet.ir
Iraq ^ Bina Jalal, binabayan@gmail.com
Israel * Ruty Hotzen, eh2y@netvision.net.il; Gladys Abu Elezam, gladys_172@yahoo.com
Italy ^ Giuseppe Fortunati, fgiusepp@libero.it
Ivory Coast (Cote d'Ivoire) # Oscar Seka, kidsyouthallies@hotmail.com
Jamaica Donna Powell, dtep73@yahoo.com
Japan * Yoko Takagi, yoko@iearn.jp
Jordan # Khitam Al-Utaibi, kh.alutaibi@almasallah.com.jo
Kazakhstan # Talgat Nurlybayev, tnurlyb@gmail.com
Kenya ^ Angule Gabriel, angule2001@yahoo.com
Kyrgyzstan # Chinara Esengul, debate@kynet.kg
Latvia ^ Ligija Kolosovska, lika_kolos@apollo.lv
Lebanon * Eliane Metni, eliane.metni@gmail.com
Liberia ^ Leroy McDyiah Beldeh; Peter Seboe; Mambu Manyeh; Velma Seakor; Sunday T. Sipply, iearn.libfy@yahoo.com
Lithuania * Daina Valanciene, valthailand2002@yahoo.com

Macedonia * Jove Jankulovski, jovej@freemail.com.mk
Malaysia # Zait Isa, zaitisa@gmail.com
Mali ^ Sounkalo Dembele, sounk11@yahoo.com
Mexico # Nuria de Alva, nuriadealva@gmail.com
Moldova ^ Daniela Munca, danielamunca@gmail.com
Mongolia # J Baasanjav, baasanjav@mea.org.mn
Morocco * Mourad Benali, mbenali@mearn.org
Namibia # Joris Komen, joris@schoolnet.na
Nepal ^ Binita Nepal Parajuli, binita@iearn.org.np
Netherlands * Bob Hofman, b.hofman@ict-edu.nl; Gerard Lommerse, g.lommerse@aliceo.nl
Nigeria # Olaolu Shashore, laolu @ snng.org; Ronke Bello, ronke@schoolnetng.net
Oman # Issa Khalfan Al-Unqoodi, iearn@moe.om
Orillas * Enid Figueroa, efigueroa@orillas.org; Kristin Brown, krbrown@igc.org
Pakistan * Farah Kamal, farah@iearnpk.org
Palestine ^ Kahraman Arafa, kahraman_arafa@hotmail.com
Paraguay ^ Rosi Rivarola, rosir@telar.org
Peru # Juan Gomez, jgomez@abaco-corp.edu.pe
Philippines # Maria Luisa H. Larcena, maloularcena@yahoo.com
Poland * Marek Grzegorz Sawicki, miyankimitra@gmail.com
Portugal ^ Ana Roque, ana.roque@dgidc.min-edu.pt
Qatar ^ Anwar Abdul Baki and Pascal Siegel, iearn@rotaknowledgenet.org
Romania # Cornelia Platon, nelly@lapd.cj.edu.ro
Russia # Nina Koptuyug nkoptyug@yandex.ru; Olga Prokhorenko olgap1129@mail.ru
Rwanda # Nsozzi Williams, craftsforeducation@yahoo.com
Senegal ^ Aminata Kole Faye, Ndiaye kolefaye@hotmail.com; Salimata Mbodji Sene, sallsenma@yahoo.fr
Serbia # Katarina Mihojevic, katarinam@beotel.yu
Sierra Leone # Jane Peters, jane4music@hotmail.com
Slovakia # Katarina Pisutova-Gerber, katarina@susnow.org
Slovenia * Alenka Adamic, alenka@mirk.si; Nives Kreuh, nives.kreuh@zrss.si
South Africa # SchoolNet South Africa, omashani@schoolnet.org.za
Spain * Toni Casserras, tonic@pangea.org, Sergi Roura sergi.roura@udg.edu, Carmina Pinya, carminapinya@gmail.com, and Josep Torrents, torrents@pangea.org
Sri Lanka # Lakshmi Attygalle, larttygalle@yahoo.com
Sudan # Amel Saeed, aisns_12@hotmail.com
Suriname # Dave Abeleven, dave-aa@surimail.sr; Betty Burgos, betty_burgos2003@yahoo.com
Syria # Samah Al Jundi, jundi_63@maktoob.com
Taiwan * Doris Tsuey-ling Wu, doris21.wu@msa.hinet.net
Tanzania # Onesmo Ngowi, onesmongowi@hotmail.com
Thailand # Sonthida Keyuravong, sonthidak@yahoo.com; Patcharee_Sridakum redjeep7208@hotmail.com
Togo ^ Abotchi Yao, anemany@yahoo.fr
Trinidad & Tobago ^ Gia Gaspard Taylor, marabe@tstt.net.tt
Tunisia ^ Hela Nafti, hela.nafti@yahoo.fr & Najah Barrah, najah.barrah@inbmi.edunet.tn
Turkey ^ Burcu Alar, burcualar@gmail.com
Uganda * Daniel Kakinda, dkakinda@yahoo.com
Ukraine * Nina Dementievska, nina_dementievska@yahoo.com
United Kingdom * Cheryl Morgan, cmorgan@iearn.org.uk; Mary Gowers, mary@iearn.org.uk
United States of America * Ed Gragert, ed@us.earn.org; Lisa Jobson, ljobson@us.earn.org
Uzbekistan * Lev Gavrish, levgavrish@yahoo.com
Vietnam # Thai Hai Wan Nguyen, ng-thai-hai.van@unilever.com
Yemen # Shaima Alrai, shaima.alrai@gmail.com
Zambia # Oliver Sepiso Shalala, ssepiso@yahoo.co.uk
Zimbabwe # Justin Mupinda, wldnat@ecoweb.co.zw

iEARN Country Coordinators, Representatives and Contact People

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 2009. Up-to-date contact information can also be found at <http://www.iearn.org/globe/countrycoordinators.html>.

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

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

iEARN International Executive Council:

Toni Casserras, Spain; Gary Lewis, Australia; Lisa Jobson, USA: ec@iearn.org

Youth Representative to the Assembly: Kapil Joshi, India: youth@iearn.org

Logging in: To enter the iEARN Collaboration Centre, go to <http://media.earn.org/>. Click "Login" at the upper right corner of the Collaboration Centre page. Please note that an underscore (_) is required in your User Name. For example, Jose_Garcia. To retrieve your login information, see http://media.earn.org/forgot_passwd.

There are 4 primary areas of the iEARN Collaboration Centre. (media.earn.org)



1) MANAGE ACCOUNT SECTION (for educators): All registered educators have a personal "Profile" page. This page contains your current contact information, and information on the students who have been registered by you. After logging in, you can update and complete your personal profile by clicking on "Manage Account" next to the "log-out" link. In your profile, you can upload a photo or image, and complete or change your personal contact information. You can also add yourself to the iEARN Google Map!

Giving Students their own User Names

By clicking on "Add Students," educators can give students their own iEARN User Names and Passwords to access the project discussion forums. Student User Names become active about 15 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 in the "Add Students" section. Passwords can be changed at any time by editing a student record in the "My Students" section. Note: Information on students cannot be searched or accessed by iEARN members or anyone outside of iEARN.

2) PEOPLE SECTION (media.earn.org/people)

A place to find colleagues worldwide who share common interests, obtain their contact information and to get to know the people with whom you are working.

3) GALLERY SECTION (media.earn.org/gallery)

A repository for youth-produced photos, videos, documents, and other files that are available for viewing at any time by logged in iEARN participants. Media is only viewable to a wider audience if educators choose to release it for public viewing. They can do so as they submit media, or later by clicking "Edit" next to the media item.

4) FORUM SECTION (media.earn.org/forums)

Forums are the heart of interaction in iEARN. When images, photos, videos, documents, etc are uploaded from within the forums, a thumbnail of the file is placed in the forum topic, with a link to the actual file which is in an album in the GALLERY. When in the GALLERY, if the image is uploaded from the forums, a link is provided to enable the viewer to go directly to the forum discussion topic from which it was posted.

• Please note: There are 3 ways to access the iEARN Forums/ project discussions:

Option 1: Via web-based discussion forums (media.earn.org/forums). Access to the forums is limited to iEARN members (ie those who have validated User_Names and Passwords).

Option 2: Via offline news readers. Participants who prefer to access the discussions this way must still have a User Name and Password registered via media.earn.org.

Configure your news reader to point to the news server: foro.earn.org. Select the forums in the "earn" folder.

Option 3: Via email. Write to subscribe@us.earn.org. In the message, tell us which forum you would like to receive via e-mail. Once subscribed, please use your e-mail software to "Reply" to a received message so that your response will be automatically addressed back to the forum and placed under the correct discussion topic.

How to Start Working in iEARN Projects

Introduction

The key to successful project work is developing effective relationships with educators around the iEARN network. Many educational systems do not emphasize or even encourage collaborative project work -- even within the same school. Therefore, it is extremely important to establish relationships among teachers to facilitate the difficult task

of collaborating on projects across diverse educational systems, time zones and school year schedules, cultural differences, linguistic obstacles, and the non-oral and non-visual learning medium of telecommunications. iEARN places a high priority on building these relationships -- both online and during face-to-face meetings of teachers and students.

Participants are invited to introduce themselves and greet new members on our forums for connecting people. Two good places to start are the following forums:

- **Teachers Forum**

foro.iearn.org/iearnforums/teachers

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**

foro.iearn.org/iearnforums/youth

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

All forums are accessible in a web-based format, example:

foro.iearn.org/iearnforums/teachers (accessed via <http://foro.iearn.org>), or via offline newsreaders, example: apc.iearn.org/iearnforums/teachers (news server: foro.iearn.org).

1. Welcome Phase

LANGUAGE RESOURCES:

Many languages are represented among iEARN's global network of participants. See http://www.iearn.org/globe/globe_language_gateway.html, which includes links to iEARN country websites worldwide, project forums, and translations of materials such as the project description book, newflashes, etc. Though all iEARN forums can be multilingual, there are also a number of special language forums for connecting people. iEARN is also open to hosting additional language forums as interest is expressed.

Among the language forums active at the time of printing are:

foro.iearn.org/iearnforums/albanian
foro.iearn.org/iearnforums/arabic
foro.iearn.org/iearnforums/armenian
foro.iearn.org/iearnforums/azeri
foro.iearn.org/iearnforums/bengali
foro.iearn.org/iearnforums/chinese
foro.iearn.org/iearnforums/dutch
foro.iearn.org/iearnforums/espanol

foro.iearn.org/iearnforums/francais
foro.iearn.org/iearnforums/chinese
foro.iearn.org/iearnforums/german
foro.iearn.org/iearnforums/hebrew
foro.iearn.org/iearnforums/hindi
foro.iearn.org/iearnforums/indonesian
foro.iearn.org/iearnforums/italian
foro.iearn.org/iearnforums/japanese
foro.iearn.org/iearnforums/kartuli
foro.iearn.org/iearnforums/kiswahili
foro.iearn.org/iearnforums/korean
foro.iearn.org/iearnforums/macedonian
foro.iearn.org/iearnforums/persian
foro.iearn.org/iearnforums/polish
foro.iearn.org/iearnforums/portuguese
foro.iearn.org/iearnforums/russian
foro.iearn.org/iearnforums/sinhalese
foro.iearn.org/iearnforums/slovenian
foro.iearn.org/iearnforums/thai
foro.iearn.org/iearnforums/ukrainian
foro.iearn.org/iearnforums/urdu
foro.iearn.org/iearnforums/uzbek
foro.iearn.org/iearnforums/vietnamese
foro.iearn.org/iearnforums/welsh

<h2>2. Learn About Projects and Find Partners</h2>	<p>There are several resources that will help you find out which projects are currently taking place in iEARN and how to get started in project work.</p> <ul style="list-style-type: none"> News Flashes Every two weeks an online 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 continuing projects, and is a place to make general announcements. To receive the iEARN Newsflash, write to newsflash@us.earn.org requesting to be added to the newsflash distribution list. Annual Project Description Book The publication that you are currently reading (English and translated versions) is available for downloading by all iEARN members at www.earn.org/projects/projectbook.html. Up-to-date project descriptions can be found at media.earn.org/projects. People Search At media.earn.org/people, educators can search for other educators who are part of the iEARN community. Please update your own record in the "Manage Account" section! Project Search At media.earn.org/projects, educators and youth can search for projects by various categories, including keyword, subject area, languages, and age level.
<h2>3. Become Involved in a Project</h2>	<p>We encourage all iEARN teachers and students to participate in existing projects before initiating a project of their own.</p> <ol style="list-style-type: none"> Educators should choose a project that fits their curriculum. It is best to do this by reading through the project descriptions at media.earn.org/projects, and also reading through online messages in the project's forum. Visiting the Teachers' Forum (foro.earn.org/earnforums/teachers) will keep you informed of what other teachers are working on or are planning to get started on. Contact the facilitator and write an initial email introducing 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. 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. <p>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 (www.earn.org/professional/contract.html).</p> <p>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.</p> <p>A good place to start in iEARN if you are new to online project collaboration is Learning Circles.</p> <p>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. 50 or www.earn.org/circles for more details.</p>

Creating a Project

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

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

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

4. Creating a New Project

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:
- 6) Possible project/classroom activities:
- 7) Expected outcomes/products:
- 8) Project contribution to others and the planet:
- 9) Project language(s):
- 10) Content/Subject Area:
- 11) Names/email of initial participating groups:
- 12) Name of facilitator(s):
- 13) Email of facilitator(s):
- 14) iEARN Forum where it will take place or is taking place
(or leave blank and one will be assigned):
- 15) WWW page of project (not required):

Once completed, email to projects@iearn.org

Illuminate VClasses available for iEARN project work

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



<p>Suggestions for Successful Project Participation</p>	<ul style="list-style-type: none"> • 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.
<p>Suggestions for Successful Project Facilitation</p>	<ol style="list-style-type: none"> 1) Before starting a new iEARN project, participate in an existing project first. Participating in other iEARN projects is a great way to meet other participants. Even after this experience is gained, facilitators are encouraged to continue involving their class in other iEARN projects, just as they would like other classes to participate in their project activities. 2) Emphasize the collaborative aspect of the project. Make sure that there is collaboration and interaction among participants, and that teachers do not simply develop the project with their classes and report back what they did, but that they actually work together and build on what the other classes do. 3) 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. 4) Use iEARN's online forums for project discussions and exchange of student work. Through iEARN forums, new participants can join more easily than in exchanges happening over private email. In addition, iEARN forums are distributed via mailing lists, web-based forums, and offline newsreaders, thus keeping cost to a minimum for those with limited connectivity. 5) Login to iEARN on a regular basis and stay active in the project's online forum (at least weekly). Those listed as project facilitators are expected to monitor forum discussions, and to welcome new participants. 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. 6) Update project information periodically. Posting periodic updates to your project forum will help existing participants, and will ensure that new participants will not be referring to outdated project information. In addition, project facilitators are encouraged to share project news in the Teachers Forum (http://foro.iearn.org/iearnforums/teachers) and students can do the same in the Youth Forum (http://foro.iearn.org/iearnforums/youth).

Suggestions for Project Facilitation and Participation

7) Involve students in project facilitation and other 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 sole 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 two other messages for every one that they post.

8) 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. These have included magazines, creative writing anthologies, websites, reports to government officials, arts exhibits, performances, and many more examples of youth taking action as part of what they are learning in the classroom. In some projects, 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."

9) Link to iEARN on project website, if one exists. See http://www.earn.org/about/earn_logos.html for more about linking to iEARN, and write to projects@earn.org if you have questions about the exact link to your iEARN project page and forum.

CREATING MESSAGES TO POST TO THE iEARN FORUMS:

Remember that iEARN project forums are intended for student expression. Unless your students are themselves too young to post, we encourage you to allow students to post on the forums. Jay Holmes of the American Museum of Natural History in New York City, USA, and a facilitator for the YouthCaN project, gave the following advice to students to create postings that will elicit responses. There are many people who have trouble getting responses on the forums. Remember, dialogue goes both ways. To get answers you have to give answers and you have to lead people into dialogue with questions and responses. There are a few suggestions to consider:

- 1) Always have a subject line or title to your message that explains what your message is about -- water pollution, endangered species, recycling....
- 2) Ask your readers one or two specific, easy questions that they can answer.
- 3) Read other postings in the forum and respond to them, answer their questions and then ask them a question or suggest that they read your messages in the forum and give them the exact subject line of your message so they can find it easily.

ETHICAL USE OF MATERIALS: GIVING CREDIT FOR RESOURCES:

iEARN projects encourage students to share information as they collaborate. This often requires research online or in school libraries. The Internet has made it increasingly easy for students to share with others by copying and pasting into forum postings. This information may come in the form of pictures, graphs, text, videos and even original ideas. It is important to understand that all print and online material belongs to someone. The rights of these individuals are protected under copyright laws in many parts of the world where, once something is printed or published, it is automatically copyrighted without any formal procedure. There are Fair Use Guidelines that make it legal to share material with others for educational use. David Warlick in his book "Redefining Literacy in the 21st Century" has created a Students' and Teachers' Information Code of Ethics. This points to four areas of concern, and lists proactive considerations that students and teachers should apply to every information decision that they make. It can be found at:

www.us.earn.org/professional_development/curriculum/copyright.php. Also on this page are tools for creating citations for material used and information on the Fair Use guidelines and copyright.

...Project Facilitation Guidelines Continued

Suggestions for Successful Forum Participation (media.earn.org/forums)

iEARN PROFESSIONAL DEVELOPMENT

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

Online Professional Development Courses

iEARN's online professional development program is a collaboration among a number of iEARN countries and began in 2001 with five subject-specific courses. Offered two times during the year, each nine-week Moodle-based course, or "virtual workshop," brings together teachers from around the world.

The courses are primarily asynchronous. This means participants work in their own time from home or school to complete weekly assignments. However, courses are very interactive and communication is continuous during the course period. Each course has approximately 25 participants and two facilitators. Participants communicate with one another through the iEARN forums to discuss assignments and readings, and can expect frequent feedback from their facilitators and participants throughout the course period.

Most iEARN courses are divided into 9 modules (one lesson per week) with readings, discussions, and assignments. Lessons and assignments take participants step-by-step through the process of integrating an online collaborative project into their classroom. Participants select a project that matches their local/state/national standards and begin integrating it into their classroom during the course period.

Current General Course Offerings Include: Creative Arts, Language Arts, Social Studies/Contemporary Affairs/Geography, Science/Technology/Math, Teaching of Foreign and Second Languages, Learning Circles, and PEARL: Integrating Journalism skills into the classroom.

For more information visit www.iearn.org/professional/online.html.

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/globe/countrycoordinators.html.

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

Online Teacher Forums

Those interested in coordinating iEARN workshops and professional development activities in their school or community are invited to join in the online forum:

Professional Development Discussions and Resources -

<http://foro.iearn.org/iearnforums/facilitators> (apc.iearn.org/facilitators).

The iEARN Teachers Forum-

<http://foro.iearn.org/iearnforums/teachers> (apc.iearn.org/teachers) is the hub of teacher communication in the network -- it's a great place to share your experiences and ask questions to others using collaborative projects in their classrooms.

The Future Teachers Forum seeks to transform our classrooms and schools, by transforming the way teachers are trained and ensuring that future teachers gain direct experience with global learning networks. This 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 share perspectives on creating effective and equitable schools and classrooms that will better meet the needs of all students, 2) future teachers have the opportunity to learn first-hand about iEARN's projects as facilitators, observers, or participants, and 3) professors of teacher education share 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. Faculty can use the forum to identify partner classes for the exchange of ideas among future teachers as part of their courses. Suggested topics for dialogue include:

- exchange of ideas about teaching philosophies and democratic classroom management;
- reflections about future teachers' beginning experiences in the classroom (either observation experiences or active participation) and links between pedagogical beliefs and practice;
- sharing the profiles of the students' communities from the future teachers' field experiences and ideas for building on students' strengths;
- "chats" to discuss an article/reading in common;
- exchange of ideas about the integration of technology and global learning networks into the curriculum;
- sharing of experiences with project-based learning while participating in or facilitating iEARN's projects;
- sharing of ideas and strategies to promote greater understanding of diversity and equity in the schools.

Future Teachers

Future teachers discuss their vision for education, and explore how to integrate technology into their classrooms to better serve learners of all cultural, linguistic, and ethnic backgrounds.



Ages:	All people interested in teacher preparation
Dates:	September, 2009 - June, 2010 Following the academic calendar at many universities, the forum will be available for each of two semesters: September through December; and February through June.
Language(s):	All are welcome. We facilitate the project in English and Spanish.
Forum:	media.iearn.org/futureteachers
Website:	http://www.orillas.org The Future Teacher project is organized by the Orillas-iEARN Center.
Contact:	Enid Figueroa, jimenezfigueroa@comcast.net and Kristin Brown, krbrown@igc.org To contact both facilitators, write to: orillas-support@igc.org

Creative & Language Arts

A Vision

An international literary magazine that teaches tolerance and mutual understanding.



An anthology of writings of various literary genres- essays, stories, and poems, which aims to showcase the youth's thoughts, viewpoints and insights of things around them, and even across borders, regardless of cultural and racial diversity. Its purpose is to use art and the medium of creative writing to demonstrate that despite differences, teenagers around the world share the same hopes, fears, interests and concerns. A Vision is produced, not merely by the students directly involved in the project, but by everybody who contributes pieces of writing or art and is not afraid to share his/her opinion about the world today. A Vision is not only a magazine -- it is a forum for sharing and learning!

Ages:	7 - 20
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/learn/avision/
Website:	http://www.pearsoncmg.com/learn/avision/
Contact:	Nila Pershad, Suriname, nilapershad@gmail.com , Daina Valanciene, Lithuania, valthailand2002@yahoo.com Proshanta Sarker, Bangladesh, proshanta2002@yahoo.com

PEARL-Prepare and Educate Aspiring Reporters for Leadership

PEARL World Youth News (pearl.iearn.org) is a multimedia journalism project in which secondary school students from around the world report, edit and publish their articles on a web-based news service. School publications can download and use stories, videos, slideshows and podcasts from the PEARL website to add a global component to their news. The project is dedicated to Daniel Pearl, the Wall Street Journal reporter who was murdered by terrorists in Pakistan, and is managed in partnership with the Daniel Pearl Foundation. Any secondary school student can join the project as a PEARL Reporter after successfully completing a training and certification course. The course, which is available online and free of cost, includes writing assignments that are reviewed by graduate journalism students. The PEARL project also offers an online professional development course to enable secondary or middle school teachers to integrate journalism into their curricula. <http://www.iearn.org/professional/pearlPD.html>

Ages:	14 - 19
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/pearl
Website:	http://www.pearl.iearn.org/
Contact:	Anindita Dutta Roy, USA, anindita@us.iearn.org

A global news service run by secondary school students.



Electronic School Magazine

Who is more important than students and teachers? They are the main concern of any school. They always contribute to their school's development through different ways such as their performance, achievement, various activities, sports, etc. These contributions need to be documented and exchanged at the local and international level. Students and teachers deserve to have such a magazine which can be reached from any place in the world.

Ages:	5-18
Dates:	Ongoing
Languages:	Arabic, English
Forum:	media.iearn.org/projects/emagazine
Contact:	Mutasem Mafarjeh, Palestine, t.mutasem@hotmail.com

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

Write On Project

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

Ages:	7 - 16
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/writeon
Contact:	Farah Shafi Kamal, Pakistan, farah@iearnpk.org Saadia Kazmi, Pakistan, roshnee_hamesha@yahoo.com

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

Laws of Life: Virtues Essay Project

Students write about their personal values in life.



"Laws of Life" are the rules, ideals, and principles by which one chooses to live. The Laws of Life Project invites young people to express, in their own words, what they value most in life. Participants submit essays about their laws of life in which they describe the rules, ideals, and principles by which they live, and explain the sources of their laws of life (life experience, religion, culture, role models, etc). Participants respond to each other's essays and interact with each other in the project's online forum.

Ages:	9-21
Dates:	Ongoing
Languages:	All
Forum:	media.learns.org/projects/lawsoflife
Spanish Forum:	media.learns.org/projects/leyesdelavida
Contact:	Natalya Cherednichenko, Ukraine, nata_chered@yahoo.com Alema Nasim, Pakistan, alema_yousuf@yahoo.com For Spanish version (Las Leyes de Vida), see page 55. Facilitadores: Crescencio Orrego crescencio@telar.org , María Patricia Ochoa Valbuena mpochoav@telar.org , Colombia

One Day in the Life

Students describe a day in their life.



A project in which students write descriptions and cross-cultural comparisons of ordinary or special days. This might include stories about typical days, or vacations, birthdays, graduation or other experiences, including celebrations and holidays.

This project is complimented with a digital photo section (A Day in the Life: Photodiaries), in which students share captioned autobiographical photographs on various topics. Students should accompany each digital photograph with a short written explanation of what is depicted in the photograph and its significance.

In addition to ongoing forum activities, there will be at least two "OneDay" events in 2009-2010 - the first on Tuesday, November 10th, and the second in April/May - when students around the world will document parts of this specific day using photography, writing, and other media. It's very easy to participate - ask your students to document their routines on this day - November 10th - such morning chores, breakfast, getting to school (if it falls on a school day), school routines, after-school activities, evening activities at home, etc. Then students will post and discuss their work in the One Day forum. We hope some of your students can join us!

Also in 2009-2010, we will be exploring habitats, as students describe and photograph their homes in commemoration of World Habitat Day.

Ages:	6-18
Dates:	Ongoing
Languages:	All
Forum:	media.learns.org/projects/onedayinthelife
Spanish Forum:	media.learns.org/projects/undia
Website:	http://www.telar.org/portada/portada.php
Contact:	Lali Santos lalisantos@telar.org (Spanish), Viviana Cuello patagon_99@hotmail.com (English), Argentina A Day in the Life: Photodiaries: Chris Baer, USA, cbaer@mvyps.org For Spanish version (Un Día en la Vida) see page 55.

Beirut 19 Project

Students can submit short stories, essays, analysis, critical views, and journalistic pieces ranging between 1,000 to 2,500 words around one of the two following themes: Power and identity in the 21st Century, and Arab culture in a globalized world. The 39 young finalists will be featured on the Beirut39 website www.beirut39.com and will be invited to join the online debates and discussions.

Off-shoot of the Beirut39 event to provide a platform for young writers to share, explore their talents and debate crucial issues.

Ages:	12 -19
Dates:	Ongoing
Languages:	English, Arabic, French
Forum:	media.pearson.com/projects/beirut
Contact:	International Education Association, Lebanon, beirut19@gmail.com

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

Special Place

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

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.pearson.com/projects/specialplaces
Contacts:	Doris Wu wudoris@ms23.hinet.net , Faye Wu yfwu@ms2.hinet.net , Naili Chen, cltreally@yahoo.com.tw Taiwan



Magical Moments Around the World

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

Uniting of youth all over the world sharing their human spirit in a global online book for generations to come.

Ages:	8 and up
Dates:	Ongoing
Languages:	English as main language translated to/from other languages
Forum:	media.pearson.com/projects/magical
Website:	www.magicalmoment.net
Contact:	Gal Kleinman, Israel, contact@magicalmoment.net

The Art Miles

Students create murals painted on canvas to create global harmony.



Students, schools, organizations, after school program participants, design and create murals that will be grommeted and seamed together with murals created by children from all over the world. There are twelve themes involved in the project; The Multicultural/Diversity Mile, The Environmental Mile, and The Indigenous People's Mile, Sports Mile, Women's Mile, Fairy Tale Mile, Hero Mile, Music Mile, Senior Mile, Peace, Unity and Healing Mile, Children's Mile and Muralist Mile. Children should work together to decide on what theme they want to work on. It is important to let them know that this mural will go on tour in museums and their work will be seen in many countries, on websites, on TV, and in the future in publications and magazines. Focus and concentration on the theme is one of the great team building parts of the mural. This project is about the PROCESS, not so much of the art and the number of murals. Therefore, groups should have a lively discussion about what they want to do as a group.

SHOES of Hope. A related interactive initiative that spreads inspiration and provides shoes to shoeless people when we paint NEW donated shoes, insert handwritten personal notes into the shoes and ship them to disarmed child soldiers and people in need.

MUSAIC. Providing youth from diverse regions of the world with the opportunity to use music as the expression of a common vision of peace and unity by bringing music teachers, students, aspiring professional musicians, and celebrity musicians together to collaboratively compose, record, and perform original pieces of music, forming an international virtual and live youth orchestra, inspired and based on an Art Miles Mural of their choice.

International Intercultural Mural Exchange. This project was developed from the Art Miles Mural Project. Two classes from different countries work together for global issues by exchanging knowledges and opinions through the internet (online forum or videoconference) and then the students from both sides create one mural in cooperation on the common theme by drawing half by half.

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	Art Miles, Shoes of Hope, MUSAIC media.learnonline.org/projects/artmiles International Intercultural Mural Exchange media.learnonline.org/projects/iime
Websites:	Art Miles: http://www.artmiles.org MUSAIC: http://www.musiciansworkshop.org/Musaic.html International Intercultural Mural Exchange: http://www.artmile.jp/
Contact:	Art Miles, Shoes of Hope and International Intercultural Mural Exchange: Joanne and Fouad Tawfilis/Art Miles Founders, USA, Jtawfilis@aol.com , Atsuko Shiwaku, Japan, sherry@memenet.or.jp Mali Bickley, Canada, mbickley@mail1.scdsb.on.ca , MUSAIC: Jon and Jane Laskin, email@jonlaskin.com , Scarlet Rivera, eteyre@sbcglobal.net , Karena Mendoza, bigvoice@bigplanet.com , Amy Leigh, amy@stringtheoryschoolofmusic.com , USA

Talking Kites All Over the World

Students make kites to fly as a massive tribute dedicated to advancing cultural and social dialogue, a symbol of bridging the gap and understanding the "other." This will hopefully 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.

Ages:	5-18
Dates:	Ongoing
Language(s):	All
Forum:	media.earn.org/projects/kites
Contact:	Ruty Hotzen eh2y@netvision.net.il , Israel

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



Each student shares his/her uniqueness by creating an elongated self-portrait. Teachers and students get to know about each other as they create their portraits and include symbols about their past, present, and future. The portraits should be displayed side by side to represent how many individuals can come together to create a better world. Work may be done in crayon (push very hard for rich colors), cray-pas (oil pastels) or paints of any kind. Side by Side is a global project and we invite you to send a selection of up to 10 portraits to our international collection which will be displayed at several locations throughout the year. These include Miami, Florida-YouthCan, New York City-YouthCan (hosted at the American Museum of Natural History), and at the Annual iEARN International Conference. Selected works will be displayed in an on-line gallery.

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.earn.org/projects/sidebyside
Website:	http://aces.miamicountryday.org/International Projects/SidebySidepage.htm
Contacts:	Rowena Gerber, USA, gerberr@miamicountryday.org Yvonne Moyer, USA, moyery@miamicountryday.org

Side By Side

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



Beauty of the Beasts

A celebration of nature through the eyes of elementary students worldwide. This is a global project inviting children to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry. Students' work will be compiled into a worldwide exhibit, and displayed at galleries throughout the U.S., the American Museum of Natural History, and the iEARN Annual Conference. Selected works will also be displayed in a global online gallery. All artwork must be the child's original masterpiece...a pure spontaneous view for the child's interpretation of the beauty and uniqueness of these marvelous creatures. All mediums accepted (no 3-D). Size restrictions: 12"x18" maximum. All poetry must be the child's original work. Please include the child's name, age, teacher's name, school address and email address.

Ages:	4 - 15
Dates:	Ongoing
Languages:	All
Forum:	media.earn.org/projects/beautyofthebeasts
Websites:	http://aces.miamicountryday.org/International Projects/Beautypagenew.htm
Contacts:	Rowena Gerber, USA, gerberr@miamicountryday.org Yvonne Moyer, USA, moyery@miamicountryday.org

A traveling international wildlife art and poetry exhibit.



Calligraphy

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

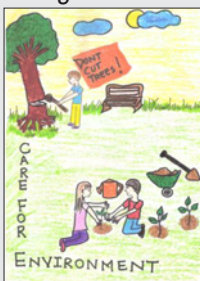


Calligraphy or 'Beautiful Writing' is one of the oldest artistic and literary forms known to people. Calligraphic art has always been part of heritage and culture for civilizations and religions around the world. It has been traditionally used for adorning sacred places for prayer and worship as well 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. Likewise students will get an opportunity to appreciate and comment on calligraphy designed by peers from participating countries.

Ages:	11 - 21
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/learnnow/projects/calligraphy
Website:	http://www.pearsoncmg.com/learnnow/projects/calligraphy.htm
Contact:	Farah S. Kamal, farah@pearsoncmg.com , Muhammad Abdullah, muhammadabdullah768@yahoo.com , Pakistan

Global Art: Images of Caring

A project providing opportunities for students around the world to exchange 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 share's 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:	Ages 5 to 18, with an emphasis on children ages 5 to 12
Dates:	Ongoing
Languages:	All languages, with assistance for translations
Forum:	media.pearsoncmg.com/learnnow/projects/globalart
Website:	http://www.pearsoncmg.com/learnnow/projects/globalart/index.html
Contact:	Alema Nasim, alema@pearsoncmg.com , Sadia Imam sadia_1682@hotmail.com , Pakistan

Positive Minds - Interactive Media Literacy

Teaching media literacy and production as a means of bridging the digital divide and international gap.

Positive Minds teaches children and interested community members to use digital and still image cameras to create community enhancing media projects such as commercials, interviews, and public service announcements that not only give students an outlet for expression but also the skills to document, access, evaluate, analyze, and produce media that expose their community to the world-bridging the digital divide and international gap.

Ages:	All
Dates:	September 2009-September 2010
Languages:	English
Forum:	media.pearsoncmg.com/learnnow/projects/media
Website:	http://www.pearsoncmg.com/learnnow/projects/media/interconnection.org
Contact:	Gia Gaspard Taylor learntrinidadtobago@yahoo.com and Jeannine Cook positiveminds04@gmail.com , Trinidad and Tobago

Students have fun as they see a sheet of paper transformed into a three-dimensional object. It does not take much space, money, or time, only a sheet of paper and instructions on how to fold. Timetable: 1. Prepare material: colorful paper(square); 2. Learn some basic words and actions to fold either in Japanese or English; 3. Practice making origami objects according to an instruction or an instructor; 4. Display and enjoy; 5. Be available to learn and play through internet video conference.

Ages:	8-12
Dates:	Ongoing
Languages:	English and Japanese
Forum:	media.pearsoncmg.com/origami
Website:	http://www.origami-club.com/
Contact:	Misako Kamei, Japan, msaabikmi@ares.eonet.ne.jp

Origami

A global exchange of origami!



Teddy Bear Project

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

Ages:	All
Dates:	Ongoing
Languages:	English, Japanese, Spanish, and other languages where possible
Forum:	media.pearsoncmg.com/projects/teddybear
Website:	http://www2.pearsoncmg.com/fs/1191/index.htm
Contact:	Fumi Ito, Japan, teddybear-japan@pearsoncmg.com

For Spanish version (Ositos de Peluche) see page 57.

An international teddy bear exchange using email and postal mail.



Holiday Card Exchange

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

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/projects/holidays
Contact:	Judy Barr, Australia, judybarr@pearsoncmg.com

Teachers and students exchange holiday cards with other schools.



Harmony for Humanity

Students share music and culture through regular video exchanges.

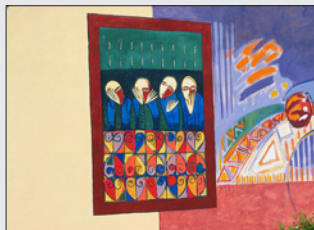


Students around the world share their respective cultures with each other through music. The wonders of modern technology allow the world to be our classroom and provide the means for our students to expand their influence worldwide through Harmony for Humanity. Video creations can be as simple or as complex as the individual classroom decides. Students will participate to the greatest extent possible in writing scripts, filming, video production and editing, and performing. While doing this, students will have the opportunity to learn about their own heritage and traditions as well as those of the other participating schools. This experience will be the greatest education we could help them discover.

Ages:	12-18
Dates:	Ongoing
Languages:	English
Forum:	media.earn.org/projects/h4h
Contact:	Rebecca Ivory, USA, rivory@murrayschools.org

Listen to the Walls Talking

Students explore the world by 'listening' to the graffiti talk and record and share interesting finds.



An open, image-based project and an experiment in online collaboration. The idea behind it is to 'listen' to the graffiti talk around us and to record and share interesting finds. Sketches, squiggles, doodles and other more sophisticated street art are the parts of public spaces which are often walked by unnoticed. Collecting and sharing meaningful graffiti and other messages from our walls, desks, chairs, T-shirts etc. can provide us with a picturesque collection of expressions of wisdom, boredom, enthusiasm, dissatisfaction etc. from different places.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	media.earn.org/projects/wallstalking
Website:	http://wallstalking.org
Contacts:	Sasa Sirk, Slovenia, sasa@rthand.com

Tagging My World

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

Students research, explore, and analyze various artists and styles. They will brainstorm teenage interests, values and issues collecting images that symbolize them. Online discussions involving students from different countries will explore national identities and common interests. They will combine ideas and images creating a mural that will convey meaning and represent aspects of their identity. For example, students research contemporary artists, silhouettes and graffiti art. Using these as starting points the students may create art individually and in groups. The result may be a mural combining personal graffiti with silhouettes depicting teenagers. The artwork will be shared using the web, mail and project event.

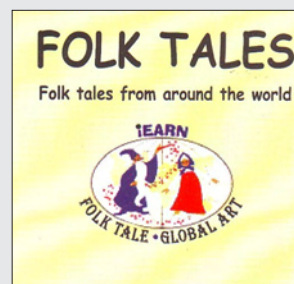
Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	media.earn.org/projects/myworld
Contact:	Stephen MacKinnon, stephen.mackinnon@ucdsb.on.ca ; Mary-Louise Olajos, ml@olajos.com , Canada

Folk tales are a way of learning about life's problems, customs, traditions, and beliefs, and they often share common themes, such as the struggle between good and evil, or wisdom and ignorance. This project looks at the global community and cultural diversity through folk tales. Although children around the world usually know "The Three Little Pigs," and "Sleeping Beauty," they often know little about the folk tales of their own countries, and almost nothing about those of other countries. Students will introduce the folk tales of their own countries to project participants in other countries. They will share these tales through artwork and writing.

Ages:	6 - 16
Dates:	Ongoing
Language:	English
Forum:	media.iearn.org/projects/folktales
Website:	http://www.iearnpk.org/ft/index.html
Contact:	Saleem Ibrahim, Pakistan, saleem@iearnpk.org

Folk Tales

Students study folk tales in their communities and beyond.



Narnia and CS Lewis

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

For 2009-2010, we have a new book to read and work on which is: "The Voyage of the Dawn Trader."

Ages:	5-18
Dates:	Ongoing
Languages:	Italian, English
Forum:	media.iearn.org/projects/narnia or media.iearn.org/projects/italian
Website:	http://www.narnia.it
Contact:	Fortunati Giuseppe, Italy, fgiusepp@libero.it



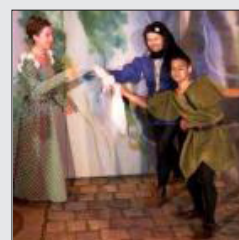
Share in an exchange on Narnia, the fantastic land from the CS Lewis book.

School Theatre International

Find a partner school from another country and prepare performances - for example, Japanese theatre in a Greek school and reverse. Teams are welcomed to submit descriptions of themselves and/or projects (performances) via the online form. Projects will be presented on this website aiming to establish a platform for exchanging experiences, and making links between youth artistic teams as well as a platform for cooperation and finding partners.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/theatre
Website:	http://theatre.m-szkola.net
Contacts:	Halina Bednarz, Poland, mki@m-szkola.net

A project focused on international cooperation between schools and establishing cross-cultural performances.



iQuote

Students share different quotations with others all over the world.

iQUOTE is a team project whose main purpose is to create a platform on which students can share various quotations of well known philosophers. In this way, students can discuss their views and ideas about different quotations.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	media.earn.org/projects/iquote
Contact:	Sadaf Basharat, Pakistan, sadaf.basharat@gmail.com Tamara Galiulina, Russia, tamnat@ngs.ru Mostafa Nejati, Iran, nejati_mostafa@yahoo.com Mohammad Salman, Pakistan, salman@iearnpk.org

Video Introductions to Communities

How are we alike, and how are we different? In this project, students will introduce their communities through videos related to these questions.

Would you welcome the chance to have students watch videos created by young people in the country your class is studying? Teachers and students are invited to create video material introducing their community to the rest of the world and to share them. Video materials will be designed so that students in and out of the project will be able to learn more about the larger world. They will have the opportunity to share with and learn from each other, as well as develop a better understanding of the power of digital media for expanding their horizons.

Ages:	5-18
Dates:	September - November 2009
Languages:	English
Forum:	media.earn.org/projects/videointroductions
Contact:	Rushton Hurley, USA, rh@nextvista.org

Dolls for Computers

Students will learn more about their culture by making dolls and other objects which will be sold over the internet to buy educational materials.

Gathering together under the guidance of Mme. Traoré, students learn the basics needed to create dolls. Each student is allowed the artistic freedom to create any style of doll that they wish and often these dolls mirror the people surrounding them in their daily lives. However, as the students are expected to be involved in all aspects of the project, they learn many important life skills such as: money management and basic accounting, marketing skills, and self confidence. The Dolls for Computers project is in the process of recruiting neighbouring schools to participate and would like to see this to grow as a global project. The dolls are available for distribution and sale around the iEARN network to provide funds for computers in schools in Mali.



Ages:	9 to 14
Dates:	Ongoing
Languages:	French, English and Bambara
Forum:	media.earn.org/projects/etade (apc.earn.etrade)
Contact:	Soukalo Dembele, Mali, souk11@yahoo.com Souleymane Traore, Mali, souleyatraore@yahoo.fr

Food for Thought: Recipe Book

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

Ages: 10 and older
Dates: Ongoing
Languages: All
Forum: media.iearn.org/projects/foods
Contact: Bill Belsey, Canada, mail@coolclass.ca

Students produce a cultural recipe book.



My Name Around the World

Students can explore and work on the following issues – the process of name-giving in their country, region or town; the history of this celebration; who takes part in it and how; and what this process means for students and their parents and grandparents.

Ages: 6-15
Dates: Ongoing
Languages: English, Russian, Georgian
Forum: media.iearn.org/projects/myname
Website: <http://www.zari.org.ge/iearn.htm>
Contact: Pavle Tvaliashvili, Georgia, sigaptv@gmail.com

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



My Hero Project / Mi Héroe

MY HERO is 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 seeks to promote cultural awareness and understanding through global storytelling that honors the heroes in our families, the community and the world. See the website below for tools and lesson plans.

Ages: All
Dates: Ongoing for all web content
Language(s): English/Spanish
Forum: media.iearn.org/projects/myhero
Website: <http://www.myhero.com>
In Spanish: <http://www.miheroe.org>
Contact: Margaret Dean USA, margaret@myheroproject.org,
In Spanish: Claudia Herrera Hudson, USA,
claudia@myheroproject.org

For more about My Hero Learning Circles, see page 54.

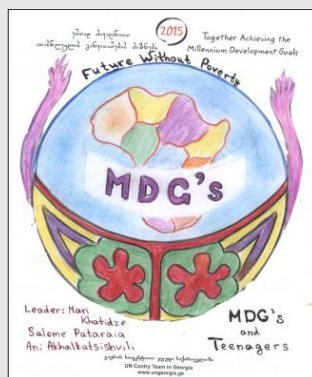
An interdisciplinary, online, interactive website that celebrates the best of humanity through stories, photos, artwork and short films.



Humanities & Social Sciences

MDGs - Only with Your Voice

A project to raise awareness about the Millennium Development Goals, and coordinate actions to achieve them.



Various countries are committed to working together in a global partnership to achieve the Millennium Development Goals.

"It is not in the United Nations that the Millennium Development Goals will be achieved. They have to be achieved in each country by the joint efforts of the Governments and people." (Kofi Annan, former United Nations Secretary-General)

According to what Kofi Annan has said above, people should be involved in achieving these goals, and youth around the world are making an effort to make this possible. A lot of NGOs, movements, and schools are encouraging their youth to understand the importance of this initiative and to be involved in actions that help us to achieve one specific goal or all of them. Awareness has been raised in communities of various economic backgrounds. This project intends to increase that awareness among youth around the world, encouraging them to be involved in activities inside their schools, families and communities.

Ages:	12 - 24
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/mgdswithyourvoice
Contact:	Muhammad Salman, Pakistan, salman@iearnpk.org Mostafa Nejati, Iran, mostafa.nejati@gmail.com Shaimaa Salm, Egypt, shimaasalm@yahoo.com

World We Live In (WWLi)

What are the ways we comprehend and influence the world? How do we interact with each other? How do computer and Internet projects help to make these interactions more effective? What are advantages and difficulties of online collaboration in the world we live in? In this ongoing discussion, we welcome your ideas and thoughts in the form of essays, images and short clips to be shared via the project's mailing list. This year's discussion can help students to get a clearer idea about education forms and tools in the 21st century.

Students reflect on how we construct and manage the world we live in, interact with others, and integrate ourselves into the global society.

Ages: 14-18
 Dates: Ongoing
 Languages: English, Russian
 Forum: media.pearsoncmg.com/wwli
 Website: <http://wwli.iatp.by/>
 Contact: Dmitry Savelau, Belarus, dmitry@us.pearsoncmg.com
 Sofia Savelava, Belarus, yiecnwline@gmail.com



CIVICS: Youth Volunteerism and Service

The forum will serve as a platform for young people to be actively involved in their communities. Groups of students will be guided to work on the Millennium Development Goals, focusing on issues like the environment, eradication of poverty, women's education, education and literacy. They will also be encouraged to respond to these issues through a process of reflection, dialogue and action.

An action-based collaborative project in which young people will have an opportunity to evaluate the social issues in their immediate and extended communities and respond to them through action projects.

Teachers are asked to prepare their classes to be community volunteers, engaging them in community mapping and planning community service projects that focus on the identified themes as part of their classroom curriculum. Students and classrooms may also partner with other social welfare government and non-government organizations for effective implementation of the projects.

Ages: 9 - 21
 Dates: Ongoing
 Languages: English
 Forum: media.pearsoncmg.com/civics
 Website: <http://www.learnpk.org/civics/index.html>
 Contact: Teacher Facilitators: Farah Kamal, farah@learnpk.org
 Naila Saad Khan nsk_76@yahoo.com, Pakistan
 Student Facilitator: Mohammad Abdullah,
Abdullah.mohammad@yahoo.com, Pakistan



Voyage: Volunteer of Youth

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



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

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.pearsoncmg.com/mediaselect/projects/voyageofyouth
Contact:	Hiroshi Ueno, hiroshi.ueno@gmail.com , Doris Wu, wudoris@ms23.hinet.net , Agnes Lin, agnes.shaopeng.lin@gmail.com , Taiwan

Good Deeds

Share on a regular basis a simple good deed(s) you have performed, showing the details and motives behind this act.



It is important to encourage good deeds and human values, and show youth how important good deeds are, even the simplest of them. They should realize that these acts could build a healthy cooperative, peaceful, and merciful society that will embody and empower certain great values such as beauty, courage, sacrifice, and brotherhood. In this project, students can do a lot of cooperative learning activities and then present them online in the form of short stories, essays, free writing, summaries, drawings, and questions. The project aims to encourage personal reflection among students.

Ages:	All
Dates:	Ongoing
Language(s):	Arabic, English (other languages welcomed)
Forum:	media.pearsoncmg.com/mediaselect/projects/gooddeeds
Website:	http://ifayed.net/Links/GDeeds.htm
Contact:	Ismail Fayed, Egypt, ismailfayed@yahoo.com

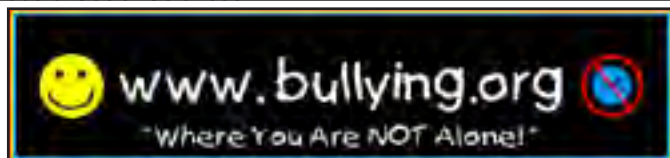
Students Unlimited

We believe that youth can have a positive impact on their communities because they have the ambition and the desire for a happy peaceful world.



A community service project that discusses youth participation and helps them to take action. In a world where so many young people don't have the chance to participate positively in solving the problems of their societies, where many children suffer and don't find anybody to help them, where the environment is destroyed every day, we need more efforts to make a positive difference. Because many dangerous phenomena threaten our societies and countries and the lack of awareness is widespread, we need to encourage students to act positively in their societies.

Ages:	12-18
Dates:	Ongoing
Language(s):	English
Forum:	media.pearsoncmg.com/mediaselect/projects/studentsunlimited
Contact:	Elgohary Helal Elgohary, gohary61@yahoo.com , Ahmed Gamal Saad, Ajs_eg@yahoo.com , Mohammed Hamza m_hamza_m@yahoo.com, Egypt



The Bullying Project

Bullying.org: "Where You Are NOT Alone!" is a collaborative international project that addresses the issue of bullying within a safe, positive and supportive community.

www.bullying.org is a multiple award-winning, non-profit Internet project that was created to help people around the world deal with the issue of bullying within a safe, positive and supportive international community. Participants in this project can learn that they are NOT alone in being bullied, that being bullied is NOT their fault and that they CAN do something positive about it. People can contribute their personal stories, poems, images, oral stories (audio files), music, animations and movies. In order to protect contributors privacy and security, no last names of young people, or personal contact information is published or shared with anyone else.

Ages: All
Dates: Ongoing
Languages: All
Forum: media.pearsoncmg.com/api/v1/9780130652478/media_extra/project_bullying/ProjectBullying.pdf
Website: <http://www.bullying.org>
Contact: Bill Belsey, Canada, mail@coolclass.ca

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

Ages: 11-19
 Dates: September to November, 2009 January to April 2010
 Languages: English
 Forum: media.learns.org/projects/futurecitizen/
 Contact: Freda Goodman, goodmanf@fultonschools.org,
 and Joel Kadish, USA kadishj@fultonschools.org

Participants research the history of their town or area and post their findings in an on-line forum. Students practice research skills (interviews, letters, diaries and books) and gain an understanding of the significance of local history to their present lives. Cross-cultural comparisons are made from the international postings. A publication & website may be produced.

Ages: 11-19
Dates: Ongoing
Languages: English
Forum: media.learnonline.org/projects/localhistory
Contact: Shukufe Najafova, Azerbaijan,
shukufa1961@yahoo.com and Rimma Zhukova,
Russia, rimma_zhuk@yahoo.com, and Scott Parker,
USA. parkers3@ruralnet.net

Future Citizens

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

Local History

Students research and share the history of their own town or area, and learn from the findings of the peers in other parts of the world.

Helping Youth Say "NO" to Gun Violence

A project designed to educate the populace on the danger of gun violence.



A project designed to educate the populace, especially young people, on the danger of gun violence and to help youth say 'no' to gun violence. Students and teachers will be organizing Student Dialogue Forums (SDFs) in secondary schools and a visitation awareness raising program in communities. These activities will serve towards the campaign against gun violence in Sierra Leone and around the planet.

Ages:	10-18
Dates:	Ongoing
Languages:	English
Forums:	media.pearl.org/projects/dialogue
Contact:	Ibrahim S. Kamara, Sierra Leone, bramdo4hiphop@gmail.com ,

Empowering Children

Participants will engage in a range of activities to develop skills and confidence to succeed their future professional lives.

The Empowering Children Project is giving a chance to young people who cannot afford the cost of learning, especially media technology in Sierra Leone. Sierra Leone is an extremely poor country that has suffered from a brutal and senseless ten year civil war, marked by depression, merciless destruction and the use of children as child soldiers. Thousands of children with bright talents were abused and a great number of them are still displaced. A lot of young children with creative skills are determined to put the past behind them and actively work towards a brighter future. However, these children have to find a way to acquire education conforming to standards of decency and professional skills, before coming into contact with employment, which is highly intimidating. This project aims to impart to them the skills they will need to be successful.

Ages:	up to 18
Dates:	Ongoing
Languages:	English
Forum:	media.pearl.org/projects/learn-empower
Contact:	Ibrahim A. Kamara, almamy4peace@yahoo.com Alpha Kamara, alphaidriskamara@yahoo.com , Sierra Leone

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, they will research what they can do for the youth in their community to effectively help each other 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:	Ongoing
Languages:	English, Russian
Forum:	media.pearl.org/projects/mycity
Contact:	Olga Prokhorenko, Russia, olgap1129@mail.ru

Natural Disaster Youth Summit 2010

NDYS was organized in Hyogo in May 2004 and started from September 2004, commemorating the 10th anniversary of the great Hanshin Awaji Earthquake, Japan. Natural disasters occur anywhere and anytime on this planet. We learned the importance of human lives and preparedness for disasters through NDYS 2005 to 2009. You have various information to reduce the impact of the same kind of disaster, share your information with the world. It will take many years to build a disaster-resilient society. Start your continuous efforts from now until you grow up, then transfer your efforts to your next generation. With more communication, lives can be saved. Our ultimate goal is to enhance awareness of natural disasters among families, schools and local communities around the world and build a safer place to live in for everyone on this planet. To achieve this goal, we have planned two programs.

1) Global Disaster Safety Map. Participating students are encouraged to create a Disaster Safety Map of their school's surrounding areas. Safety maps made by schools all over the world can be shared through video-conferencing and forums. Once they are connected, we'll have a global disaster safety map that brings the whole world together.

2) NDYS Teddy Bears with Kid's Safety Bag. As a subsidiary program, the NDYS Teddy Bears (NDYS Little Ambassadors) with Kid's Safety Bag will be exchanged between partner schools to strengthen friendly bonds.

Discussion on 'What youth can do to prevent the next disasters.' Theme: Disaster Reduction and Climate Change. Through this program, we expect students to grow as NDYS Ambassadors who share their information on disaster management and tell people the importance of preparedness for the next risk.

As the final event, we will get together in Turkey, and hold the International Conference 'Natural Disaster Youth Summit 2010'.

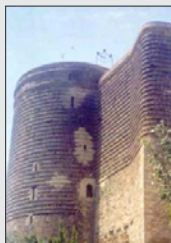
A project in which children learn how to cope with natural disasters such as earthquakes, volcanic eruptions, wildfires, floods, hurricanes, landslides, tsunamis, droughts through communication and collaboration with global friends. This year's theme: Disaster Reduction and Climate Change



Ages:	All
Dates:	Ongoing. Natural Disaster Youth Summit 2010 will be held August 23-27th
Language(s):	Mainly English and Japanese. Other languages will be used as supporting languages.
Website:	http://ndys.earn.jp/ (Main, Japan), http://www.naturaldisasterslearn.org/ (Trinidad and Tobago)
Forum:	media.earn.org/projects/ndys
Contact:	Kazuko Okamoto, kazuko@dd.ij4u.or.jp , Yoshie Naya, yoshie.naya@gmail.com , Japan Additional international coordinators: Nimet Atabek, Turkey, atabeknimet@gmail.com Doris Wu, Taiwan, doris21.wu@msa.hinet.net Abe Ferguson, afef10@hotmail.com and Gia Gaspard Taylor, learntrinidadtobago@yahoo.com , Trinidad and Tobago Mariam Mokhtari, Iran, mariam_mokhtari@yahoo.com

UNESCO World Heritage Sites

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

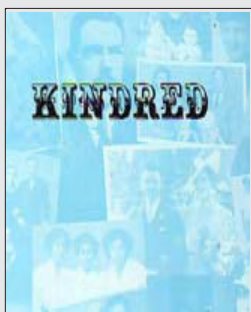


Students explore the heritage of their country and any UNESCO heritage place that exists in it, its history, the tales about this place, its meaning in their country's history, and the history of the world. Photos and drawings can be sent to the project's media album. Students are encouraged to ask each 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
Forum:	media.learnonline.org/projects/heritage
Contact:	Inga Paitchadze, Georgia, ngo.siga@gmail.com Ruty Hotzen, Israel, eh2y42@gmail.com

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 members 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 on the family. Through participation in the exchanges, students gain a greater understanding of themselves as a member of their local community and learn about life in other countries through the events that shape the lives of other contributors.

Ages:	All
Dates:	Ongoing
Language:	English
Forum:	media.learnonline.org/projects/kindred
Contact:	Judy Barr, Australia, judybarr@learnonline.org.au

Bridge of Generations

A project connecting first and third generations to share life experiences and technology skills.



The first generation's role is to introduce and teach the third generation computer and Internet skills, while the third generation shares their life experiences thus preparing together a chapter of the grandparents' lives using computer skills. Such collaboration between the youth and the elderly will contribute to eliminating the stereotypes which each has formed of the other. The youth will have the chance to get to know the elderly individually rather than as a group of older generation, and the elderly will have the chance to learn about and appreciate the youth's ability to contribute and teach them new technology skills.

Ages:	11 - 16
Dates:	Ongoing
Language:	English, Arabic
Forum:	media.learnonline.org/projects/learn-generations
Website:	http://www.markazedu.net/Default.aspx?tabid=93
Contact:	Manal Fitiani, mfitiani@gmail.com Waseem Al Risheq, waseemtct@hotmail.com , East Jerusalem

My Identity, Your Identity

Students are encouraged to explore and research the elements that form their identities. These elements include the traditions and the famous landmarks which are part of their cultures and identities. Students talk about the traditional celebrations they have and how they celebrate them, what kind of clothes they wear, what kind of food they cook on those special days, and what kind of music they listen to. We want to help the students to realize the importance of their traditions and the monuments in their country.

Ages: All
 Dates: Ongoing
 Languages: English
 Forum: media.pearsoncmg.com/identity
 Contact: Said Belgra, Morocco, belgra.said@hotmail.com
 Asmaa El Beriki, Oman, islam4all3@hotmail.com
 Huri Cinar, Turkey, huri_cinar@yahoo.co.uk
 Nicole Boujaber, USA, nboujaber@hotmail.com
 Budi Sitiwati, Indonesia, sioefang1964@yahoo.co.id

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



Give Us Wings to Fly

Students and teachers in Palestine would like to exchange stories of how they spend their vacation in Palestine and to share this experience with students around the world. In addition, they would like to know how others spend their summer vacation, and encourage students to discuss their way of living. We want to show the world positive images of Palestine and give a good impression of our land.

Ages: 6-20
 Dates: Ongoing
 Languages: English
 Forum: media.pearsoncmg.com/palestine
 Contact: Shadi Abu Latifeh, Palestine, shadi_50@yahoo.com

An exchange of how students spend their vacations.

Portrait of the World: Picture it!

There are various subjects covered by this project, including history (ancient world, medieval times, museums); world culture (international festivals, food over the world, international performances); Europe (travelling in Europe); science (astronomy and biology); art (artistic visions of nature, civilization and people, including art photos, collages, etc).

Ages: 12 - 20
 Dates: Ongoing
 Language: English
 Website: <http://webnews.textalk.com/pl/article.php?id=201828>
 Contact: Halina Bednarz and iEARN Poland, mki@m-szkola.net

A project based on photos and other multimedia.

My School, Your School

Students compare school life in different countries around the world.



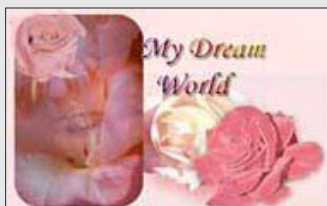
We are looking for partners around the world who would like to join us in a project to compare school life in different countries. The project aims to make students aware of the strengths and weaknesses of their own educational system and show them different ways of improving it and building a sense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

Ages: All
 Dates: Ongoing
 Languages: English, and Spanish
 Forum: media.pearsoncmg.com/learn/learn/projects/myschoolyourschool
 Website: <http://myschoolyourschoolproject.blogspot.com>
 Contact: Silvana Carnicero, silvanacar01@yahoo.com.ar
 Mariela Sirica, marielasirica@yahoo.co.uk; Argentina

For Spanish version (Mi Escuela, Tu Escuela), see page 57.

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: All
 Dates: Ongoing
 Language: English and Farsi
 Forum: media.pearsoncmg.com/learn/learn/projects/dreamworld
 Website: <http://learn.saf.ir/dreamworld>
 Contact: Minoo Shamsnia, Iran, shamsnia@gmail.com

Feeding Minds, Fighting Hunger

A project that develops global awareness about food insecurity.



Participants learn about global problems, and do community service related to these issues. It is a forum that embodies hearts and souls. The participants come from many countries and they share projects, lesson plans and caring.

Ages: 5 and up
 Dates: Ongoing
 Language: English (related curricula available in Arabic, Chinese, French, Italian, Portuguese, Russian, Spanish, and Kiswahili)
 Forum: media.pearsoncmg.com/learn/learn/projects/feedingmindsfightinghunger
 Website: www.feedingminds.org/
 Contact: Lynn Rosen, USA, rgrandmalynn@netscape.com
 Mostafa Nejati, Iran, mostafanejati@gmail.com
 Anthony Gioko, Kenya, gioko@agakhanacademy.mombasa
 Sumaiya Hasan, Pakistan, sumayia.aquarian@yahoo.com

Music Around the World

Join in discussions of music from around the world, including discussion of different instruments and styles of music. Peace through Music will be the theme for all topics. Among the activities, participants can choose a song that they know well and remix the song. Afterwards, they can discuss the strengths or weaknesses of the song they chose, the story behind the song, the intentions of the composer for writing the song, and whether the composer is also the singer. Or if he/she is not, how well did the singer convey the thoughts of the composer. After this, they can compare their remixed song with the original work, and answer the same questions. Participants in the project are also invited to suggest their own themes and activities in the forum.

Ages: 5 - 18
 Dates: Ongoing
 Languages: English
 Forum: media.earn.org/projects/music
 Contact: Joy Lo Bamijoko, USA, Jinlob@aol.com
 Wivi Rosaria, Indonesia, rhosharyo@yahoo.co.id

A space for students to share information about music they enjoy and to carry out various music-related activities.

This project is an exchange of writing, drawing and pictures about population, culture, geography, agriculture, industry, economy, and environment. We would like to collect information about countries participating in this project, and to have students analyze their comprehension of what their countries mean to them by choosing characteristics of their own countries that they value most, and sharing essays on these topics with their counterparts in other countries.

Ages: 12 - 18
 Dates: Ongoing
 Languages: All, with focus on English and French
 Forum: media.earn.org/projects/mycountry
 Contact: Salimata Sene, Senegal, sallsenma@yahoo.fr
 Andrew Polevik, Belarus, p_and@tut.by

My Country

An occasion to know more about participating countries in iEARN.



Get to Know Others

Students study their own culture, traditions and ways of life, making comparisons between their culture and others to find similarities and differences. They may also write reports and/or paint drawings 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
 Forum: media.earn.org/projects/gettoknowothers
 Contact: Ahmed Abd-Elsattar, abdsattar1@gmail.com,
 Gamal Kasem, gmlkasem@yahoo.com, Egypt

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



Folk Costumes Around the Globe

Exchange pictures and descriptions of folk costumes in your country.



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

Ages:	10 -19
Dates:	Ongoing
Languages:	All
Forum:	media.learm.org/projects/folkcostumes
Website:	learn.dej.ro/projects/FolkCostumesAroundTheGlobe
Contact:	Teacher: Cornelia Platon, nelly@lapd.cj.edu.ro , Student: Marius Marcu, marius_leo91@yahoo.com , Romania

Mystery Shoebox

A project in which students create mystery boxes to send to a partner class.

Participants send clues about their country to another country. The first step will be researching with your class and learning about your own country. The second step will be gathering the important things that you want to send to your partner country, such as flags, postcards, and student-created memorabilia. After the receiving students get the box they have to guess what country it came from. As part of the project, you will be teaching another country about your country and are learning about your own country as well.

Ages:	5 -19
Dates:	September 2009-May 2010
Languages:	English
Contact:	Nancy Greenall, NGreenall@sd43.bc.ca Lynn Rosen, rgrandmalynn@netscape.com , USA

Heart to Heart

A project that promotes friendship around the world.



A global project in which students share their feelings and participate in different themes monthly. Each month, a new theme is posted and students respond, post pictures and write about that theme.

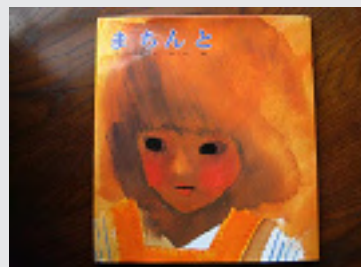
Ages:	5 and up
Dates:	Ongoing
Languages:	English
Forum:	media.learm.org/projects/hearttoheart
Contact:	Lynn Rosen, USA, rgrandmalynn@netscape.com Tamara Gaulina, Russia, tamnat@ngu.ru

Machinto - "Do You Hear a Little Bird Crying?"

Based on a picture book called "Machinto." Participants research what kind of wars have taken place after Hiroshima/Nagasaki, and learn about "little birds" -- war-affected children still crying somewhere in the world. They learn about what war brings us, and what we can do for this crying bird. They will make creative picture books about peace and friendship to send to those little birds in the world.

Ages:	All
Dates:	Ongoing
Languages:	English, Japanese
Website:	http://www.machinto.org
Forum:	media.iearn.org/projects/machinto
Contact:	Yoko Takagi, Japan, yoko@iearn.jp , Mali Bickley, Canada, mali@iearn-canada.org , Jim Carleton, Canada, jim@iearn-canada.org

Using the Japanese fictional character Machinto, participants look at consequences of war and conflict.

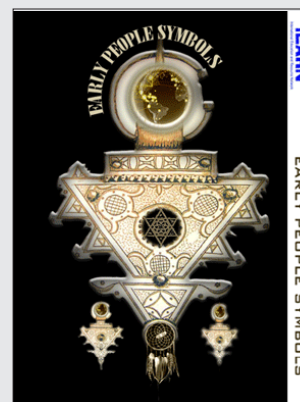


Early People's Symbols

This inclusive project is for all students and we encourage schools with students who have disabilities and handicaps to participate to work in small collaborative groups to research cultural symbols by using the Internet, local historical records, cultural books from the library, art books, and artifacts such as rugs, walls, ceilings, or floor drawings, pictographs in their communities and to briefly tell the story related to the symbol using journals, PowerPoint Presentations, videos or digital photos of the artifact, and create a drawing of the symbol.

Ages:	5-18
Dates:	Ongoing
Languages:	English, Arabic, French
Forum:	media.iearn.org/projects/iearn-symbols
Contact:	Abdelaziz Rhazzali, rhazzali@gmail.com , Morocco, Barry Kramer, bskramer48@hotmail.com , Chris Hockert, chockert@comcast.net , Christine Kolstoe, ckolstoe@yahoo.com , USA, Nawaraj Baskota, nawaraj60@gmail.com , Nepal

Exploring early people's symbols and their cultural history.



BEST Project: Building Economies Strong Together

Students create fundraising markets in the school - creating virtual businesses, working in groups and working together online through use of a moodle online course and a wiki webspace. Pupils communicate with each other through the iEARN forum and project wiki <http://bestproject.pbwiki.com>. They find a sponsor who will invest in their company, they produce recycling goods or art work or innovative products, they create a business plan, a name, a logo, a slogan for their company. This project can be done in your own school, publishing the results on the shared website. Or, you can expand on the project by finding an international partner, with the help of the project moderator.

Ages:	14-18
Dates:	Ongoing
Language(s):	English
Forum:	media.iearn.org/projects/economics
Website:	http://www.vreemdetaal.nl/moodle/course/view.php?id=153
Contact:	Marleen Spierings, Netherlands, marleenspierings@hotmail.com

Partner schools organize fundraising events to promote their virtual companies.

Debunk Stereotypes

Students collect information about the stereotypes of their countries and debunk them.



Students collect information about the cultural stereotypes of their countries. They can interview students from other countries, surf the Internet, and discuss with their friends. After that, they start to verify the accuracy of those stereotypes and then defend them. They may do a small-scale research to verify the information they have collected. At the end, they set up a blog where they include all the evidence in the form of essays, images, and short clips that support their defense.

Ages:	12-19
Dates:	Ongoing
Languages:	English, Arabic
Forum:	media.pearson.com/projects/learn-stereotypes
Contact:	Saeed Al Abdulsalam, Oman, saeed-r-s@hotmail.com

First Peoples' Project

Enabling indigenous students to explore and share their culture.



The First Peoples' Project allows indigenous students to explore their own culture and create art and writing about their own culture to share. Schools can establish links with other indigenous students in an exchange of art and/or writing.

Ages:	5-18
Dates:	Ongoing
Languages:	All
Forum:	media.pearson.com/projects/learn-fp
Website:	http://www.pearson.com.au/fp
Contact:	Virginia King, Australia, virginia@pearson.com.au

Friends Book - Let's Go...Together!

Participants draw and exchange pictures of themselves and their life, discuss their drawings, and create one Friends Book.

Every day young people with various disabilities face problems overcoming their closed community and becoming open to new contacts, communication with others and common living in society, especially internationally. Friends Book offers a great possibility to find new friends among various youth groups. Using telecommunications, we propose that participating individuals will draw images of themselves, their homes and their dreams according to the tasks given by coordinators, and then exchange and discuss them to find new friends. From the images, we will compose a Friends Book of participants and make both hard and virtual copies of each book with contacts and pictures instead of photos. By drawing themselves we believe both young people with disabilities and without them from all over the world will make a step towards each other and help each other to overcome various barriers appearing in their lives and communities.

Ages:	10 and up
Dates:	Ongoing
Languages:	English, Russian, Belarussian
Forum:	media.pearson.com/projects/friends
Contact:	Liudmila Trebunskikh, Belarus, mlatrebunski@yahoo.com

Science, Technology, and Math

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

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

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	media.pearsoncmg.com/igc/projects/youthcan
Website:	http://www.youthcanworld.org/
Contact:	Jay Holmes, USA, jholmes@igc.org

YouthCaN

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



Planetary Notions

A publication in which students from around the world can express their feelings on environmental issues.

Planetary Notions (PN) is an environmental project that gives students an opportunity to publish articles in an annual magazine so that they can share their views about the world's environmental health and how better to protect it. In addition to articles, Planetary Notions facilitates discussion about these issues through an online forum. The forum gathers articles, poems and pictures on environmental subjects and promotes discussion of environmental issues. The publication will include summaries of some of the major discussions from the year.

Ages:	All
Dates:	Ongoing
Language:	English, others are welcome
Contact:	Salim Al-Busaidi, Oman, fadventure-15@hotmail.com

Water Habitats

Each participating group of students identifies a local water habitat for ongoing longitudinal study.



Participants collect observations and data from their local water habitat, including: 1. water: pH, temperature, and quality; 2. habitat: plants, wildlife, and human presence; 3. water resource use; 4. environmental issues and actions.

Ages:	5-18
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/interconnection/projects/waterhabitat
Contact:	Katherine Law, USA, kdlaw@seattleschools

Sandwatch

Sandwatch seeks to change the lifestyle and habits of youth and adults on a community-wide basis, and to develop awareness of the fragile nature of the marine and coastal environment and the need to use it wisely.

Sandwatch provides the framework for school students, with the help of their teachers and local communities, to work together to critically evaluate the problems and conflicts facing their beach environments and to develop sustainable approaches to address these issues. With a strong field monitoring component, Sandwatch tries to 'make science live', yet remains inter-disciplinary with applications ranging from biology to woodwork and from poetry to mathematics. Sandwatch covers topics such as observation and recording, erosion and accretion, beach composition, human activities, beach debris, water quality, waves, longshore currents, plants and animals. The activities are related to sustainable development issues including: beach ownership; mining beaches for construction material; conflict resolution between different beach users; preparing for global warming, sea level rise, hurricanes and tsunamis; pollution; and conservation of endangered species.

Ages:	All
Dates:	Data collected once per month -- begins Sept 2009
Languages:	English, but welcome students speaking Spanish, Dutch, French and other languages
Forum:	media.pearsoncmg.com/projects/sandwatch
Website:	http://www.pearsoncmg.com/interconnection
Contact:	Yema Jaikaran yems69@hotmail.com and Andy Paul acpaul2@hotmail.com , Trinidad and Tobago

Energy for You and Me

A project about alternative energy sources in which students describe their vision of the future of energy - especially how to provide/generate enough energy for all the people in the world. It is a cross-curricular project, combining English as a foreign language (language of the project) and natural sciences, including electrical engineering, power and energy, and physics. The aim of the project is for students to think about the future and alternative energy sources, to get to know them, and of course to exchange their ideas and knowledge with their peers around the world. For example, during physics classes, students could build a solar oven, visit a solar power plant or a windmill, etc.

Ages:	15-22
Dates:	Ongoing
Languages:	English
Forum:	media.pearl.org/projects/energy
Contact:	Lidija Babic, Slovenia, babic.lidija@gmail.com

A project on alternative energy sources, problems related to energy and ecology, and the future of energy – especially how to provide enough clean energy for all of us.

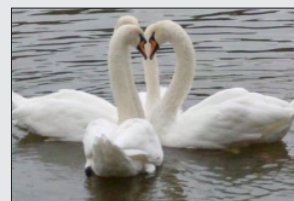


Together with Birds

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 are offered.

Ages:	All
Dates:	Ongoing
Language:	English, Russian, Belarussian
Forum:	media.pearl.org/projects/birds
Contact:	Svetlana Yakubovskaya, Belarus, svetlexa@gmail.com

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



Daffodils and Tulips

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:	Ongoing
Languages:	English
Forum:	media.pearl.org/projects/daffodilsandtulips
Website:	www.elementaryworkshop.org/Students/Daffodils/Daffodilprojectindex.html
Contact:	Ruty Hotzen, Israel eh2y@netvision.net.il Amy Dwyer, USA ewmstech@elementaryworkshop.org

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



One World, One Environment

Participants engage in local sustainability issues by considering the “whole life” of products and services, and comparing their results with others around the world.

We only have One World. How are we looking after it? What impact will global warming have on your community? What can we do to protect the earth from further damage? Maybe your community is already working together to improve things, or maybe you would like to start a project that could make a real difference. We would like to hear from young people all around the world. Share your ideas in words and pictures or send us your radio plays, interviews etc for inclusion on the One World radio station. Thanks to WAG funding we have been able to develop a resource pack of stimulus material that engages young people in exploring how their lifestyle impacts the global community. This pack is freely available on the iEARN UK website.

Ages:	11-21
Dates:	Ongoing
Languages:	English
Forum:	media.earn.org/projects/oneworld
Website:	www.earnuk.com/oneworld/
Contact:	Mary Gowers, Wales, mary@earnuk.com

Our Footprints, Our Future (OF2)

An online carbon footprint calculator tool for environmental projects.

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

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	of2.earn.org/
Contact:	of2@us.earn.org

1,2 Buckle My Shoe

Explore and discover fascinating mathematical concepts in an exciting and interesting way.



Preschool-aged children need to be involved with concrete materials and hands-on activities in order to build pre-math skills. They need to think in concrete rather than abstract terms. Acquiring the “feel” of numbers and other mathematical concepts is a slow but steady process for most children. Children develop mathematical skills and discover mathematical relationships as they play with many different kinds of materials.

Ages:	3-10
Dates:	Ongoing
Languages:	English
Website:	http://twinmath.wikispaces.com http://moodlepp5.webhost.pl/moodle/
Contact:	Ewa Kurzak, Poland, ewa.kurzak@wp.pl Miriam Shembri, Malta, miriam.shembri@gmail.com

Eradication of Malaria

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

Malaria is one of the oldest and most frequently occurring infectious diseases in humans, killing more than 2.7 million people a year, most of them children and pregnant women in Sub-Saharan Africa. Half a billion people are infected by malaria annually. Though most do survive, many still suffer years later from anemia and development disorders caused by severe malaria infection. It is disheartening to see the rate at which malaria ends the lives of young ones, mostly due to ignorance. This project is motivated by preventable deaths of students whom I know. The painful truth is that the same ignorance persists, despite advances made in finding a cure. This project will bring young people together to research, analyze, and discuss the issues, as well as seek solutions.

Ages:	5-18
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/learn/mediacommunity/projects/malaria
Website:	http://botswana.malaria-eradication.org
Contact:	Tommie Hamaluba, Botswana, tommiehamaluba@yahoo.com Bill Meyers, USA, bmeyers@dawsonschool.org

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

Ages:	All
Dates:	Ongoing
Forum:	media.pearsoncmg.com/learn/mediacommunity/projects/solarcooking
Languages:	All + English, Spanish, or French translations when possible.
Website:	http://www.miamicountryday.org/podium/default.aspx?t=11796
Contact:	Rowena Gerber, USA, gerberr@miamicountryday.org , Yvonne Moyer, USA, Moyery@miamicountryday.org

Solar Cooking

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



Power of One: Protecting Our Planet

Students create individual family plans for protecting our earth after researching steps taken by other countries to preserve our planet.

Students know that protecting our planet for future generations is important, but they often don't know how they can individually make a difference or even what they can do. In this project, students will learn what school-aged children in other parts of the world are doing to protect our earth. They will take this and other research and create individual family plans that they will implement with their families. Through monitoring their progress and updating their plans at regular intervals, students will begin to realize that through the "Power of One," they can make a big difference in preserving our planet.

Ages:	10-18
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/learn/mediacommunity/projects/green
Contact:	Terese Tye, USA, tyet@mcsch.org

Connecting Math to Our Lives

Students explore the uses of math in their community and in promoting social equity.



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

Ages:	All including parent and community groups
Dates:	Ongoing
Languages:	All
Forum:	media.pearsoncmg.com/learn/learn/learn/math
Website:	http://www.orillas.org/math
Contact:	Kristin Brown, USA; krbrown@igc.org , Enid Figueroa, PR; efigueroa@orillas.org , Mariela Williams, Argentina, marielaw@telar.org , Laura Doguel, Argentina, lauradoguel@fibertel.com.ar To reach all the facilitators: orillas-math@igc.org

The Connecting Math to Our Lives Project and Mathematics Virtual Learning Circle may coordinate joint activities throughout the year.

Mathematics Virtual Learning Circle

A website about mathematics where students and teachers can learn and interact with each other.



This project is an interactive and educational website about Mathematics. There is a place where students learn how to collaborate with each other and create new methods in learning. Teachers can use the lesson planning, and both printable and dynamic worksheet. There is a forum where all users can discuss with each other and solve many problems by themselves. The mathematics problems related to daily life are the main part of this site.

Ages:	12 to 18
Dates:	Ongoing
Language:	English, Farsi
Forum:	media.pearsoncmg.com/learn/learn/learn/math
Website:	http://math.schoolnet.ir
Contacts:	Maryam Behnoudi, Iran, maryam.behnoudi@gmail.com

Young Women in ICT

A project to investigate the reasons behind the low participation of women in ICT related work.

The Young Women In ICT project is aimed at increasing the number of young women participating in ICT and pursuing (or opting to pursue) ICT related professions. In Uganda it is being piloted in 8 pilot schools (80% of which are girls schools and the 20% being mixed schools). Each participating country is free to develop criteria based on the scenario in their country.

Ages:	15-25
Dates:	Ongoing
Languages:	English
Forum:	media.pearsoncmg.com/learn/learn/learn/womeninict
Contact:	Kakinda Daniel, dkakinda@yahoo.com Namatovu Carol, cnamatovu@gmail.com Namazzi Vivienne, Vivista2k@yahoo.co.uk , Uganda

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 two weeks before the beginning of each of the sessions. See www.earn.org/circles/ for more information, and teacher resources developed by Margaret Riel, the creator of Learning Circles and Barry Kramer, the Learning Circles coordinator.

Schedule for 2009-2010

September to January Session: Begins September 30, 2009 and ends on January 11, 2010 (15 weeks with a 1-week break in December). Placement forms are due on September 15, 2009.

January to May Session: Begins January 30, 2010 and ends on May 24, 2010 (15 weeks with a one-week break in April). Placement forms are due January 15, 2010.

- Each Learning Circle is composed of an assigned group of 6-8 classes which work together during an entire session. At the beginning of each session, a new cluster is formed. This means that during each session, everyone – teachers and students – is team-teaching and team-learning with peers from new locations. About 4-7 countries are represented in each Circle.
- 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://www.earn.org/circles/lcgide/>) 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 something to each of the projects proposed by the other classes. Everyone is involved in making all Learning Circles projects successful.
- Learning Circles interaction is structured into six phases and each Circle culminates in the creation of a collaborative publication. Each classroom team is responsible for editing and publishing their project for the group publication.
- Classes are given assignments in advance of each session around common themes and similar grade levels. To sign up for a Learning Circles, please fill out the placement form on the Web at <http://www.earn.org/circles/> or write to Barry Kramer at bskramer48@hotmail.com or learningcircles@us.earn.org.
- The four main themes for Learning Circles are: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero. The My Hero writing theme is a collaboration between Learning Circles and the My Hero Project (www.myhero.com). Wendy Jewell will be facilitating and leading the My Hero Learning Circles. See the following pages for details.
- For the 2010 January to May session Learning Circles will be sponsoring a special Circle based on the "Catch the Dream" of the 17th Annual iEARN Conference in Barrie, Ontario, Canada.

Learning Circles



Learning Circle Structure

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 students 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.earn.org/circles/lcguide/mw/mw.html to learn more about Mind Works in the Mind Works Teacher's Guide.

Computer Chronicles

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

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, compare weather patterns, or conduct map studies. See www.earn.org/circles/lcguide/pp/pp.html for the Places and Perspectives Teacher's Guide.

My Hero Learning Circles

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

Teacher-Sponsored Themes

In addition to the above four themes for the 2009-2010 sessions, Computer Chronicles, Places and Perspectives, Mind Works, and My Hero, teachers are invited to sponsor and facilitate a special Learning Circle. If you have a project idea or suggestion contact Barry Kramer bskramer48@hotmail.com to develop a plan to advertise and elicit support for your project.

The Global Teenager Project (GTP), offers thematic Learning Circles to Elementary, Secondary and Vocational schools, including Special Needs Education. Founded in 1998, GTP offers collaborative global learning to over 10.000 students in 34 countries, in the following six languages: English, French, Spanish, German, Dutch and Arabic. GTP Learning Circles are offered twice a year, including themes based on the Millennium Development Goals.

Using Margret Riel's well known Learning Circle concept, GTP provides a structured, well guided and facilitated learning process to engage students and teachers in a 10 week learning adventure. For schools taking their first steps in collaborative online learning, information and communication technologies, GTP provides an excellent kick-start in using ICTs in a meaningful way; For more experienced classes, it provides the opportunity to apply advanced inquiry-based collaborative learning skills.

GTP, initiated and co-funded by IICD, provides all students with a safe and structured environment in which they discuss global issues. It also gives them a strong basis in information and communication skills and valuable insights into understanding other cultures. Finally, it livens up the whole teaching process as teachers incorporate new ideas and methods into their classes.

This academic year five 'inclusive Learning Circles' in which 40 regular and special needs schools from Suriname, Curacao and The Netherlands participate, are scheduled to start in February 2010. These Wiki based Learning Circles enable Special Needs Education students to become a part of a broad learning community.

For more information see: www.globalteenager.org

Registration takes place via the GTP country coordinators (see website).

If your country is not listed please contact the GTP Project Coordinators Eliane Metri (Lebanon) – eliane@globalteenager.org and Bob Hofman (The Netherlands) – bob@globalteenager.org.

Global Teenager Project (GTP)

"Today's learners are tomorrow's leaders"



Languages in iEARN.

iEARN is active in over 130 countries, with projects happening in over 27 languages. Most iEARN projects are multilingual, often with English serving as a medium for international collaboration. Projects in this section are being conducted in languages other than English. For more on various language communities and resources available, see www.earn.org/globe/globe_language_gateway.html. For additional projects, see individual iEARN country websites at www.earn.org/globe/. At the time of printing, country websites included the following:

Argentina, <http://www.telar.org/>
Armenia, <http://www.earn.childlib.am>
Australia, <http://www.earn.org.au/>
Azerbaijan <http://www.earn.az>
Belarus, <http://www.earn4u.com>
Canada, <http://www.iEARN-canada.org/>
Czech Republic, <http://vok.gymck.cz/%7Eiearn/>
Egypt, <http://www.earnegypt.org/>
Finland, <http://www.osteri.net/earn.html>
Georgia, <http://www.sfsa.org.ge/earn/>
India, <http://www.earn-india.org/>
Indonesia, <http://www.earnindonesia.org/>
Iran, <http://iearn.saf.ir/>
Israel, <http://www.geocities.com/iearnil/>
Italy, <http://www.narnia.it/>
Japan, <http://www.earn.jp/>
Lebanon, <http://iearn-lebanon.wetpaint.com/>
Lithuania, <http://www.earn.ten.lt>
Macedonia, <http://www.imor.org.mk/>
Mexico, <http://informaticaeducativa.com/earn/>
Mali, <http://www.mkj-earnmali.org/spip.php?rubrique36>
Mongolia, <http://www.owc.org.mn/earn/>
Morocco, <http://www.mearn.org/>
Namibia, <http://www.schoolnet.na>
Nepal, <http://www.earn.org.np/>
New Zealand, <http://www.lytton-high.school.nz/home/lulu/iEARN/>
Netherlands, <http://www.earn.nl/>
Palestine, <http://www.earn.org/palestine/>
Pakistan, <http://www.earnpk.org/>
Poland, <http://www.sni.edu.pl/>
Puerto Rico/Orillas, <http://www.orillas.org>
Romania, http://www.earn.dej.ro/en_index.html
Russia, <http://iearn-russia.org>
Sierra Leone, <http://www.earnsierraleone.org/>
Slovenia, <http://info.edus.si/earn/>
Spain, <http://www.pangea.org/earn/>
Sri Lanka, <http://www.earnsrilanka.org/>
Syria, <http://www.earnsyria.org/>
Taiwan, <http://taiwaniearn.org/>
Thailand, http://arts.kmutt.ac.th/earn/home_en.htm
Uganda, <http://www.schoolnetuganda.sc.ug>
Trinidad and Tobago, <http://www.earntandt.interconnection.org/>
United Kingdom, <http://www.earn.org.uk/>
Ukraine, <http://www.kar.net/~iearn/>
United States of America, <http://us.earn.org>

OTHER:

iEARN International, www.earn.org
iEARN-Asia: <http://asia.earn.jp>
iEARN-Europe: <http://www.earn-europe.org>

Spanish Projects:

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

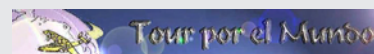
Juegos y Juguetes. La idea del proyecto es rescatar el juego en sus diferentes formas y expresiones e intercambiar juegos y juguetes tradicionales y regionales, propios de cada cultura, orientados a desarrollar valores básicos: tolerancia, respeto, amistad entre docentes y alumnos de las escuelas participantes. Edades: 5 a 8 años. Fechas: continuo Idioma: español Foro: apc.iearn.esp-juegosyjuguetes Facilitadora: Patricia Morales. patrielimorales@yahoo.com.ar

El Por Que De Los Impuestos. En este proyecto los alumnos tratarán de responder algunas preguntas a fin de poder comprender el funcionamiento del sistema tributario de su país, y en especial del impuesto de mayor recaudación, en el caso de Argentina el I.V.A. (impuesto al valor agregado). Edades: a partir de los 15 años. Fecha: marzo a noviembre. Idioma: español. Foro: apc.iearn.esp-impuestos. Facilitadoras: Susana Rossio grossio@telar.org



Cabecitas en Accion por la Paz. A través de este proyecto se pretende trabajar junto a los alumnos de nivel inicial en el acuerdo democrático y en el inicio de la construcción de las normas de convivencia necesarias para la vida en sociedad. Edades: 3 a 6 años. Fechas: mayo a noviembre. Idioma: español. Foro: Cabecitas en Acción por la Paz. Facilitadora: Romina Cresta crestaromina@yahoo.com.ar

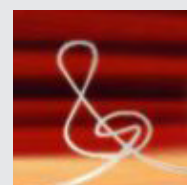
Tour por el Mundo. Proyecto colaborativo interdisciplinario que busca fomentar el turismo en el país en el que vivimos y favorecer el conocimiento y el intercambio de información. Su eje central es la investigación de los centros turísticos que tiene el país en el que vivimos para luego darlos a conocer, al mismo tiempo que aprendemos de los sitios maravillosos de nuestros países hermanos. Edades: 10 a 17 años. Fecha: marzo a noviembre. Idioma: español. Foro: apc.telar.tourmundo. Facilitadora: Prof. Cristina Velásquez cristinav@telar.org



Alcanza tu cumbre: Este es un proyecto colaborativo interdisciplinario, de intercambio cultural entre escuelas, colegio y liceos de Latinoamérica y el mundo. Ha sido programado para alumnos de 7° a 12° grados y pretende ayudar a los jóvenes a pensar y soñar, a fin de lograr que los mismos se fijen una meta de Servicio Comunitario así como una meta personal, que les permita demostrar su adaptabilidad a cualquier situación. Edades: 12 a 18 años. Fechas: marzo a noviembre. Idioma: español e inglés. Sitio web: <http://www.iearn.org/projects/dreamproject/> Foro: apc.telar.tucumbre Facilitadora: Rosi Rivarola. rosir@telar.org



En Clave de fe. La música se ha convertido en un vínculo entre las generaciones y los pueblos. Ella nos ayudará, durante el desarrollo de este proyecto, a conocer aspectos culturales propios de cada región de nuestro país a través de la audición, la práctica musical y la danza, y a reforzar los vínculos culturales y afectivos con nuestros compañeros de esta aventura "musical". Edades: 9 a 12 años Fechas: continuo Idioma: español Foro: apc.iearn.esp-enclavedefe Cristina Velásquez cristinav@telar.org



Es Peligroso un Libro? El proyecto apunta a lograr jóvenes lectores autónomos y críticos generadores de nuevos lectores. Los jóvenes aprenderán la importancia de la lectura para la adquisición de una cultura general. Se parte del estudio del libro Fahrenheit 451 de Ray Bradbury. Edades: 14-17 años Fechas: continuo Idioma: español. Foro: apc.iearn.esp-libro Facilitadora: Noemí Medina noemism@argentina.com



	<p>Nuevos Pulmones Para el Mundo. Este proyecto se basa en la lucha contra la contaminación ambiental específicamente del aire, que provoca problemas de salud que dificultan y a veces impiden la vida de algunos niños. Edades: 5 a19 Fechas: continuo Idioma: español Foro: apc.telar.ambiente Facilitadora: Arturo Vergalet arturo_vergalet@yahoo.com.ar</p>
	<p>Mi Lugar/My Homeland. El lugar donde uno vive está signado por una serie hechos históricos, artísticos, culturales, etc. que lo hacen único e irrepetible. Difundirlo hacia otros tiene tanta trascendencia como el interés que uno puede demostrar por aprender la realidad de otros lugares. Conocer y reconocer lo diferente permitirá a cada uno buscar la identidad y encontrar los parecidos, para de esta manera generar un clima de conocimiento y respeto entre las distintas costumbres y culturas identificadas por su lugar en el proyecto. Edades: 5 a 19. Fecha: marzo a noviembre.Foro: apc.telar.lugar Contactos: Marcelo Durán milugar@telar.org</p>
	<p>¡¡Problema a la Vista!! En este proyecto colaborativo pretendemos que los alumnos aprendan a recortar situaciones problemáticas que afecten en la actualidad a su comunidad y ofrecer alternativas de solución a problemas y conflictos que afectan a otras, integrando los contenidos de las áreas curriculares que transitan. Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: apc.iearn.esp-problemaalavista Facilitadora: Claudia Gómez claugomez@telar.org, gorrion13@hotmail.com</p>
	<p>Ensayos “Las Leyes de Vida.” Las “Leyes de vida” son las reglas, los ideales y los principios que las personas eligen para vivir. El Proyecto de Ensayos "Las Leyes de Vida" invita a los jóvenes a expresar, en sus propias palabras, lo que valoran más en sus vidas. Los participantes escribirán ensayos que pueden: describir las reglas, los ideales y los principios que rigen sus vidas; explicar las fuentes de sus leyes de vida (libros, experiencia de vida, religión, cultura, modelos de personas, etc.) Edades: 9 a 21 años. Fecha: continuo. Idioma: español Foro: apc.telar.leyesdelavida. Facilitadores: Crescencio Orrego crescencio@telar.org María Patricia Ochoa Valbuena mpochoav@telar.org</p>
	<p>“El agua nuestra de cada día.” El objetivo de este proyecto es formar conciencia en niños, jóvenes y adultos acerca de la necesidad de cuidar y preservar ese importante recurso natural que es el agua, conocer su composición, la importancia de ella en nuestras vidas y en todo lo que nos rodea para producir una reflexión sobre las posibles alteraciones en el ciclo del agua y por ende en el ecosistema de la comunidad debido a la acción humana. Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: apc.iearn.esp-agua Facilitadora: Alicia Fernández lynchesc@telsur.cl, alifep@hotmail.com</p>
	<p>Un Día En La Vida. Les invitamos a compartir en este foro descripciones y comparaciones de diferentes culturas, no sólo de días comunes y corrientes sino también de acontecimientos y eventos especiales para ustedes y sus familias. Estos trabajos pueden incluir relatos de vacaciones, celebraciones o días de entretenimiento, ocasiones memorables como un cumpleaños, graduación o el día que nacieron, u otras experiencias que perduren en su memoria y en sus vidas. Edades: 6 a 18 años. Fechas: marzo a noviembre. Idioma: español e inglés. Foro en español: apc.iearn.undiaenlavida Foro en inglés: apc.iearn.oneday Facilitadoras: En español: Lali Santos lalisantos@telar.org En inglés: Marta García Lorea martagl@arnet.com.ar</p>

Rescatando la Dignidad Humana. Lo que se pretende en primera instancia es despertar conciencia individual para poder luego establecer acciones sociales adecuadamente encauzadas, apuntando a la participación de los alumnos en temas que atañen a los derechos de los adolescentes en su ámbito local, así como el intercambio telemático entre estudiantes y docentes, el cual favorece el conocimiento de otras realidades a la vez que se reconoce y revaloriza lo propio. Fechas: abril a octubre. Idioma: español Foro: apc.iearn.esp-derechos Facilitadoras: Silvia Enriquez sbenriquez@hotmail.com Cristina López cristinalopez@fibertel.com.ar



Creando Mi Propia Empresa. En este proyecto se trabaja en la creación de una empresa virtual o real de acuerdo con las posibilidades de la escuela y de los estudiantes. Se comparten experiencias con personas de otros países, pudiendo comparar y aprender sobre mercadeo en otras partes del mundo, su moneda, la parte legal de cada país, las formas de comercialización, entre otras, todo esto a través de Internet. Edades: 15 a 19 años. Fechas: febrero a noviembre. Idioma español. Foro: apc.telar.miempresa. Facilitadora: María Patricia Ochoa Valbuena mpochoav@telar.org

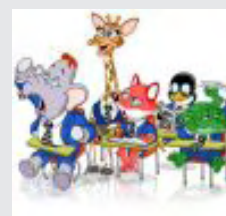


Mis Mascotas Y Yo. La idea de este proyecto es comunicar el vínculo establecido con los animales y la importancia en nuestras vidas desde edad temprana. Dado que los animales en general son un fuerte atractivo durante la infancia, muchos nenes tienen mascotas en sus hogares. Al cuidarlos, protegerlos y observarlos, ellos pueden ser el instrumento que le permita al niño la exploración y exteriorización de sentimientos. Edades: 3 años en adelante Fecha: marzo a noviembre. Idioma: español Foro: apc.iearn.esp-mismascotas. Facilitadora: Ani Sobrino asobrino@telar.org.



Motivación Cero. Los adolescentes en desigualdad de condiciones buscan mejorar la "motivación cero" que poseen para el estudio y buscan una salida digna a su problemática. Los alumnos investigan entre los componentes del grupo y su entorno el motivo de desinterés hacia el estudio, exponen los resultados a los demás jóvenes del mundo a fin de comprender la problemática y poder aportar elementos a su solución. Edades: 13 a 19 años Fechas: permanente. Idioma/s: español. Foro: apc.iearn.motivacioncero. Facilitadores: Darío Martín dariomartin21@yahoo.com.ar. Lucrecia Santiago lucesantiago@yahoo.com.ar y Gabriela Spadoni gmsrosario@yahoo.com.ar

Te Cuento Un Cuento. En este proyecto se propone lograr la producción de cuentos creados por los chicos, armarlos en PowerPoint y realizar el intercambio entre escuelas, pudiendo usarlos como recreación y con la variable de presentar solamente las imágenes y que hagan su propia versión del cuento. Edades: 3 años en adelante Fecha: marzo a noviembre. Foro: apc.iearn.esp-tecuentouncuento Contacto: Ani Sobrino anisobrino@telar.org

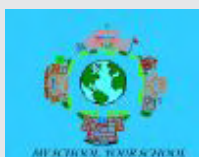


Telar Va A La Escuela. El proyecto consiste en el recorrido físico y virtual que realizará una caja muy especial (la Caja Telar, uniendo escuelas) durante el año escolar. La misma visitará una escuela de cada una de las provincias argentinas e irá modificando su contenido a lo largo de su recorrido. En el plazo de una semana el grupo participante (docentes y alumnos) deberá llevar a cabo una serie de actividades que complementarán el intercambio virtual que se realizará a lo largo del ciclo lectivo. Edades: 9 a 12 años. Fechas: marzo a noviembre - Inscripción limitada. Idioma: español. Foro: Telar Escuela (apc.telar.escuela) Contacto: Cristina Velásquez. cristinav@telar.org.





Ositos De Peluche. En este proyecto se hermanan clases que intercambian ositos de peluche, u otro juguete suave, por correo postal. Luego el osito envía a su lugar de origen un diario por correo electrónico, por lo menos una vez a la semana, en el que describe sus aventuras, los lugares a los que ha ido, las cosas que ha hecho y visto. Este proyecto apunta a motivar la escritura brindando a los niños un destinatario real. Ellos escriben su mensaje como si fueran el osito visitante. Edades: todas. Fechas: marzo a noviembre. Idiomas: español. Foro: apc.iearn.ositos. Facilitadora en español: María Ridaó mariaridaó@telar.org



Mi Escuela, Tu Escuela. El proyecto se propone que los alumnos busquen información sobre la vida escolar en distintos lugares y la intercambien con alumnos de otras escuelas para luego comparar sus realidades y así intentar mejorarlas. Idiomas: español e inglés Fechas: continuo Foro: apc.iearn.esp-educacion Facilitadora: Silvana Carnicero silvanacar01@yahoo.com.ar



La Familia. A través de este proyecto se propone el conocimiento de las particularidades de la familia en diferentes lugares, y en los diferentes momentos o situaciones en las que se encuentra para promover una reflexión y revalorización de la familia como pilar de la sociedad. Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: apc.iearn.esp-familia Facilitadora: Sandra Pérez sandraperez@telar.org

Connectando la Matematica a Nuestras Vidas. Los estudiantes de este proyecto tendrán la oportunidad de unirse a estudiantes en otras partes del mundo para examinar sus propias vidas y comunidades y difundir temas relacionados con la justicia social y la igualdad desde una "perspectiva matemática". Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: apc.iearn.matematicas Facilitadora: Mariela Williams marielaw@telar.org

Llegaron los Abuelos. Es un proyecto de investigación que propone el trabajo colaborativo entre estudiantes y adultos mayores para recuperar la memoria histórica sobre la evolución tecnológica del lugar que habitan (pueblo, ciudad) tomando determinados ejes temáticos y a partir del uso de diversas aplicaciones de multimedia. Edades: desde los 8 años. Fechas: marzo a diciembre. Idioma: español. Foro: apc.iearn.esp-abuelos Facilitadoras: Prof. Claudia I. Gómez claugomez@telar.org gorrion13@hotmail.com Prof. Stella Maris Santos laalisantos@telar.org

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. Las actividades principales del proyecto son : el "Círculo de aprendizaje internacional" y el proyecto "Comprendiendo la diversidad". Edades: 6 a 18 años. Fechas: marzo a mayo- septiembre a diciembre Idioma: inglés, francés, alemán, español. Web: www.globalteenager.org Lucrecia Santiago lucesantiago@telar.org

The World of the Books. A project that allows teachers to create activities adapted to the students' needs. Ages: 10 to 16 years old. Coordinator: Sabina Redondo sredondo@uoc.edu. Website: <http://www.lacenet.org/monllibres>. In Catalan and Spanish

Sàlix and the 5 Senses. Sàlix is the character who introduces each of the five senses. The participating schools will receive five boxes. Each box has a story and a drawing for every sense. The proposed activities are adapted to the curriculum. Ages: 3 to 5 years old. Email: sentiits@lacenet.org. Website: <http://www.lacenet.org>

A Walk through Bages Region. Sàlix is an ancient inhabitant of the Bages county. He's helped by the students to discover the county. The students communicate with Sàlix and he raises some questions to them. Ages: 8 to 9 years old. E-mail pages@lacenet.org. Website <http://www.lacenet.org>.

Bitantart (Virtual Trip to Antarctica). A Virtual trip to discover the impact of our ordinary actions on the global environment, paying special attention to their effects on Antarctica. Ages: 11 +. Schedule: October 1 -- April 30. Each team chooses the duration of its participation. Facilitators: Pep Gasol, Gemma Vicente, Joan Closas, Toni Casserras/ (Equip Lacenet) antartida@lacenet.org. <http://www.lacenet.org/edu365/antartida>. In Spanish and Catalan

Public Art. Students take pictures of artworks which are in public spaces and then share them with their friends from over all Europe. Students from 10 years. 1st February-30th April 2008. Facilitators: Carmina Pinya, Jaume Illa E-mail: iearn@pangea.org Languages: English and any other European language. Website: <http://www.iearn.cat/pubart/>

La Tetra i en Bric. A project to foster respectful attitudes towards the natural environment and to make the students aware about the importance to reduce, to recycle and to reuse the solid waste. Ages: 12-16. Timetable: January to May. Website: <http://xtec.cat/crp-sabadell/tetrabric>. Language: Catalan

Un Vol pel Vallès. Riding a magic dragon the students living in the county of Vallès, explore it and share their discoveries with the other students involved in the project. Ages: 8-9 years old. Timetable: 1st January to 30th April 2008. Facilitator: Carmina Pinya. E-mail: crp-sabadell@xtec.cat. Website: <http://www.xtec.cat/crp-sabadell/vol%20valles/index.htm>. In Catalan.

YoungCast Project: A project collaboration between iEARN-Spain and iEARN-UK. Groups of 4 centers (2 Catalans and 2 English) work together. Each group prepares a report about a subject that interests their members. All the production is made in audio. Ages: 12-16 years old. Languages: Spanish and English. Timetable: January - May. Web: <http://bloc.iearn.cat/youngcast>

Atlas de la Diversidad (ATLAS): Es un iniciativa de Red TELAR y iEARN-Pangea, donde se invita a los jóvenes a describir "su lugar" en el mundo, documentando los distintos aspectos de su escuela y de su ciudad, con sus costumbres e idiosincrasia. Edades: 6 - 17. Septiembre 2008 – Marzo 2009. Idioma/s: Español, Portugués y Catalán. Darío Pinus dario@telar.org.

Spanish and Catalan

Spanish and English

Spanish and Portuguese

Slovenian	<p>Collecting Rubbish with Smetko: Since we know that each person produces around 160 kilos of garbage per year, pupils discuss how they can do to reduce this problem. They will learn through gathering and recycling different kinds of rubbish by themselves. Ages: 6-15 years old. Language: Slovenian. Facilitator: Suzana Gersak suzana@mirk.si. Web: http://www.o-fp.kr.edus.si/projekti/Smetko</p> <p>Reading with Muri the Cat: Kids like tales and stories. Beside encouragement they also need a friend to discuss. This is why we link together two classes from different schools. Every class makes or buys a cat and names it Muri, which is a hero in Slovenian children's literature. After reading the book, each pupil is asked to describe through Muri's eyes his/hers feelings about the story and to draw illustrations. All outcomes are gathered in Muri's diary and at the end of the project, sent to the partner school. Ages: 6-8 years old. Language: Slovenian. Facilitator: Suzana Gersak suzana@mirk.si. Web: http://www.o-fp.kr.edus.si/muri/index.asp</p>
Arabic and English	<p>Care Before It Gets Destroyed. Students research historical places in their country and raise awareness about this heritage through trips, and the distribution of brochures. Facilitators: Faiza Abdallah faiza2606@yahoo.com, Naseer hazam al_hzm@hotmail.com, Hamood saeed adeeb_20052006@yahoo.com. Student Facilitators: Salem Al-Kaff, Soalkaff2006@yahoo.com, Mohammed Omer, Dr.sasuke@hotmail.com (Yemen). Languages: Arabic, English. Related Links: www.4-team.net</p> <p>The World Around You In A Picture. Students write comments about pictures that describe their ideas and their points of view. All pictures and comments are collected and categorized and a presentation is created of all photos. Facilitator(s): Faiza Abdallah faiza2606@yahoo.com, Aeman saeed amshhh7388@yahoo.com, Areah Abadoh areha_areha@yahoo.com. Student Facilitators: Mohammed Najeeb Moohaa7333@gamil.com, Amged Ehab, A7q@w.cn. (Yemen). Languages: English, Arabic, and Any.</p> <p>Planting My Clean School. Students clean and plant gardens in their schools, taking responsibility for their school and its cleanliness and beauty. Facilitator(s): Sameeha Al-makaty, sameeharose@yahoo.com, Amal Alhebshi, amalhabshi2000@yahoo.com. Student Facilitators: Mirfat Aidaros, MerfaT aidaroos@yahoo.com, Abeer Sael, wafa_saher78@yahoo.com. (Yemen). Languages: English, Arabic, All.</p> <p>Your Country Mini Tourist Guide. Students create tourist guides about their country and share it with global peers to learn about their countries. Facilitator(s): Mukhtar Alshuja'a, mokhtarhamoud@gmail.com, Abdulkareem Alhawsali, kreem1000@yahoo.com, Eglal Guraima, ejlal777@yahoo.com. Student Facilitators: Hanan Abu Hadi, Noor Alhuda Alqa'ai, Amira Alrubua'l, Nusaiba Althulaia. (Yemen). Languages: Arabic, English.</p> <p>Telecommunication History. Students take photos/videos about telecommunication progress in their country and create exhibitions about this telecommunications history. Facilitator(s): Ghaida Yaseen, Hajar Alhajoori, Eglal Guraima, ejlal777@yahoo.com. Student Facilitators: Basma Aldafai, Fatima Hameed Aldeen, Mariam Alshami, Naseem Alsana'ani, Rana Qashasha, Salwa Aljarafi, Hanan Zabara. (Yemen). Languages: Arabic, English.</p> <p>Developing Students' Drawing Talents. Students create drawings to be exhibited in their school. This day can be international so that exhibitions take place at the same time in different countries. Facilitator(s): Thekra Alsabahi, t.alsabahi@yahoo.com, Hana Alawli. Student Facilitators: Intisar Alswaidi, Sumaia Alswaidi, Ibtisam Almanhuri, Altaf Alswaidi, Arzaq Sonbol. Country: Yemen. Languages: English, Arabic, All. Final Products: A movie and photos for the exhibitions to be posted and shared in the forum.</p>

**Excerpt from the
CONSTITUTION OF THE
INTERNATIONAL EDUCATION AND RESOURCE NETWORK**

Signed at the
MEETING OF THE iEARN MANAGEMENT TEAM
Puerto Madryn, Argentina, July 12, 1994

PREAMBLE

The vision and purpose of the International Education and Resource Network is to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people.

**CHAPTER I
GOALS AND PRINCIPLES
Article I**

The Goals of the International Education and Resource Network (iEARN or the Organization) are:

1. To develop friendly relations among youth of all nations based on respect for the principle of equal rights and self-determination of peoples;
2. To encourage youth from all countries to learn and work co-operatively and collaboratively using telecommunications and other technology, to strengthen universal peace, to identify and take active part in resolving global problems facing the world;
3. To promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, culture, or religion;
4. To facilitate identification and sharing the different but complementary experiences of educational, academic and other national organizations with enduring educational infrastructures, and traditions throughout the world;
5. To share high-quality educational and other resources available in individual Member-centers;
6. To provide a global infrastructure for a conceptual and action-based educational network that is open to all;
7. To share/transfer telecommunications technology, teaching methods and other resources with youth organizations, schools or individuals wishing to achieve the iEARN purpose and goals;
8. To assist in establishing training and support programs in each global Center;
9. To expand the network of financially and operationally sustainable iEARN Centers throughout the globe;
10. To work with umbrella organizations, academic bodies, universities, non-government organizations, and governments to establish a global community of concerned organizations and citizens with the express purpose of supporting the youth of the world in developing and implementing educational and humanitarian projects, especially projects of change and healing for the health and welfare of the planet;
11. To develop and maintain high-quality educational innovation;
12. To raise funds through local and global funding agreements to support these programs and goals.

Project Index

A

Arabic Language Projects from Yemen 59
Art Miles 23

B

Beauty of the Beasts 24
Beirut19 22
BEST Project: Building Economies Strong Together 42
Bridge of Generations 37
Bullying Project 34

C

Calligraphy 25
Catalan Language Projects 58
CIVICS 32
Computer Chronicles (A Learning Circle Theme) 51
Connecting Math to Our Lives 49

D

Daffodils and Tulips 46
Debunk Stereotypes 43
Dolls for Computers 29

E

Early Peoples Symbols 42
Electronic School Magazine 20
Empowering Children 35
Energy for You and Me 46
Eradication of Malaria 48

F

Feeding Minds, Fighting Hunger 39
First Peoples Project 43
Folk Costumes Around the Globe 41
Folk Tales Project 28
Food for Thought: Recipe Book 30
Friends Book - Let's Go...Together 43
Future Citizens 34
Future Teachers 18

G

Get to Know Others 40
Give Us Wings to Fly 38
Global Art: Images of Caring 25
Global Teenager Project 53
Good Deeds 33

H

Harmony for Humanity 27
Heart to Heart 41
Helping Youth Say "NO" to Gun Violence 35
Holiday Card Exchange 26

I

International Intercultural Mural Exchange 23
iQUOTE 29

K

Kindred - Family Histories 37

L

Laws of Life: Virtues Essay Project 21
Learning Circles 50-51
Listen to the Walls Talking 27
Local History 34

M

Machinto - "Do You Hear a Little Bird Crying?" 42
Magical Moments Around the World 22
Mathematics Virtual Learning Circle 49
MDGs, Only with Your Voice 31
Mind Works (A Learning Circle Theme) 51
MUSAIC 23
Music Around the World 40
My City and Me 35
My Country 40
My Dream World 39
My Hero 30 and My Hero (A Learning Circle Theme) 54
My Identity, Your Identity 38
My Name Around the World 30
My School, Your School 39
Mystery Shoebox 41

N

Narnia and CS Lewis Project 28
Natural Disaster Youth Summit 2010 36

O

One, Two (1,2) Buckle My Shoe 47
One Day in the Life/Un Día en la Vida 21 & 55
One World, One Environment 47
Our Footprints, Our Future (OF2) 47
Origami 26

P

PEARL Project 20
Places and Perspectives (A Learning Circle Theme) 51
Planetary Notions 45
Portrait of the World: Picture It! 38
Positive Minds - Interactive Media Literacy 25
Power of One: Protecting Our Planet 48

S

Sandwatch 45
School Theatre International 28

S

Side By Side 24
Slovenian Language Projects 59
Solar Cooking Project 48
Spanish Language Projects 54-58
Special Place 22
Students Unlimited 33

T

Tagging My World 27
Talking Kites all Over the World 24
Teddy Bear Project 26
Together with Birds 46

U

UNESCO World Heritage Sites 37

V

A Vision 19
Video Introductions to Communities 29
Voyage: Volunteer of Youth Project 33

W

Water Habitat Project 45
World We Live In (WWLi) 32
Write On Project 20

Y

Young Women in ICT 49
YouthCaN (Youth Communicating and Networking) 44

WWW.IEARN.ORG



Editor: Lucas Koziol
Design: Dmitry Savelau