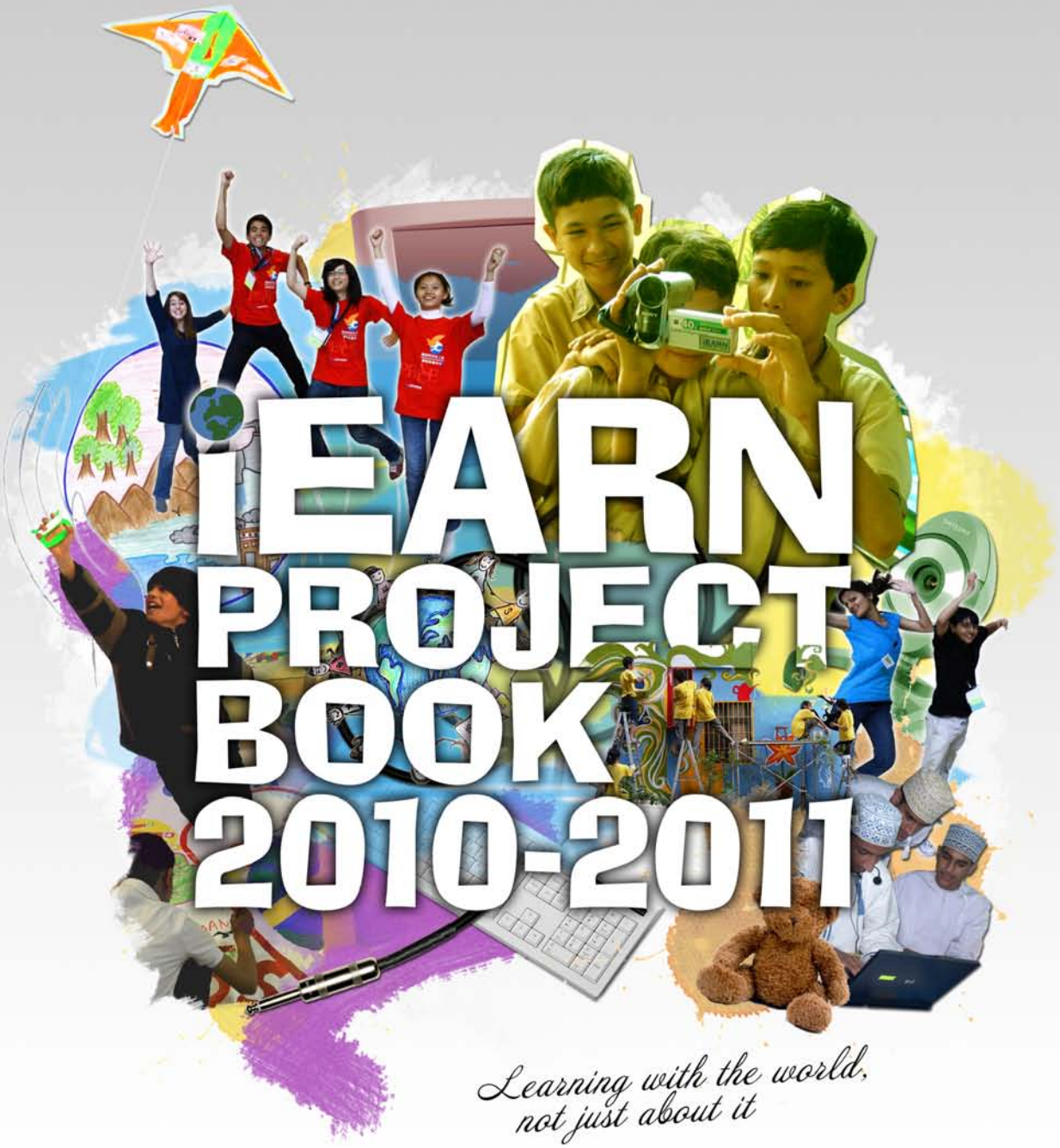

iEARN PROJECT BOOK 2010-2011

Learning with the world, not just about it

International Education and Resource Network

What is iEARN? (International Education and Resource Network)

iEARN is a non-profit network that supports over 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 www.iearn.org/countries/country-coordinators for a listing of iEARN coordinators, representatives, and contact people who can discuss iEARN involvement in your country or region.

- Through Professional Development

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

Spread the word about iEARN!

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

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September to January Session (2010: Session 2): Begins September 30, 2010 and ends on January 12, 2011 (15 weeks with a 1-week break in December). Learning Circle Placement forms are due September 15, 2010
January to May Session (2010: Session 1): Begins January 30, 2011 and ends on May 22, 2011 (15 weeks with a 1-week break in Spring). Learning Circle Placement forms are due on January 15, 2011.

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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 begin throughout the year, while some projects end. This book is an effort to list projects active at the time of printing in September 2010. For the most accurate and up-to-date listing of iEARN projects throughout the year, see media.iearn.org/projects.

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/events.

From July 17-23, 2011, iEARN-Taiwan will be hosting the 18th Annual iEARN International Conference and 15th Annual Youth Summit. The gathering will be held in the city of Kaohsiung, and the theme will be "Green Tech, Green Life, Great Era." This event, open to all, 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), Morocco (2009), and Canada (2010).

iEARN Annual 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.

See **www.iearn2011.org** for updates about the July 2011 Conference in Taiwan.

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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 2010. Up-to-date contact information can also be found at www.iearn.org/countries/country-coordinators.

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

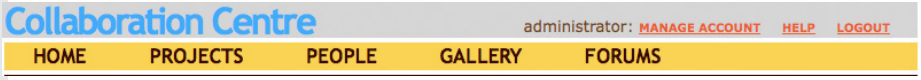
iEARN International Executive Council: The Executive Council (EC) consists of three persons from three different iEARN Centers , who are elected for a term of two years. In order to ensure prompt and effective action by iEARN, its Members confer on the Executive Council primary responsibility for the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

iEARN International Executive Council:
Toni Casserras, Spain; Enid Figueroa, Puerto Rico; Gary Lewis, Australia: ec@iearn.org

Youth Representative to the Assembly: Hsin-Chieh Huang, Taiwan, youth@iearn.org

Logging in: To enter the iEARN Collaboration Centre, go to media.iearn.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 media.iearn.org/forgot_passwd.

There are 4 primary areas of the iEARN Collaboration Centre. (media.iearn.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.iearn.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.iearn.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.iearn.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.iearn.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.iearn.org.
Configure your news reader to point to the news server: foro.iearn.org. Select the forums in the "iearn" folder.
Option 3: Via email. Write to subscribe@us.iearn.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. It is important to establish relationships among teachers to facilitate the difficult task of collaborating online on projects across diverse educational systems, time zones and school schedules, and cultural and linguistic differences.

For an online overview of getting started in iEARN, see iearn.org/professional-development/prof_connections.html

1. Welcome Phase

Participants are invited to introduce themselves and greet new members on our forums for connecting people. Two good places to start are the 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 foro.iearn.org).

LANGUAGE RESOURCES:

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

2. Learn About Projects and Find Partners

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

- **News Flashes**

Every two weeks an e-newsletter called "iEARN in Action" is sent to all iEARN participants via email. It describes new projects and people looking for collaborators, gives updates on active projects, and is a place to make general announcements. Contact newsflash@us.iearn.org to be added to the newsflash distribution list. For past issues, see www.iearn.org/news/iearn-action-e-newsletter

- **Annual Project Description Book**

The book that you're currently reading (English and translated versions) is available for downloading by iEARN members at www.iearn.org/2010-2011-iearn-project-book. Up-to-date project descriptions can be found at media.iearn.org/projects.

- **People Search.** At media.iearn.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.iearn.org/projects, educators and youth can search for projects by various categories, including keyword, subject area, languages, and age level.

3. Become Involved in a Project

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

1) Choose a project that fits your curriculum. It's best to do this by reading the project descriptions at media.iearn.org/projects, and the messages in the project's forum. The Teachers' Forum (foro.iearn.org/iearnforums/teachers) can also keep you informed of what's happening in the network.

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

3) Once you've made contact with the project facilitator(s) and confirmed that the project is a good fit for your students, introduce the project to them. Talk about what iEARN is and prepare them for online collaboration. Introduce your students to the forums and have them read other students' writing already posted from that particular project.

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

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

A good project structure to start with in iEARN is Learning Circles. Learning Circles are highly interactive, project-based partnerships among a small number of classes located throughout the world. Each session is 14 weeks long. Participants 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. 48 or www.iearn.org/circles for more details.

4. Creating a New Project

Once you have made contacts in iEARN and are familiar with how the projects are conducted on the forums, these are the suggested steps for developing your own project. [Again, please note that many experienced, successful iEARN educators continue working for years in iEARN projects without facilitating a new project of their own. Creating a project is not a necessary step in iEARN - their is great value in active and ongoing participation in projects, and this itself is considered a form of leadership in iEARN.]

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 foro.iearn.org/iearnforums/teachers or 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 regular e-newsletter, "iEARN in Action." (see previous issues at www.iearn.org/news/iearn-action-e-newsletter)

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

Elluminate VClasses available for iEARN project work

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

Suggestions for Successful Project Participation

• **Create a global classroom/school environment.** Projects come to life through maps and a basic understanding of the background and culture of students' online peers.

• **Create a system for peer-editing in your class.** Preparation and transmission should be seen as two different tasks. Preparing the message, researching and creating material to be transmitted, is a very important part of the whole process. Students will be writing with a real purpose for a very real audience. Create a feedback process where students have the opportunity to comment on each other's work, peer edit, and then revise accordingly.

• **Communicate.** Even if you can't contribute for weeks, send a note to say so. That way, your partners know that you are still interested in participating.

• **Ensure that language is cross-cultural.** How much of what is being sent needs explanation or description for an audience from a different culture? Slang or colloquial language needs to be used carefully. Translating student writing into a context that is most universally understandable can open interesting discussions in your classroom.

Suggestions for Successful Project Facilitation

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 (foro.iearn.org/iearnforums/teachers) and students can do the same in the Youth Forum (foro.iearn.org/iearnforums/youth).

...Project Facilitation Guidelines Continued

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 www.iearn.org/about/logos-and-linking-iearn for more about linking to iEARN, and write to projects@iearn.org if you have questions about the exact link to your iEARN project page and forum.

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

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. See: www.us.iearn.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.

iEARN PROFESSIONAL DEVELOPMENT

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

ONLINE PROFESSIONAL DEVELOPMENT COURSES

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

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

iEARN-Pangea Online Professional Development. Since 2005, iEARN-Pangea has offered online professional development courses to teachers under the official recognition of the Catalan Ministry of Education. Most of these courses have been taught under the Virtual Summer School with an average participation of 250 teachers per year (25 per group). Courses include: Creation of Collaborative Projects, Participation in Collaboration Projects, Creation of Learning Environments under Moodle and Educational Use of Web 2.0 Tools (Video and Image, Documents Online, Blogging and Microblogging, Social Networking...). In 2009, we added courses on the Educational Use of QR codes. Course offered in Catalan, English, and Spanish. See iearn.cat

iEARN-USA Online Professional Development. Developed in 2001, iEARN-USA's 8-week facilitated courses guide educators in evaluating global projects, and aligning them with state and/or national curriculum standards as part of an integrated project plan. Among the course offerings, open to teachers from around the world, are: Creative Arts, Language Arts, Social Studies,Contemporary Affairs,Geography, Science, Technology, Math, Teaching of Foreign and Second Languages, Learning Circles, World Youth News: Integrating Journalism skills into the classroom. Course offered in English. See us.iearn.org/professional_development/online_courses/index.php

For more information visit www.iearn.org/professional-development/online-courses

FACE-TO-FACE WORKSHOPS

iEARN workshops can be designed to cover the technical, collaborative and organizational skills needed to participate fully in Internet-based learning programs. For more information about professional development opportunities in your area, please contact your iEARN country or center coordinator.
www.iearn.org/countries/country-coordinators

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

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 - foro.iearn.org/iearnforums/facilitators

The iEARN Teachers Forum - foro.iearn.org/iearnforums/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.

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.

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.

Ages:	All people interested in teacher preparation
Dates:	March - June, 2011 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 (Puerto Rico) and Kristin Brown (USA) To contact both facilitators, write to: orillas-info@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 - 18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/vision
Website:	www.iearn.org/avision/
Contact:	Maria Luisa Hernandez-Larcena, maloularcena@yahoo.com, and Michael Clunies-Ross michaelcluniesross@yahoo.com, Philippines

Pen Friends

Through letter writing, we aim to 1) Contribute to Peace in the world; 2) Promote Friendship within the community; and 3) Improve our Culture.

The Pen Friend Clubs of Japan are organizations of young boys and girls exchanging letters with friends within and outside the country and thus enjoying various activities through friendly correspondence. The members are mainly elementary, junior or senior high school students. For over 50 years, the Pen Friend Clubs of Japan has matched wonderful pen friends for Japanese and non-Japanese boys and girls from all over the world. Please note: This project involves postal mailings, so participants are encouraged to plan ahead to estimate whether associated costs are within their budget.

Ages:	5-18
Dates:	Ongoing
Languages:	English, Japanese
Forum:	media.iearn.org/projects/penfriends
Website:	www.pfc.post.japanpost.jp/index_e.html
Contact:	Emiko Asada, emiko.asada.yw@jp-post.jp, and Hiromi Yabuuchi, hiromki-y@bca.bai.ne.jp, Japan

Electronic School Magazine

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

Who is more important than students and teachers? They are the main concern of any school. They always contribute to their school'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

Write On Project

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

The project is focused on developing students' writing skills in four domains of writing: 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 Kamal, farah@iearnpk.org and Tubi Naz, miss_tubinaz@hotmail.com, Pakistan

Laws of Life: Virtues Essay Project

Students write about their personal values in life.

"Laws of Life" are rules, ideals, and principles by which one chooses to live. This project invites students to express what they value most in life. Participants submit essays about their laws of life, describing the rules, ideals, and principles by which they live, and explaining 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:	9-18
Dates:	Ongoing
Languages:	All
Forum:	media.iearn.org/projects/lawsoflife
Spanish Forum:	media.iearn.org/projects/leyesdelavida
Contact:	Natalya Cherednichenko, Ukraine, nata_chered@yahoo.com Alema Nasim, alema@iearnpk.org and Sarah Donald shalotaurus123@yahoo.com, Pakistan For Spanish version (Las Leyes de Vida), see page 52. Facilitadores: Crescencio Orrego crescencio@telar.org, María Patricia Ochoa Valbuena mpochoav@telar.org, Colombia

One Day in the Life

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

Students post messages and images describing ordinary and special days in their lives, and then make cross-cultural comparisons. Students may document a typical day (like visiting the market or going to school) or special days (like vacations, birthdays, celebrations, or holidays.) While writing is often an important component of student participation, English or Spanish proficiency is not required. Autobiographical documentary photography and video and other media (typically with accompanying explanatory text) are welcomed. In addition to ongoing forum activities, there will be four "One Day events" in 2010-2011: the first on Sunday, October 10th, a second in mid-November, a third in March/April 2011 and a fourth in July - when students around the world will document parts of one specific day using photography, writing, and other media.

Ages:	6-18
Dates:	Ongoing
Languages:	All
Forum:	media.iearn.org/projects/onedayinthelife
Spanish Forum:	media.iearn.org/projects/undia
Contact:	English: Marta García Lorea, martagl@arnet.com.ar, Argentina Chris Baer, USA, cbaer@mvyps.org For Spanish version (Un Día en la Vida) see page 52.

My Name Project

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

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 them and their parents and grandparents.

Ages:	6-15
Dates:	Ongoing
Languages:	English, Russian, Georgian
Forum:	media.iearn.org/projects/myname
Website:	www.mynameprojectworks.blogspot.com
Contact:	Pavle Tvaliashvili, Georgia, siqaptv@gmail.com

Harmony for Humanity

Students share music and culture through regular video exchanges.

Students around the world share their respective cultures 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.

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

Special Place

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

Participants select one local spot that gives them a special feeling and write a story about that 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.

Ages:	All
Dates:	September 2010-March 2011
Languages:	All
Forum:	media.iearn.org/projects/specialplaces
Contacts:	Jenju Chen lai3730@ms61.hinet.net, Doris Tsueyling Wu wudoris@ms23.hinet.net,Taiwan

Magical Moments Around the World

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

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 peoples magical moments we become aware that our happiness is connected to other people's happiness. We see that others' desires for happiness are the same as ours.

Ages:	8 and up
Dates:	Ongoing
Languages:	English as main language translated to/from other languages
Forum:	media.iearn.org/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.

Participants create murals that will be grommeted and seamed together with murals created by children from all over the world. Project themes include: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 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. Choosing the theme is a great team building part 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.

Ages: All
Dates: Ongoing
Languages: All
Forum: media.iearn.org/projects/artmiles
Websites: www.artmiles.org
Contact: Joanne and Fouad Tawfilis, USA, Jtawfilis@aol.com

International Intercultural Mural Exchange

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

IIME connects teachers and students by art and ICT. Students meet diverse cultures, learn global topics, exchange ideas and opinions, and express what they learned in a visible way of creating one mural with a partner class. Creating one thing with a distant partner is a high level exchange and is not necessarily easy to reach the goal. Japan Art Mile provides support to: 1. Find a global partner class. 2. Provide Exchange Curriculum Model. 3. Set up mailing lists to support teachers. 4. Set up IIME Forum for class-to-class communication 5. Monitor progress of each pair. 6. Analyze results. 7. Offer a special set of a canvas and paints for mural painting. 8. Keep the murals and Exhibit them inside and outside Japan.

Ages: All
Dates: Ongoing
Languages: All
Forum: media.iearn.org/projects/iime
Websites: Japan Art Miles: www.artmile.jp/
Contact: Atsuko Shiwaku, sherry@memenet.or.jp, Yasumasa Shiwaku, sherry@memenet.or.jp, Kazuhisa Shimizu, Kshimizu2003@gmail.com, Tadashi Inagaki, tinagaki@mba.ocn.ne.jp, Japan, Mali Bickley, Canada, mbickley@mail1.scdsb.on.ca, Joanne Tawfilis, USA, JTawfilis@aol.com

The Seventh Art: Promoting Values and Behavior

A project bringing together teachers and youth to exchange ideas and opinions about specific movies.

The project invites communication between youth discussing what they think or value in a specific and agreed upon list of movies and it also invites a clearer understanding of how others think of some values. After watching a specific movie, students will be asked questions to assess their understanding of the values presented in the movie.

Ages: 5-18
Dates: Ongoing
Languages: English
Forum: media.iearn.org/projects/movies
Contact: Sheikha Al-Ajmi, Oman, shekha.alajmi1@moe.om

Talking Kites All Over the World

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

Students make kites to fly as a massive tribute dedicated to advancing cultural and social dialogue, a symbol of bridging the gap and understanding the "other." This 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.iearn.org/projects/kites
Contact:	Ruty Hotzen, Israel, eh2y@netvision.net.il

Side By Side

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

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.

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

Beauty of the Beasts

A traveling international wildlife art and poetry exhibit.

We invite children to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry. 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.iearn.org/projects/beautyofthebeasts
Websites:	aces.miamicountryday.org/International_Projects/Beautypagenew.htm
Contacts:	Rowena Gerber, gerberr@miamicountryday.org
	Yvonne Moyer, moyery@miamicountryday.org, USA

Eye to Eye

A project that sponsors the creation of postcard size images to an online gallery which is dedicated the ideals of friendship and understanding through visual communication.

Eye to Eye encourages the creation of postcard size images that become part of coordinated Spring exhibitions hosted around the world.

Ages:	5-18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/eyetoeye
Websites:	web.mac.com/fratescreates/Site/Welcome.html
Contacts:	Larry Frates, USA, fratescreates@mac.com

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 for 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:	11-18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/calligraphy
Website:	www.iearnpk.org/calligraphy.htm
Contact:	Dua Ali Syed, dua@iearnpk.org, Syed Shahzeb Hussain, zeb2000pk@yahoo.com, Pakistan

Global Art: Images of Caring

Children/youth in schools and communities around the world exchange digital photos/artwork and writing on the theme of "Caring".

Students create artwork that shows what they care about and how they care for one another and other living things in their schools, families, communities and the world. Each student also writes an essay or poem on his/her ideas of caring and 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:	5-18, with an emphasis on children ages 5 to 13
Dates:	Ongoing
Languages:	All languages, with assistance for translations
Forum:	media.iearn.org/projects/globalart
Website:	www.iearnpk.org/ga/index.html
Contact:	Alema Nasim, Pakistan, alema@iearnpk.org

Eco Smart

Students will investigate and express an aspect of environmental concerns through creative arts using recycled materials.

Using recycled art students will express environmental concerns with collaborative recycled art projects. Students will research, explore and analyze artists and environmental values and issues then create their own recycled art. The result may be a public sculpture, small functional pieces, a video documenting the work, installation, paintings, poster, etc. The artwork will be shared using the web, mail and project event.

Ages:	12-18
Dates:	Oct-Dec 2010 and March-June 2011 (schedule to be determined with participants)
Languages:	English
Forum:	media.iearn.org/projects/ecosmart
Contact:	Mary-Louise Scappaticci-Olajos, Canada, mlscap@hotmail.com and ml.olajos@ucdsb.on.ca

Origami

A global exchange of origami!

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.iearn.org/projects/origami
Website:	www.origami-club.com
Contact:	Misako Kamei, Japan, msaabikmi@ares.eonet.ne.jp

Teddy Bear Project

An international teddy bear exchange using email and postal mail.

After registration, classes exchange Teddy Bears or other soft toys by airmail. When it arrives, the bear writes a diary, and sends home messages 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. Please note: This project involves postal mailings, so participants are encouraged to plan ahead to estimate whether associated costs are within their budget.

Ages:	All
Dates:	Ongoing
Langauges:	English, Japanese, Spanish, and other languages where possible
Forum:	media.iearn.org/projects/teddybear
Website:	www2.jearn.jp/fs/1191/index.htm
Contact:	Fumi Ito, Japan, teddybear-japan@jearn.jp For Spanish version (Ositos de Peluche) see page 53.

Holiday Card Exchange

Teachers and students exchange holiday cards with other schools.

Teachers and students prepare an envelope with holiday cards to send to the other participants prior to the November, December, and January holidays. The project may be called the Greeting Card Exchange and students 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. Please note: This project involves postal mailings, so participants are encouraged to plan ahead to estimate whether associated costs are within their budget.

Ages:	All
Dates:	Ongoing
Langauges:	English
Forum:	media.iearn.org/projects/holidays
Contact:	Judy Barr, Australia, judybarr@iearn.org.au

Public Art

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

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

Ages:	12-18
Dates:	Register in September - project starts in October.
Language(s):	English
Forum:	media.iearn.org/projects/publicart
Website:	publicart.iearn.cat
Contact:	Carmina Pinya, Jaume Illa, Spain, publicart@iearn.cat

Listen to the Walls Talking

Exploring the world by 'listening' to the graffiti talk and recording and sharing 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 utilizing the project main site, Flickr group, and wiki (see below). 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. This can be revealing in quite unexpected ways and can provide us with many interesting possibilities for further collaborations, interpretations, explorations and manipulations. There are walls talking all over our schools, streets, towns, countries, world – by sharing them we can learn more about ourselves and about the world around us.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/wallstalking
Website:	www.wallstalking.org/Home.mvc/About
	Flickr: www.flickr.com/groups/wallstalking
	Wiki: www.listentothewalls.pbworks.com
Contact:	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 and analyze various artists and styles, and brainstorm teenage interests, values and issues by collecting images that symbolize them. Online discussions will explore national identities and common interests. Participants are then invited, individually or in groups, to create a mural that conveys meaning and represents aspects of their identity. The result may be a mural combining personal graffiti with silhouettes depicting teenagers. The artwork will be shared using the web, mail and project event.

Ages:	12-18
Dates:	October - December 2010, and January-March 2011
Language(s):	English
Forum:	media.iearn.org/projects/myworld
Contact:	Mary-Louise Scappaticci-Olajos, Canada, mlscap@hotmail.com and ml.olajos@ucdsb.on.ca

Folk Tales

Students study folk tales in their communities and beyond.

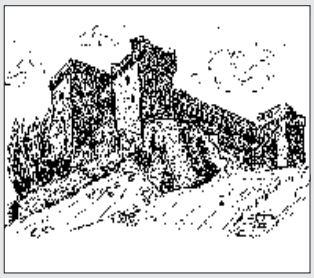
Folk tales are a way of learning about life's customs, traditions, and beliefs, and they often share common themes, such as the struggle between good and evil, or wisdom and ignorance. This project looks at the global community and cultural diversity through folk tales. Although children around the world 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. In this project, students will introduce the folktales of their own countries to project participants in other countries. They will share these tales through writing and artwork.

Ages:	6 - 16
Dates:	Ongoing
Langauge:	English
Forum:	media.iearn.org/projects/folktales
Website:	www.iearnpk.org/ft/index.html
Contact:	Saleem Ibrahim, saleem@iearnpk.org and Zainab Mustansir, zainab.mustansir@hotmail.com, Pakistan Shukufa Najafova, Azerbaijan, shukufa1961@yahoo.com

Narnia and CS Lewis

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

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



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

Food for Thought: Recipe Book

Students produce a cultural 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

My Hero Project / Mi Heroe Proyecto

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

A project affiliated with the iEARN network, but run by an independent NGO, in which students of all ages publish stories, and submit artwork and multimedia online about their heroes. The project promotes cultural awareness and understanding through global storytelling that honors the heroes in our families, the community and the world. For more about My Hero Learning Circles, see page 49.

Ages:	All
Dates:	Ongoing for all web content
Language(s):	English/Spanish, with selected stories translated into French, Chinese and Arabic.
Forum:	media.iearn.org/projects/myhero
Website:	www.myhero.org and Spanish: miheroe.org
Contact:	Margaret Dean, USA, margaret@myheroproject.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 2010
Languages:	English
Forum:	media.iearn.org/projects/videointroductions
Website:	nextvista.org/projects/VIC2010.pdf
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.

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 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
Langauges:	French, English and Bambara
Forum:	media.iearn.org/projects/etrade
Contact:	Sounkalo Dembele, Mali, sounk11@yahoo.com Mara Toe, Mali, maratoe@hotmail.com

Humanities & Social Sciences

Debunking 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, conduct Internet research, and discuss with their friends. After that, they start to verify the accuracy of those stereotypes through research to evaluate 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.

By participating in this project, students will gain a better understanding of how others around the world perceive their countries, and through their research to "debunk" any false stereotypes they find, they will learn about their own countries. At the same time, they will learn about the world, and gain a better understanding of other countries through similar research and sharing being done by global peers in the project.

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

School Uniform Exchange

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

A project exchange in which participants discuss school uniforms, exchanging the uniforms themselves, or other school tokens, and sharing information about their school history and culture. Students are encouraged to explore the identity of their own schools. The themes for the various months include: values of global issue exchange, school exploration, uniform exchange, activities sharing. Finally, the students wear and take pictures of the different uniforms from the world, and then move to another school. Participants can write school uniform diaries, or create their own digital virtual uniforms with specific school symbols and spirit.

Ages:	12-18
Dates:	Ongoing
Languages:	English and other languages such as Chinese, French, Japanese, and Spanish
Forum:	media.iearn.org/projects/uniforms
Contact:	Cindea Hung, Taiwan, cindy02102001@yahoo.com.tw

My Mother, Your Mother

Students talk about their own mothers, or famous mothers in their countries.

Students are welcomed to talk about their own mothers including about their role in their families and how they brought them up and showed them how to become good members in their societies. Students are encouraged to research famous mothers in their societies who have contributed a lot in the history of their countries.

Ages:	7-18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/care
Contact:	Boudour Hajjar hajjar94@yahoo.fr, Said Belgra belgra.said@hotmail.com, Morocco

World Youth News (WYN)

A global news service run by secondary school students.

World Youth News (WYN) is a journalism project in which secondary school students from around the world report, edit and publish their articles on a news site. School publications can reprint articles from WYN to add a global component to their local news. Teachers can register their classes for the project in September, November, January and March. Students begin by completing a month-long online training and certification course. They then work together to produce an online publication at the end of three months. The WYN project also offers an online professional development course to enable secondary or middle school teachers to integrate journalism into their curricula. us.iearn.org/professional_development/online_courses/journalism.php

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

World We Live In (WWLi)

Participants will discuss the problems of life in their region, and suggest solutions for these problems. They will share their thoughts and ideas with each other by answering questions, creating essays, and sharing pictures and photos. Students will then select some of the most interesting projects and discuss them on the project's forum.

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

Ages:	14-18
Dates:	Ongoing
Languages:	Belarussian, English, German, Russian
Forum:	media.iearn.org/projects/wwli
Website:	wwli.iatp.by/
Contact:	Dmitry Savelau, dsavelau@gmail.com,
	Sofia Savelava, yiecnewline@gmail.com,
	Khilko Liudmila, bras_gimn@vtb.by, Belarus

CIVICS: Youth Volunteerism and Service

A platform for young people to be actively involved in their communities. Groups of students will be guided to work on the Millenium 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. 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.

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.

Ages:	9 - 21
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/civics
Website:	www.iearnpk.org/civics/index.html
Contact:	Farah Kamal, farah@iearnpk.org
	Anila Sidhu, anilasidhu@gmail.com, Pakistan

Global Citizenship Survey

We want to find out what ideas and visions young people have about global citizenship. Do young people see themselves as global citizens? Which issues are seen as most important by young people, and why? How do they see the future? What are the differences between young people around the world? Students ages 15-18 are invited to take the survey, and shares their ideas in the related iEARN project forum.

15-18 year old students are invited to complete and discuss an online global citizenship questionnaire, sharing their ideas, thoughts and visions on global issues, and learning what differences and similarities exist between youth from different countries.

Ages:	15-18
Dates:	Sept – beginning of Dec: students complete survey

Dec – Jan: Data is analysed by Alice O, Netherlands. Jan: results distributed to iEARN partners and published on website. Forum discussions can be ongoing during this time, and after the survey results are published.

Languages:	English
Forum:	media.iearn.org/projects/civics
Website:	urlcut.com/globalcitizenship
Contact:	Daniel van Middelkoop, Netherlands,
	d.vanmiddelkoop@aliceo.nl

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.iearn.org/projects/voyageofyouth
Contact:	Doris Tsueyling Wu wudoris@ms23.hinet.net Tai-hsia Bau tsbau@mail.hkhs.kh.edu.tw, 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.iearn.org/projects/gooddeeds
Website:	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.iearn.org/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

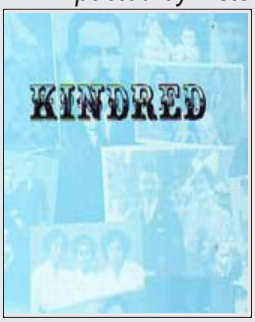
Bullying.org: "Where You Are NOT Alone!" is a collaborative international project that addresses the issue of bullying within a safe, positive and supportive community.

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.iearn.org/projects/bullying
Website:	www.bullying.org
Contact:	Bill Belsey, Canada, mail@coolclass.ca

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.iearn.org/projects/kindred
Contact:	Judy Barr, Australia, judybarr@iearn.org.au

One Right, One People

A project aimed at advocacy, empowerment, capacity building and solving issues related to rights of people and the MDG's.

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

Ages:	15-18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/orop
Contact:	Richard Malcalm, Ghana, rmalcalm@aol.com

Future Citizens

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

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

Ages:	11-19
Dates:	September-November, 2010, January-April 2011
Languages:	English
Forum:	media.iearn.org/projects/futurecitizen/
Contact:	Freda Goodman, USA, goodmanf@fultonschools.org

Empowering Youth and One Brick at a Time Projects

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

These projects are giving a chance to young people who cannot afford the cost of learning, especially media technology in Sierra Leone. Sierra Leone is a country that has suffered from a brutal ten year civil war, marked by depression, merciless destruction and the use of children as child soldiers. Thousands of children with bright talent were abused and a great number of them are still displaced. Many of these 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 an education and professional skills. In this project, participants will engage in a range of activities to develop their skills and confidence to succeed in professional life.

Ages:	up to 18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/iearn-empower
Contact:	Ibrahim Kamara, Sierra Leone, dmark2wise@gmail.com, Margaret Hoogland, USA, margarethoogland@hotmail.com, Silva Skoberne, Slovenia, silva.skoberne@gmail.com

My City and Me

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

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

Ages:	13-18
Dates:	Ongoing
Languages:	English, Russian
Forum:	media.iearn.org/projects/mycity
Contact:	Olga Prokhorenko, Russia, olgap1129@mail.ru

Natural Disaster Youth Summit 2011

NDYS was first organized in Hyogo in May 2004 and started from September 2004, commemorating 10th anniversary of great Hanshin Awaji Earthquake, Japan. We learned the importance of human lives and preparedness for disasters. Now, due to climate change, the ravages from disasters have become greater than before. By experiencing the various disasters, different knowledge and information to reduce the impact of disasters are accumulated in local communities. By sharing this knowledge and information, we can prepare against future disasters and take actions to stop the climate change. Let us keep up continuous efforts and transfer the efforts to the next generation. Our ultimate goal is to enhance awareness of natural disasters in families, schools and local communities around the world. NDYS will build a global disaster management education network utilizing Information and Communications Technology (ICT). Programs include:

1) "Global Disaster Safety Map (GDSM)" program. www.kitamura-lab.jp/cosmos/ and ndys.jearn.jp/GDSM.htm. Students create a Disaster Safety Map of their school's surrounding areas. Students research the environment near their school and put information in the map such as which places are safe and which might be dangerous. They then send a photo of their completed disaster safety map to ndys@jearn.jp. The map will be uploaded to 'CoSMOS' (Collaborative Safety Maps on Open System), too. You may also put your map in the NDYS album iEARN Collaboration Center. Each month, we will discuss students' disaster safety map through Video-conferencing and on the iEARN forum.

2) NDYS Teddy Bear Exchange and Kid's Safety Bag. As a subsidiary program, the NDYS Teddy Bears (NDYS Little Ambassadors) will be exchanged between partner schools to strengthen the friendly bond at the NDYS conference. Each school can make Kid's Safety Bag (Emergency bag), too.

3) Discussion, Exhibition and Oral Presentation. As the final event of the project, we will get together at the 18th Annual iEARN Conference and 15th Annual Youth Summit in Taiwan, and make an exhibition of maps and oral presentations as the NDYS 2011 in Taiwan. Through this program, students will grow as global citizens who take action and share their knowledge of disaster management with local people. We expect students to be NDYS Ambassadors to let people understand the importance of natural disaster preparedness. Through these efforts, schools can become centers of community education for disaster management. We welcome teachers and civic volunteers to support students' learning and activities.

4) Original Activities at your school. You can introduce original activities at your school related to disaster reduction or climate change.

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: Climate Change and Disaster Reduction.

Slogan: Communication saves lives!

NDYS 2011 International Conference will be held in Taiwan at the iEARN Annual Conference in Taiwan, July 2011.

Ages: All
Dates: Ongoing. Natural Disaster Youth Summit 2011 will be held July 2011 in Taiwan.
Language(s): Mainly English and Japanese. Other languages will be used as supporting languages.
Website: ndys.jearn.jp
Forum: media.iearn.org/projects/ndys
Contact: Yoshie Naya, yoshie.naya@gmail.com, Kazuko Okamoto, kazuko.okamoto05@gmail.com, Japan, Doris Wu, Taiwan, doris21.wu@msa.hinet.net, Nimet Atabek, Turkey, atabeknimet@gmail.com, Gia Gaspard Taylor, Trinidad and Tobago, iearntrinidadntobago@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.iearn.org/projects/heritage
Contact:	Inga Paitchadze, Georgia, ngo.siqa@gmail.com Ruty Hotzen, Israel, eh2y42@gmail.com

Local History

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

Participants reseach 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.iearn.org/projects/localhistory
Contact:	Shukufe Najafova, Azerbaijan, shukufa1961@yahoo.com, Rimma Zhukova, Russia, rimma_zhuk@yahoo.com, Scott Parker, USA, parkers3@ruraltel.net

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.

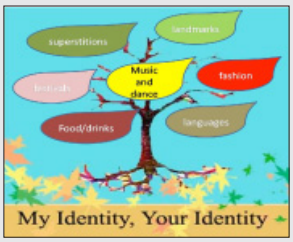
Ages:	11 - 16
Dates:	Ongoing
Language:	English, Arabic
Forum:	media.iearn.org/projects/iearn-generations
Website:	www.markazedu.net/Default.aspx?tabid=93
Contact:	Manal Fitiani, mfitiani@gmail.com Waseem Al Risheq, waseeemtct@hotmail.com, East Jerusalem

My Identity, Your Identity

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

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.iearn.org/projects/identity
Contact:	Said Belgra, Morocco, belgra.said@hotmail.com Asmaa El Beriki, Oman, islam4all3@hotmail.com Huri Cinar, Turkey, huri_cinar@yahoo.co.uk Nicolle Boujaber, USA, nboujaber@hotmail.com Budi Sitiwati, Indonesia, sioefang1964@yahoo.co.id



Give Us Wings to Fly

An exchange of how students spend their vacations.

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:	6-18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/palestine
Contact:	Mutasem Mafarjeh, Palestine, t.mutasem@hotmail.com

State of the World's Children

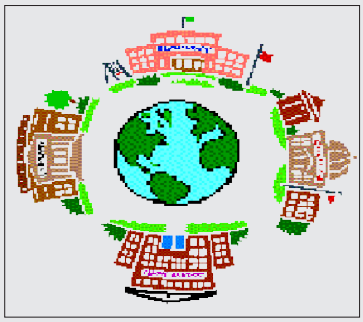
Students will help to identify what they believe are the key rights of children while also exploring the rights defined in the Convention on the Rights of the Child.

This project is designed to provide youth an introduction to the United Nations Convention on the Rights of the Child -- the focus of the 2010 State of the World's Children report. Utilizing youth-friendly texts (e.g., CRC and SOWC) participants will be provided an opportunity to explore the rights of children.

Ages:	10-18
Dates:	Ongoing
Language:	English and TBD
Forum:	media.iearn.org/projects/childrens-rights
Contact:	Annie Flore Vergne Morgand, France, afm@hotmail.fr, Leroy McDyiah Beldeh, Liberia, leebeldeh@hotmail.com

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.iearn.org/projects/myschoolyourschool
Website:	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 54.

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.iearn.org/projects/dreamworld
Website:	iearn.saf.ir/dreamworld
Contact:	Minoo Shamsnia, Iran, shamsnia@gmail.com

Folk Costumes Around the Globe

Exchange pictures and descriptions of folk costumes in your country.

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

Ages:	10 -19
Dates:	Ongoing
Languages:	All
Forum:	media.iearn.org/projects/folkcostumes
Website:	iearn.dej.ro/projects/FolkCostumesAroundTheGlobe
Contact:	Cornelia Platon, Romania, nelly@lapd.cj.edu.ro

Music Around the World

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

Join in discussions of music from around the world, including discussion of different instruments and styles of music. Participants in the project are also invited to suggest their own themes and activities in the forum. In addition, a special activity has been introduced as part of the Music Forum this year -- Taisho koto Project. This project explores a Japanese instrument called Taisho koto. The activity was started at the iEARN Conference in Canada (July 2010) and involves exchanges between schools in Japan and around the world. The Taisho koto Project will end in February.

Ages:	5 - 18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/music
Contact:	Joy Lo Bamijoko,USA, Jinlob@aol.com Wiwi Rosaria, Indonesia, rhosharyo@yahoo.co.id Taisho koto Project: Motoko Hirota, Japan, motoko@cty-net.ne.jp

My Country

An occasion to know more about participating countries in iEARN.

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.iearn.org/projects/mycountry
Contact:	Salimata Sene, Senegal, sallsenma@yahoo.fr

Get to Know Others

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

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

Finding Solutions to Hunger

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

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

Ages:	5-18
Dates:	Ongoing
Language:	English
Forum:	media.iearn.org/projects/hunger
Contact:	Judy Huynh, USA, judylhuynh@gmail.com

We Are Teenagers

A project that allows young people to learn about popular fascinations of their peers and choose possible new hobbies for themselves.

Everyone has their own individual interesting particularities. We have decided to create a project to help young people learn about the most popular youth fascinations worldwide and about the possibilities for self-expression among young people. Such information will also help to lessen the incomprehension between teenagers and older people and serve as a bridge between generations. Students will prove that modern youth culture isn't only a word.

Ages:	5-18
Dates:	September 2010-May 2011
Language:	English
Forum:	media.iearn.org/projects/teenagers
Contact:	Valentyna Sakhatska, vsakhatska@gmail.com, Ukraine

The Way We Play

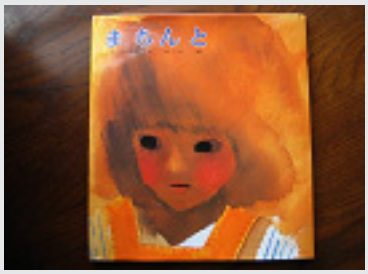
Participating classrooms research and discuss ancient and modern toys, dolls and play activities and the socio-cultural contexts in which they occur and the way they are played.

Participating classrooms are invited to explore their own toys and play activities and the play heritage of their communities and present to the world detailed descriptions of the play things and any relevant information, such as the way they are used, their symbols, the messages they convey and the cultural backgrounds in which they are used. Participants are encouraged to discuss their findings and exchange not only information but toys and games as well whenever it is possible. For participating classrooms, the project should answer the following questions: What's the name of the game or activity? Who plays it ? (ie age and gender. Is it for teens or younger children? Is it for boys or girls?) How is it played? (the rules for playing) Where is it played? (the place where the activity is usually played).

Ages:	5 and up
Dates:	Session One: November 2010 to January 2011 Session Two: March 2011 to May 2011
Languages:	English
Forum:	media.iearn.org/projects/play
Contact:	Mbarek Akaddar, kaddar13@hotmail.com, Mounia Kajjou, nicemouna@yahoo.com, Morocco

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

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



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
Forum:	media.iearn.org/projects/machinto
Website:	www.machinto.org
Contact:	Yoko Takagi, Japan, yoko@jearn.jp, Mali Bickley, mali@iearn-canada.org, Jim Carleton, jim@iearn-canada.org, Canada

Early People's Symbols

Exploring early people's symbols and their cultural history.

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
Website:	sites.google.com/site/earlypeoplesymbols/
Contact:	Abdelaziz Rhazzali, Morocco, rhazzali@gmail.com, Chris Hockert, chockert@comcast.net, Christine Kolstoe, ckolstoe@yahoo.com, USA

Product in a Bag (YIEP: Youth Innovation and Entrepreneurship Program)

Students discuss entrepreneurship and innovation, research the needs of another country, and design a creative product and marketing plan accordingly.

After researching the needs and wants of the people in another country, students will utilize everyday items given to them by their instructor to create a product and a marketing plan. Students will communicate with other students of the designated country to learn about their interests and needs. Using the six to eight items (which can include an eraser, bottle cap, etc.) given to them in a brown paper bag, students will invent a product and draw up a plan to sell to their peers in the other country. Each school will then evaluate the finished products.

Ages:	15-18
Dates:	September 2010 - June 2011
Language(s):	English
Forum:	media.iearn.org/projects/yiep
Contact:	Freda Goodman, USA, fredagoodman@gmail.com

MDGs - Only With Your Voice

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

Various countries are committed to working in partnership to achieve the Millennium Development Goals. This project intends to increase awareness among youth, encouraging them to be involved in activities in their schools, families and communities.

Ages:	12 - 18
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/mgdswithyourvoice
Contact:	Muhammad Salman, Pakistan, iearn_sms@yahoo.com Mostafa Nejati, Iran, mostafa.nejati@gmail.com Shaimaa Salm, Egypt, shimaasalm@yahoo.com

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 possibility to find new friends among various youth groups. Using telecommunications, we propose that participants will draw images of themselves, their homes and their dreams, and then exchange and discuss them to find new friends. From the images, we will compose a Friends Book and make 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.iearn.org/projects/friends
Contact:	Liudmila Trebunskikh, Belarus, milatrebunski@yahoo.com

Six Common Objects, Six Billion Possibilities

We invite students around the world to make something interesting, artistic, or useful out of 6 ordinary objects which we specify.

We want to promote creativity and learn about different cultures by asking students to design something interesting, artistic, or useful out of the same 6 ordinary objects: 1) a pencil, 2) a plastic water bottle; 3) a plastic shopping bag; 4) a piece of rubber band; 5) a paper clip; 6) a piece of white paper approximately 210mm × 297mm (A4) or 8.5 inches × 11 inches in size. Students can choose to use all or just some of the 6 objects. We will provide a variety of design and creative idea generation tools for schools as resources.

Ages: 6-18

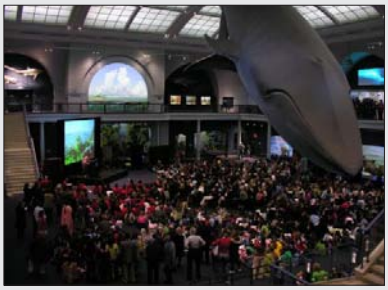
Dates: Indicate interest by Oct 1, 2010, design and build creations during Oct, and by Nov 30th, post pictures and narratives (written or video) describing the design and your approach to the challenge. We'll then host Skype video calls to discuss differences and similarities and how our designs reflect our culture.

Languages:	English
Forum:	media.iearn.org/projects/friends
Contact:	Peter Han, USA, phan1357@yahoo.com, m.esterfernandez@gmail.com

Science, Technology, and Math

YouthCaN

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



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

Our expected outcomes are to inspire other cities and nations to have their own YouthCaNs so that one day every human may participate positively and effectively toward a healthy planet Earth. Events are held 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.

[This year, the Planetary Notions Environmental Magazine Project will be an activity within the YouthCaN Forum. For questions, contact Salim Al-Busaidi, Oman, adventure-15@hotmail.com]

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

Our Rivers, Our World

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

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

Ages:	12-18
Dates:	Water sampling/analysis can happen anytime between Sept 2010-May 2011. US students will be testing water/ posting to the forum in April or May 2011.
Language:	English, others are welcome
Forum:	media.iearn.org/projects/rivers
Contact:	Rajib Das, Bangladesh, dasrajib@easternuni.edu.bd, Jessie Gorant, jgorant@teaneckschools.org, Walter Hickey, whickey@teaneckschools.org, USA

The Magic of Water

This project involves seeing how other teachers teach young children about the environment.

Every partner will make a story about water, look for water in their local environment, and make a presentation or video clip with results. Each partner will also work on the protection of water at their kindergarten and house. Participants will also produce art activities involving water and colour. In addition, every partner will measure temperature of water. Video clips of children singing songs about water will be exchanged and a "Fun water day" will be organized in which children experiment with snowmen and ice.

Ages:	3-10
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.org/projects/waterhabitat
Contact:	Sigrun Osk Gunnarsdottir, Iceland, sigrunog@kopavogur.is Ewa Kurzak, Poland, ewa.kurzak@wp.pl

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 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.

Ages:	All
Dates:	Data collected once per month -- begins Sept 2010
Languages:	English, but welcome students speaking other languages.
Forum:	media.iearn.org/projects/sandwatch
Website:	www.iearntandt.interconnection.org
Contact:	Yema Jaikaran yems69@hotmail.com and Andy Paul acpaul2@hotmail.com, Trinidad and Tobago

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.iearn.org
Contact:	of2@us.iearn.org

Together with Birds

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

Through the project participants learn about the birds of their community, their way of life and problems. They share information with each other through photos and essays. During the project various competitions and actions directed at maintenance of populations of birds of a city are offered.

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

Daffodils and Tulips

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

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

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	media.iearn.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

Solar Cooking

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

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, 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) fundraise to sponsor solar cookers in rufugee camps and developing countries.

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

Eradication of Malaria

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

Malaria is one of the oldest and most frequently occuring infectious diseases in humans, killing more than 2.7 million people a year, most children and pregnant women in Sub-Saharan Africa. Half a billion people are infected by malaria annually. Though most survive, many suffer years later from disorders caused by severe malaria infection. 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 encourages youth to research and discuss the issues, as well as seek solutions.

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

Young Women in ICT

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

A project 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.iearn.org/projects/womeninict
Contact:	Kakinda Daniel, dkakinda@yahoo.com
	Namatovu Carol, cnamatovu@gmail.com
	Namazzi Vivienne, Vivista2k@yahoo.co.uk, Uganda

Learning Circles

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 iearn.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 2010-2011
September to January Session: Begins September 30, 2010 and ends on January 12, 2011 (15 weeks with a 1-week break in December).
Online registration is due by September 15, 2010.

January to May Session: Begins January 30, 2011 and ends on May 22, 2011 (15 weeks with a 1-week break in April).
Online registration is due by January 15, 2011.

Online Registration Website: media.iearn.org/courseregl c

Learning Circle Structure

- Each Learning Circle is composed of a group of 6-8 classes who work together during an entire session. At the beginning of each session, new Circles with peers from new locations are formed from the participants who register for that session. About 4-7 countries are represented in each Circle.

- Every classroom participating in a Learning Circle has an opportunity to propose and carry out a project in collaboration with the other groups in their Circle. Online facilitators and the Learning Circles Teacher Guide (available at www.iearn.org/circles/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 written work to each of the projects proposed by the other classes. Every member of a Circle is involved in making all Learning Circles projects successful.

- 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 & publishing their project for the group publication.

- The four main themes for Learning Circles are: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero. The My Hero theme is a collaboration between Learning Circles and the My Hero Project (www.myhero.com). Wendy Jewell will be facilitating and leading the My Hero Learning Circles.

- Classes are given assignments in advance of each session around common themes and similar grade levels. To sign up for a Learning Circles, please fill out

	the placement form on the Web at media.iearn.org/courseregl c or write to Barry Kramer at bskramer48@hotmail.com. • Additional Circle themes such as the Bat-Chen Diaries, My City and Me, My Country, and My Hero Learning Circles: Call To Action are scheduled to be offered this year based on interest of participants.
Computer Chronicles Learning Circles	This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. Classrooms solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by circle partners to form the completed Circle publication. See www.iearn.org/circles/lcguide/cc/cc.html to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.
Mind Works Learning Circles	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.iearn.org/circles/lcguide/mw/mw.html to learn more about Mind Works in the Mind Works Teacher's Guide.
Places and Perspectives Learning Circles	The Places and Perspectives theme encourages students to explore regional history, culture, government, and geography by sharing their knowledge with people from different locations. The goal is to help students understand how historical events and geographic conditions interact to help shape their lives and gives them a deeper understanding of themselves, their families and their communities. Each classroom sponsors a project for a section in the Places and Perspectives Review. For instance, a classroom might sponsor a section on local legends, interview native inhabitants or the elderly, describe the historical attractions of the area, examine local constitutions, or compare weather patterns, map studies. See www.iearn.org/circles/lcguide/pp/pp.html for the Places and Perspectives Teacher's Guide.
My Hero Learning Circles	My Hero Learning Circles, a collaboration between Learning Circles and the My Hero project (www.myhero.com), is a writing and multi-media theme designed to inspire students to create hero stories from around the world. This Circle experience brings together students and teachers who are interested in collaborating with other schools from diverse areas of the world on the topic of My Hero through writing, photography, digital arts, audio, drama and short film. Students share cultural information and discuss issues and themes regarding heroes using the traditional Learning Circles format. Final publications are posted on the My Hero Website using the online Organizer tools.

My Hero Call to Action

Dates: January to May 2011 Learning Circles session. This Circle will be comprised of participants who have participated in the September 2010 to January 2011 session on My Hero Learning Circles. The goal of this Circle experience will be for students and educators to create an action component by which they would either seek to support the work of an identified hero(es) or they would create a local initiative to continue or implement the actions of an identified hero(es).

Teacher Sponsored Themes

In addition to the four themes for the 2010-2011 sessions, Computer Chronicles, Places and Perspectives, Mind Works, and My Hero; teachers are invited to sponsor and facilitate a theme for a special Learning Circle. If you have a project idea or suggestion contact Barry Kramer at bskramer48@hotmail.com to develop a plan to advertise and gather support for your project. In order to develop a special Circle theme it is best to start the process at least two months before the beginning of the Learning Circles sessions. It is also best to have a facilitator and some classes that may already be interested in the theme.

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

Global Teenager Project (GTP)

"Today's learners are tomorrow's leaders"

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 17.000 students in 40 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 Margaret 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 six 'inclusive Learning Circles' in which 48 regular and special needs schools from Suriname, Curacao and The Netherlands participate, are scheduled to start in February 2011. 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 Metni (Lebanon) – eliane@globalteenager.org and Bob Hofman (The Netherlands) – bob@globalteenager.org.

Languages in iEARN.

iEARN is active in over 130 countries, with projects in over 30 languages. Most iEARN projects are multilingual, often with English serving as a medium for international collaboration. Projects listed in the following pages are happening languages other than English. For more on various iEARN language communities and resources available, see www.iearn.org/countries/language-resources. For additional projects, see individual iEARN country websites at www.iearn.org/countries. At the time of printing, country websites included the following:

Argentina, http://www.telar.org/
Armenia, http://www.iearn.childlib.am
Australia, http://www.iearn.org.au/
Azerbaijan http://www.iearn.az
Belarus, http://www.iearn4u.com
Canada, http://www.iEARN-canada.org/
China, http://www.iearn-china.org.cn
Czech Republic, http://vok.gymck.cz/%7Eiearn/
Egypt, http://www.iearnegypt.org/
Georgia, http://www.sfsa.org.ge/gearn/
India, http://www.iearn-india.org/
Iran, http://iearn.saf.ir/
Israel, http://www.geocities.com/iearnil/
Italy, http://www.narnia.it/
Japan, http://www.jearn.jp/
Lebanon, http://iearn-lebanon.wetpaint.com/
Lithuania, http://www.iearn.ten.lt
Macedonia, http://www.imor.org.mk/
Mali, http://www.mkj-iearnmali.org/
Mongolia, http://www.owc.org.mn/iearn/
Morocco, http://www.mearn.org/
Nepal, http://www.iearn.org.np/
Netherlands, http://www.iearn.nl/
Palestine, http://www.iearn.org/palestine/
Pakistan, http://www.iearnpk.org/
Poland, http://www.sni.edu.pl/
Puerto Rico/Orillas, http://www.orillas.org
Romania, http://www.iearn.dej.ro/en_index.html
Russia, http://iearn-russia.org
Sierra Leone, http://www.iearnsierraleone.org/
Slovenia, http://info.edus.si/iearn/
Spain, http://www.pangea.org/iearn/
Sri Lanka, http://www.iearnsrilanka.org/
Syria, http://www.iearnsyria.org/
Taiwan, http://taiwaniearn.org/
Thailand, http://arts.kmutt.ac.th/iearn/home_en.htm
Uganda, http://www.schoolnetuganda.sc.ug
Trinidad and Tobago, http://www.iearntandt.interconnection.org/
United Kingdom, http://www.iearn.org.uk/
Ukraine, http://www.kar.net/~iearn/
United States of America, http//us.iearn.org

Spanish Projects:

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

PROYECTO TOUR POR EL MUNDO. Proyecto colaborativo interdisciplinario que busca fomentar el turismo del país de origen de los participantes y favorecer el conocimiento e intercambio de información. Su eje central es la investigación de los centros turísticos que tiene el país para luego darlos a conocer, al mismo tiempo que se aprende de los sitios maravillosos de los países hermanos. Edades: 10 a 17 años. Idioma: español. Fecha: marzo a noviembre. Foro: Tour por el Mundo. Facilitadora: Prof. Cristina Velázquez tourmundial@telar.org.

UN DÍA EN LA VIDA. Los invitamos a compartir en este foro relatos que reflejen su cultura a través de la descripción y narración de acontecimientos y eventos especiales para ustedes, sus familias y la comunidad en la cual viven. En estos trabajos pueden incluir relatos de sus vacaciones, celebraciones, ocasiones memorables como un cumpleaños, una graduación, el día que nacieron u otras experiencias que son significativas y que perduran en su memoria y en sus vidas. Los alumnos podrán dialogar con otros compañeros a partir de sus publicaciones fortaleciendo su habilidad para comunicarse a través del lenguaje escrito. Edades: 6 a 18 años. Fechas: marzo a noviembre. Idioma: español e inglés. Foro en español: Un Día en la Vida. Foro en inglés: One Day. Facilitadoras: En español: Adriana Aguinaga undiaenlavida@telar.org. En inglés: Marta García Lorea martagl@arnet.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. Edades: 15 a 19 años. Idioma: español. Fechas: febrero a noviembre. Foro: Mi Empresa. Facilitadora: María Patricia Ochoa Valbuena mpochoav@telar.org.

LEYES DE LA 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: Leyes de la Vida. Facilitadores: Crescencio Orrego crescencio@telar.org. 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: Mis Mascotas y Yo. Facilitadora: Ani Sobrino anisobrino@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: continua. Idioma: español. Foro: Motivación Cero. Contacto: motivacioncero@telar.org. Facilitador: Darío Martín – dariomartin21@telar.org.

MI LUGAR. La propuesta del proyecto es describir "nuestro lugar" y compartir lo propio con otras escuelas, mediante una dinámica de intercambio directo entre los estudiantes, de manera que se conozca el lugar de pertenencia de cada escuela participante, resignificando su lugar en el mundo. El lugar donde uno vive está signado por una serie de 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. Idioma/s: español y el idioma propio de cada lugar donde se trabaje el proyecto, rescatando y reivindicando las raíces propias. Fecha: marzo a noviembre. Idioma: español. Foro: Telar Lugar. Contactos: Marcelo Durán - Diego Zanfagnini milugar@telar.org.

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

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

ALCANZA TU CUMBRE. Este es un proyecto colaborativo interdisciplinario, de intercambio cultural entre escuelas, colegios y liceos de Latinoamérica y el mundo. Ha sido programado para alumnos de 7º a 12º 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. Foro: Alcanza tu Cumbre. Facilitadora: Rosi Rivarola. rosir@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: ¿Es peligroso un Libro? Facilitadora: Laura Vera laurav@telar.org.

JUEGOS Y JUGUETES. Si lo que queremos para el futuro son adultos motivados, activos, equilibrados, creativos debemos dar a los niños de hoy, en todas las regiones, en todas las culturas, en todos los idiomas, el derecho a jugar. Este Proyecto tiene dos propósitos principales: 1º.- 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. 2º.- Establecer un intercambio intergeneracional con el objeto de generar sentimientos de respeto y comprensión hacia nuestros mayores. Edades: 5 a 8 años. Fechas: continuo. Idioma: español. Foro: Juegos y Juguetes. Facilitadora: Patricia Morales. patrielimorales@yahoo.com.ar

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. Edades: 6 años en adelante. Idiomas: español e inglés. Fechas: continuo. Foro: Mi Escuela, Tu Escuela. 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: La Familia. Facilitadora: Sandra Pérez sandraperez@telar.org

¡¡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: Problema a la Vista. Facilitadora: Claudia Gómez gorrion13@hotmail.com and claugomez@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: Llegaron los Abuelos. Facilitadoras: Prof. Claudia Gómez gorrion13@hotmail.com, claugomez@telar.org. Prof. Stella Maris Santos lalisantos@telar.org

CONECTANDO LA MATEMÁTICA A NUESTRAS VIDAS. Los estudiantes de este proyecto tendrán la oportunidad de unirse a estudiantes en otras partes del mundo para examinar sus propias vidas y comunidades y difundir temas relacionados con la justicia social y la igualdad desde una "perspectiva matemática". Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro: Matemáticas. Facilitadora: Laura Doguel lauradoguel@fibertel.com.ar

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 el 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, intercambiando actividades y resultados entre los diferentes participantes para tener un mayor conocimiento de la problemática y posibles soluciones a las mismas. Edades: todas. Fechas: marzo a noviembre. Idioma: español. Foro:

El Agua Nuestra de Cada Día. Facilitadora: Alicia Fernández alifep@hotmail.com aguanuestra@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. La actividad principal del proyecto es el "Círculo de aprendizaje internacional." Los Círculos de aprendizaje son ambientes virtuales creados para el intercambio cultural de estudiantes de todo el mundo. Bajo la coordinación de un facilitador, grupos de 8 a 12 clases de distintas escuelas establecen contacto usando la plataforma Wiki Space y el correo electrónico, y analizan un tema seleccionado por los mismos participantes. Edades: 6 a 20 años.Fechas: marzo a mayo y septiembre a diciembre. Idioma: inglés, francés, alemán, español. Sitio web: www.globalteenager.org. Contacto: Lucrecia Santiago lucresantiago@yahoo.com.ar, lucrecia@globalteenager.org

CABECITAS EN ACCIÓN 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 15 años. Fechas: mayo a noviembre. Idioma: español. Foro: Cabecitas en Acción por la Paz. Facilitadora: Romina Cresta cabecitas@telar.org, barotti77@yahoo.com.ar

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: Nuevos Pulmones para el Mundo. Facilitador: Verónica Mut vea222@hotmail.com, nuevospulmones@telar.org

ALUMNOS EDUCADORES. A través de este proyecto son los estudiantes quienes asumen un rol de educadores y nos brindan a los adultos, a través de videos, tutoriales y publicaciones digitalizadas, los conocimientos que han desarrollado en forma natural al utilizar los recursos tecnológicos y especialmente Internet. Edades: a partir de los 12 años. Fechas: Continuo (Marzo – noviembre). Idioma: español. Foro: Alumnos Educadores. Facilitadora: Prof. Cristina Velázquez alumnoseducadores@gmail.com

Catalan

3 ESTACIONS (3 SEASONS). Students work about a topic in three of the seasons of the year: autumn, winter and spring. Each group chooses a topic that can be studied in the three seasons (autumn, winter and spring) to see how it will vary during the school year. The productions of the participating groups depend on the topic they have chosen and the ICT tools to be used. They should make at least one activity in the project blog in each of the three stations. Ages 3-6. www.iearn.cat/3estacions

BONGOH. Simulation game where students travel to an imaginary archipelago. The islands of the Bongoh archipelago are in the shape of each Bongoh letters. In the first activity, participating groups introduce themselves. In the second activity, they explain how they arrived at one of the islands. In the third activity, they describe the place where they are. In the fourth activity, they meet other participants in a meeting face. In the last activity, they must decide whether to return home or stay on the island. All productions are posted on a blog. Teachers can choose the ICT tools their pupils are going to use to produce their products. Ages: 11-12. Email of facilitator(s): jarderiu@xtec.cat, mguino4@xtec.cat, montser@pangea.org. Website: www.iearn.cat/bongoh

DE TRES EN 3 CONTES ("3 to 3 Tales"). Designed to work the tales. There are three characters who will guide us in the world of storytelling. Students prepare a story without end and then they'll finish the story that another group class has prepared. Age/level: 7 years/2n in primary school. Timetable: February-May. Facilitator(s): Palmira Santamaria, palmira.santamaria@gmail.com. Website: www.lacenet.org/de3en3/

GEOCATING. Project designed to work with leading ICT tools and guidance in primary school and secondary school, where schools do a tour were they hide a treasure. After, they send data to the web to help others to find it. They also carry out a proposed route for another school and make the assessment at the site. Timetable: February-June. Facilitator(s): Palmira Santamaria, palmira.santamaria@gmail.com. Website: www.lacenet.org/gps

UN PASSEIG PEL BAGES (A WALK THROUGH BAGES REGION). From the guidance of a character called "Salix", one prehistoric man in the region, kids work the region and share their job on-line. Students must do internet search, a forum and chat to share the work done iwith other schools. Age level: Primary school. Timetable: January-May. Facilitator: Palmira Santamaria, Spain, palmira.santamaria@gmail.com. Website: www.lacenet.org/bages.

Catalan

PROJECTE XESCO BOIX (XESCO BOIX PROJECT). Xesco Boix is a singer for child that died 25 years ago, but his legacy is still valid. The project seeks to learn and especially to live in Xesco, through the enthusiasm he transmitted, and turning around their songs, their tales and stories and their way of life. The project will have two different areas: activities (presentation, pick up and hang, and the enigmas ,...) corner Xesco (stories, songs, links, etc). Age level: Primary school. Timetable: November-May. Facilitator: Palmira Santamaria, palmira.santamaria@gmail.com. Website: www.lacenet.org/xesco

Catalan and English

YOUNGCAST. The Youngcast project is a tandem exchange project that consists in producing audio and video podcasts between different students around the world and sharing them in a blog. This collaborative project aims to help students to exchange their ideas and to improve their second language. Ages: 10-16 years old. Timetable: October-February. Languages: Spanish and English. Facilitator: Palmira Santamaria, Spain, palmira.santamaria@gmail.com. Website: youngcast.iearn.cat. (youngcast.blogspot.com - 2008-09 and bloc.iearn.cat/youngcast - 2007-08)

Spanish and English

YOUNGCAST. The Youngcast Project (see page) has one version in German and Spanish: Jungcast Projekt: jungcast.blogspot.com/

English and German

Slovenian	**COLLECTING RUBBISH WITH SMETKO.** Pupils will learn about separating and recycling rubbish/garbage and will discuss the possibilities of what they can do themselves to reduce this problem. We know that each person produces around 160 kilos of garbage per year. Pupils will learn by doing how this garbage can be recycled. Ages: 6 – 15 years. Timetable: September 2010 – May 2011. Facilitator: Suzana Geršak, suzana@mirk.si. Website: www.o-fp.kr.edus.si/projekti/Smetko/ **READING WITH MURI THE CAT.** A project to encourage students to develop a love of reading early in their schooling. Kids like tales and stories in books. Beside encouragement they need also 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 after a hero in Slovenian childish literature. After each of the pupils reads a book, he/she is asked to describe through Muri's eyes his/her feelings about the story. Pupils can also draw illustrations. All outcomes are gathered in Muri's diary and at the end of the project sent to partner school. Ages: 6 – 8 years. Timetable: September 2010 – May 2011. Facilitator: Suzana Geršak, suzana@mirk.si. Website: www.o-fp.kr.edus.si/muri/index.asp
Russian	Lifesavior Yourself. A project that welcomes students internationally to obtain an active position towards the problems they face in their life, develop fast and effective reaction skills and solutions both for their own safe personal development and for the development of their local communities. In Russian: Сам себе спасатель. Участвуя в проекте, ребята готовят себя к преодолению трудностей неизбежных на жизненном пути, получают возможность общения и сотрудничества со сверстниками и коллегами из ближнего и дальнего зарубежья, развивают умения быстрой оценки обстановки и нахождения выхода из создавшейся нестандартной ситуации, изучают основы первой доврачебной помощи пострадавшим, вовлечение детей к поиску механизмов решения актуальных проблем местного сообщества через разработку и реализацию социально-значимых проектов, создание личных персональных историй своего успешного опыта безопасной жизнедеятельности (ведение дневника участника проекта), и как итог создание сайта проекта. Age/Возраст участников проекта: все Timetable/Расписание/программа проекта: 1. заявочный этап (прием заявок от школьных команд, в заявке должна быть 1-3х предложенная мотивационная часть - для уточнения ожиданий участников проекта и согласования общего замысла + включения в общую дискуссию о том,что такое безопасность сегодня + кто такой спасатель в современности. 2. а) продолжение дискуссии, б) разработка карты безопасности: начальная школа - "дорога домой" средняя школа - "безопасная школа" старшая школа - "безопасное сообщество" в) экспертиза деятельности. 3. а) Разработка сайта проекта (или оформление "картографии безопасности" в виде электронных открыток - посланий? б) оформление результатов 1-ой части дискуссии; в) запуск дискуссии "Кто может быть спасателем", "В чем нуждается спасатель" г) разработка и консультации проектных предложений на тему "Спасатель - это я" д) создание видеоматериалов, плакатов , бланковой продукции, необходимой для реализации проектных замыслов. 4. Реализация разработанных проектов, сопровождаемая: а) разработкой и публикацией всех материалов для этого; б) ведением "дневника спасателя" - персональных историй "Сам себе спасатель!"; в) оформление рекомендаций сам себе спасателям (по итогам второй части дискуссии). 5.Итог: публикации, сайт с персональными профайлами и рекомендациями из серии "Устами младенца..." - летний передвижной экспертно-образовательный лагерь «Лето без бед и печали». Coordinator/Координатор: Анна Багеша. Anna Bagesha, domotkanov_sch@kletsk.edu.by, Sofia Savelava, yiecnewline@gmail.com

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.

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iEARN
www.iearn.org

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