

## What is iEARN? (the International Education and Resource Network)

iEARN is a non-profit (501-c-3) organization made up of over 4,000 schools in almost 100 countries, that empowers teachers and young people (K-12) to work together online at very low cost through a global telecommunications network. Since 1988, iEARN has pioneered on-line school linkages 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 online forum spaces to meet other participants and get involved in ongoing projects, initiated by teachers and students throughout the world. In addition to meeting a specific curriculum need, every project proposed by teachers and students in iEARN has to answer the question, how will this project affect the quality of life on the planet? That vision and purpose is the glue that holds iEARN together. Through participation in iEARN projects, students develop the habit of getting involved in community issues, thus becoming better equipped them for future civic participation.

## Where can I find more information about iEARN?

### • On the Web: <http://www.iearn.org>

Helpful URLs include:

- **Projects:** <http://www.iearn.org/projects/>. Additional copies of the Project Description Book can be found at <http://www.iearn.org/projects/projectbook.html>
- **Interactive Forums:** <http://foro.iearn.org> (please contact your iEARN Country or Center Coordinator for connection options/on-line project work that may be unique to your country.)
- **Globe:** <http://www.iearn.org/globe/> (links to iEARN centers around the world)
- **Language Resource Page** [http://www.iearn.org/globe/globe\\_language\\_gateway.html](http://www.iearn.org/globe/globe_language_gateway.html) (language resources/communities worldwide)
- **iEARN Handbook:** [http://www.iearn.org/professional/prof\\_handbook.html](http://www.iearn.org/professional/prof_handbook.html) (suggestions for getting started in iEARN, integrating iEARN into the curriculum, and conducting an iEARN workshop)
- **People and Projects Database:** <http://amity.iearn.org/> (search for iEARN partners and projects around the world)
- **Join iEARN:** <http://www.iearn.org/join/>

### • From Country Coordinators

See <http://www.iearn.org/globe/countrycoordinators.html> for a listing of iEARN coordinators and contact people who can help to describe possibilities for iEARN involvement in your country or region of the world.

### • Through Professional Development

iEARN offers professional development workshops for educators seeking to enhance their work with young people through the integration of Internet-based project work. 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 -- on-going technical and staff development assistance from iEARN staff, as well as an online community of colleagues worldwide. See p 18-19, and for additional information, <http://www.iearn.org/professional/>.

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- *Projects marked with a bullet point are designed with a Primary School (ages K-6) focus. Other projects may be open to all ages, or focused on Secondary School-aged students.*
- *Projects are grouped into subject areas in order to help teachers find projects in their subjects of interest. However, because of the interdisciplinary nature of many iEARN projects, these are only meant to serve as a guide.*

<b>Creative &amp; Language Arts .....</b>	<b>20</b>
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A participant in any iEARN project writes a cinquain when he/she finishes his/her participation in the project.	
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This project researches how we are treating waste in our communities.	
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Write fun stories and math problems about clowns that children to develop an interest in studying math.	
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Students will gather, organize and share information about the discovery of dinosaur fossils in their country.	
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What is the meaning and history of images of plants and animals used in the symbols of many countries and cities of the world?	
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• <i>Include Primary, Middle, and High School (Secondary) Age Groupings.</i>	
Learning Circles are a great starting point for teachers new to online project collaboration since they provide a very clear structure, as well as a set schedule and number of partners. A Learning Circle is made up of a team of 6-8 teachers and their classes joined in the virtual space of an electronic classroom. The groups remains together over a 3-4 month period working on projects drawn from the curriculum of each of the classrooms organized around a selected theme. At the end of the term the group collects and publishes its work. Then, just as any class of students does, the Learning Circle comes to an end. Each session begins with new groupings of classes into Learning Circles. See <a href="http://www.iearn.org/circles/">http://www.iearn.org/circles/</a> for more detail about the circles. To join a Learning Circle, you must complete a Learning Circle placement form two weeks before the beginning of the session.	
<b>Global Teenager Project</b> - A Learning Circle Project from IEARN (Netherlands), working with the IICD, the International Institute for Communications and Development in The Hague, Netherlands..	
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## Country Coordinators

**Albania** Saimir Repishti [repishti@aedp.soros.al](mailto:repishti@aedp.soros.al)  
**Andorra** Alex Jerez [alexj@andorra.ad](mailto:alexj@andorra.ad)  
**Argentina\*** Rosy Aguila [rosyaguila@infovia.com.ar](mailto:rosyaguila@infovia.com.ar),  
Paula Perez [paulap@telar.org](mailto:paulap@telar.org), Adriana Vilela [adrianav@iearn.org](mailto:adrianav@iearn.org)  
**Armenia** Karine Durgaryan [karine@childlib.am](mailto:karine@childlib.am)  
**Australia\*** Teacher Management Team [iearnoz@iearn.org.au](mailto:iearnoz@iearn.org.au)  
**Azerbaijan** Fahry Abbasov [fmabbasov@yahoo.com](mailto:fmabbasov@yahoo.com)  
**Belarus** Lyudmila Dementyeva [dem@user.unibel.by](mailto:dem@user.unibel.by)  
**Bosnia** Alma Zecevic [zalma@smartnet.ba](mailto:zalma@smartnet.ba)  
**Botswana** David Ratsatsi [DRatsatsi@gov.bw](mailto:DRatsatsi@gov.bw)  
**Brazil** Ana Celeste David [cruzdavid@uol.com.br](mailto:cruzdavid@uol.com.br),  
Silva Regina dos Leo Santos Burd [sregina@plugnet.com.br](mailto:sregina@plugnet.com.br)  
**Bulgaria\*** Ivan Kolev [kolev@ns.phls.uni-sofia.bg](mailto:kolev@ns.phls.uni-sofia.bg)  
**Burkina** Faso Yatabare Abdoulaye [yatabare@yahoo.com](mailto:yatabare@yahoo.com)  
**Cambodia** Kim Eng Yong [kya@forum.org.kh](mailto:kya@forum.org.kh)  
**Cameroun** Francois Donfack [donfackfr@yahoo.fr](mailto:donfackfr@yahoo.fr)  
**Canada** William Belsey [bill@iearn-canada.org](mailto:bill@iearn-canada.org)  
**Central/Eastern Europe** Yuri Romanenkov [yurimr@delfi.lt](mailto:yurimr@delfi.lt)  
**Chile** JorgeValenzuela [jvalen@ie.ufro.cl](mailto:jvalen@ie.ufro.cl)  
**China\*** Subude [subude@yahoo.com](mailto:subude@yahoo.com)  
**Colombia** Patricia Ochoa [mpochoav@uol.com.co](mailto:mpochoav@uol.com.co)  
**Congo, Dem. Republic** Xavier Ndonga [initiatives@netcourrier.com](mailto:initiatives@netcourrier.com)  
**Croatia** Goranka Markovic [gorankam@hotmail.com](mailto:gorankam@hotmail.com)  
**Czech Republic\*** Ilona Kubonova [kubonova@gymtce.cz](mailto:kubonova@gymtce.cz)  
**Denmark** Claus Berg [Claus\\_Berg@skolekom.dk](mailto:Claus_Berg@skolekom.dk)  
**Ecuador** Samuel Sanguenza [ssanguenza@hotmail.com](mailto:ssanguenza@hotmail.com)  
**Egypt** Sherif Abou Senna [ge02akkad@link.com.eg](mailto:ge02akkad@link.com.eg)  
**Estonia\*** Terje Tuisk [ttuisk@ut.ee](mailto:ttuisk@ut.ee)  
**Finland** Helena Rimali [helena.rimali@espoo.fi](mailto:helena.rimali@espoo.fi)  
**France** Chantal Deltenre-de Bruycker [chantal@ethnokids.net](mailto:chantal@ethnokids.net)  
**The Gambia** Momodou Njie [momhnjie@yahoo.com](mailto:momhnjie@yahoo.com)  
**Georgia** Paata Papava [paata@mega.osgf.ge](mailto:paata@mega.osgf.ge)  
**Germany** Hans Georg Henkel [hhenkel@debitel.net](mailto:hhenkel@debitel.net)  
**Ghana\*** Samuel Eshun [sgeshun@africaonline.com.gh](mailto:sgeshun@africaonline.com.gh)  
**Greece** Sophia Giakmoglidou [sgiakmog@otenet.gr](mailto:sgiakmog@otenet.gr)  
**Guatemala** Rodolfo Morales [rodomorales@hotmail.com](mailto:rodomorales@hotmail.com)  
**Hungary** Istvan Szabo [szaboi@mail.gyfk.hu](mailto:szaboi@mail.gyfk.hu)  
**India** Sunita Bhagwat [sunit-b@lycos.com](mailto:sunit-b@lycos.com);  
Madhavi Kapur [madhavikapur@hotmail.com](mailto:madhavikapur@hotmail.com)  
**Iran** Leily Madani [madani@schoolnet.ir](mailto:madani@schoolnet.ir);  
Reza Mahjirian [reza@schoolnet.ir](mailto:reza@schoolnet.ir)  
**Israel\*** Gideon Goldstein [gideon@ort.org.il](mailto:gideon@ort.org.il)  
**Italy** Giuseppe Fortunati [fgiusepp@libero.it](mailto:fgiusepp@libero.it)  
**Jamaica** Joan Davis [guyshillhighschool@hotmail.com](mailto:guyshillhighschool@hotmail.com)  
**Japan\*** Yoko Takagi [yoko@iearn.jp](mailto:yoko@iearn.jp)  
**Jordan** Ilham Zumot [i\\_zumot@yahoo.com](mailto:i_zumot@yahoo.com)  
**Kazakhstan** Talgat Nurlybayev [talgat@samal.kz](mailto:talgat@samal.kz)  
**Kenya** Jacqueline Jumbe [gep@africaonline.co.ke](mailto:gep@africaonline.co.ke)  
**Kyrgyzstan** NurbekTeleshaliyev [nurbek@soros.kg](mailto:nurbek@soros.kg)  
**Latvia\*** Talis Bercis [iearn@oic.lv](mailto:iearn@oic.lv)



# Country Coordinators

**Lebanon\*** Eliane Metni [eliane@emetni.com](mailto:eliane@emetni.com)  
**Lithuania\*** Daina Valanciene [daina.v@takas.lt](mailto:daina.v@takas.lt)  
**Macedonia\*** Jove Jankulovski [jovej@freemail.org.mk](mailto:jovej@freemail.org.mk)  
**Malaysia** Jamaliah Baba [pendita@malaccacom.net.my](mailto:pendita@malaccacom.net.my)  
**Mali** Sounkalo Dembele [nkosounkalo@hotmail.com](mailto:nkosounkalo@hotmail.com)  
**Mauritania** Ahmed Bá Abderrahmne [aba@univ-nkc.mr](mailto:aba@univ-nkc.mr)  
**Mexico** Rafael Alvarez Martinez  
[alvarez\\_rafael@informaticaeducativa.com](mailto:alvarez_rafael@informaticaeducativa.com)  
**Mongolia** Nimma Nyamkhuu [nyamkhuu@soros.org.mn](mailto:nyamkhuu@soros.org.mn)  
**Morocco** Mourad Benali [bmourad@espacenet.net.ma](mailto:bmourad@espacenet.net.ma)  
**Mozambique** Orlando Pedro Zacarias [zacarias@nambu.uem.mz](mailto:zacarias@nambu.uem.mz)  
**Namibia** Joris Komen [joris@schoolnet.na](mailto:joris@schoolnet.na)  
**Nepal** Bishnuu Bhatta [bbishnu@hotmail.com](mailto:bbishnu@hotmail.com)  
**Netherlands\*** Bob Hofman [hofman@telebyte.nl](mailto:hofman@telebyte.nl)  
**New Zealand** -- OPEN  
**Nigeria** Olaolu Shashore [lsasore@yahoo.com](mailto:lsasore@yahoo.com)  
**Orillas\*** Enid Figueroa [efigueroa@orillas.upr.clu.edu](mailto:efigueroa@orillas.upr.clu.edu) Kristin Brown  
[krbrown@iearn.org](mailto:krbrown@iearn.org)  
**Pakistan** Farah Kamal [Farah@iearnpk.org](mailto:Farah@iearnpk.org)  
**Palestine** Amjad Al-Masri [gdimedia@hally.net](mailto:gdimedia@hally.net)  
**Paraguay** Maria Cristina Costa [mcosta@sce.cnc.una.py](mailto:mcosta@sce.cnc.una.py)  
**Peru** Mario Tejada [mtejada@chavin.rcp.net.pe](mailto:mtejada@chavin.rcp.net.pe)  
**Poland\*** Marek Grzegorz Sawicki [sawicki@ids.edu.pl](mailto:sawicki@ids.edu.pl)  
**Romania** Cornelia Platon [nelly@lapd.cj.edu.ro](mailto:nelly@lapd.cj.edu.ro)  
**Russia\*** Victor Minachin [nskmin@glas.apc.org](mailto:nskmin@glas.apc.org)  
**Senegal** Aminata Kole Faye Ndiaye [kolefaye@hotmail.com](mailto:kolefaye@hotmail.com) and Saliamat  
Mbodji Sene [sallsenma@yahoo.fr](mailto:sallsenma@yahoo.fr)  
**Sierra Leone** Andrew Greene, Jr. [peacemuse\\_c21st@hotmail.com](mailto:peacemuse_c21st@hotmail.com)  
**Slovakia** Joko Vrabel [joko@srobarka.sk](mailto:joko@srobarka.sk)  
**Slovenia\*** Alenka Makuc [alenka.makuc@guest.arnes.si](mailto:alenka.makuc@guest.arnes.si)  
**South Africa\*** Stephen Marquard [scm@schoolnet.org.za](mailto:scm@schoolnet.org.za)  
**Spain\*** Ramon Barlam [rbarlam@pangea.org](mailto:rbarlam@pangea.org)  
**Sri Lanka** Lakshmi Attygalle [lak44@sltnet.lk](mailto:lak44@sltnet.lk)  
**Suriname** Dave Abeleven [dave-aa@surimail.sr](mailto:dave-aa@surimail.sr)  
**Sweden** Kenny Nilsson [kenny\\_29@spray.se](mailto:kenny_29@spray.se)  
**Taiwan** Doris Tsuey-ling Wu [doris21.wu@msa.hinet.net](mailto:doris21.wu@msa.hinet.net)  
**Thailand** Donna Hurst [dhurst@isb.ac.th](mailto:dhurst@isb.ac.th), Siriluck Hiri-O-Tappa  
[siriluch@isb.ac.th](mailto:siriluch@isb.ac.th)  
**Trinidad & Tobago** Gia Gaspard Taylor [marabe@tstt.net.tt](mailto:marabe@tstt.net.tt)  
**Uganda\*** Daniel Kakinda [dkakinda@yahoo.com](mailto:dkakinda@yahoo.com)  
**Ukraine** Nina Dementievska [smc@mail.kar.net](mailto:smc@mail.kar.net)  
**United Kingdom** Cheryl Morgan [cheryl@elmcote.com](mailto:cheryl@elmcote.com)  
**USA\*** Edwin H. Gragert [ed1@us.iearn.org](mailto:ed1@us.iearn.org)  
**Uzbekistan** Anatoly Kochnev [tolik@bukhara.freenet.uz](mailto:tolik@bukhara.freenet.uz)  
**Yugoslavia** Zarko Stepanovic [zstepanovic@sfi.opennet.org](mailto:zstepanovic@sfi.opennet.org)  
**Zambia** Oliver Sepiso Shalala [sepiso@hotmail.com](mailto:sepiso@hotmail.com)  
**Zimbabwe** Eliada Gudza [eliada@world-links.org](mailto:eliada@world-links.org)

\* Member of the iEARN International Assembly  
See <http://www.iearn.org/globe/countrycoordinators.html> for the most up-to-date listing of iEARN Country Coordinators and Contact People.

# How to Start Working on iEARN Projects

## Introduction

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

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

Meet others in iEARN -- we invite new members to introduce themselves and greet new members on our forums for connecting people. Two good places to start are the following forums:

**Please note:** All forums are shown in their web-based format, *example: Teachers* (accessed via <http://foro.iearn.org>), followed by the format in which they appear when accessed via newsreaders, *example: [apc.iearn.teachers](mailto:apc.iearn.teachers)* (news server: foro.iearn.org).

- **Teachers ([apc.iearn.teachers](mailto:apc.iearn.teachers))** - This forum is a place for teachers to meet

“talk”, make announcements and updates. It is also a place to share initial project ideas in order to find other people who might want to help develop a project. As part of their introduction into iEARN, new teachers are encouraged to post a message to introduce themselves on the “Teachers” Forum ([apc.iearn.teachers](mailto:apc.iearn.teachers)), and to describe briefly any special interests they or their class have.

- **Youth ([apc.iearn.youth](mailto:apc.iearn.youth))** - In this forum, young people can meet each othershare ideas and topics of interest, and consider ways they can work together.

## LANGUAGE FORUMS AND RESOURCES:

iEARN hosts a great diversity of languages among its global network of participants worldwide. See [http://www.iearn.org/globe/globe\\_language\\_gateway.html](http://www.iearn.org/globe/globe_language_gateway.html) for various language communities and resources available across the network. Among these links are actual iEARN-Center websites, project forums, and translations of materials such as the project description book, newsflashes, etc.

Though all of the 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 iEARN participants.

- **Arabic ([apc.iearn.arabic](mailto:apc.iearn.arabic))** - Arabic
- **Latina ([apc.iearn.latina](mailto:apc.iearn.latina))** - Spanish. There are also a number of Spanish language forums established by iEARN Argentina that can be found under the folder “telar.” See [http://www.iearn.org/globe/globe\\_language\\_gateway.html](http://www.iearn.org/globe/globe_language_gateway.html).
- **Francais ([apc.iearn.francais](mailto:apc.iearn.francais))** - French
- **Italian ([apc.iearn.italian](mailto:apc.iearn.italian))** - Italian
- **Kartuli ([apc.iearn.kartuli](mailto:apc.iearn.kartuli))** - Georgian
- **Korean (Hangul) ([apc.iearn.hangul](mailto:apc.iearn.hangul))** - Korean
- **Nihongo (Japanese) ([apc.iearn.nihongo](mailto:apc.iearn.nihongo))** - Japanese
- **Portuguese ([apc.iearn.port](mailto:apc.iearn.port))** - Portuguese
- **Russian ([apc.iearn.russian](mailto:apc.iearn.russian))** - Russian

## 1. Welcome Phase

## 2. Learn About Projects

There are several resources that will help you find out which projects are currently taking place on iEARN and how to get started in project work.

- **Ideas** - This forum describes the projects that are taking place in iEARN. It is especially important because it will tell you where a project is taking place if it is not being conducted in its own forum. From here, there are 80 + active project forums in iEARN where discussion and collaboration occurs. See pages 15-17 for a description of what is happening in each of these forums.

- **Newsflashes** - Every two weeks an online newsletter is created and sent to all iEARN participants via email. It describes new projects and people looking for collaborators, gives updates on continuing projects, and is a place to make general announcements. To receive the iEARN Newsflash, write to [newsflash@us.iearn.org](mailto:newsflash@us.iearn.org) requesting to be added to the newsflash distribution list.

- **People and Projects Database**

- There are also iEARN databases where you can find out more about projects and the people who are part of the iEARN community. You can find these databases on the web at <http://amity.iearn.org/signin.lasso>. Please update your own record! If you are a registered iEARN participant, you can use the database using your email address as an ID, and the same password you use to access the forums. If you do not know your password, or have forgotten it, you can find a link at the bottom of <http://amity.iearn.org/signin.lasso>, which will allow you to submit your email address and have your password automatically sent to you.

- **Project Description Booklet** -

- The annual publication that you are reading now is made available to all members of iEARN. In addition, a pdf version is available for downloading at <http://www.iearn.org/projects/projectbook.html>.

Up-to-date descriptions of projects can also be found on our website:  
<http://www.iearn.org/projects.html>.

## 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: Identify a project of interest and find out if the project is still active using the steps listed above. Go to the forum where the project is held and/or write to the facilitator of the project. Read and respond to recent postings/topics on the forum. **Remember, all students want and need responses to their messages. We recommend that your students post at least 2 responses for every new message they post.**

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

## Creating a Project

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

1) Announce your idea by posting it on the [Teachers](#) or [Youth](#) forum . This is to see if there are other people interested in the topic, generate discussion and possible collaboration on the actual design of the project, or see if such a project already exists that you might get involved in instead.

2) Once you find other people who are interested in joining the project, fill out the Project Idea Template Form below, either by submitting it on the web at <http://amity.iearn.org/projectadd.lasso> or by sending it by email to the facilitators of the [Ideas](#) forum [projects@us.iearn.org](mailto:projects@us.iearn.org). iEARN coordinators will help to find an online forum for your project to take place in, and will indicate this on #14 of the Project Template (see below). If your project will not take place on a forum, and will be a small email exchange, for example, the posting will indicate this and tell people who to contact. iEARN coordinators will then post the form to the [Ideas](#) forum . Please note: the [Ideas](#) forum is moderated so that only the iEARN coordinators

facilitating the forum can post a new topic to the forum. [Ideas](#) serves as a clearinghouse of all iEARN projects, with descriptions, timelines, and directions to the forum in which each project is happening.

3) Once your project has been posted to [Ideas](#) and assigned to a project forum, it should also be posted as a topic on the online forum in which it will be happening. You can do this yourself, or get help from iEARN coordinators at [projects@us.iearn.org](mailto:projects@us.iearn.org). Project facilitators are encouraged to start an "Updates" "discussion topic" to provide participants with updates about the project (news, timeline modifications, etc) and an "Introductions" "discussion topic" in which new members can introduce themselves as they join the project.

4) Occasionally post responses to your topic on [Ideas](#) so that people know whether it is ongoing or ended, whether you are still looking for participants, etc. Send these same updates to [newsflash@us.iearn.org](mailto:newsflash@us.iearn.org) as well, so that we can put them in the newsflash. This is especially important if most of your project is taking place over email and not on an online forum where it is visible to the full iEARN community.

## 4. Create a New Project

- 1) Name of Project:
- 2) Brief one-sentence description of project:
- 3) Full description of project:
- 4) Age/level of project participants:
- 5) Timetable for the 2002-2003 school year:
- 6) Possible project/classroom activities:
- 7) Expected outcomes/products:
- 8) Project contribution to others and the planet:
- 9) Project language(s):
- 10) Curriculum 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:
- 15) WWW page of project:

## Project Idea Template

*Using iEARN's Online WWW Forums.*

*Before exploring these options, contact your iEARN Country/Center Coordinator for options for connection/on-line project work that may be unique to your country.*

**Option 1: Via WWW-based forums:** iEARN's WWW-based forums are secure and safe places, designed only for the global iEARN community. Therefore, access to the forums is through the iEARN Member Database. Teachers and other adult iEARN participants who are in the iEARN database can participate in the WWW forums by going to their "My iEARN Page" and registering a User Name (usually your first and last names) and Password.

Step 1: To determine if you are in the database already, go to: <http://amity.iearn.org/signin.lasso>. On this page is a link to have a password sent to you if you are in the database. Enter the e-mail address that we would have for you and submit this request.

Step 2: If that email address is not in the database, you will immediately receive an onscreen message stating this. Go to: <http://amity.iearn.org/peopleadd.lasso> and register yourself as a new member. This form will go to your Country Coordinator for validation and you will receive a message when this is completed, giving you your User Name: (Firstname Lastname). Use the password that you entered in the registration form.

Step 3: If you receive an automated message containing a password, use this password to log into the database at: <http://amity.iearn.org/signin.lasso>

Step 4: In your "My iEARN Page" please update/correct/add any missing information.

Step 5: At the bottom of your "My iEARN Page" is a place to:

- register yourself and your students with User Names (Firstname Lastname) and passwords to enter the iEARN discussion forums. User Names activate in 15 minutes.
- add a colleague to the iEARN member database (so that they will have the ability to manage their own students' accounts)

**Option 2: Via Off-line news readers, such as Outlook Express, Netscape Communicator, Free Agent, etc:** Register at <http://foro.iearn.org> as in Option #1 above. After your User Name has been validated by your Country Coordinator, configure your news reader to point to foro.iearn.org. Select the forums in the "apc.iearn\*" folder which you would like to read/participate in.

**Option 3: Via E-Mail:** Send a message to [subscribe@iearn.org](mailto:subscribe@iearn.org). In the message, tell us which forum you would like to receive via e-mail. 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.

**If you are a student:** Teachers can add individual students with User Names and separate Passwords through the teachers' "My Page" in the iEARN database. Teachers should log in at : <http://amity.iearn.org/signin.lasso> Click on "register new users" at the bottom of the page.

*General Guidelines for Posting to the Online Forums*

• **Try to describe the essence of your message in the Subject line.** And, if you are responding to a message, do not change the Subject line.

• **Be brief in your message and write the most important things in the first paragraph.** You may be writing in a language that is not the native language of those reading your message. In addition, some subscribers to the forums use dial-up access and pay for telephone time (sometimes for kilobytes too).

• **Do not post too many attachments to the forums.** They can be too big for those who pay for dial-up access. In addition, they may not translate over the many systems across iEARN and many arrive to people as garbage. Try to configure your mailing software so that it sends out only plain text and no attachments of encoded word/graphic documents and html files. If you want to share something that is big but valuable (a Word document, a jpeg picture etc) just send a note asking people if they want to get it by email or place your document on the web.

• **Do not post chain letters or any commercial advertisements to the forums.**

## *Suggestions for Project Facilitation and Participation*

• **Use online forums instead of direct e-mail whenever possible.** Forums accommodate a variety of school schedules by archiving messages and allowing new contributors to see the project's progression, understand who is involved, and determine whether the work will be of interest to them. And, by using the iEARN forums, you are enabling participants to participate by e-mail or by way of the web, on discussion boards hosted on servers around the world, thus keeping cost to a minimum.

• **Encourage discussion and interaction among participants.** iEARN projects are meant to be collaborative and interactive. As a project facilitator, part of your role, and that of your students, is to facilitate interaction among participants. This increases the opportunities for students to receive feedback on their writing, so that responsibility for responding to messages doesn't just fall on the project facilitators. Our goal is that every student who posts a message will receive a response. **This can be attained if people respond to 2 other messages for every new one that they post.**

• **Involve participating schools and students in leadership roles.** Appointing international student editors and facilitators not only provides additional sources of feedback to contributors, but it also helps other students to see ways that they can take leadership roles within the project. Participants may even 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."

• **Update project information periodically.** This helps existing participants and insures that new participants will not be referring to outdated information about the project. It is also a good idea to update information in your project's initial announcement in the Ideas forum by posting a response to the original project announcement.

• **Participate in another project.** This is a great way to meet other participants, and learn about the many projects initiated by teachers and students throughout the world. In this way, your classroom truly becomes a global community member that can draw on the breadth of the network as your classroom develops throughout the year.

• **Try to create a globally aware classroom/school environment.** The collaborative nature of iEARN may provide a very different online experience to those young people who are used to "anonymous" correspondences on the web. Having systems for students to better understand the interconnectedness of the world will make their online collaboration with global peers much richer. E-mail messages come to life through maps, and a basic understanding about the background and culture of their 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. The presence of this audience provides an incentive for students to produce the most effective communication possible. Consider creating a feedback process where students have the opportunity to comment on each others 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 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*

## *Suggestions for Successful Project Participation*



## iEARN Forums

Here's a quick reference to the iEARN forums. To participate in these forums, you must be in the iEARN member database and have an iEARN User Name and Password. Contact your iEARN country coordinator (p. 8-9) to learn how you can be a part of iEARN. For help in finding other country coordinators, contact [iearn@us.iearn.org](mailto:iearn@us.iearn.org). The iEARN projects page will lead you to full details on these forums. See <http://www.iearn.org/>

**A Vision** ([apc.iearn.vision](http://apc.iearn.vision)) Annual literary magazine "A Vision."

**Africa** ([apc.iearn.africa](http://apc.iearn.africa)) Project work related to Africa.

**AIDSWEB** ([apc.iearn.aidsweb](http://apc.iearn.aidsweb)) A forum for building HIV/AIDS awareness.

**Alumnae** ([apc.iearn.goforit](http://apc.iearn.goforit)) Alumnae of the iEARN network are encouraged to use this space for ongoing community building and partnership.

**Aqua** ([apc.iearn.aqua](http://apc.iearn.aqua)) For "water theme" projects, including those in which students monitor the quality of streams, rivers, lakes and other bodies of water.

**Architecture** ([apc.iearn.architecture](http://apc.iearn.architecture))- Students research the architecture and history of buildings in their area.

**Artists** ([apc.iearn.artists](http://apc.iearn.artists)) A forum for the Great Artists of My Country Project.

**Asian Societies** ([apc.iearn.asiasoc](http://apc.iearn.asiasoc)) For iEARN participants across Asia, and those with an interest in teaching about Asia.

**Balkans** ([apc.iearn.balkans](http://apc.iearn.balkans)) For the planning committee of the Balkan Voices Projects, including project coordinators, teachers and others involved in the project.

**Bikeabout** ([apc.iearn.bikeabout](http://apc.iearn.bikeabout)) Reports and discussions with international bicycling expeditions that have partnered with iEARN over the years.

**Bullying Project** ([apc.iearn.bullying](http://apc.iearn.bullying)) A collaborative attempt to address the issues of bullying, teasing and school violence.

**Caring** ([apc.iearn.caring](http://apc.iearn.caring)) A forum for the Global Art: A Sense of Caring Project and Comfort Quilt Project.

**Child Labour Project** ([apc.iearn.projects](http://apc.iearn.projects)) Home to the Child Labour Project.

**Child Soldier Project** ([apc.iearn.childsoldier](http://apc.iearn.childsoldier)) A forum for student exchange around the issue of child soldiers.

**China** ([apc.iearn.china](http://apc.iearn.china)) Linking schools in China with those in iEARN to look at issues facing China today.

**Children's Rights** ([apc.iearn.rights](http://apc.iearn.rights)) A forum for discussion and projects related to children's rights, as well as child abuse.

**CIVICSBRIDGE** - Contains discussion forums for the CIVICS and BRIDGE participants. Introduction, CIVICS, Aqua, Animals, Dream School, Virtues, Teachers, Coordinators.

**Clean-up - Belarus-USA Waste Management Project** ([apc.iearn.cleanup](http://apc.iearn.cleanup)) Communication between U.S. and Belarussian students about environmental issues.

**CIVICS** ([apc.iearn.civics](http://apc.iearn.civics)) (Community Voices = Collaborative Solutions) supports discussion of community participation and service, and is a place for students to reflect on their experiences in the community and cross-cultural issues concerning service.

**Culture** ([apc.iearn.culture](http://apc.iearn.culture)) A forum for cultural projects, including the Cultural Diversity and Human Identity Project and the Our Baby Project.

**Democracy** - A forum for issues related to democracy.

**Democracy and Education Exchange Project** - DEEP Resources and Documents, DEEP CRF-LA Forum, DEEP CRFC Forum, DEEP SSEC Forum, DEEP Streetlaw Forum, DEEP Exchange, DEEP Coordinators.

**Dream School** ([apc.iearn.options](http://apc.iearn.options)) Different options for visioning the present and future.

**Dutch** ([apc.iearn.dutch](http://apc.iearn.dutch)) Discussions and project work in Dutch.

**Education** ([apc.iearn.education](http://apc.iearn.education)) A place for students, teachers and others interested in educational issues.

**End Poverty** ([apc.iearn.npoverty](http://apc.iearn.npoverty)) A forum for discussion of the root causes of poverty

**Environment** ([apc.iearn.environ](#)) Environmental education through a variety of projects.

**E-trade** ([apc.iearn.etrade](#)) Forum for sharing e-trade/e-commerce/business-related projects.

**Family** ([apc.iearn.family](#)) Sharing of the uniquenesses and commonalities of families worldwide, including the Kindred Project.

**Feeding Minds, Fighting Hunger** A global education initiative to raise awareness of hunger, malnutrition and food security around the world.

**First Peoples Project (FP)** ([apc.iearn.fp](#)) Dedicated to the study of the cultures, histories and current issues facing First Peoples (Indigenous People) worldwide. Open to all.

**Folk Tales** ([apc.iearn.folktale](#)) A forum for sharing of folk tales from around the world.

**Food Project: Cultural Recipe Book** ([apc.iearn.foods](#))- Discussions related to food and cooking.

**Francais** ([apc.iearn.francais](#)) Discussions and project work in French.

**Friends and Flags** ([apc.iearn.friends](#)) A forum for the Friends and Flags Project.

**Friendship through Education Partner Schools**

**Global Art** ([apc.iearn.globlart](#)) For educators and students working in Global Art Projects.

**Games** ([apc.iearn.games](#)) Projects such as Free Time Games, Sports around the World and Sportland.

**Global Friendship Star Launch** ([apc.iearn.gfs1](#)) For discussion leading to space launch in 2004.

**Health** ([apc.iearn.health](#)) For conversations and project work on health-related issues.

**Heroes** ([apc.iearn.heroes](#)) Discussion about heroes across a range of cultural and geographic backgrounds. Includes the My Hero Project.

**Holocaust-Genocide Project** ([apc.iearn.hgp](#)) This project examines the Holocaust and current issues of genocide. Projects includes the publication "An End To Intolerance."

**History** ([apc.iearn.history](#)) For conversations and project work related to history.

**Ideas** ([apc.iearn.ideas](#)) All project descriptions, including suggested classroom activities, are posted to this forum.

**Inside View** ([apc.iearn.inside](#)) Seeks to decrease prejudice, increase understanding, and promote unity among teens with different religions, racial, and ethnic backgrounds.

**Internet** ([apc.iearn.internet](#)) For conversations and project work related to the internet.

**ISPT International School Partnerships Thru Technology** Learning Circles.

**Italian** For speakers of Italian.

**Kartuli (Georgian)** ([apc.iearn.kartuli](#)) For Georgian speakers.

**Kidscan** ([apc.iearn.kidscan](#)) For elementary (primary) school children and teachers, including the Teddy Bear Project.

**Landmines** ([apc.iearn.landmines](#)) The Schools Demining Schools Project is a collaboration of the UN and iEARN.

**Latina** ([apc.iearn.latina](#)) Entorno de comunicacion de escuelas y grupos de jovenes que desean participar en proyectos comunes que contribuyan al bienestar del planeta y de sus gentes utilizando cualquier lengua de procedencia latina.

**Laws of Life (Values)** ([apc.iearn.values](#)) Students reflect on and write about the values that have helped shape their lives.

**Lewin** ([apc.iearn.lewin](#)) Creative writing by students for the anthology "Lewin."

**Literacy** ([apc.iearn.literacy](#)) Projects related to the development of literacy.

**Love** ([apc.iearn.love](#)) A forum for projects related to love, including Aspects of Love.

**Math** ([apc.iearn.math](#)) Projects exploring the power of math to shape people's understanding of the world.

**Me and My Pet** ([apc.iearn.animals](#)) A forum for participants in the Me and My Pet Project.

**Media Literacy** ([apc.iearn.media](#)) Includes the Movie Nights Project.

**Medicine in My Backyard** ([apc.iearn.medicine](#)) Projects related to natural remedies.

**Mentors**

**Merry Wisdom** ([apc.iearn.humor](#)) Share funny stories and situations which happened to you or your friends.

**Model United Nations** Students network with each and with schools in the countries they are representing at Model United Nations conferences around the world.

**Money** ([apc.iearn.money](#)) Projects related to money, included the Value of Money Project.

**Music** ([apc.iearn.music](#)) Exchange of music projects.

**Myth** ([apc.iearn.myths](#)) A forum for the Myths Project.

**Nation1** ([apc.iearn.nation1](#)) Nation1 Youth Forum.

**Japanese (Nihongo)** ([apc.iearn.nihongo](#)) Discussions and project work in Japanese.

**Narnia** ([apc.iearn.narnia](#)) Discussion of the "Chronicles of Narnia" books written by CS Lewis.

**One Day** ([apc.iearn.oneday](#)) Students read and respond to the day in the life descriptions posted by students worldwide. And, they are encouraged to post one of their own!

**Planet Friendship** ([apc.iearn.planet](#)) Planet Friendship and Repairing Friendships Projects.

**Portuguese** ([apc.iearn.port](#)) Discussions and project work in Portuguese.

**Practice** ([apc.iearn.practice](#)) A test place for members to practice posting to forums/newsgroups. This forum is erased periodically, so it is a good place to practice posting.

**Program** ([apc.iearn.program](#)) A forum for program-related issues within iEARN.

**Proverbs**- Dealing with the meaning and purpose of proverbs and idioms worldwide.

**Rainforest Project** ([apc.iearn.rainforest](#)) A forum for projects related to rainforests.

**Reach Your Peak** ([apc.iearn.rypdream](#)) A forum for the Reach Your Peak Project.

**Rope Pump Project** ([apc.iearn.pump](#)) A place for students and teachers to work together with students in Central America to provide clean water for rural villages in the region.

**Recovery** ([apc.iearn.recovery](#)) Discussions about substance abuse and recovery.

**Religion** ([apc.iearn.religion](#)) Explore religion from cross-cultural perspectives.

**Russian** ([apc.iearn.russian](#)) For conversations and project work among Russian speakers.

**My Safe School** ([apc.iearn.safeschool](#)) A forum for the "My Safe School Project."

**Smiles** ([apc.iearn.smiles](#)) Discuss issues concerning physical differences among people, as well as tolerance, corrective surgical procedures, and how to help.

**Souvenir Shop** ([apc.iearn.souvenir](#)) A forum for the Souvenir Shop Project.

**Special Places** ([apc.iearn.places](#)) A forum for the Special Places Project.

**Sri Lanka** ([apc.iearn.srilanka](#)) A forum linking participants in Sri Lanka.

**Stamps** ([apc.iearn.stamps](#)) Student and teachers will examine the importance of this age-old hobby of stamp collecting in today's growing Information Communication Technology (ICT) world.

**State of the World Forum** ([apc.iearn.forum](#)) For youth who have attended the "State of the World Forum" to have a place to work together.

**The Contemporary** ([apc.iearn.tc](#)) A student magazine on contemporary affairs.

**Teachers** ([apc.iearn.teachers](#)) A place for teachers, other educators, and youth organization leaders can meet and talk.

**Technology** ([apc.iearn.tec](#)) A forum to explore technical issues that iEARN countries face in transmission, access and storage of iEARN forums.

**Time** ([apc.iearn.wam2000](#)) Time Projects.

**Tolerance** ([apc.iearn.tolerance](#)) Projects which focus on building cross-cultural awareness.

**Trainers** ([apc.iearn.trainers](#)) A space for sharing of professional development resources.

**Ukrainian** ([apc.iearn.ukrain](#)) A space for exchange among Ukrainian speakers.

**US Center** ([apc.iearn.uscenter](#)) A space for community building among US teachers.

**Ventures** ([apc.iearn.ventures](#)) Meeting place for participants in the Labs Alive Project.

**Telar--Proyectos en Español** A listing of all the Spanish-language project forums.

**Stop Violence** ([apc.iearn.violence](#)) Designed to stimulate discussion of the causes of violence and ways of preventing it. Includes the Children and Violence Project.

**Youth** ([apc.iearn.youth](#)) A place to introduce yourself and meet other students, as well as a place for thoughts, ideas, and feelings about topics of interest.

**We Are Contemporaries** ([apc.iearn.childhood](#)) A celebration of childhood.

**Web Design** A forum for exchanging ideas on web design.

**Women** ([apc.iearn.women](#)) Celebrating Our Women Project.

**Writers** ([apc.iearn.writers](#)) A forum for discussions about writers and literature.

**Youth Voices** ([apc.iearn.youthvoices](#)) Encourages youth to explore public participation in the law-making process.

**YouthCaN** ([apc.iearn.youthcan](#)) For youth worldwide to discuss environmental issues, and projects and ideas for Youth CaN events.

## **iEARN PROFESSIONAL DEVELOPMENT**

iEARN offers both face-to-face and online professional development designed to provide teachers with the technology, collaborative and organizational skills needed as they integrate projects into their classroom. Support continues with workshops and resources that build on the skills and methodologies they acquire.

**Online Professional Development Courses.** The iEARN online professional development program is a collaboration between a number of iEARN countries and began in 2001 with five-subject specific courses. Offered two times during the year, each nine week course, or "virtual workshop," brings together teachers from around the world. Participants complete individual and group activities to integrate a project into their classroom that meets their local/state/national education standards. For more information visit <http://www.earn.org/professional/online.html>. Courses have been financially supported by the Longview Foundation and the Copen Family Fund.

**Face-to-Face Workshops.** Hands-on workshops lead by experienced iEARN trainers prepare participants to begin project work with their classrooms.

iEARN has trained more than 20,000 educators since its inception in 1988. Workshops can be designed to cover the technical, collaborative and organizational skills needed to participate fully in Internet-based learning programs. Trainers may introduce basic computer and Internet skills for newcomers, or review this information for more savvy participants. They will most certainly focus on the skills needed to engage in collaborative activities, such as peer review, team-building, and joining regional and international learning communities. Finally, where appropriate, trainers might tackle specific organizational issues, such as computer lab scheduling, organizing school-wide and local community Internet training workshops, and developing school/parent/business/municipal partnerships. By the end of the workshops, participants will be able immediately to assist their classes to join Internet-based collaborative learning projects.



**Teacher Network.** The iEARN Teachers' Forum is also a place to communicate with teachers in the network -- to share your experiences and ask questions to teachers who have been using collaborative projects as part of their classroom for some time.

It's not so easy to imagine and believe that people who have never met, who belong to different systems of education, culture and geographical areas, became close to one another, felt free to express their feelings and had the chance to share their experience between themselves. I can say that the interaction went further than between the members of the course, directly to my students, because during the course I tried to apply some of the things and models I was taught and it proved to be a real success, because I saw my students improved their creativity in writing essays and I could also feel their "voice" in their writings.

*-Cornelia Platon, Romania  
participant in the online Creative Writing /  
Language Arts Course*

For more information about professional development opportunities in your area, please contact your country or center coordinator.  
<http://www.earn.org/globe/countrycoordinators.html>.

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

## Orillas T3

# Orillas Tomorrow's Teachers in Technology

*Integration of technology in the preparation of future teachers and the development of IEARN projects for future teachers so that they can learn more about the integration of technology in the classroom.*

Through this forum, participating professors and future teachers will share ideas for the use of technology in the classroom. The future teachers will learn about and participate in collaborative projects through the global learning network, with the goal of familiarizing themselves with how these strategies can be implemented in the classroom.

Possible activities include:

- exchange of ideas about the philosophy of teaching;
- exchange of reflections about the future teachers' beginning experiences in the classroom (either observation experiences or active participation);
- sharing of reflections about the profiles of the students' communities from the future teachers' field experiences;
- "chats" to discuss an article/reading in common;
- sharing of ideas to promote greater understanding of diversity and equity in the schools, among others.



**Brief Spanish Description:** Mediante esta lista de envío, los participantes podrán desarrollar experiencias en línea con la participación de futuros maestros y compartir ideas para el uso de la tecnología en la sala de clases. Los futuros maestros podrán conocer y participar en proyectos colaborativos a través de las redes globales de aprendizaje, con la intención de familiarizarlos con estas estrategias para su implantación en la sala de clases.

Ages:	Future teachers (pre-service education students) and their professors in teacher preparation programs.
Dates:	September 2002 - May 2003
Language(s):	Spanish and English primarily. (Other languages are welcome.)
Forum:	<a href="http://apc.iearn.futureteachers">Future Teachers (apc.iearn.futureteachers)</a>
Website:	<a href="http://www.orillas.org">http://www.orillas.org</a>
Contact:	Enid Figueroa, Puerto Rico, <a href="mailto:efigueroa@orillas.org">efigueroa@orillas.org</a> Kristin Brown, U.S.A., <a href="mailto:krbrown@igc.org">krbrown@igc.org</a> , Louder Vanga, Puerto Rico, <a href="mailto:dgrayerson@yahoo.com">dgrayerson@yahoo.com</a>



# ***Creative & Language Arts***

Lewin is an anthology of student writing. Writing can be in any format and on any topic. A publication of student writing is produced, and distributed to all contributing schools. The

project will be coordinated and published by a group of students and teachers in Australia and Pakistan.

## **Lewin**

*A global  
anthology  
of student  
writing.*



Ages: 5-18  
Dates: Contributions to the anthology can be made from September 2002 - August 2003. Lewin will be published in November 2003  
Language(s): All  
Forum: [Lewin \(apc.iearn.lewin\)](http://apc.iearn.lewin)  
Website: <http://www.iearn.org.au/lewin>  
Contact: Virginia King [virgina@iearn.org.au](mailto:virgina@iearn.org.au) or Bob Carter [bob@iearn.org.au](mailto:bob@iearn.org.au), Australia, or Farah Kamal, Pakistan [farah@iearnpk.org](mailto:farah@iearnpk.org)



## The Art Miles

*Students create a total of 1,320 (or 3 miles) of 5 by 12 foot acrylic murals on canvas to be recognized in the Guinness Book of World Records for the Longest Children's Mural in the World (3 miles).*



Students, schools, organizations, and after school program participants, design and create murals that will be grommeted and seamed together with murals created by children from all over the world. There are three themes involved in the Children's Murals; The Multicultural/Diversity Mile, The Environmental Mile, and The Indigenous People's Mile. In 2002, a fourth mile was added to the Children's Miles -- The Sports Mile.

Each Mile consists of 440 murals. Children should work together to decide on what theme they want to work on. It is important to let them know that this mural will go on tour in museums and their work will be seen in many countries, on websites, on TV, and in the future in publications and magazines. Ultimately, the idea of their names being included in the Guinness Book is a big thrill for them. Deciding on the theme is one of the great team building parts of the mural. Teachers/coaches should encourage them to think BIG because the canvas is large and murals should be able to

be seen from a distance. This doesn't mean children cannot paint small things or little details. We simply want to let them know that if the murals are all connected and people will be walking by to view them, seeing tiny details might be difficult as people will "pass by" to look at the murals. Otherwise the choice of content and color is their own.

It should also be explained that the only REAL rule involved in doing a mural for this project is that they should NOT paint over someone else's work. Children are encouraged to use bright colors and also to share stories and discussions about what they plan to draw and paint. Parents should sign clearance and/or permission slips or from the groups notifying them that their work will be used for publication and any photos taken could be released for publication to newspapers, magazines and other forms of media, including videos. Many murals will be selected for viewing on several different websites.

Ages:	Preschool-College
Dates:	Ongoing
Language(s):	All
Forum:	<a href="http://apc.learnspace.org">Global Art (apc.learnspace.org)</a>
Website:	<a href="http://www.kids.state.ct.us/spotlight/mural/intro.htm">http://www.kids.state.ct.us/spotlight/mural/intro.htm</a> , <a href="http://www.kids.state.ct.us/spotlight/mural/intro.htm">http://www.kids.state.ct.us/spotlight/mural/intro.htm</a>
Contact:	Joanne and Fouad Tawfilis/Founders <a href="mailto:jtawfilis@aol.com">jtawfilis@aol.com</a> or <a href="mailto:Avenida@netway.at">Avenida@netway.at</a> or <a href="mailto:Foomant@aol.com">Foomant@aol.com</a> , USA.

## Free Time Games

*Students collect and share games from around the world.*

You're somewhere with your friends -- perhaps you're travelling on a bus or train, and you have nothing to do, because it's a very long trip. The best medicine for having nothing to do is to start to play a game - it brings you joy, and helps

the time to pass more quickly. Therefore, we want to create a database of all games you know and would like to share with other people.

Ages:	10-18
Dates:	September 2002-June 2003
Language(s):	Slovak, English
Forum:	<a href="http://apc.learnspace.org">Games (apc.learnspace.org)</a>
Website:	<a href="http://www.learnspace.org/games/index.html">http://www.learnspace.org/games/index.html</a>
Contact:	Joko Vrabel, Slovakia <a href="mailto:joko@learnspace.org">joko@learnspace.org</a>

## *Creative & Language Arts*

"A VISION" is an international literary magazine that publishes art, poetry, and prose created by secondary school students. Its purpose is to use art and the medium of creative writing to demonstrate that despite linguistic, cultural, ethnic and racial differences, teenagers around the world share the same hopes, fears, interests and concerns. This magazine is dedicated to a vision of cooperation and friendship among the people and governments of the world, and to the myriad of personal visions that make us all human.

In the past, the magazine was published at Cold Spring Harbor High School in the USA, and the American College of Sofia in Bulgaria. The project is now facilitated by students at Adma International School in Lebanon. In 2002-03 a team of students and teachers from Pakistan will join the Lebanese team of co-facilitators.

"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.



## **“A Vision”**

*An international literary magazine that teaches tolerance and mutual understanding.*

Ages: 13 - 20  
Dates: Ongoing (Submissions deadline for publication: May 1, 2003)  
Language(s): English, French and Arabic  
Forum: [A Vision \(apc.learns.vision\)](http://apc.learns.vision)  
Contact: Eliane Metni, Lebanon [melo@cyberia.net.lb](mailto:melo@cyberia.net.lb)  
Website: <http://www.admais.com/avision01>

## **National Heritage**

Works of classical national poets mirror their country's history and cultural values in a unique way. This projects encourages people from all around the world to send up to three poems by classical poets from their country and 2-3 pictures from the Great Artist of their country. We request participants to write the poems in English letters, to attach (if possible) a translation, and also an explanatory note about the significance of the poem(s) they have chosen. All received materials will be published on a web-site. Depending on the interest, on-line discussions and workshops may be held. The primary purpose of this project is to evoke understanding, involvement and tolerance among peoples.

*An exchange of pictures and poems of significant national value aimed at developing an understanding of other countries' cultures and values.*

Ages: All  
Dates: Ongoing  
Language(s): All  
Forum: [Culture \(apc.learns.culture\)](http://apc.learns.culture)  
Website: <http://sites.schools-bg.net/varn-1langscool/heritage>  
Contact: Yancho Ropanov: [yancho\\_ropanov@hotmail.com](mailto:yancho_ropanov@hotmail.com), Nikolay Kirov: [nicky0969@hotmail.com](mailto:nicky0969@hotmail.com), [fristls@revolta.com](mailto:fristls@revolta.com)  
Webmaster: Alexander Nikolov: [at\\_nikolov@hotmail.com](mailto:at_nikolov@hotmail.com), Bulgaria

## iEARN Cinquains

*A participant in any iEARN project writes a cinquain when he/she finishes his/her participation in the project.*

Evaluation of affective objectives in iEARN projects helps improve the project activities, their structure, organization and management both at the classroom and international level and is a tool for raising the teacher's and student's motivation in participation in on-line projects. As no single method or technique can provide a total picture of the affective domain, it is best to consider the use of several tools, like questionnaires, face-to-face interviews, free write, observation, and creative writing. A cinquain might be written by every participant in any iEARN project when the teacher or the student finishes his/her participation in it. Every student participant in an iEARN project is encouraged to write a cinquain with the help of his language teacher on the project he/she has participated in. The broad topic is the one stated in the brief one-sentence description of the project. Every contributor chooses himself what subtopic within the project main topic to write on. Next, he/she submits it to the forum where the project discussion takes place. In the subject line of his/her message he writes the name of the project followed by a comma, and the words iEARN cinquain. For example, if a participant has completed his participation in the "Dream School Project," he should go to [learn-options](#), choose Dream School there and post his message with the following subject line: Dream School, iEARN

Ages: All  
 Dates: September 2002-June 2003  
 Languages: Any  
 Websites: <http://learnquinquin.hit.bg>  
 Contacts: Violeta Tsoneva, Bulgaria, [violeta@fmi.uni-sofia.bg](mailto:violeta@fmi.uni-sofia.bg), Olga Shkarupa, Ukraine, [shkarupa@pl.cg.ukrtel.net](mailto:shkarupa@pl.cg.ukrtel.net), Irene Bogoslav, Ukraine, [perspektiva@pmp-online.zp.ua](mailto:perspektiva@pmp-online.zp.ua)

## Beauty of the Beasts

*A traveling international wildlife art and poetry exhibit.*

Join the celebration of nature through the eyes of elementary students from around the world. "Beauty of the Beasts" is a global project inviting children to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry. The students' work will be compiled into a worldwide exhibit, and displayed at numerous galleries throughout the United States, the American Museum of Natural History, May, 2003, the iEARN Annual Conference in Sanda Japan, July 2003. Selected works will also be displayed in a global online gallery. All artwork must be the child's original masterpiece...a

pure spontaneous view for the child's interpretation of the beauty and uniqueness of these marvelous creatures. All mediums accepted (no 3-D). Size restrictions: 12"x18" maximum. All poetry must be the child's original work. The display will provide a venue for children's eloquent expressions as each child contributes his/her own verse to nature's eternal poem. All poetry styles are acceptable. Children may participate in either art or poetry divisions, or are welcome to submit work in both. Please include the child's name, age, teacher's name, school address and email address.



Ages: 4 - 12  
 Dates: Ongoing. Deadline for American Museum of Natural History exhibits is March of 2003  
 Languages: Any  
 Forum: [Global Art \(apc.learn.globlart\)](http://apc.learn.globlart)  
 Websites: <http://www.miamicountryday.org/aces/beauty/index.htm>  
 Contacts: Rowena Gerber, USA [gerberr@mcds.pvt.k12.fl.us](mailto:gerberr@mcds.pvt.k12.fl.us)  
 Yvonne Moyer, USA [moyer@mcds.pvt.k12.fl.us](mailto:moyer@mcds.pvt.k12.fl.us)

## Global Art: A Sense of Caring

The purpose of this global art project theme is to provide the opportunity for children/youth around the world to exchange artwork accompanied by writing on the theme of "A Sense of Caring". Students in participating schools and communities will create artworks that portray ways that they presently care for one another within our schools, families, communities and world as well as ways we find and hope to care more. Each student writes an accompanying text that further describes the sense of caring portrayed in her/his artwork. The narrative for the artwork is written in the student's first language so that children/youth viewing the exchanged Global artwork/writing can see how our world is multilingual and can see the many languages that communicate ideas of caring. Teachers and students may choose to include a translation of the text to English or Spanish. As each school is preparing artwork with writing to exchange with other participating schools, they are also asked to generate a service learning project of caring within their local or global community. The iEARN



*A project providing opportunities for children to have a voice in their knowing, sharing and shaping of the world from local to global contexts.*

Comfort Quilt project is an example of a caring project in which children/youth create quilts to be given to others need of comfort within their own community and/or in communities around the world. (<http://www.psd267.wednet.edu/~kfranz> and take the link in Social Studies to comfort quilts)



Ages: Ages 5 to 18 with an emphasis on children ages 5 to 12  
Dates: Ongoing.  
Language(s): All languages with assistance for translations  
Forum: [Caring \(apc.iearn.caring\)](http://apc.iearn.caring)  
Website: Go to <http://www.psd267.wednet.edu/~kfranz> and take the link in Social Studies to Global Art Sense of Caring  
Contact: Kristi Rennebohm Franz, USA  
[kfranz@psd267.wednet.edu](mailto:kfranz@psd267.wednet.edu)



## From Russia to Japan with Love

*An exhibition of children's drawings goes on a trip from Russia to Japan, stopping in countries-participants of the project.*

We live on different continents, in different time zones and climate conditions. Every country has its own culture and traditions. But children all over the world are worried about the same problems, and become happy about the same things. This project will help us to compose a huge picture of the world through children's eyes.

Before the end of October 2002 we will collect drawings from all who has desire to take part in this project. In November, in Russia, the 1st exhibition will be organized. Then the exhibition will go on a trip around the world, stopping in the various countries of the participants. In June the exhibition will arrive in Japan. There, at the 10th iEARN conference, a final exhibition will be held.

Ages: All  
 Dates: - September-October - we collect drawings  
 - November -exhibition in Russia  
 - December-May - trip of the exhibition by the countries-participants  
 - July - exhibition in Japan  
 Languages: English  
 Forum: Global Art ([apc.iearn.globlart](http://apc.iearn.globlart))  
 Website: <http://www.childrenplanet.narod.ru>  
 Contacts: Olga Zakharova [epigraph@mail.ru](mailto:epigraph@mail.ru), Nina Butowich [zos310@mail.ru](mailto:zos310@mail.ru), Russia

## Side By Side

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



Celebrate through art the unique individuality of each of your students as they produce their elongated self-portrait on paper approximately 8 x 36 inches. This is a terrific way to start your school year because you will get to know a lot about each student as they create their portraits and include symbols about their past, present and future. Then hang the portraits side by side to represent how many individuals can come together to create a better world. Work may be done in

crayon (push very hard for rich colors.), cray-pas (oil pastels) or paints of any kind. "Side by Side" is a global project and we invite you to send a selection of up to 10 portraits to our international collection which will be displayed at several locations throughout the year. These include a Miami, Florida, YouthCan, a YouthCan hosted at the Amercian Museum of Natural History in New York City, and at the iEARN conference in Sanda, Japan in 2003. Selected works will be

Ages: Elementary/Primary  
 Dates: Sept. 2001 to April 2003  
 Languages: All. Web site will be in English but translations into Spanish or French are preferred if English translation is unavailable.  
 Forum: [Global Art \(apc.iearn.globlart\)](http://apc.iearn.globlart)  
 Website: <http://www.miamicountryday.org/aces/sideby/>  
 Contacts: Rowena Gerber, [gerberr@miamicountryday.org](mailto:gerberr@miamicountryday.org) and Yvonne Moyer, [moyery@miamicountryday.org](mailto:moyery@miamicountryday.org), USA

displayed on an on-line gallery. Poetry and or paragraphs can be included with art work.

## Folk Tale Projects

*Students study folk tales in their communities and beyond.*

### There are three projects about folk tales in the iEARN community:

**THE FOLK TALE PROJECT.** Folk tales are a way of learning about life's problems, customs, traditions, and beliefs, and they often share common themes, such as the struggle between good and evil, or wisdom and ignorance. This project looks at the global community and cultural diversity through folk tales. Although children around the world usually know "The Three Little Pigs," and

"Sleeping Beauty," they often know little about the folk tales of their own countries, and almost nothing about those of other countries. In this project, students will introduce the folk tales of their own countries to project participants in other countries. They will share these tales through artwork and writing.

Ages: 6 - 16  
Dates: Ongoing  
Language: English  
Forum: Folk Tales ([apc.earn.folktale](http://apc.earn.folktale))  
Website: <http://www.nsc.ru/folk/>  
Contact: Elena Rekichinskaya and Olga Novak, Russia  
[helen.rek@online.nsk.su](mailto:helen.rek@online.nsk.su)



**TELL US A TALE.** A tale for a child is not simple fantasy, it is a special perception of reality. A tale makes this world more colorful. Join in a global exchange of tales.

Ages: All  
Dates: October 2002 - April 2003  
Language: English, Russian, Kazakhstan  
Forum: Folk Tales ([apc.earn.folktale](http://apc.earn.folktale))  
Contact: Galina Kabulova, [galina@sch7.samal.kz](mailto:galina@sch7.samal.kz), [host@learn.samal.kz](mailto:host@learn.samal.kz)  
Alina Ten, Larrisa Petrova, [root@school103.samal.kz](mailto:root@school103.samal.kz), Kazakhstan

**FOLK TALES AND VALUES.** Folk tales have a direct link to a community's social, cultural, and historical values. In this project, we will gather international folk tales that have a special undertone that encourages good moral values.

Ages: 6-18  
Dates: Ongoing  
Language(s): English, but translations to other languages are welcome  
Forum: Folk Tales ([apc.earn.folktale](http://apc.earn.folktale))  
Website: <http://www.flameghana.org/ictprojects/folktalevalue/folktales.html>  
Contact: Nuruddin Boateng, Ghana  
[bnuruddin@flameghana.org](mailto:bnuruddin@flameghana.org)



## The First Peoples' Project

*Linking indigenous students around the world in art and writing exchanges, and in a humanitarian effort and student email exchange.*

**Art Exchange:** Each year students produce art work and writing on a specified theme. The theme for the 2002-2003 exchange is Traditional Technology. In December each year each school sends its art work to the other schools. Early in the New Year each school holds an exhibition of the art work they receive.

**Writing Exchange:** Students exchange writing on a variety of topics.

**Humanitarian Effort:** There is a fundraising effort each year to raise money to help support the Karen schools involved in the project. This year the fundraising effort will support the continuing employment of a teacher aide and will support 10 students continuing their education beyond elementary school.



Ages: 5 - 18  
Dates: Ongoing

- Art Exchange: commence art work and writing - Sept - Nov 2002  
art exchange - December 2002, exhibition - early 2003
- Writing exchange: ongoing
- Humanitarian Effort: Fundraising would generally take place in January - February 2002 and activities would be organized by the schools for fundraising.

Languages: English, Spanish, others  
Forum: [First Peoples \(apc.learn.fp\)](http://apc.learn.fp)  
Websites: <http://www.learn.org.au/fp>  
Contacts: Virginia King, Australia [virginia@learn.org.au](mailto:virginia@learn.org.au)  
Bob Carter, Australia [bob@learn.org.au](mailto:bob@learn.org.au)  
Bob Smith, USA [bsmith@cc.bia.edu](mailto:bsmith@cc.bia.edu)  
Siriluck Hiri-O-Tappa, Thailand [siriluch@isb.ac.th](mailto:siriluch@isb.ac.th)

## The World of Harry Potter

This project brings together didactic resources about the Harry Potter phenomenon (traditional materials, interactive questionnaires, games, etc), with exchange and active participation between students and teachers from all over the world. The biggest part of the project is carried out through the BSCW, a very powerful tool for collaborative work which facilitates the publishing and exchange of educational material as well as the communication between participants. Participants can take part at a school or individual level, and are free to adapt the project to their own situation and interests.

*A collaborative project about Harry Potter, the literature character created by J.K. Rowling.*

Ages: 10 -16  
Dates: Ongoing  
Language: English, Spanish, Catalan (there is a possibility to add more languages if there are interested schools or people).  
Website: <http://www.pangea.org/learn/harrypotter>  
Contact: Sabina Redondo [sredondo@campus.uoc.es](mailto:sredondo@campus.uoc.es) (coordinator), Ramon Barlam [rbarlam@pangea.org](mailto:rbarlam@pangea.org) and Adriana Margot [asanhueza@tierraaustral.com](mailto:asanhueza@tierraaustral.com), Spain



## Folk Costumes Around the Globe

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

*Students are invited to send pictures about folk costumes in their countries, describe them and eventually write a few lines about different occasions on which people wear them.*

Ages: 12 -19  
Dates: Ongoing  
Language(s): English, Romanian, French, Russian, German, Spanish  
Forum: [Culture \(apc.learnculture.org\)](http://apc.learnculture.org)  
Contact: Teacher: Cornelia Platon, [nelly@lapd.cj.edu.ro](mailto:nelly@lapd.cj.edu.ro), Student: Marius Puscas, [marius.puscas@lapd.cj.edu.ro](mailto:marius.puscas@lapd.cj.edu.ro), Romania

## Merry Wisdom

We believe that humor helps to overcome a lot of difficulties in our life. Humor decorates life and makes it richer and more colorful. Laughter can cure, but it can hurt as well, and even destroy a person. Do you like to laugh? If you do, we wish to read your jokes, funny saying, proverbs, and tales. Of course, you are welcome to illustrate your stories too!

*Share funny stories, which happened to you or your friends*

Ages: All  
Dates: Ongoing  
Language(s): English; any language with English translation capability.  
Forum: [Merry Wisdom \(apc.learnhumor.org\)](http://apc.learnhumor.org)  
Contact: Galina Kabulova, [galina@sch7.samal.kz](mailto:galina@sch7.samal.kz), [host@iearn.samal.kz](mailto:host@iearn.samal.kz) Alina Ten, Larrisa Petrova, [root@school103.samal.kz](mailto:root@school103.samal.kz), Kazakhstan

## Aspects of Love

*Students share essays, poems, stories and drawings in order to develop their personal understanding of the word "love" and to help them develop tolerance to others' opinions.*

Love has impacted people's souls over the centuries and is the plot of many world-famous stories, novels and poems. This project is aimed at understanding different aspects and kinds of love. It encourages participants to express themselves either in writing or drawing, helps them develop tolerance to other's opinions and shapes their values through the power of love.

Discussions, exchanges of opinions and feedback on other people's work are considered the very first aim of the project. In addition, the project's web-site will be updated every two weeks with essays, poems and pictures we have come up with during this period of time.



Ages: All  
 Dates: Ongoing  
 Language: English, German, Macedonian, Bulgarian, Turkish, French, and Spanish  
 Forum: [Love \(apc.earn.love\)](http://apc.earn.love)  
 Website: <http://sites.schools-bg.net/varn-1langschool/default-en.htm> and <http://aspectsoflove.8m.com>  
 Contact: Nelly Georgieva, Bulgaria  
[nelly\\_varna@yahoo.com](mailto:nelly_varna@yahoo.com)

## 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.*

This project's goals are to train children of elementary schools, 5th, 6th and 7th forms to make dolls and other objects representative of their culture, to learn more about their culture and to express it through ballet, theater, drawing etc. The outcomes of the activities will be sold to buy computers and other educative materials.

Ages: 9 to 15 years old  
 Dates: October 2002 to May 2003  
 Languages: French, English and Bambara, the main spoken language in Mali.  
 Forum: [Etrade \(apc.earn.etrade\)](http://apc.earn.etrade)  
 Contact: Soukalo DEMBELE, Madama TRAORE Fatoumata TRAORE, Dr. Koniba TRAORE. [nkosoukalo@hotmail.com](mailto:nkosoukalo@hotmail.com), [malistyl@yahoo.fr](mailto:malistyl@yahoo.fr), [ktraore@datatech.net.ml](mailto:ktraore@datatech.net.ml), Mali

## Traditional Bracelet (Ubuhlalu)

*These bracelets will be designed by learners from South Africa*

Ubuhlalu is a South African souvenir which we will bring to the 10th iEARN Conference to sell to raise money for the Zenzeleni Community Centre

Ages: 13-18  
 Dates: October 2002 to May 2003  
 Languages: French, English and Bambara, the main spoken language in Mali.  
 Forum: [Etrade \(apc.earn.etrade\)](http://apc.earn.etrade)  
 Contact: Gcaba Nomty, South Africa, [gcabanomty@hotmail.com](mailto:gcabanomty@hotmail.com)

## Cultural Recipe Book

Students research the recipes of typical dishes in their countries as well as the origin of the ingredients and recipes, the legends and stories behind them

*Students produce a cultural recipe book.*

Ages:	From 10 up
Dates:	July 2002 - December 2003
Language(s):	English, Portuguese, Spanish or any other
Forum:	<a href="#">Cultural Recipe Book (newsgroup: apc.earn.foods)</a>
Contact:	Isabel Cristina de Araújo Teixeira, Brazil, <a href="mailto:recipe_book@hotmail.com">recipe_book@hotmail.com</a> <a href="mailto:isabel_cristina_a@hotmail.com">isabel_cristina_a@hotmail.com</a>

## Children's Rights through Artwork



This project allows children to get acquainted with the materials of the "Convention on the Rights of Children," in order to develop their understanding that they are full members of society. Students will have a chance to express their attitude about the articles of the Convention, and to share and discuss their experiences with students from different schools.

*A project combining the arts with a study of the "Convention on the Rights of Children" as a way to promote students' understanding of their legal status in the society.*

Ages:	All
Dates:	Ongoing
Language(s):	Russian, English, French, German
Forum:	<a href="#">Global Art (apc.earn.globalart)</a>
Contact:	Olga Novak, Elena Rekichinskaja <a href="mailto:helen.rek@online.nsk.su">helen.rek@online.nsk.su</a> , Marina Kosinova <a href="mailto:marina@che.nsk.su">marina@che.nsk.su</a> , Russia

## Me and My Pet

Share your stories about your pet with students around the world! What kind of pet do you have? What's its name? Why did you choose that pet? When did it come into your family? Is communication with the pet

possible? How? What does it eat? Who feeds it? What kind of food does it prefer? Where does it sleep? Does it like to play? Has it been sick? Write a happy and a sad event of its life.

*Students will write about their pets, and if possible, they will send photos or drawings of their pets.*

Ages:	9-15 years
Dates:	October 15 2002-June 15 2003
Language(s):	English, Romanian, French, German
Forum:	<a href="#">Animals (apc.earn.animals)</a>
Website:	<a href="http://www.lefo.ro/florina/meandmypet2/default.htm">http://www.lefo.ro/florina/meandmypet2/default.htm</a>
Contact:	Florina Serbu, Romania <a href="mailto:florina@lefo.ro">florina@lefo.ro</a>



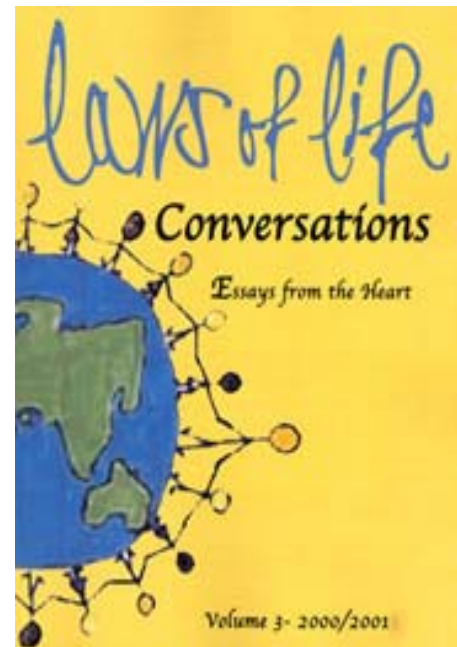
## Laws of Life Essay Project

*Students write about their personal values in life.*

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

other’s essays and interact with each other electronically. They will also be able to report on any dialogue or events that occur in their learning communities as they participate in the “Laws of Life Project,” and are encouraged to use what they learned about values to initiate change within the community through action projects. A teacher’s guide is also available in the project languages (<http://www.iearn.org/projects/laws.html>).

Ages:	9-21
Dates:	Ongoing
Language(s):	All languages are encouraged to participate, but the languages that are supported through printed materials or project coordinators are: <ul style="list-style-type: none"> <li>• Russian</li> <li>• Spanish</li> <li>• Mongolian</li> <li>• Chinese</li> <li>• Arabic</li> <li>• French</li> <li>• Ukrainian</li> <li>• Belorussian</li> </ul>
Forum:	<a href="http://apc.iearn.values">Laws of Life (apc.iearn.values)</a>
Website:	<a href="http://www.iearn.org/projects/laws.html">http://www.iearn.org/projects/laws.html</a>
Contact:	<a href="mailto:lawssoflife@us.iearn.org">lawssoflife@us.iearn.org</a>



### A related project will take place in the CIVICS Forum this year:

**Virtues: Book of Inner and Outer World:** A project where students will highlight, investigate and write about virtues that make a difference around the globe. They will reflect on their own experiences and inspirations and present them in the form of stories, poems, articles, narratives and also art work. Contact: Farah Kamal [farah@iearnpk.org](mailto:farah@iearnpk.org), or Bushra Ahmed Khurram [bushrahurram@yahoo.com](mailto:bushrahurram@yahoo.com) in Pakistan Forum: in [CIVICS BRIDGE FOLDER: VIRTUES FORUM](#)



## Movie Nights Project

Partners watch movies and then share their opinions. After all participants have written their opinions, they send them to their partners. Partner participants also watch the movie and write their own opinion. Afterwards, they all read both opinions and compare. When there are enough opinions to publish on the web we collect and publish them. The

idea of the project is to develop critical thinking through comparisons with other countries. Movie must be educational and rated no more than PG. Also participants can send movies made in their own countries. It will be more interesting to watch movie made in another country.

*An international film festival involving screenings and an exchange of opinions worldwide.*

Ages:	6-14 years
Dates:	Ongoing until Dec 1, 2003
Language(s):	All
Forum:	<a href="#">Media (apc.learn.media)</a>
Contact:	Anatoly Kochnev, Uzbekistan, <a href="mailto:tolik@bukhara.freenet.uz">tolik@bukhara.freenet.uz</a>

## Munchhausen Is Coming Back

Our life is painted by the paints of everyday life, holidays, pleasure, affliction, friendship, treachery, love, disappointments, the routine of daily work, etc. Lev Kassil, the remarkable Russian children's writer, said: "a sense of humour protects us on not too successful days.



Without it, the man that is looking at things hard-nosedly, does not risk speaking about himself."

There are surprising pages in history, which are not studied in the school program. The human imagination, secret, brilliant humour and unrestrained invention lives on these pages. They are illuminated by bright light of unusual persons. Baron Karl Frants Ieronim fon Munchhausen is one of such bright, mysterious, unpredictable, improbable historical persons. Join us in an exploration of his life.

*There are pages in a history, which are not studied in the school program, yet are illuminated by the bright light of unusual persons such as Baron Karl Frants Ieronim fon Munchhausen.*

Ages:	11 years +
Dates:	October 15, 2002 - June 15, 2003
Language(s):	English, Romanian, French, German
Forum:	<a href="#">Writers (apc.learn.writers)</a>
Contact:	Ludmila Korovyakina, <a href="mailto:kls@fastiv.kiev.ua">kls@fastiv.kiev.ua</a> Alisa Grivachova, <a href="mailto:sf9@fastiv.kiev.ua">sf9@fastiv.kiev.ua</a> , Ukraine.



## Music to Make a Positive Change

*Student and teachers contribute to music in order to bring about a positive change in the world.*

Student and teachers contribute positively to music in order to bring a positive change in the world, by addressing peaceful resolutions in war conflict, Human Rights issues, and also the effects of songs with negative lyrics in our local societies and the world at large.

Ages:	All
Dates:	Ongoing
Languages:	English, but we will welcome translations of other languages.
Forum:	<a href="#">Music (apc.earn.music)</a>
Website:	<a href="http://www.positivemusic.org">http://www.positivemusic.org</a> (under construction)
Contact:	Brima Sorie Kamara, Sierra Leone, <a href="mailto:positivemusic_c21st@yahoo.com">positivemusic_c21st@yahoo.com</a>

## My Language Project

*A research project on the impact of globalization on languages.*

Globalization has impacted the acquisition and use of languages. This project will explore learner attitudes towards different languages and their development or lack of it. Students will conduct research and present findings in written form to be published and distributed within the iEARN community. The initial languages that will be under research are English, French and Arabic. All other languages to be researched are welcome to be part of it.

Ages:	12 to 16
Dates:	October 1, 2002 to May 1, 2003
Languages:	English, French, Arabic
Forum:	<a href="#">CIVICS (apc.earn.civics)</a> , <a href="#">Francais (apc.earn.francais)</a> , <a href="#">Arabic (apc.earn.arabic)</a>
Contact:	Michael McDonald, Lebanon, <a href="mailto:pdgp@cyberia.net.lb">pdgp@cyberia.net.lb</a>

## Narnia and CS Lewis

*Share in an exchange on Narnia, the Fantastic land from CS Lewis's book.*

Many peoples around the world have read the magical books "Chronicles of Narnia" written by CS Lewis. These books have great educational value, and can stimulate students to think about right and wrong. Many students know this book and can speak about it to create a community all around the world. Also new films like "Harry Potter" and this iEARN Project experience can help us. In addition, "Chronicles of Narnia" may be an upcoming international film. Students can also learn that the name "Narnia" was chosen by CS Lewis because it is also the old name of an Italian Town now called Narni.



Ages:	12 to 16
Dates:	October 2002 launch of the program, November 2002 adhesion of schools, January 2003 forum discussion, March 2003 impression all around the world
Languages:	Italian, English, Spanish
Forum:	<a href="#">Narnia (apc.earn.narnia)</a> or <a href="#">Italian (apc.earn.italian)</a>
Website:	<a href="http://www.narnia.it">http://www.narnia.it</a>
Contact:	Fortunati Giuseppe, Italy, <a href="mailto:fgiusepp@libero.it">fgiusepp@libero.it</a>

## Poet's Corner

Students are able to express themselves creatively when they write a variety of poems every few weeks. Poem formats will be changed approximately every four weeks and thus students will be able to immerse themselves into a variety of different poems. During the month, poems can be emailed to [curric@acreekps.vic.edu.au](mailto:curric@acreekps.vic.edu.au) after which they will be collated into an anthology of children's writing and then sent back as File attachments to participating schools. In this way, children will be able to read poems from around the world.

*Students are able to express themselves creatively by writing a variety of poems every few weeks.*

Ages:	P-2, 3-4, 5-6
Dates:	1. Emotion Poems, Week beginning 10th February and ending 10th March. 2003 2. Name Poems, Week beginning 10th March and ending 7th April 2003 3. Cinquain Poems, Week beginning 7th April ending 12th May. 2003 4. Limericks, Week beginning 12th May ending 30th June. 2003 5. Diamante Poems, Week beginning 1st July ending 2nd August 2002 6. Metaphors and Similes, Week beginning 5th August ending 30th August. 2002 7. Acrostic Poems, Week beginning 2nd September ending 14th October. 2002 8. Octopoesms/ verb poems/adjective poems, Week Beginning 14th October and ending 18th November. 2002
Language(s):	English
Forum:	<a href="#">Projects (apc.iearn.projects)</a>
Contact:	Elaine Robertson, Australia, <a href="mailto:curric@acreekps.vic.edu.au">curric@acreekps.vic.edu.au</a>
Website:	<a href="http://teachit.acreekps.vic.edu.au/poetry/poem.htm">http://teachit.acreekps.vic.edu.au/poetry/poem.htm</a>

## Proverbs and Idioms

Proverbs and idioms are as important as cultures and traditions. The purposes and reasons of the proverbs and idioms are in the history and the culture of the people who developed them, and we want to find them. With worldwide participation, we can compare our ideas with

*Join in a discussion on the meaning and history of proverbs and idioms worldwide.*

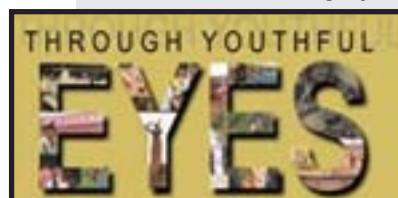
Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	<a href="#">Proverbs and Idioms (apc.iearn.proverbs)</a>
Contact:	Maryam Behnoody, <a href="mailto:behnoudimaryam@yahoo.com">behnoudimaryam@yahoo.com</a> , Reza Mahjoorian <a href="mailto:raza@schoolnet.ir">raza@schoolnet.ir</a> , Zahra Panahi <a href="mailto:panahi@sharif.ac.ir">panahi@sharif.ac.ir</a> , Iran.

## Through Youthful Eyes

A photographic calendar produced by students that is comprised of twelve different photos each falling into a different category. These are: Children, Photos taken before 1950, War/Soldiers, Landscapes, Still Life, Animals, People/Portraits, Travel, Action, Water, Night, Time, Families. The aim of this project is to unite the youth of the world by showing their cultural differences and learning to appreciate life in other locations around the world.

*A photographic calendar produced by students that is comprised of twelve different photos each falling into a different category.*

Ages:	12 - 18 years
Dates:	Photos should be submitted by 31 October 2002 (earlier submissions would be appreciated)
Language(s):	English
Forum:	<a href="#">Kindred (apc.iearn.family)</a>
Contact:	Judy Barr (teacher) <a href="mailto:judybarr@iearn.org.au">judybarr@iearn.org.au</a> and Kate Whitehouse (student) <a href="mailto:katiev_w@yahoo.com.au">katiev_w@yahoo.com.au</a> , Australia



## Myths Project

*What are the myths in your school, family and your country as a whole?*

What are the Myths in your Country, school, family, culture, etc? Are these Myths relevant to the contemporary world? Do they promote or retard the progress of students in their locality? Have these Myths given you a kind of perspective of life? Has it transformed or worsened your mentality?

Ages:	8 years and above
Dates:	Ongoing
Languages:	English
Forum:	<a href="http://apc.earn.myths">Myths (apc.earn.myths)</a>
Contact:	Eric Sakyi Ofori, Ghana, <a href="mailto:esofori@yahoo.com">esofori@yahoo.com</a> , <a href="mailto:esofori@chemu.worldgh.net">esofori@chemu.worldgh.net</a>

## A Day in the Life Project

*Students describe a day in their life.*

"One Day" is an ongoing iEARN project. You are welcome to submit a description of one typical day in your life. Different countries will be listed as topics, and entries should be responses to the appropriate country/topic. You may also share descriptions and/or comparisons of several cultures in this conference, not only ordinary days but special events for you and your relatives. You may write stories about vacations, birthday, graduation or other experiences in your life. To read what some other students have written, see the project's online forum.

Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	<a href="http://apc.earn.oneday">One Day (apc.earn.oneday)</a>
Website:	<a href="http://www.telar.org/telar/proyectos/oneday/framesetoneday.htm">http://www.telar.org/telar/proyectos/oneday/framesetoneday.htm</a>
Contact:	Lali Santos <a href="mailto:lalisantos@telar.org">lalisantos@telar.org</a> (Spanish version) and Nadia Ricci <a href="mailto:nadiapuf@flashmail.com">nadiapuf@flashmail.com</a> (English version), Argentina.

## Teddy Bear Project

*An international teddy bear exchange using email.*



After registration on the WWW, teachers are sent a partner class to work with in this project. The classes send each other a Teddy Bear or other soft toy by airmail. When it arrives the bear writes home a diary message by email at least once a week describing its adventures, the places it has been, as well as the things it has seen and done. Available for Prep/Kinder to Year 9 the project aims to encourage authentic writing by providing the children with a real audience. They write their email messages as if they are the visiting bear. The project provides an opportunity for students to develop understandings about cultures other than their own.

Ages:	All
Dates:	Ongoing
Languages:	English, German, Spanish
Contact:	Muriel Wells, Australia, <a href="mailto:mwells@iearn.org.au">mwells@iearn.org.au</a>
Website:	<a href="http://www.earn.org.au/tbear">http://www.earn.org.au/tbear</a>

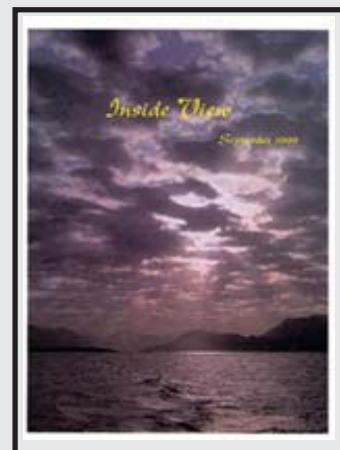
# *Humanities & Social Sciences*

## **Urban Inside View Magazine**

Students edit and publish a magazine with the goal of expressing the differences and similarities of people around the world by showing their ethnic beauty. "Inside View" seeks to build understanding and promote unity among teens and adults with different religious, racial and ethnic backgrounds.

*A magazine based on  
the issues that  
teenagers go through  
living in an urban  
society.*

Ages:	12 - 18
Dates:	Ongoing
Language:	English
Conference:	<a href="#">Inside View (apc.learn.inside)</a>
Contact:	Melanie Lee, USA, <a href="mailto:mlee2@nycteach.net">mlee2@nycteach.net</a>



## Dream School

*Students in classrooms around the world share their ideas about a dream school during a video conference.*

Participating classes are divided into pairs. Each pair consists of a class of students and their teacher from Japan and a class and their teacher from any other country that has already participated in the Dream School Project. In this way, the participants learn more about the hosts of the Tenth Annual International iEARN Conference in Japan. This is also a way for more Japanese students and teachers to join an iEARN project. Each pair of classes works together during the "planning" and "performing" phases of the project using NICENET <http://www.nicenet.org>. In addition to this, teachers work together, using a Mailing List, to discuss the project in-detail as facilitators. The main (international) Web site and local Web sites are set up to show the progress of every participating class. They are updated at least once a month. After the video conference, the participants publish their final reports, illustrated with pictures and, if possible, with video. The Third Dream School Video Conference will be broadcast on the Internet.

Ages: 12 and up  
 Dates: Ongoing  
 Language(s): English  
 Forum: [Options \(apc.iearn.options\)](#)  
 Contact: Primary Contacts: Yoko Takagi, Japan, [yoko@iearn.jp](mailto:yoko@iearn.jp) and Violeta Tsoneva, Bulgaria, [violeta@fmi.uni-sofia.bg](mailto:violeta@fmi.uni-sofia.bg). Amy McCann, USA, [amccann@dist214.k12.il.us](mailto:amccann@dist214.k12.il.us). Doris Wu, Taiwan, [doris21.wu@msa.hinet.net](mailto:doris21.wu@msa.hinet.net). Joanne Tate, Australia, [vqa@edumail.vic.gov.au](mailto:vqa@edumail.vic.gov.au), [aratcc@netconnect.com.au](mailto:aratcc@netconnect.com.au), Joy Veasy, USA, [veasy\\_j01@firn.edu](mailto:veasy_j01@firn.edu). Karine Durgaryan, Armenia, [karine@childlib.am](mailto:karine@childlib.am). Lisa Perez, USA, [Lperez59@aol.com](mailto:Lperez59@aol.com). Lorraine Tandy, South Africa, [tandy@stjohns.wits.ac.za](mailto:tandy@stjohns.wits.ac.za). Marina Kornienko, Ukraine, [marina@lkto.ki.snet.kharkov.ua](mailto:marina@lkto.ki.snet.kharkov.ua). MaryAnn Butler-Pearson, USA, [becondstirn@aol.com](mailto:becondstirn@aol.com). Matthew Perry, Australia, [matthewp@aratcc.vic.edu.au](mailto:matthewp@aratcc.vic.edu.au). Nina Dementievska, Ukraine, [smc@mail.kar.net](mailto:smc@mail.kar.net). Norio Sugimoto, Japan, [sugimoto@wakoku-h.ed.jp](mailto:sugimoto@wakoku-h.ed.jp), [cmsugimoto@aol.com](mailto:cmsugimoto@aol.com). Olga Anisimova, Russia, [sch1200@mtu-net.ru](mailto:sch1200@mtu-net.ru). Peter J. Baxter, Australia, [peterba1@mac.com](mailto:peterba1@mac.com). Sylvia Li, Taiwan, [cubby@ajet.nsysu.edu.tw](mailto:cubby@ajet.nsysu.edu.tw). Virginia King, Australia, [virginia@iearn.org.au](mailto:virginia@iearn.org.au). Zhivka Boroushkina, Bulgaria, [zbourouskina@hotmail.com](mailto:zbourouskina@hotmail.com)

## Against Scholar Failure

*A place for students, parents, teachers and others responsible for education to think about the main problems in education.*

A place for students, parents, teachers and others to think about the main problems in education, and to find ways to insure student's success in education. In our country, Senegal, if 100 children (at 7 years old) go to school, at the end of the secondary school it may be that only 30 students are left. There are many causes of this failure of students in our country, and we would like to help them solve all their problems by exchanging messages, essays, pictures, drawings and creative writing.

Ages: All  
 Dates: September 2002 to September 2003  
 Language(s): French, English, Spanish  
 Forum: [Education \(apc.iearn.education\)](#)  
 Contact: Salimata Sene, Senegal, [sallsenma@yahoo.fr](mailto:sallsenma@yahoo.fr)



In the spring of 1999, one week after two students went on a deadly rampage at a high school in Colorado, a similar attack struck Taber, Alberta Canada. A 14-year-old boy opened fire inside W.R. Myers High School. One student was killed, another was wounded. Within hours after the shooting, stories began to emerge of the relentless bullying the accused had previously endured. As a result, iEARN-Canada's Co-ordinator, Bill Belsey registered the domain name <http://www.bullying.org> and asked others if they wanted to contribute submissions which would be published on the Web site in order to help others around the world deal with bullying and teasing. [www.bullying.org](http://www.bullying.org) is an attempt to help others regarding the issues of bullying and

teasing. It uses the power of the Internet to let their peers know that people dealing with the issues of bullying and teasing "are NOT alone. That being bullied and teased is NOT their fault and that they CAN do something about it! People can contribute their personal stories, poems, oral stories, music, drawings, photographs, animations and films. If you are an adult working with kids, a school, a school board or other organization that has already developed resources, programs and expertise about the issues relating to bullying and teasing. Please contact us so that we may list this information and thus let others know where they can go for help or support on our "Help" page.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	<a href="http://apc.earn.bullying">Bullying (apc.earn.bullying)</a>
Website:	<a href="http://www.bullying.org">http://www.bullying.org</a>
Contact:	William Belsey, Canada <a href="mailto:bill@iearn-canada.org">bill@iearn-canada.org</a>

## The Bullying Project

*A collaborative attempt to address the issues of bullying and teasing.*

A Dutch educational ICT-project with an English based variant in a pilot phase. The idea found its origin in the change towards student driven education, and the social tendency in the Netherlands to make students aware that each individual has a responsibility for 'safety' at school. It has become quite clear that safety has a lot to do with attitude and feelings. The tendency is to find technical solutions to safety problems, such as installing camera's, guards and barbwire. Posters and workshops about safety were incidental and did not lead towards intrinsic motivation among pupils and students. Solutions were always expected from others; school management, local government or the Police. As a wonderful result of binding forces between iEARN-Netherlands, the 'Noord-Brabant Police force' and ICT&E, an educational consultancy bureau, a new approach became visible in the pilot project 'My Safe School'. During the project 'My Safe School' students conclude that each individual is responsible for safety and can make a difference at home, at school and while travelling in between.

## My Safe School

*A place for all pupils, students, teachers and parents to share thoughts and contributions about safety in school.*



Ages:	Open
Dates:	Ongoing. The Dutch project will take place February 10th 2003 - March 28th 2003.
Language(s):	Dutch, English
Forum:	<a href="http://apc.earn.safeschool">My Safe School (apc.earn.safeschool)</a>
Website:	<a href="http://www.mysafeschool.net">http://www.mysafeschool.net</a> (and in Dutch <a href="http://www.mijnveiligeschool.nl">http://www.mijnveiligeschool.nl</a> )
Contact:	Bob Hofman <a href="mailto:hofman@ict-edu.nl">hofman@ict-edu.nl</a> and Karel de Groot <a href="mailto:karel@kareldegroot.nl">karel@kareldegroot.nl</a> , Netherlands.



## American-Lithuanian Constitutional Issues

*American students from California and Lithuanian students will compare children rights.*

The year 2002 is the year of constitution in Lithuania. That is one of the reasons for choosing this particular theme. Another one is the participation of the iEARN Lithuanian Centre in DEEP (Democracy Education Exchange Project), in co-operation with Constitutional Rights Foundation Los Angeles and Californian high schools. We need to improve the teaching of democracy education, establish a continuous exchange of information and

suggestions on civic issues. The project will concentrate on children rights -- a right to education, safety, equity and point out and analyse cases of violence, abuse. The participants will describe school-based relationships and ways to improve them. The comparison of constitutional issues in America and Lithuania will lead to better understanding of democracy, teach responsibility for actions and encourage student engagement in community work.

Ages: 15-18  
Dates: late September - late June  
Language: Lithuanian and English  
Forum: [Democracy \(apc.iearn.democracy\)](http://apc.iearn.democracy)  
Contact: Daina Valanciene , Lithuania, [Daina.v@takas.lt](mailto:Daina.v@takas.lt)

## Youth Voices in Democracy

*This project will encourage youth (primarily in Africa, but not exclusively) to explore public (youth) participation in the law-making process and to prepare a submission to local, provincial or national government or any other law-making structure.*

First, youth will be encouraged to explore the law-making process in their respective countries and whether there is space for public participation. Then, each participating group will select a piece of legislation, preferably that has not yet been signed into law yet, or an issue. They will then workshop their perspective with other youth in their country and then request an opportunity to present this youth perspective to parliament or local government as representative of the views of the participating youth. The suggested theme is 'Healthy Environments' and each group participating can select a specific focus or legislation related to the issue of health or the environment in their country. Later, all these youth perspectives can be exchanged with the rest of the participants and possibly presented to an international body like the UN.

Ages: 14 years and older  
Dates: Sept 2002 – Sept 2003  
Language: English, French, Portuguese and Arabic (using translation tools)  
Forum: [Youth Voices \(apc.iearn.youthvoices\)](http://apc.iearn.youthvoices)  
Contact: Reza Bardien, South Africa, [mwashes1@mweb.co.za](mailto:mwashes1@mweb.co.za)

## Youth and Foreign Culture

Youth will share ideas about their local culture and those that are foreign by answering 1) what is your understanding about culture? 2) is it really dynamic? 3) state some of your local cultural practices 4) state the negative and positive effects of your local culture 5) what do you suggest to overcome the negative effects in your locality? 6) should a particular culture be encouraged at all?

*Students share their ideas about their local culture and those that are foreign to them.*

Ages:	All
Dates:	Ongoing
Language:	English
Forum:	<a href="#">Culture (apc.learnculture)</a>
Contact:	Emmanuel Agbadja, <a href="mailto:eagbadja@forces.worldgh.net">eagbadja@forces.worldgh.net</a> , Agnes Asamoah Duodu, <a href="mailto:asamoahduo@forces.worldgh.net">asamoahduo@forces.worldgh.net</a> , Ghana.

## AquaCentury Project

Living in the time of the Aquarian Century, the 21st century, students and teachers should every so often engage in critical, illogical, and metaphysical thinking. From the viewpoint of astronomy and horoscope, it was a time of Pisces in the past twentieth century. Pisces reveals that there are two fish in the opposite positions, which represents a generation when people focus on individuals, science and logic. That is, therefore, during the past twentieth century, why wars, science, and systematic thinking was always prevailing around the whole world. However, at the present we are in the 21st century, a brand-new era, an Aquarian Century from the point of view of astronomers and astrologists. Aquarian means water, and water is a symbol of wisdom.

*Living in the time of Aquarian Century, the 21st century, students and teachers will consider issues of various centuries, especially leading to the touch and fusion between Western and the Eastern cultures.*

Consequently, teachers and students, through the following five themes, meditate the way to merge together the logical world in the 20th century and the illogical one in the 21st one, especially leading to the touch and fusion between the West and the East cultures. Five main themes: 1. To fully respect lives. 2. To be as close as possible to the nature. 3. To express mutual concern and understanding among human beings, to make a fusion of different cultures, or to re-meditate the relationship between humans and nature. 4. To be always optimistic and enterprising. 5. To blend new and old, foreign and native, western and eastern, exotic and aboriginal to originate many other reforms and innovations.

Among its contributions, the project will motivate young people's contribution to an exchange of the cheerful parts of students' daily life, such as their folk songs, their cultural heritage, habits, festivities, carnival (carnival dresses, songs, habits, and even daily necessities). The project will also motivate youth to stop or minimize the dark side aspects of the world they are living in, (war, poverty, pollution, etc.).

Ages:	9-18
Dates:	September 1, 2002 - May 31 2003
Language(s):	All
Forum:	<a href="#">Humanity (apc.learnhumanity)</a>
Contact:	Je-chen Lee or Doris, Taiwan, <a href="mailto:je-chen@ajet.nsysu.edu.tw">je-chen@ajet.nsysu.edu.tw</a> , <a href="mailto:eng24@mail.kshs.kh.edu.tw">eng24@mail.kshs.kh.edu.tw</a> , <a href="mailto:doris21.wu@msa.hinet.net">doris21.wu@msa.hinet.net</a>

## World We Live In (WWLi)

*Everyone has their own world that is connected with other personal worlds, but at the same time living alone, inside of a person. Please describe the world YOU live in.*

We suppose that the modern world is like a big "patchwork quilt": it is integrated and covers everyone but at the same time it consists of separate patches, connected with one another in the common "linen." These patches are separate small worlds which are homes for different people with their own ideas about these worlds and what modern Man should be. We're opening an e-mail discussion about the World You Live In: any thoughts about your place in your world; the future of your world; how it looks, how it feels; any problems making your world dangerous, scary or pleasant for you; tradition in your world, etc. Does it live in harmony with others worlds? We're waiting for your thoughts in different shapes: essays, pictures, stories, interviews, photos or just simple free thoughts about the world YOU live in.



Ages: All  
Dates: Ongoing (September - May)  
Languages: Russian, Belarussian, English, German, Polish, French.  
Contact: Sofia Savelava, Dmitry Savelau, Liubov Grunkovskaya and other New Line Club members. [savel@ripo.unibel.by](mailto:savel@ripo.unibel.by), Belarus

## Year 1945 Project

*You are a news reporter who will investigate an issue from your country and publish a page which appears to be from a 1945 newspaper to share globally.*

This project asks students to investigate an aspect of life in 1945 in their country. They are to act as a newspaper reporter and write in the first person as though they are there at the time. Ideas for topics could include any natural disasters, scientific breakthroughs, fashion changes or post war reconstruction that occurred in 1945 for example. The possibilities for topics are endless! Presentation of work: Where possible, we would like students to present their work/ or a combination of the class work on a website designed to look like a newspaper page of the day. See if you can locate and scan the name and banner from an original paper from the time for example. All web pages will be linked to the central site and schools will then be welcome to print off the pages and create their own international paper to represent the year 1945 for distribution at school. What if we cannot create a website and provide you with a link? Send your individual newspaper articles in to the project coordinators. They will position them on a blank page proforma for your country that will be linked to the project.

Ages: P-12  
Dates: Running initially till June 2003  
Languages: English (Maybe Russian later)  
Website: <http://www.araratcc.vic.edu.au/users/web/1945/index.htm>  
Contact: Jo Tate (Australia) Helen Davidova (Russia) [jot@araratcc.vic.edu.au](mailto:jot@araratcc.vic.edu.au)

## Value of Money in Our Life

Money has a lot of value in life. One must understand its value. This project aims to help young people understand it, so that they are successful in life. Activities include writing essays, poems, pictures, playing virtual, handling real money. If you are good in arts or crafts, you can develop your hidden skills and qualities and earn money at the same time. Thus this project will also help bring out the hidden qualities in an individual. We introduce participants to the barter system where you can exchange things with your friends. Action projects are also part of the project.

*A project focused on using money efficiently and making the maximum use of resources.*

Ages:	10 years and above
Dates:	Ongoing
Language(s):	English, Hindi, and Bulgarian (to start with but planning to have many others)
Forum:	<a href="http://apc.learn.money">Money (apc.learn.money)</a>
Website:	<a href="http://www.geocities.com/vom2001in/ram/index.html">http://www.geocities.com/vom2001in/ram/index.html</a>
Contact:	Maitreyi Doshi, <a href="mailto:mitu@ip.eth.net">mitu@ip.eth.net</a> , Soujanya Shenoy <a href="mailto:shenoys@ip.eth.net">shenoys@ip.eth.net</a> , Sonali Unkule, <a href="mailto:sonali_unkule@yahoo.com">sonali_unkule@yahoo.com</a> , Aditi Utpat, <a href="mailto:aditi_crazygal@yahoo.com">aditi_crazygal@yahoo.com</a> in India. Neli Georgiewa, Bulgaria, <a href="mailto:nelly_tq@hotmail.com">nelly_tq@hotmail.com</a> , Udara Soysa, Sri Lanka, <a href="mailto:udarasri@sltnet.lk">udarasri@sltnet.lk</a> .

## Repairing Friendships

You are invited to write about a friendly relationship which was precious to you until it was broken by a quarrel. Please write a story about what caused the quarrel, your feelings about the broken relationship and the steps you took to repair the friendship. Maybe you know some traditions of making peace in your country? Create a word picture so others can learn from your example how to repair friendships.

*This project aims at sharing and getting to know how people in different countries make peace with their friends after a conflict.*

Ages:	All
Dates:	October 2002 - April 2003
Language(s):	English, Russian, Ukrainian
Forum:	<a href="http://apc.learn.planet">Planet Friendship (apc.learn.planet)</a>
Contact:	Natasha Cherednichenko, Ukraine, <a href="mailto:julia@host.kr.ua">julia@host.kr.ua</a>

## Architecture and Living Spaces Around the World

Students research the architecture and history of the houses, buildings and monuments of their town. Forum entries start with a brief description of their town, including its population and its geographical location. Students are encouraged by their teachers to study buildings with historical significance, as well as their own houses. Photos and drawings can also be sent to the facilitator for the web page gallery.

*Students research the architecture and history of the houses, buildings and monuments in their town.*

Ages:	10 to 17
Dates:	September 2002 to June 2003
Languages:	English, French, German and Norwegian
Forums:	<a href="http://apc.learn.architecture">Architecture (apc.learn.architecture)</a>
Contact:	Christine Kolstoe, USA, <a href="mailto:KolstoeC@edmonds.wednet.edu">KolstoeC@edmonds.wednet.edu</a>

## Planet Friendship

*Students are changing the world through friendship.*



A network for those who have committed their friendship to the possibility of making a change through "Education of the heart." Too many things are separating us around the world. This project aims to promote things that are common for all human beings instead of pointing at the differences. We believe that by sharing a Friendship Declaration, we create the possibility for all people, everywhere, as well as the

planet and its environment, to join together in a positive and healing way. Taking this stand will create a positive ripple effect in the world, like a stone dropping into a pond, that will help to reduce the negativity and suffering on our planet and create new possibilities for people and the planet. Make a difference and be a part of the change we wish to see!

Ages:	Any
Dates:	Ongoing
Languages:	All
Forum:	<a href="http://apc.earn.planet">Planet Friendship (apc.earn.planet)</a>
Website:	<a href="http://www2.arnes.si/~sskkssb6s">http://www2.arnes.si/~sskkssb6s</a>
Contact:	Branko Marcetic, Slovenia, <a href="mailto:branko.marcetic@guest.arnes.si">branko.marcetic@guest.arnes.si</a>

## Schools Demining Schools

*This cross-cultural curriculum and action project seeks to raise awareness and provide students with an opportunity to help people living with the scourge of landmines.*

"Schools Demining Schools" is an action-oriented project that focuses on learning about the scourge of landmines while making concrete contributions to solving one of the most horrifying problems of our times. As part of this project students will:

- learn about the issue of landmines: the problem, the politics, the solutions
- interact with and interview experts, victim-survivors, professional deminers and students living in communities that are being demined

- raise consciousness about the issue in their own communities
- conduct a fundraising campaign to help demine communities in Afghanistan, Croatia, and Cambodia and care for victim-survivors in Lebanon.

A collaboration between iEARN and the UN.



Ages:	Middle, intermediate or secondary schools
Dates:	Project will be launched December 5, 2002. Schools can enroll anytime to participate in the project.
Languages:	English
Forums:	<a href="http://apc.earn.landmines">Schools Demining Schools (apc.earn.landmines)</a>
Website:	<a href="http://www.un.org/cyberschoolbus/banmines/index.asp">http://www.un.org/cyberschoolbus/banmines/index.asp</a>
Contact:	Colleen Werthmann, USA, United Nations Global Teaching and Learning Project, <a href="mailto:cyberschoolbus@un.org">cyberschoolbus@un.org</a>



## The Holocaust/Genocide Project (HGP)

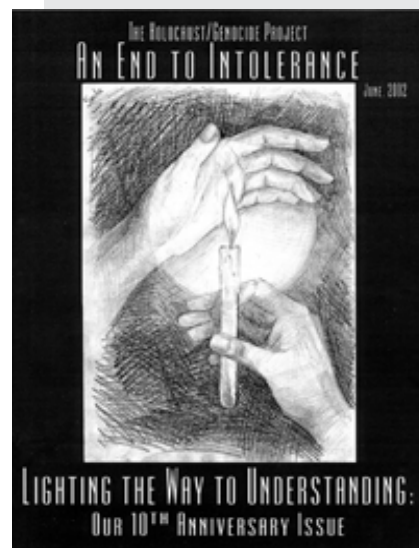
The HGP, originating at Cold Spring Harbor High School, New York in 1992, is an independent, interdisciplinary project, encompassing history, current events, language arts, fine art, foreign languages, and critical thinking. The HGP enables students, on a global level to dialogue with their peers, share ideas, conduct research, do common reading of books together online, and access professional authorities, primary sources, and data bases about information as it pertains to

the Holocaust of World War II, other genocides, and current events.

Students and teachers are welcome and encouraged to use the project's WWW site: <http://www.iearn.org/hgp> as they research history, literature, art, music, memorial sites, museums, archives, and survivors' testimonies.

*The HGP is celebrating its 10th year anniversary in 2002 and going into its 11th year in 2003. This theme-based Internet project has brought together students and teachers from over 34 countries of the world.*

Ages:	12-18, although elementary school students have also participated in the study of conflict resolution and written student book reviews
Dates:	Ongoing
Language(s):	English, but we welcome translations.
Forum:	Holocaust/Genocide Project ( <a href="http://apc.iearn.org">apc.iearn.org</a> )
Website:	<a href="http://www.iearn.org/hgp/">http://www.iearn.org/hgp/</a>
Contact:	Honey Kern, coordinator, USA <a href="mailto:coldspring@iearn.org">coldspring@iearn.org</a> or <a href="mailto:hkern@iearn.org">hkern@iearn.org</a> . Gideon Goldstein, project mentor, iEARN coordinator, Israel <a href="mailto:gideon@ort.org.il">gideon@ort.org.il</a>



## Children and Violence

Recent years have brought about a lot of violence into people's life and what is more tragic - into children's life. Very often children have to suffer because of the actions of people who are around them, near to them, whom they depend on. Children can't change it or don't know what to do to change it. We invite children and grown-ups to discuss such situations and to see together what to do to protect children, what to do to show grown-ups

who are violent towards children that they are doing harm. We want to speak with children of the world about problems and acts of violence they meet with in order to make our world better, cleaner morally and safer for the young. We guess that such a talk may be difficult and unpleasant sometimes. But, only by talking about problems can we make them disappear from our life.

*Let's speak about everyday acts of violence that children meet with and try to see together how to oppose them.*

Ages:	6-18
Dates:	October 1, 2002- April 30, 2003
Language(s):	English, Russian, Belorussian and Lithuanian.
Forum:	Violence ( <a href="http://apc.iearn.org">apc.iearn.org</a> )
Website:	<a href="http://www.bajabela.sulinet.hu/tubi/iearn/hate/hatepr.htm">http://www.bajabela.sulinet.hu/tubi/iearn/hate/hatepr.htm</a>
Contact:	Natalia Petryaeva, Galina Belobokaya, Belarus, <a href="mailto:children@exchange.belpak.grodno.by">children@exchange.belpak.grodno.by</a>

## Kindred

*Participants submit stories and pictures from the oral histories of their families during the twentieth century.*

Students should write stories that tell of childhood experiences during the twentieth century, decade by decade. We invite students to explain life in their country for a child during the 20s, 30s, 40s right up to the 90s. Students may collect their information by interviewing parents, grandparents, neighbours, cousins, aunts and uncles or any other person who has an interesting story to tell of life in recent times or of a bygone era.



Ages: All  
 Dates: Ongoing  
 Language(s): English  
 Forum: [Family \(apc.earn.family\)](http://apc.earn.family)  
 Website: <http://www.earn.org.au/kindred/>  
 Contact: Judy Barr, Australia  
[judybarr@earn.org.au](mailto:judybarr@earn.org.au)

## Souvenir Shop

*An exchange of information about traditional souvenirs of different countries and the history of their appearance.*

Groups of students describe the most popular souvenirs of their countries, tell about the history of their appearance, technology of their production. All information about traditional national souvenirs is welcome. It would be interesting if the participants of the project exchange photos, pictures of traditional souvenirs (or even souvenirs) by e-mail or

mail (if it is possible).

There are three steps:

**The first step:** introduction: students send the information about themselves and their country.

**The second step:** Students collect the information about traditional souvenirs of their countries. send letters with their stories, pictures and photos, answer the questions of their partners and the group which coordinates the project.

**The third step:** Processing received information, creating web-page.



Ages: All  
 Dates: September 2002 - May 2003  
 Languages: Belarusian, Russian, English  
 Forum: [Souvenirs \(apc.earn.souvenir\)](http://apc.earn.souvenir)  
 Website: [http://www.earn.org/souvenir\\_shop](http://www.earn.org/souvenir_shop),  
[http://www.oic.unibel.by/souvenir\\_shop](http://www.oic.unibel.by/souvenir_shop)  
 Contact: Oleg Krutikov, Natalia Khavanova, (students), Svetlana Khavanova, Svetlana Rudaya (teachers), Belarus, [sh1volk@grodno.unibel.by](mailto:sh1volk@grodno.unibel.by)

## Studying History in Search of the Truth

Over time, governments and states make their own version of history, which is oftentimes distorted and biased in their favor. Versions given through press, state TV, text books, school curriculum can create dogmas and misconceptions in the minds of the people. Example of such propaganda can be found all over the world. This Project aims at countering the propaganda through study of history. Students will select a topic of discussion, and will study the various schools of thoughts and consider all the sides of the picture. We hope to reach a consensus on the reality of events studied. Some of the proposed topics of discussion are Afghan Problem, Kashmir, Middle East, etc.

*Participants will study history to reach an opinion on various global issues*

Ages: 8 +  
Dates: Ongoing  
Language(s): English  
Forum: [Civics \(apc.learn.civics\)](#)  
Website: <http://www.geocities.com/studyinghistory/>  
Contact: Mohammad Ali Khwaja, Pakistan [rba\\_1@vsnl.net](mailto:rba_1@vsnl.net), [mohammadalifk@hotmail.com](mailto:mohammadalifk@hotmail.com)

## We Can Change the World With Common Effort

Students are encouraged to help others with the idea that no thanks or compensation will be required, but rather the recipient will find others to help. Students will share essays explaining problems and solutions, including how they assisted another person. It might be valuable for students to watch the movie "Pay It Forward." Random acts of kindness will change our world, especially with the "pass it on" element of this project.

*Students in this project are encouraged to help others with the idea that no thanks or compensation will be required, but rather the recipient will find others to help.*

Ages: All  
Dates: Ongoing  
Language(s): English, Russian, Turkish and Azeri  
Forum: [Change the World with Common Effort \(apc.learn.changetheworld\)](#)  
Contact: Kaye King, USA, [kking@boyd.k12.ky.us](mailto:kking@boyd.k12.ky.us) and Reyhan Rzayeva, Azerbaijan, [reshka85@yahoo.com](mailto:reshka85@yahoo.com)

## In a Global Village: Your Issues Are My Issues and Your Fears Are My Fears

The people of the world usually do not work together or cooperate to deal with issues such as pending disasters, hunger, disease and terrorism. They usually think that such issues do not affect them. The result is that there are disjointed efforts, the world over, in dealing with issues. An issue affecting one part of the world now will be an issue affecting another part of the world later. So if this is true why should the nations not have concerted and coordinated effort in dealing with issues that are of a global nature. This project seeks to highlight such issues to decision-makers and persuade them to deal with problems whenever and wherever they occur.

*Identify issues that affect local communities and how these issues can end up, in some way, affecting other communities in different parts of the world.*

Ages: 14 – 18 years  
Dates: Ongoing  
Languages: English  
Forum: [Change the World \(apc.learn.changetheworld\)](#)  
Contacts: Servious Mbiza, Zimbabwe, [smbiza@avu.org](mailto:smbiza@avu.org)

## Greensphere Project

*A project designed to improve the quantity and quality of life in poor communities.*

A project designed to improve the quantity and quality of life in poor communities in three areas: 1. recreational outdoor activities, 2. public health (with strength in primary and secondary health) 3. and ecology (with strength in the water issue). The work will include acquiring spaces in the social communication media and producing information, going to poor communities with health- ecological- recreational campaigns and organizing various associations, enhancing the health-ecological-recreational services through professional development, and joining the international development community.

Ages:	All
Dates:	Ongoing
Language(s):	English, Spanish, Hebrew
Contact:	Rodolfo Morales M., Guatemala, <a href="mailto:rioalto@inetnet.net.gt">rioalto@inetnet.net.gt</a> , <a href="mailto:rodomorales@hotmail.com">rodomorales@hotmail.com</a>

## Reach Your Peak

*Inspires youth to dream, and to give them the resources to help them realize their personal potential and their community goals.*

Every participating school will have access to the Reach Your Peak curriculum and planning guide, a series of mapped out lessons and sample projects that will get youth started on their journeys to become an active part of the community, as well as online tools to guide them on their individual journey to reach their peaks. Reach Your Peak also aims to educate students about how other youth of our nation and around the world are reaching their own peaks and potential, by advancing the development of their communities, and connect them to each other to share their thoughts and experiences.

Ages:	12-18
Dates:	September 2002 - June 2003
Language(s):	Spanish, English
Forums:	<a href="http://iearn-rypdream.apc.iearn.rypdream">iearn-rypdream (apc.iearn.rypdream)</a> - In English <a href="http://telar-rypdream.apc.telar.rypdream">telar-rypdream (apc.telar.rypdream)</a> - En Español
Website:	<a href="http://www.reachyourpeak.org">http://www.reachyourpeak.org</a>
Spanish Contacts:	Alejandro Robledo <a href="mailto:alejandrorobledo@latinmail.com">alejandrorobledo@latinmail.com</a> and Adriana Vilela <a href="mailto:adrianav@iearn.org">adrianav@iearn.org</a>
English Contact:	<a href="mailto:fkoss@reachyourpeak.org">fkoss@reachyourpeak.org</a>

## City to City Relationships

*You are invited to share what your city has done; or is doing to improve the management capacity for sustainable urbanization.*

Cities and local authorities have been fostering international cooperation since the foundation of the first international association of local authorities in 1913. Town Twinning, Partners of the Americas and Sister Cities are some of the earliest examples of City-City. Share "lesson learned" through your relationship, and what your city has done; or is doing to improve the management capacity for sustainable urbanization. The Theme or the United Nations "World Habitat Day" is City-to-City Co-operation.

Ages:	All
Dates:	September 2002 – September 2003
Language(s):	English
Contact:	Gia Gaspard Taylor, Coordinator iEARN Trinidad and Tobago, <a href="mailto:marabe@tstt.net.tt">marabe@tstt.net.tt</a>
Website:	<a href="http://www.iearntandt.internection.org">http://www.iearntandt.internection.org</a>

## Child Soldier Project

This is a project where youth can bear witness to the issue of the child soldier and how it affects their lives, their families, their communities and their countries. Youth may contribute with stories, drawings, music and audio files recording oral stories.

Ages: 10-19  
Dates: Ongoing  
Language(s): English  
Forum: [Child Soldier Project \(apc.iearn.childsoldier\)](http://www.childsoldier.net)  
Website: <http://www.childsoldier.net>  
Contact: Andrew Benson Greene Jr, Sierra Leone  
[andrewgreenejr@hotmail.com](mailto:andrewgreenejr@hotmail.com) and Bill Belsey, Canada  
[bill@iearn-canada.org](mailto:bill@iearn-canada.org)

*Youth of iEARN Sierra Leone and around the world will continue to bear witness to the problems they or their peers faced as child soldiers*



## Camp the Stamps - Philately on the Web

Through essays, creative writing, music and artwork, this project will feature the writing of students about their favourite stamps, and these will be posted to the website where they will be camped. The project will encourage participatory discussions about the history associated with these stamps. It will also examine the culture, social ties of the people, and places that these stamps often illustrate.

Ages: All  
Dates: Ongoing  
Languages: English  
Forum: [Stamps \(apc.iearn.stamps\)](http://www.stamps.com)  
Contacts: Andrew Benson Greene Jr, Sierra Leone, [andrewgreenejr@hotmail.com](mailto:andrewgreenejr@hotmail.com)

*Student and teachers will examine the importance of this age-old hobby of stamp collecting in today's growing Information Communication Technology (ICT) world.*

## Girls Speak Out Worldwide

Girls Speak Out Worldwide will provide girls with the opportunity to share experiences, ask questions, and gather data on issues that affect the quality of their lives. Information will be gathered on local practices and customs that discriminate against girls as well as successful programs that improve the status of girls. This information will be included in the UN's educational website Cyberschoolbus for others to access. In addition, students will explore the causes of gender discrimination and its impact on girls' development. Finally, students will develop a plan of action to improve the status of girls in their school and/or community.

Ages: 9-17  
Dates: Expected launch date is the beginning of 2003  
Languages: All  
Forum: [Girls Speak Out Worldwide \(apc.iearn.girls\)](http://www.girlsspeakout.org) (to be created)  
Contacts: [Girls Speak Out@Andrea Johnston](mailto:GirlsSpeakOut@AndreaJohnston.com), [Gspeakout@aol.com](mailto:Gspeakout@aol.com),  
United Nations Global Teaching and Learning Project,  
[cyberschoolbus@un.org](mailto:cyberschoolbus@un.org), [iearn@us.iearn.org](mailto:iearn@us.iearn.org).

*Students will study the factors that contribute to gender discrimination and develop a plan of action that they can implement in their school and/or community.*



## Friends and Flags

*A multi-cultural learning project for all nations.*



Friends and Flags is an ongoing project involving more than 35 countries. Participants are placed in groups of 6 countries ( according to age and grade ) and exchange cultural packages which include a student written, edited and illustrated country guidebook. Every partner prepares 5 packages one for every member in the group. Participants are encouraged to engage in communications via email, discussion lists, forums and a website which includes an art gallery, activity center, chat room, teachers lounge, photo album and much more.

Ages:	From Grade 3- University
Dates:	September 2002-June 2003
Language(s):	English, French, Spanish
Forum:	<a href="#">Friends and Flags (apc.iearn.friends)</a>
Website:	<a href="http://www.friendsandflags.org">http://www.friendsandflags.org</a>
Contact:	Karen Eini, Israel, <a href="mailto:karen@friendsandflags.org">karen@friendsandflags.org</a>

## Communication

*Students share essays on the theme "Have communication technologies (mobile phones and the Internet) influenced your life and how?"*

The Internet and the telephone nets are (mobile phones and the Internet) used for shortening distances among people, and were the inspiration to create this project. To start, send us an essay influenced your life and how? We hope that our project will make you think of the place of information technologies in the world and you will post a lot of interesting contributions for publication in a website. (size and style is optional). The theme: Have these communication technologies

Ages:	10 - 19
Dates:	Ongoing
Language(s):	English and Czech
Forum:	<a href="#">Internet (apc.iearn.internet)</a>
Website:	<a href="http://www.iearn.cz/komunikace">http://www.iearn.cz/komunikace</a>
Contact:	Ilona Kubonova, Czech Republic, <a href="mailto:kubonova@osf.cz">kubonova@osf.cz</a>

## Sights of Other Nations in Your Native Place

*Participants write about interesting places of their town, that are named after foreign peoples or are connected with some foreign leaders, foreign history or culture, others.*

Many places in different countries have some connection with some leaders, historical or cultural events of foreign people. So let's tell each another about these foreign places in our countries. The participants write about interesting places of their town, that are named after foreign peoples or are connected with some foreign leaders, foreign history or culture, etc. Participants tell about the interesting facts connected with these places. If possible, participants may add photographs and pictures.

Ages:	All
Dates:	September 1, 2002 - June 30, 2003.
Language(s):	Ukrainian, Russian, Belorussian, English
Forum:	<a href="#">History (apc.iearn.history)</a>
Contact:	Marina Kornienko, Ukraine, <a href="mailto:marina@lkto.ki.snet.kharkov.ua">marina@lkto.ki.snet.kharkov.ua</a>

You are invited to write about a place that is precious to you. Please, select one spot that gives you a very special feeling and write a story about that spot. You may select any writing genre (creative, informative, humorous, etc.) Describe it, tell what is special about it for you. Is it a place where you prefer to be alone or with others? Create a word picture so we can experience your special place. Decide what you can do to preserve the uniqueness of this place. Tell us

what you did and whether there is anything you want others to do. Very short stories are acceptable (just a few sentences) and stories should be no longer than one page. A book of student/family/teacher stories will be mailed to each participating school. It is hoped that, in thinking about our own special places, reading about other students' special places, taking action to preserve such places, we will strengthen our commitment to preserving our fragile Mother Earth.

Ages: 6 - 18  
Dates: Ongoing  
Languages: All  
Forum: [Special Places \(apc.learners.places\)](#)  
Contacts: Marinela Dinca, Romania [dim@lsv.cl.edu.ro](mailto:dim@lsv.cl.edu.ro)  
Liza Suclyshkina, Russia [sch689@mtu-net.ru](mailto:sch689@mtu-net.ru)

## Special Places

*Students write about a place that is special to them.*



Students at Achimota School would like to gather information on substances commonly abused in their community and also investigate the recovery programmes available to victims of substance abuse in Ghana. This will involve interviews, visits to rehabilitation homes,

etc. The information gathered will be exchanged with students in other schools worldwide who are willing to participate in the project by looking at the problems in their own communities.

Ages: 14 - 19  
Language: English  
Dates: Ongoing  
Forum: [Fight Against Drugs and Recovery \(apc.learners.recovery\)](#)  
Contact: Samuel B. Atindana, Ghana [achimota@ghana.com](mailto:achimota@ghana.com)

## Substance Abuse

*Students study and share problems of substance abuse in their communities.*

Youth, the most vulnerable group of society, are being addicted to drugs and the number of drug addicts is increasing day by day. Drugs have been and are at present a global thorn that is itching the entire world. This project seeks to provide the opportunity for drug addicts to share their experiences so that we can come

up with solutions to eliminate this menace. Students will get an opportunity to express their views against this evil through their writings drawings etc. This will also involve interviews, visits to notable rehabilitation centres, etc. The information gathered will be exchanged with students and schools globally.

Ages: 13-28 years  
Language: English  
Dates: Ongoing  
Forum: [Fight Against Drugs and Recovery \(apc.learners.recovery\)](#)  
Contact: Sarah Alam, Pakistan, [sarah@iearnpk.org](mailto:sarah@iearnpk.org), and Udara Soysa, Sri Lanka [udarasri@slt.net.lk](mailto:udarasri@slt.net.lk)

## Fight Against Drugs

*Provides an opportunity for youth to share their views, research the ill-effects of various drugs, and come up with solutions.*

## Feeding Minds, Fighting Hunger

*A global education initiative to raise awareness of hunger, malnutrition and food security around the world.*



A global education initiative designed to help youth discuss and understand issues of hunger, malnutrition, poverty and food security and to stimulate them to participate in activities to create a world free from hunger. On World Food Day, 16th October - and throughout the year - students and teachers from all over the world come together to discuss how lessons plans have been adapted locally and explore ways to raise awareness. For this project three lessons are provided for primary, intermediate and secondary. Participants are invited to discuss and share with peers around the world the issues of hunger and poverty in their local/national context and how the Feeding Minds Fighting Hunger lessons plans have been used in their classrooms. New ideas, activities and lessons from around the world will be collected and distributed each year. Lesson plans available at URL below.

Ages:	Primary through Secondary
Dates:	Ongoing
Language:	English, French, Spanish, Chinese, Italian, Arabic, (Russian and Portuguese forthcoming)
Forum:	<a href="#">Feeding Minds, Fighting Hunger (apc.learn.npoverty)</a>
Website:	<a href="http://www.feedingminds.org">http://www.feedingminds.org</a>
Contacts:	Philip Mpagi, Uganda, <a href="mailto:pageanext@hotmail.com">pageanext@hotmail.com</a> or Stephen Vhenya <a href="mailto:svhenya@yahoo.com">svhenya@yahoo.com</a> , Zimbabwe. Info: <a href="mailto:feedingminds@us.learns.org">feedingminds@us.learns.org</a>

## The My Hero Project

*A celebration of heroes through stories, photos, drawings, and illustrations.*



My Hero is an interactive educational website with support materials which allows students and teachers from around the world to research heroes from all different walks of life and create a webpage of their own that celebrates the hero of their choice. The success of the project confirms the belief that there is a genuine need for a forum that celebrates the positive work of individuals who inspire with real stories of courage and hope.

Ages:	All
Dates:	Ongoing
Language(s):	English/Spanish
Forum:	<a href="#">Heroes (apc.learn.heroes)</a>
Website:	<a href="http://www.myhero.com">http://www.myhero.com</a>
Contact:	<a href="mailto:myhero@myhero.com">myhero@myhero.com</a>

## Double Features (Twins) Project

*Students to share with others their beliefs and fascinating facts about twins in their locality.*

There are many beliefs and fascinating facts about twins in different localities in the world. Students are however encouraged to write and share with others their believe and fascinating facts about twins.

Ages:	All
Language:	English
Dates:	September 30, 2002 - July 30, 2003.
Forum:	<a href="#">Culture (apc.learns.culture)</a>
Contact:	Dickson Agyemang Gyasi, Ghana, <a href="mailto:dagyasi@forces.worldgh.net">dagyasi@forces.worldgh.net</a>

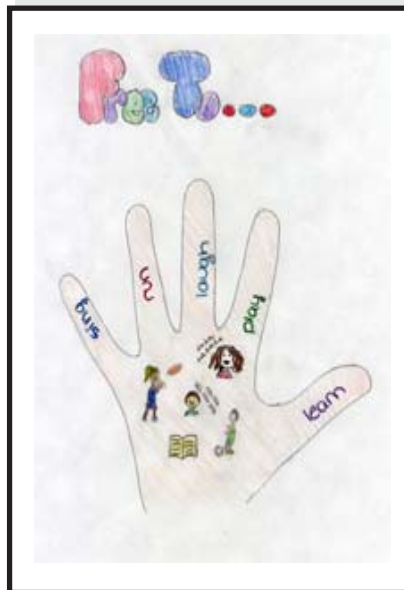
## Fight Against Child Labour

The project continues to bring together young people in research on and discussion of issues relating to children's rights and the burdens carried by many millions of children through excessive and harmful labour. The project provides the potential for young people to adopt action agendas to assist in the abolition of the worst forms of child labour and to take action to provide educational opportunities

for children around the globe. A major current initiative of the project is the production of a book reporting on child labour around the world. Young people are encouraged to contribute, in whatever form they choose, in reporting on the situation in their country or their country's attitude to child labour issues. A detailed description of this initiative can be obtained from the project coordinators.

*Youth collaboration in research and awareness-raising on the issues of child labour and exploitation.*

Ages:	All ages - most suited to 10-18
Dates:	Ongoing
Language(s):	English and French, but potential participants should suggest use of any language
Forum:	<a href="http://www.pearlproject.org">Child Labor (apc.pearlproject.org)</a>
Website:	<a href="http://www.pearlproject.org/clp">http://www.pearlproject.org/clp</a>
Contact:	Bob Carter - teacher, Australia <a href="mailto:bob@pearlproject.org">bob@pearlproject.org</a> , Salimata Sene - teacher, Senegal <a href="mailto:classluther@francite.com">classluther@francite.com</a> , Lockias Chitanana - teacher, Zimbabwe <a href="mailto:chitanana@yahoo.com">chitanana@yahoo.com</a> , Udara Soysa - student, Sri Lanka <a href="mailto:udarasri@sltnet.lk">udarasri@sltnet.lk</a> , Melissa Buckley - student, Australia, <a href="mailto:mel335@hotmail.com">mel335@hotmail.com</a> , Sarah Alam - student, Pakistan <a href="mailto:sarah@pearlproject.org">sarah@pearlproject.org</a>



## The Community NET-Workers

The Community NET-Workers project was created in honour of 2001, the United Nations' International Year of Volunteers. The Community NET-Workers project is part of a much larger vision about how we need to inspire, instill, and support the development of citizenship and build Civil Society among the "NET-Generation". Schools will "adopt" a local, community-based non-profit group: boy scouts, minor hockey leagues, churches, synagogues, temples, 4H clubs, boys and girls clubs. Working with these groups students will create and maintain Web sites for local non-profit community groups in order to help bridge the digital divide. Local school boards can host these pages.

*Your school is wired, NOW WHAT? Make a difference, that's what!*

Ages:	5-19
Dates:	Ongoing
Language(s):	All
Forum:	<a href="http://www.pearlproject.org">Internet (apc.pearlproject.org)</a>
Website:	<a href="http://www.communitynetworkers.org">http://www.communitynetworkers.org</a>
Contact:	William Belsey, Canada, <a href="mailto:bill@pearlproject.org">bill@pearlproject.org</a>



## Global Friendship Star Launch (GFSL)

*The launch of classroom messages and photos into outer space, thus creating an international, space-based time capsule that will further cultural sharing.*

Students and educators from all countries are invited to participate in a real space mission that will travel out of the solar system. Classrooms take part by contributing creative works in the form of writings, drawings, photos, poetry, written music, etc. Digitized copies of these works will be launched into space on a spacecraft that will fly to the stars! Copies of these creative works will also be available online for the purpose of education and cultural sharing. iEARN schools can also participate by submitting e-mail messages for inclusion onboard the spacecraft.

Team Encounter, a Houston, Texas, USA based organization with extensive experience in launching an array of spacecraft, is the lead organization in this educational venture.

The GFSL, currently scheduled for launch in 2005, will carry this very special archive of messages and photos onboard a solar sail, a massive, square-shaped structure – the size of a soccer/football field – that will harness the physical pressure of sunlight, much like a sailboat on Earth harnesses the wind at sea. This highly symbolic act will mark the culmination of a major cultural exchange between iEARN students – in fact the children of the world. Copies of the archive will remain on Earth in order that we might learn more about one another by accessing these personal pages of history.



Ages:	All
Dates:	September 1, 2002 through at least December 31, 2003
Language(s):	English, but translations to other languages are welcome.
Forum:	<a href="#">Global Friendship Star Launch (apc.earn.gfsl)</a>
Website:	<a href="http://www.TeamEncounter.com/earn/">http://www.TeamEncounter.com/earn/</a>
Contact:	Richard Braastad, <a href="mailto:Richard@TeamEncounter.com">Richard@TeamEncounter.com</a> & Jim Ferren, <a href="mailto:spacearc@rochester.rr.net">spacearc@rochester.rr.net</a> , USA

## Facets of Tolerance

*Students will find and discuss examples of tolerant and intolerant behaviour of people in different fields of human relationship.*

The main idea of the project is to develop tolerance among students by finding and discussing different examples of tolerant and intolerant behaviour of people in different fields of human relationship. In our view, it will help us overcome children's stereotypes and superstitions which are the basis for intolerance and discrimination. Students will have a chance experience positive communication with people from different cultures and with different psycho-physical opportunities through the internet and other forms of collaboration. Share your stories and artworks about the tolerant and intolerant behaviour of people where you live or whom you have read or heard about.

Ages:	All
Dates:	2002-2003
Language(s):	English and Russian
Forum:	<a href="#">Tolerance (apc.earn.tolerance)</a>
Contact:	Olga Novak <a href="mailto:onovak@mail.nsk.ru">onovak@mail.nsk.ru</a> and Elena Rekichinskaya <a href="mailto:helen.rek@online.nsk.su">helen.rek@online.nsk.su</a> , Russia



## Breaking the Silence

Social, religious and cultural issues impact heavily on how disease is viewed and combatted in global communities. This project opens the doors for discussion by students on the prevention of infectious diseases through vaccination and preventative behaviours. Student privacy will be protected if requested. The project will serve to provide a venue where victims of disease can share their stories anonymously and gain support from the wider global community. It is planned to set up a special database linked to the project website where commonly asked questions will be answered by an advisory doctor to the project. Pending funding, material from this website will be published into a booklet and distributed globally to participating schools. A special discussion forum on video conferencing will be conducted during the year allowing interested participants to meet and discuss issues face to face. Outside organisations will be linked to the project to provide online advice and assistance to students.

*This project serves to raise awareness of issues pertaining to disease prevention in adolescents.*

Ages:	P-12
Dates:	Ongoing
Language(s):	English but other languages most welcome.
Forum:	<a href="http://www.apc.learnspace.org.au/ventures">Ventures (apc.learnspace.org.au/ventures)</a> (but most action will be reflected on the website and through group emails)
Website:	<a href="http://www.araratcc.vic.edu.au/users/web/speakout/index.htm">http://www.araratcc.vic.edu.au/users/web/speakout/index.htm</a>
Contact:	Jo Tate, Australia <a href="mailto:jot@araratcc.vic.edu.au">jot@araratcc.vic.edu.au</a>

## Cultural Diversity and Human Identity

How can school systems help children to learn to accept and understand one another's culture and strive to build a common human identity while preserving and being proud of their individual culture, religion, and language. Students, teachers and parents are invited to submit their ideas about the reality of their individual school relating to the topic. To what extent is your individual identity as a religious group, language group, or ethnic group recognized by your school. Do these activities/related areas in the curriculum provide enough space to realize it. If not, what suggestions can you propose?

*A project to build understanding of, and pride in, our own and one another's identities.*

Ages:	10-18
Dates:	Ongoing
Language(s):	English, French and Sinhala
Forum:	<a href="http://www.apc.learnspace.org.au/culture">Culture (apc.learnspace.org.au/culture)</a>
Contact:	Lakshmi Attygalle, Sri Lanka, <a href="mailto:lak44@sltnet.lk">lak44@sltnet.lk</a>

## Our Baby

Students describe through the use of arts, photography and words the birth ceremony of a new-born baby in their localities and various cultural and religious groups. From their personal experiences or observations; consider how the new-born baby is named; and state the rituals performed and food/drinks taken at the ceremony.

*Students describe how babies are welcomed into the world in their communities.*

Ages:	Ages 11 -19
Dates:	Ongoing
Language(s):	English
Forum:	<a href="http://www.apc.learnspace.org.au/culture">Culture (apc.learnspace.org.au/culture)</a>
Contact:	Chris Kwei, Ghana, <a href="mailto:kriskit_99@yahoo.com">kriskit_99@yahoo.com</a>

## Celebrating our Women

*This \*non-political\* project welcomes the stories of women in history and stories of women in today's world.*

Through the use of words, art, photography and other disciplines, we hope to have a good "celebration" of women's achievements. We invite all iEARN participants to tell the stories of women in every facet of life: women at home, women in business, women in sports, politics, art, literature, science, math, dance, music, technology, and education. We would like to find out about women who, by their actions and deeds, are good role models for young people.



Ages:	8-and up
Dates:	Ongoing
Language:	English but we welcome translations of other languages
Forum:	<a href="#">Women (apc.earn.women)</a>
Contact:	Honey Kern, USA <a href="mailto:coldspring@learn.org">coldspring@learn.org</a>

## Educating on Peace and Reconciliation After War

*The basis of this project is to demonstrate the outstanding power of peace education and reconciliation process in a country recuperating from simultaneous periods of war.*

This peace building and reconciliation exercise will be an on-going practice amongst secondary and post-secondary school students all over the world. They will practice peaceful options for positive change with the confidence that they too can learn and implement how to impact positive change in their local communities and share their experiences on-line with like-minded colleagues around the world.

Ages:	All
Dates:	August 15 2002-August 15 2003
Language(s):	Flexible
Forum:	<a href="#">Peace (apc.earn.peace)</a>
Contact:	Andrew Benson Greene Jr, Sierra Leone, <a href="mailto:peacemuse_c21st@yahoo.com">peacemuse_c21st@yahoo.com</a>

## Fight Against Child Abuse

*How Information Technology can be used in community problem solving.*

This project studies child abuse as a community problem. It looks in detail at the definition of child abuse, causes, cases reported and how it can be reduced. At the same time, it looks at the challenges faced in overcoming this problem, as well as achievements, and developments. This project aims at educating communities and the world at large about the dangers of mistreating a child and the child about children's rights. This project reaches out to the young hurt generation to make them feel loved and safe.

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	<a href="#">Child Rights (apc.earn.rights)</a>
Contact:	Jubilee Rehema Tasha <a href="mailto:jubilee_r@hotmail.com">jubilee_r@hotmail.com</a> Ssekyeru Richard, <a href="mailto:ssekyeru@hotmail.com">ssekyeru@hotmail.com</a> , <a href="mailto:ubiriss@infocom.co.ug">ubiriss@infocom.co.ug</a> , Uganda

## Sportland Project

An exchange of information about athletes who do not have world fame, but are popular in their communities around the world. Collect information about them and send it to us. We will post it on the website and the whole world can learn about your favourites. This project will bring famous people close together with ordinary people. Children may combine this project with Physical Training classes. This will give them opportunity to learn more about each sport.

Ages:	6-11
Dates:	September 1, 2002 - May 25, 2003
Language(s):	English, Russian
Forum:	<a href="#">Games (apc.learn.games)</a>
Contact:	Anatoly Kochnev, Uzbekistan <a href="mailto:tolik@bukhara.freenet.uz">tolik@bukhara.freenet.uz</a>

*An exchange of information about athletes who do not have world fame, but are popular in their communities around the world.*

## Sports Around the World

Sports are a great way to learn about science, math, people, and culture. By investigating how a sport is played, along with its use of particular gear, many physics and mathematical concepts can be learned. Sports memorabilia is often fun for kids to collect. In this project students will learn about the different national sports, players, teams, and gear. They will participate in some research of their chosen sport. Students are invited to share writings, science displays, mathematical statistics, and artwork regarding their favorite sport. An exchange of real sports memorabilia will be facilitated among classes.

Ages:	Open
Dates:	Ongoing
Language(s):	All
Forum:	<a href="#">Games (apc.learn.games)</a>
Website:	<a href="http://www.edmonds.wednet.edu/cyberschool/Students/IEARN_Sports/indexsp2.html">http://www.edmonds.wednet.edu/cyberschool/Students/IEARN_Sports/indexsp2.html</a>
Contact:	Michele Mohamed, USA <a href="mailto:mlmohamed@hotmail.com">mlmohamed@hotmail.com</a>

*Share your favorite sports through math, science, writing, or art projects.*



## Random Act of Kindness of the Month

Each month, you will submit a paragraph about one student in your class who performed a "Random act of kindness." We will post the child's act and picture (JPEG or GIF), IF you wish - NOT mandated, to celebrate him or her. You must send in your entry by the 25th of each month.

Ages:	All
Dates:	Oct 2002-June 2003
Language(s):	English
Forum:	<a href="#">Change the World (apc.learn.changetheworld)</a>
Website:	<a href="http://www.angelfire.com/ny/ProjectKAVE/">http://www.angelfire.com/ny/ProjectKAVE/</a>
Contact:	Harriet Stolzenberg, USA, <a href="mailto:hstolz@aol.com">hstolz@aol.com</a>

*In our troubled world hopefully we will give all children the incentive to just be nice!*

## We Are Contemporaries

*Let us share precious memories of our young years, former and present inhabitants of the Country of Childhood!*

Childhood is not subject to time. We all have one common homeland - CHILDHOOD. Irrespective of the century, in which we live, we all - are children there - our ancestors, grandparents, parents, future children and grandchildren. We all are of the same age. We are 7, 8, 14, 15. We have fun, get upset, fall in love, observe, argue, and dream. We are the same, but different. Let's mix with each other, children of 20-s, 30-s, 60-s, 90-s years of the 20th century and the beginning of the 21st !

Stage (continuation): July, 1-August, 31 2002. The issue of the booklet ( part 1) "We are of the same age."

Stage 1: September, 15, 2002 - May, 31, 2003. To interview those who were your age in previous times, to find their children's photographs, old post cards of their native towns, houses, schools, letters, lines from diaries written in calligraphic handwriting.

We would appreciate drawings or paintings, poems and other creative materials made by them at the time of their childhood and later. We would like to see the present photos of these people. Give brief information about their lives and realization of their children's dreams. Indicate the full name of a person, the date and place of his/her birth if in your family there are memories about your genealogy, the childhood of the passed generations, share them with us and send us the copies of documents and other interesting materials. And how can you imagine the childhood of your son or daughter, or a distant descendant? And what are your own dreams about? How do you live in the Country of Childhood at the beginning of the third Millennium?

Stage 2 - June,1, 2003 - September,1, 2003. The issue of the booklet ( part 2) "We are of the same age"

Ages:	All
Dates:	September, 15, 2002 - May, 31, 2003
Language(s):	Ukrainian, Russian, English
Forum:	<a href="http://apc.iearn.childhood">We Are Contemporaries (apc.iearn.childhood)</a>
Contact:	Tetyana Sporynina, <a href="mailto:tarass@unicom.cv.ua">tarass@unicom.cv.ua</a> , Ukraine. Sofia Savelova, <a href="mailto:savel@ripo.unibel.by">savel@ripo.unibel.by</a> , Belarus. Ludmila Koroviakina, <a href="mailto:kls@fastiv.kiev.ua">kls@fastiv.kiev.ua</a> , <a href="mailto:kls1941@mail.ru">kls1941@mail.ru</a> , Ukraine. Maryam Aprian, <a href="mailto:maryam242001@yahoo.com">maryam242001@yahoo.com</a> , <a href="mailto:quantum@freenet.am">quantum@freenet.am</a> , Armenia Svetlana Khavanova, <a href="mailto:sh1volk@grsu.grodno.by">sh1volk@grsu.grodno.by</a> , Belarus

## Look at My World, Developing and Developed Countries

*A project highlighting the obstacles which come in the path of globalization and force us to think critically.*

The project will provide students opportunity to reflect, dialogue and come up with possible solutions and community action focused at the struggles of the developing countries and the issues of the developed countries. Students and educators will take up issues effecting them and their community for example like prejudice, discrimination, literacy, culture, education, social , political and economical status, ecology etc.

Ages:	10-18 years
Dates:	Ongoing
Language(s):	English
Forum:	<a href="http://CIVICS.apc.iearn.civics">CIVICS (apc.iearn.civics)</a>
Contact:	Parveen Mehboob, <a href="mailto:parveenmehboob@yahoo.com">parveenmehboob@yahoo.com</a> Naz Baloch, <a href="mailto:nazbaloch@yahoo.com">nazbaloch@yahoo.com</a> , Hasan Kamran, <a href="mailto:mirzaatnet@yahoo.com">mirzaatnet@yahoo.com</a> , Pakistan

## National Drinks and Related Traditions

People around the globe enjoy different kinds of drinks, without considering the history and traditions of producing and using them. Every drink whether it is wine, vodka, beer, tea, capuchino or cola has a unique path from its birth till nowadays. In this project students will explore and work on following issues - Names of drinks, popular in the country or region -Types of drinks (alcoholic/non-alcoholic, hot/cold, strong, home made) - Production of drinks and related traditions (agriculture, technology, testing, storage - Culture of drinking and related customs (special environment, parties, festivals, toasts, vessels) - Drinks in the arts (literature, paintings, photography) - Social implications of abuse of alcoholic drinks, and how communities around the world can find solutions to irresponsible use and its effects.

*Students research, find and send information about national drinks, drink production, culture of drinking, its origin and traditions in country or region.*

Ages:	12 - 18
Dates:	From September 2002
Language(s):	English, Russian, Georgian
Forum:	<a href="#">Kartuli (Georgian) (apc.learn.kartuli)</a>
Website:	<a href="http://www.zari.org.ge/drinks.htm">http://www.zari.org.ge/drinks.htm</a>
Contact:	Pavle Tvaliashvili <a href="mailto:tvaliashvili@mail.ru">tvaliashvili@mail.ru</a> , Gela Azikuri <a href="mailto:gelazi@yahoo.com">gelazi@yahoo.com</a> , Georgia

## Reforming Practices and Traditions

In this era of societal change there is a tug in many societies for keeping traditions and customs alive and encouraging people, especially the younger generations, to respect them. Many customs and cultural practices are very good, but are fading out and need preservation. Yet, there are some practices which are obsolete and are leading society

backwards. Youth of today must decide which cultural customs and practices need to be preserved and why, and which ones should be discarded or improved and why. Students in this project share their customs and practices and make suggestions for keeping them, discarding them or improving them, rationalising at each step.

*Students will explore and share their understanding of the meaning of time in various spheres of human life.*

Ages:	10-18
Dates:	Ongoing
Language(s):	English
Forum:	<a href="#">CIVICS (apc.learn.civics)</a>
Contact:	Farah S. Kamal <a href="mailto:Farah@iearnpk.org">Farah@iearnpk.org</a> , Shahnaz Zafar <a href="mailto:zafars@isb.paknet.com.pk">zafars@isb.paknet.com.pk</a> , Pakistan

## The Contemporary

A global news magazine project that deals with world issues with a teenage attitude. It provides students with an opportunity to learn about issues of national and global importance, and to promote cultural understanding as a step toward encouraging youth to have an impact on the direction taken by our world.

*An international telecommunications magazine that enables students to communicate on global topics.*

Ages:	5 - 18
Dates:	Ongoing
Languages:	All
Forum:	<a href="#">The Contemporary (apc.learn.tc)</a>
Contact:	<a href="mailto:thecontemporary@us.learn.org">thecontemporary@us.learn.org</a>



## Local History

*Students share histories of their town's or surrounding area's buildings, famous people, and events.*

Students research the history of their own town or area. Forum entries start with a brief description of their town, including its population and its geographical location. Students are encouraged by their teacher to make their histories short and interesting. Sources of information are documented at the end of each entry. Photos can also be sent to the facilitator for the web page gallery. Students are encouraged to correspond with each other and ask each other questions about their articles and give some feedback. Young students may write about their own family history to start research with something small and later continue it into the story of their region or country.

Ages:	Ages 9 to 17
Dates:	Ongoing
Language(s):	English, Russian, French, German
Forum:	<a href="http://apc.learm.history">History (apc.learm.history)</a>
Website:	<a href="http://www.edu.nsu.ru.local/">http://www.edu.nsu.ru.local/</a>
Contact:	Nina Koptuyug, Russia <a href="mailto:koptuyug@sch130.nsc.ru">koptuyug@sch130.nsc.ru</a>

## Good Hopes Project

*Students and teachers from Iran and the United States are developing online projects to promote dialogue, collaboration, partnership and friendship as they share historical, cultural, and personal perspectives.*

Good Hopes aims to promote dialogue, collaboration and partnership in cultural and scientific spheres among students and teachers in countries not officially engaged in constructive relations. By using the Information and Communication Technologies, Good Hopes provides an environment for learners and educators of these countries to explore commonalities, to resolve misconceptions, to appreciate differences, to build common understanding and trust, and to inspire creativity in one another. Through a continuous process of exploration, collaboration and learning from each other, Good Hopes thus works towards new beginnings in people-to-people relations.



Ages:	(K-12) ages 5-18
Dates:	August 2002 - July, 2003
Language(s):	English/Farsi
Forum:	<a href="http://apc.learm.hope">Good Hopes (apc.learm.hope)</a>
Website:	<a href="http://www.goodhopes.org">http://www.goodhopes.org</a>
Contact:	Hedieh Najafi-nj@ <a href="mailto:hotmail.com">hotmail.com</a> , Leila Mohammadhossein-leila@ <a href="mailto:sokhan.net">sokhan.net</a> , Iran. Edward Farraday-farradaye@ <a href="mailto:miamicountryday.org">miamicountryday.org</a> , Rowena Gerber-gerberr@ <a href="mailto:miamicountryday.org">miamicountryday.org</a> , USA

## Model United Nations (MUN)



Model United Nations is a simulation of the U.N. General Assembly and other multilateral bodies. It not only involves students in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives, such as research, writing, public speaking, problem solving, consensus building, conflict resolution, and cooperation.

Over the course of 50 years, hundreds of thousands of high school and college students have taken part in Model United Nations programs. Now for the first time, three organizations; ( United Nations Cyberschoolbus, UNA-USA, and iEARN) have joined together to create new on-line resources to help Model UN participants prepare for conferences.

**What do students do in MUN?** In Model U.N. students step into the shoes of ambassadors from U.N. members states to debate current issues on the organization's agenda. Student "delegates" in Model U.N. prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the U.N.'s rules of procedures - all in the interest of mobilizing "international cooperation" to resolve problems that affect almost every country on Earth.

Before playing out their ambassadorial roles in Model U.N., students research global problems to be addressed, drawn from today's headlines. It not only involves young people in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives, such as research, writing, public speaking, problem solving, consensus building, conflict resolution and compromise and cooperation. Model U.N. participants learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development, and globalization. Model U.N. delegates also look closely at the needs, aspirations, and foreign policy of the countries they will represent at the event. The insights they gain form their exploration of history, geography, mathematics, culture, economics, and science. iEARN participants are invited to share their culture and discuss issues from their country's perspective with MUN students around the world.

**How Does Model U.N. Work?** Some Model U.N. exercises take place in the classroom and others are school wide. Still others are regional, national, or even international. These are called conferences, and the events are much larger. More than 1,000,000 people have participated in MUN conferences around the world since the conferences became popular over 50 years ago. Today there are more than 400 conferences that take place in 35 countries. Depending on the location, the average conference can have as few as 30 students or as many as 2,000.

*A simulation of U.N. multilateral bodies designed to increase student awareness of global issues and introduce students to the world of diplomacy and negotiation.*

Ages:	Middle -Secondary school
Dates:	September 2002 - July 2003
Language:	English
Conference:	<a href="http://apc.iearn.mun">Model United Nations (apc.iearn.mun)</a>
Contact:	iEARN- <a href="mailto:modelun@us.iearn.org">modelun@us.iearn.org</a> , UN Cyberschoolbus - <a href="mailto:cyberschoolbus@un.org">cyberschoolbus@un.org</a> , UNA-USA- <a href="mailto:modelun@unaua.org">modelun@unaua.org</a>
Website:	<a href="http://www.un.org/cyberschoolbus/modelun/index.html">http://www.un.org/cyberschoolbus/modelun/index.html</a>

# Math, Science, Environment, and Technology

## Schlumberger Excellence in Educational Development (SEED). A Resource for all iEARN Science Projects

*A public space where scientists and engineers can share their knowledge and experience with learners.*

The SEED Science Center ([www.slb.com/seed](http://www.slb.com/seed)) is a public place where Schlumberger scientists and engineers share their knowledge and experience with learners from around the world. This web site includes articles on various topics in science and hands-on experiments and projects you can participate in. SEED Experts are available via email to answer questions from iEARN students and teachers.



Ages:	Ages 10-18
Dates:	Ongoing
Language(s):	English
Website:	<a href="http://www.slb.com/seed">http://www.slb.com/seed</a>
Contact:	Michael Tempel, USA, <a href="mailto:tempel@new-york.sl.slb.com">tempel@new-york.sl.slb.com</a>

## Connecting Math to Our Lives

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

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

Ages: All including parent and community groups  
Dates: Start September, 2002 (flexible) - Ongoing  
Language(s): All are welcome. We facilitate the project in English and Spanish with active participation in Portuguese as well. Other classes work in their native languages locally (e.g. French, Latvian) and send summaries in English. The facilitators are bilingual and can help translate among Spanish, English, Portuguese, and Afrikaans.  
Forum: [Math \(apc.learnspace.org\)](http://math.apc.learnspace.org)  
Website: <http://www.orillas.org/math> and <http://www.clmer.csulb.edu/gln/math/index.html> (The math project is organized by Orillas and CLMER)  
Contact: Enid Figueroa, Puerto Rico, [efigueroa@orillas.org](mailto:efigueroa@orillas.org). Kristin Brown, U.S.A., [krbrown@igc.org](mailto:krbrown@igc.org). Gerda de Klerk, South Africa, [gdk@asu.edu](mailto:gdk@asu.edu). Victor Soria, Argentina, [victorsoria@salnet.com.ar](mailto:victorsoria@salnet.com.ar). Carla B. de Herrera, U.S.A., [carlitabh@aol.com](mailto:carlitabh@aol.com)



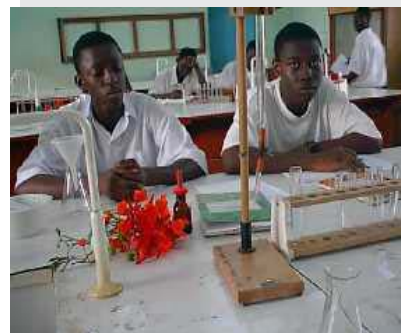
This project allows students to share in scientific research and classroom practice with a focus on environmental issues. A wide number of interesting and exciting experiments are being conducted. Some for example are to produce sustainable food sources in dry environments by recycling of waste materials. Others relate to saving of endangered species and Global Heritage classified sites and environments. We have the assistance of a number of Scientists in Residence to analyse results between countries. I will

be seeking funding to assist participating schools, but cannot guarantee such funding will be available. The experiments are however very cheap to set up and full details appear on the website. We will be running a number of special events by video conferencing during the year. Schools will be able to join in to global discussion forums during these events. We invite any schools with interesting aspects to their science and environment program to share these for global participation through the project.

## Lab's Alive

*Students share in scientific research and classroom practice with a focus on environmental issues.*

Ages: All  
Dates: Ongoing  
Language(s): English, with plans to translate sections into Russian  
Forum: [Ventures \(apc.learnspace.org\)](http://ventures.apc.learnspace.org)  
Website: <http://www.araratcc.vic.edu.au/users/web/labsalive/index.htm>  
Contact: Jo Tate, Australia [jot@araratcc.vic.edu.au](mailto:jot@araratcc.vic.edu.au)



## Planetary Notions

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

Planetary Notions (PN) is an environmental project that gives students an opportunity to publish articles in an annual magazine so that they can share their views about the world's environmental health and how better to protect it. In addition to articles, Planetary Notions facilitates discussion about these

issues through the Environment forum. The forum gathers articles on environmental subjects and promotes discussion of environmental issues. The publication will include summaries of some of the major discussions from the year.



Ages: 12-18  
Dates: Deadline for articles: February 30, 2003  
Publication of PN: mid-April 2003  
Language(s): English and the native language of the students where possible  
Forum: Environment ([apc.earn.viron](http://apc.earn.viron))  
Website: <http://www.youthcanworld.org/PN/>  
Contact: Flora Huang, USA [fihuang@hotmail.com](mailto:fihuang@hotmail.com)

## Waste-Problem or Possibility?

*This project researches how we are treating waste in our communities.*

Waste is a major environmental issue for all communities. In this project students will investigate how waste is produced and the ways in which we deal with it. Students should combine different methods: collecting data, interviewing, research etc. Students may collect information such as photographs, leaflets and newspaper articles to give much richer picture of the situation in their locality. Students will communicate via e-mail, exchange and compare data, and find solutions.



Ages: 10-18 years  
Dates: Ongoing  
Language(s): English and Macedonian  
Forum: Environment ([apc.earn.viron](http://apc.earn.viron))  
Contact: Mimoza Anastoska-Jankulovska, Macedonia  
[jankmj@mt.net.mk](mailto:jankmj@mt.net.mk)



## Mathematics Virtual Learning Circle

This project is on an interactive and educational web site about mathematics. The main aim of this project is to attract students to different fields of maths and to help teachers with their way of teaching and introducing new interactive teaching styles. Some of the main fields that this site concentrates on are:

- Combinatorics and Combinatorial Games
- Strategic Games
- Geometrical Concepts
- Number Theory
- Knots Theory
- Algorithmic Thinking
- Mathematical Logic And Reasoning.

Ages:	All
Dates:	Starts running from November 1st
Language:	English and Farsi
Forum:	<a href="http://apc.learn.math">Math (apc.learn.math)</a>
Contacts:	Maryam Behnoudi, Iran, <a href="mailto:behnoudi@schoolnet.ir">behnoudi@schoolnet.ir</a>

*A website about mathematics on which students and teachers can learn and interact with each other.*

## School of Clowns Math Project

Little children all over the world like the circus. Their heroes are circus clowns. Why? Because clowns are kind and funny. They make the world colourful and happy. Usually children have a lot of difficulties with math subjects. We suppose that funny clowns can help them to understand math better. When students write math problems by themselves, they understand math

better than through a teacher's explanations. It is an especially useful way of work with the most difficult themes. Children do not pay attention to difficulties when they have fun. You can send us pictures, stories and math problems about clowns. 1st of April we will help all school-participant to organise a funny math party.

*Sharing of fun stories and math problems about clowns in order to help children to study with interest.*

Ages:	3-12 years old
Dates:	September 2002 - June 2003. Math problems are collected by 1st of March. 1st of April math clowns party in all schools-participants.
Language:	English + native language
Forum:	<a href="http://apc.learn.math">Math (apc.learn.math)</a>
Website:	<a href="http://www.schclown.narod.ru">http://www.schclown.narod.ru</a>
Contacts:	Barbara Lialiagina, Russia, <a href="mailto:epigraph@mail.ru">epigraph@mail.ru</a>



## Medicine in Our Backyard

*A nature preservation project with the emphasis on the preservation and exploration of the possibilities of medicinal plants.*



The presence of medical plants in the wild is one of the most important reasons why nature must be preserved. The goal of this project is to show the possibilities of medical plants as part of nature for human and general purposes. The goals of the project can best be described as :

1. students will gain an awareness of the purposes and the importance of medical plants in nature for human and other purposes.
2. students will let the community know through several activities why medical plants are an essential part of life, so that the natural environments in which they exist must be sustained for the future.
3. students and the community will be able to use the medical plants as part of the nature preservation and heritage and will promote this through several activities with the rest of the community.
4. the purpose of medicinal plants will be shown on video and cd with exposure on the internet through a website.

Ages:	10-20
Dates:	Ongoing
Language(s):	English
Forum:	<a href="#">Medicine</a> ( <a href="#">apc.learn.medicine</a> )
Contact:	Dave Abeleven, Suriname <a href="mailto:dave-aa@surimail.sr">dave-aa@surimail.sr</a>

## Dinosaurs Project

*Students will gather, organize and share information about the discovery of dinosaur fossils in their country.*

Each participating iEARN member will use community resources to learn about dinosaurs and paleontological discoveries in their own country. The students from each country will work together to develop a child-friendly educational website that incorporates the information from each country. The project will reflect the work of both general and special education students. The participants will work together to develop and publish an educational website incorporating information from each country's research findings. Students will use this webpage as a resource for information on dinosaur fossils that were discovered in the participating countries.

Ages:	6-11
Dates:	Ongoing
Language(s):	English
Forum:	<a href="#">YouthCaN</a> ( <a href="#">apc.learn.youthcan</a> )
Contact:	Stella Porto, USA <a href="mailto:sporto@nycboe.net">sporto@nycboe.net</a>

## Animals Are Our Friends

Students get to know about indigenous animals in their country. They get to know how animals are destroyed, and they find out what they can do to stop this slaughter. Children can contribute by sending articles and pictures and photos. Ultimately the project will establish a network among animal lovers around the world.

Ages:	All
Dates:	June 20th 2002 – December 31st 2002
Language(s):	English
Forum:	CIVICS( <a href="mailto:apc.learn.civics">apc.learn.civics</a> )
Contact:	Lakshmi Attygalle, Sri Lanka <a href="mailto:lak44@sltnet.lk">lak44@sltnet.lk</a>

*Encourages students to gather information about indigenous animals around the world and to create awareness about the preciousness of wild life.*

## Treasure Eylandt

The Project focuses on the Maritime element of Groote Eylandt (where we live) which involves partners in journeys across a cross curriculum study of this pristine sub-tropical island with a means of focusing on marine science, history, art, maths, etc. We would like to get partners to share their journeys where they come from in order to show awareness of other cultures and places. The project will consist of three activities to start with and two other activities to follow at the start of next year. Our project initially started in October 01 and was planned to finish in October 02. We have extended it until December 02 with intentions of extending into 2003.

Ages:	P-10
Dates:	Ongoing
Language(s):	English
Website:	<a href="http://www.schools.nt.edu.au/aas/treasure">http://www.schools.nt.edu.au/aas/treasure</a>
Contact:	Dianne Sullivan, Australia, <a href="mailto:dianne.sullivan@latis.net.au">dianne.sullivan@latis.net.au</a>

*Involves partners in journeys across curriculum around Groote Eylandt and across the world.*

## The Great Fly-Off

The Great Fly Off involves students competing against each other to construct a paper plane from one sheet of A4 paper which is able to stay in the air for the longest time. The winning plane becomes the Grade's entry in an extended competition against another school. Schools will exchange plane plans for modification and refinement. Communication between schools will involve the use of e-mail and web authoring.

Ages:	Grades 3-4, 5-6
Dates:	The Project will begin in April and conclude at the end of June.
Language(s):	English
Website:	<a href="http://teachit.acreekps.vic.edu.au/greatflyoff/greatflyoff/">http://teachit.acreekps.vic.edu.au/greatflyoff/greatflyoff/</a>
Contact:	Elaine Robertson, Australia, <a href="mailto:curric@acreekps.vic.edu.au">curric@acreekps.vic.edu.au</a>

*Students compete to construct a paper plane from one sheet of A4 paper which is able to stay in the air for the longest time.*

## Virtual Classroom

*Students and teachers create web pages and provide links to useful educational sites on the Internet.*



Participants in the Virtual Classroom Project will work to identify educational tutorials to provide students and teachers with additional materials for distance education.

Ages:	7-20 years old
Dates:	Ongoing
Language(s):	English, German, and Bulgarian The site can be useful for your installed lessons in any other languages if you send only one sentence description in English to the facilitator, which can be the link to your installed lessons in any other languages.
Forum:	<a href="http://apc.earn.internet">Internet (apc.earn.internet)</a>
Website:	<a href="http://www.virtual-classroom.revolta.com/project.htm">http://www.virtual-classroom.revolta.com/project.htm</a>
Contact:	Rositsa Kuneva, Bulgaria, <a href="mailto:5ls.rossi@mail.com">5ls.rossi@mail.com</a> and

## Videoconferencing Projects

*A videoconferencing project with Internet mail exchanges and BBS as the tools for students to have direct interactive communications on the screen.*

Are you interested in direct, interactive communications by means of talking, discussing, music, dance, drawings, quiz, teaching each other languages and handicraft, etc? Join teachers and students in Japan who are interested in meeting together, face to face, real time, via videoconferencing with classrooms around the world.

Ages:	12-18
Dates:	September 2002- July 2003
Language(s):	English, but any language if both agree
Forum:	<a href="http://apc.earn.internet">Internet (apc.earn.internet)</a>
Website:	<a href="http://www.jearn.jp/Teleclass">http://www.jearn.jp/Teleclass</a>
Contact:	Yoko Takagi, Japan, <a href="mailto:teleclas@mbd.sphere.ne.jp">teleclas@mbd.sphere.ne.jp</a>

## If Rocks Could Talk...What Would They Tell Us?

*Students collect and analyze different types of rocks in their community, and exchange their findings with a school in another part of the world.*

In several areas of Puerto Rico, land has been exploited in the name of progress through the construction of housing complexes, commercial centers, and other types of building structures. The project "If rocks could talk...what would they tell us?" promotes students' analysis and study of their environment so as to share their experiences with students from other geographical regions. Students collect, classify and analyze different types of rocks found in rock quarries and other areas in his/her community, and describe the rock's formation and surrounding in its natural state. Through the process the students will create visual products (rocks), literary, and mathematics (graphs) around the theme "rocks." Pairs of schools will exchange, through regular mail, a package entitled "My rock," including cultural artifacts from their community. This package should be mailed by the middle of February as part of the St. Valentine's celebration. The participating teachers would like to identify schools that would like to share and exchange the activities that have been described.

Ages:	Elementary, intermediate and high school
Dates:	Ongoing
Language(s):	English and Spanish
Contact:	Enid Figueroa, <a href="mailto:efigueroa@orillas.org">efigueroa@orillas.org</a> , Aileen Velazquez, <a href="mailto:ave@prtc.net">ave@prtc.net</a> , Puerto Rico

## YouthCaN (Youth Communications and Networking)

Students facilitate an online 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

projects. In 2003 the New York City, USA Youth CaN event will take place May 3-5, involving over 1,000 students, at the American Museum of Natural History in New York City. Other events take place around the US, in Lebanon (YouthCaN Med) and in other countries-linked through the Internet and video-conferencing with the students in New York City. This project is co-sponsored by the American Museum of Natural History, iEARN and a number of high school environmental organizations.

*Students write about and interact on environmental issues in their communities.*



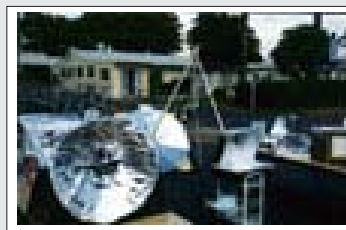
Ages: All  
Dates: Ongoing, physical meetings take place in April/May. The NYC event will take place on May 3-5, 2003  
Languages: All  
Forum: Planning Committee uses: [YouthCaN Planning Committee \(apc.unep.nyu.youth\)](http://apc.unep.nyu.youth); Environmental issues and projects are shared on [YouthCaN \(apc.earn.youthcan\)](http://apc.earn.youthcan)  
Website: <http://www.youthcanworld.org/>

## Solar Cooking Project. Solar Olympics

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

*Students share BRIGHTER FUTURES as they experiment with various aspects of solar cooking technology.*

Ages: All  
Dates: Ongoing  
Forum: [YouthCaN \(apc.earn.youthcan\)](http://apc.earn.youthcan)  
Languages: All languages encouraged, please include English, Spanish, or French translations when possible.  
Website: [http://www.miamicountryday.org/aces/solar\\_cook.html](http://www.miamicountryday.org/aces/solar_cook.html)  
<http://www.araratcc.vic.edu.au/users/web/labsalive/solar.htm>  
related websites:  
<http://alpha.fsec.ucf.edu/ed/solar-unit>  
<http://www.sunoven.com>  
<http://www.solarcooking.org>  
Contact: Rowena Gerber, USA [gerberr@miamicountryday.org](mailto:gerberr@miamicountryday.org)  
Yvonne Moyer, USA [Moyery@miamicountryday.org](mailto:Moyery@miamicountryday.org)





## All Rivers and Streams Flow into the Mediterranean

*An encounter with environmental problems and possible solutions to these problems may serve as a platform for a dialogue between students that live around the Mediterranean Sea.*

Participants will check the quality of the water in streams and rivers that flow into the Mediterranean. Students from the participating schools will be divided into mixed groups, one group to every stream or river. After collecting samples from the streams and rivers, the students will share their information through the Internet, along with information about the stream or river itself (history, biology, geography, etc). A written document that includes findings, conclusions and suggestions of how to recuperate the streams will be created and shared.

Ages: 8th to 10th grade students.  
Dates: September 2002-June 2003  
Language(s): English  
Forum: [Aqua \(apc.learnaqua\)](#)  
Contact: "Eben Haldon J. High School" from Tamra - Israel and "Arts and Science J. High School" from Hadera - Israel. [charlie1@newmail.net](mailto:charlie1@newmail.net)

## Living National Symbols

*The images of plants and animals are used in national symbolics of many countries and cities of the world. What is the history and meaning of these symbols?*

The images of plants and animals are used in the national symbols of many countries and cities of the world -the eagle in Russia and Iran, snowball-three (guelder rose) in Ukraine, frog - in Puerto-Rico, red lily - in Florence, Owl -in Athenes and so on. What is the history of these symbols? With what events in the life of the country or city are they connected? What properties of these plants or animals promoted their use in national symbolics? How is it displayed in national songs, legends, fairy tales? What are the biological features of these living symbols? The participants of the project exchange their research through the Internet, creating albums of herbariums, photos, and illustrations. They create living corners of national symbols at the school and in the city. Results will be placed on a WEB site.

Ages: 12 +  
Dates: October 15, 2002 - June 15, 2003  
Language(s): English, Russian, Ukrainian  
Forum: [Environment \(apc.learnenviron\)](#)  
Contact: Svetlana Pastuhova, [sf9@fastiv.kiev.ua](mailto:sf9@fastiv.kiev.ua), Ludmila Korovyakina, [kls@fastiv.kiev.ua](mailto:kls@fastiv.kiev.ua), Ukraine.

## Water, Water, Everywhere

*Students will study water habitats and uses of water in their communities or geographical regions.*

In the first part of the project, students will examine fresh water and/or salt water ecosystems in their areas. In the second part of the project, students will analyze and compare opinions about the threats that exist to water resources from both human and natural causes, examine global data provided by the UN's Cyberschoolbus on environmental trends related to water use, investigate how different families and cultures benefit or are harmed by policies and practices around water use, and make recommendations on what solutions can be undertaken in different geographical areas to move toward a more sustainable use of water resources.

Ages: All  
Dates: September 2002-July 2003  
Language(s): English, Spanish. Others welcome  
Forum: [Aqua\(apc.learnaqua\)](#)  
Contact: [water@us.learnaqua.org](mailto:water@us.learnaqua.org)

## Waters that Join Us

There are several countries which are bordered by rivers or lakes. They divide the nations, but also connect them in a positive and negative sense. History shows us that a water barrage can cause serious political conflicts and that pollution can be a common problem. But, otherwise inhabitants in different countries on the riverside have a similar way of life, for example telling similar stories, and singing the same songs. The project plan can be divided into phases such as

- Identifying the waters that join us: a river, a lake or a sea which is bordered or flows through at least two (ideally more) participating countries
- Description of its biological ecosystem, vegetation on the shores, fishes, amphibia, insects and microscopical species
- Environmental situation, sources of pollution
- Chemical analyses, evaluation of collected data
- Its role in the history of our countries, and important events related to it
- Legends, tales, folk songs connected to it
- Life of people who are living on the shores, traditional way of life, fishing traditions etc.
- The future of this water, our dreams and imaginations
- Personal experiences, memories of students related to this water

\* ...etc

*An exchange of the history, science and culture of the rivers, lakes and seas that join us.*

Ages: All  
Dates: December 2002: finding partners, choosing the topic. From January 2003: collecting material, writing essays, on line discussion. June 2003: Camp at the Danube River. September 2003: Edition of booklet and web-page  
Language(s): All  
Forum: [Aqua \(apc.iearn.aqua\)](http://apc.iearn.aqua)  
Contact: Erzsebet Bardosne Kovacs, Istvan Szabo, Hungarian I\*EARN Association. [zsoka@mail.iearn.hu](mailto:zsoka@mail.iearn.hu), [szaboi@mail.iearn.hu](mailto:szaboi@mail.iearn.hu), [zsoka@berze-nagy.sulinet.hu](mailto:zsoka@berze-nagy.sulinet.hu)

## Amusing Natural Science

Can natural science be amusing? A project providing opportunities to popularize the natural sciences. Who says natural science cannot be interesting and amusing? Why don't we learn them through amusing topics? There are many attractions, anecdotes and interesting problems which we can't find in regular books and during classes! We are looking for interesting facts from life or from known and unknown scientists, as well as interesting details from their study. Send us fun anecdotes from yours or other's experience from your classes or laboratory exercises. If you find some interesting numerical or experimental task in the area of mathematics, chemistry and physics, share it with us!

*Can natural science be amusing? A project providing opportunities to popularize the natural sciences.*

Ages: All  
Dates: Ongoing  
Languages: English  
Forum: [Natural Science \(apc.iearn.natscience\)](http://apc.iearn.natscience)  
Website: <http://www.geocities.com/amusingnaturalscience>  
Contact: Rada Mazganska, Natali Trajkovska, Macedonia. [radam@freemail.com.mk](mailto:radam@freemail.com.mk), [znak2001@yahoo.com](mailto:znak2001@yahoo.com), [Amusing\\_studing@yahoo.com](mailto:Amusing_studing@yahoo.com)



## The "Environmentally Friendly" Project

*A world-wide celebration of the role that school children can take in observing, recording, learning about and caring for their environment.*

The "Environmentally Friendly" Project is a project aimed at linking school children across the world by the study of the environment within their local area. Investigations can cover a wide range, from finding about the settlement history of their area, its native plants and animals, local threats to the environment caused by man, and the implications of ongoing environmental degradation to the future of the local community and ultimately the whole planet.

Ages: 11-18  
Dates: Ongoing  
Language: English  
Website: <http://www.camperdowncoll.vic.edu.au/global/environment/>  
Contacts: Siggie Macleod, Australia, [macleod.sigrid.m@edumail.vic.gov.au](mailto:macleod.sigrid.m@edumail.vic.gov.au)

## Do We Have a Spare Planet?

*Environmental project which will stress activities that can be done to preserve our planet.*



In this project, students will study and learn about everyday environmental problems and possible solutions for them. Participants will engage in on-going environmental discussion about everyday environmental problems, exploring the question, "What am I doing to preserve the planet?" - meaning what we have done, what are we doing or what can and shall we do to preserve the planet? Students

will explore specific topics, do something connected with that topic, and send all prepared materials to all participants. Art contributions can be sent during the whole school year showing how students are working on environmental problems, how communities are treating specific environmental issues, or showing their opinion about some issues or just showing the problem.

Ages: 10-18  
Dates: Ongoing.  
Language(s): English and Macedonian  
Forum: [Environ \(apc.learnonline.org/Forum/Environ\)](http://apc.learnonline.org/Forum/Environ)  
Contact: Mimoza Anastovska-Jankulovska, Macedonia  
[janknj@mt.net.mk](mailto:janknj@mt.net.mk)

## Web Designing Project

*A project to share ideas on best practices in web design.*

In this project, we will share ideas and problems we have with web design, or sometimes other parts of the Internet or Computer. Our focus will be on web design, and we will talk about our problems and help each other. And, perhaps we can also work together to create useful and exciting websites together!

Ages: All  
Dates: Ongoing  
Language(s): English  
Forum: [Web Design \(apc.learnonline.org/Forum/WebDesign\)](http://apc.learnonline.org/Forum/WebDesign)  
Contact: Ms Maryam Behnoodi, [behnoudimaryam@yahoo.com](mailto:behnoudimaryam@yahoo.com), Ms Panahi, [reza\\_mahjourian@sharif.ir](mailto:reza_mahjourian@sharif.ir), Mr Mahjourian, [panahi@sharif.ir](mailto:panahi@sharif.ir), Iran

## Additional Programs

*In addition to the projects listed through this book, there are numerous Programs that enable new countries and participants to join the Network, and develop new Projects. Unlike traditional iEARN Projects, these Programs often involve physical exchanges, partnerships with other organizations, and outside funding/sponsorship. Program participants either join existing iEARN Projects or participate in new Projects created for the Program that are usually integrated into the regular list of iEARN Projects. As these Programs contribute to the growth of iEARN, they also fill the growing need to develop smaller groups within the larger iEARN community.*

## Friendship through Education

Friendship Through Education is a consortium of organizations that creates opportunities for American youth to interact with the youth of the world both, inside and outside the classroom. Members of the consortium include; UN Cyberschoolbus, e-Pals, Global SchoolNet Foundation, iEARN-USA, NetAid, Worldwide Schools, People to People International, Schools OnLine, Sister Cities International, and the US Fund for UNICEF. FTE offers a wide spectrum of educational projects and activities, ranging from email and penpal programs to curriculum-based projects and direct-exchange programs.



See <http://www.friendshipthrougheducation.org>. Email: [friendship@us.iearn.org](mailto:friendship@us.iearn.org).

## CIVICS (Community Voices, Collaborative Solutions)



**COMMUNITY VOICES COLLABORATIVE SOLUTIONS**

A program to provide practical, online civic education content to iEARN educators from Algeria, Egypt, India, Jordan, Lebanon, Morocco, Pakistan, Sri Lanka, Tunisia and the United States to enhance their ESL/EFL curricula.

The iEARN Community Voices, Collaborative Solutions (CIVICS) supports the development of project-based curriculum materials for both integrated Internet and ESL/EFL Instruction in the classroom. The program is designed to enable educators and students to use their English language classes to focus on critical and timely Issues in their communities.

CIVICS activities include in-country training and curriculum development workshops for students and teachers and short-term exchange visits to the United States. CIVICS participants are involved in many iEARN projects, including Laws of Life, the Child Labor Project, Fight Against Hunger, A Vision, Lewin, Fight Against Drugs and National Drinks and Traditions.

CIVICS is sponsored by the US State Department's Bureau of Educational and Cultural Affairs with assistance from US Embassies and Ministries of Education in each country.

See <http://www.iearn.org/civics>

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## The BRIDGE Program

The BRIDGE Program is a collaboration effort among iEARN programs in 9 countries. This program will allow students from 48 schools in the US, Egypt, Jordan, Kuwait, Morocco, Pakistan, Syria, Saudi Arabia, and Tunisia to link online and through physical exchanges. Schools will partner up on their own and start working on a choice of 2 projects. The students and teachers can choose to work on a water-theme project or the Dream School Project, which has been ongoing in the iEARN network for a few years. We encourage partners to work on elaborating and coming up with a more specific topic relative to water that interests them.

Participants are age 15-19 and projects are set to start in October 2002, and should end in December, 2003 at the latest. Activities could include video conferencing, publishing materials, and participating in a physical exchange to the US. Expected Outcomes are student publications, community-outreach projects, web sites, CD-ROMs, and/or videos. For the water-theme projects, a community clean-up or education campaign is to be expected.

BRIDGE is sponsored by the US State Department's Bureau of Educational and Cultural Affairs with assistance from US Embassies and Ministries of Education in each country.

For more information please visit: <http://www.thebridgeproject.org>

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## The Democracy Education Exchange Program (DEEP)

An International Educational Exchange Program, funded through a grant from the United States Department of Education, Office of Educational Research and Improvement and administered by a consortium of nonprofit organizations including: The American Forum, Inc., Close Up Foundation, Constitutional Rights Foundation, Council of Chief State School Officers, Mid-America Center, Social Science Educational Consortium, and Street Law. Countries currently participating in the program are: Armenia, Azerbaijan, Croatia, Czech Republic, Estonia, Kazakhstan, Lithuania, Moldova, Poland, Russia, Ukraine, Uzbekistan and United States. Participants are taking part in seminars, educational visits, home stays, translation and/or development of curricular and training programs in order to:



- identify current needs in civics and government education at the elementary, secondary and teacher education levels.
- engage in civics and government education activities to strengthen professional development for civics and government teachers and consequently improve student learning about civics/democracy.
- design plans of action to improve civics and government education in their country for policy makers, teachers, students and NGOs.
- foster Internet links among teachers, university faculty, governmental officials, NGOs, and students.

Through the DEEP Program, the new project, Facets of Tolerance, has been created. Many other new projects are also being developed, and will be included in the DEEP Forums on the iEARN website.

To learn more, see <http://www.iearn.org/deep>



# Learning Circles



Learning Circles are a way of grouping students and teachers into international teams or “circles” to develop global projects around a shared theme. Learning Circles are highly interactive, reciprocal teaching and learning environments in which projects created by each class become the work of the Circle. The shared task is to create a Circle publication that collects or summarizes the Circle Projects. Because these Circles are a group activity with a specific set of activities along a timeline, it is necessary for those who choose this option to request placement in a circle two weeks before the beginning of each of the sessions. See <http://www.iearn.org/circles/> for more information.

## Schedule for 2002-2003

### Session 1 (Sep. to Jan.):

Begins September 23 and ends on January 10 (16 weeks with a 2-week break in December). Learning Circle Placement forms are due on September 15.

### Session 2 (Jan. to May):

Begins January 27 and ends on May 16 (15 weeks with a 1-week break in Spring). Learning Circle Placement forms are due January 15.

- Each Circle is composed of a specific group of 8-10 classes who work together during the entire session. At the beginning of the next session, a new cluster is formed. This means that during each session, everyone - teachers and students - is team-teaching and team-learning with peers from new locations. About 5-7 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. The Learning Circle Teacher Guide (available at <http://www.iearn.org/circles/lcguide/>) and online facilitators provide suggestions to help both new and experienced Learning Circle participants.
- Each classroom makes a commitment to contribute something to each of the projects proposed by the other classes. Everyone is involved in making all Learning Circle projects successful.
- Learning Circle interaction is structured into five phases and each Circle culminates in the creation of a collaborative publication. Each classroom team is responsible for editing and publishing the report of their project for the group publication.
- Learning Circles group classes in advance of the session around common themes and similar grade levels. To sign up for a Learning Circle, please fill out the placement form on the web at: <http://www.iearn.org/circles/>, or write to Margaret Riel at: [mriel@uci.edu](mailto:mriel@uci.edu).
- The 3 main Learning Circle Themes into which classes are grouped include: Mind Works, Computer Chronicles, and Places and Perspectives. See next pages for details.

## *Learning Circle Structure*

## Mind Works

Mind Works is a writing theme designed to enhance creative and expository writing as well as develop different forms of self-expression.



### *Mind Works Learning Circles*

This Circle involves reading, writing, editing, and evaluating the work of other students. These critical language skills are developed in the context of meaningful writing activities.

Mind Works promotes creative problem solving as a part of writing. The potential projects for this theme are diverse but there is a similar goal to all of them: to help student learn how to communicate their thoughts and feelings in writing, then share and compare them with other students from distant places.

The Circle publication for Mind Works is a literary magazine that might be called Creative Mind Works. 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. A popular project is "circle" stories or poems. In these projects, one school begins a story or poem and each group adds to it. This theme allows for a wide range of writing projects.

See <http://www.earn.org/circles/lcguide/mw/mw.html> to learn more about Mind Works in the Mind Works Teacher's Guide.

## Computer Chronicles



### *Computer Chronicles Write Around the World*

This theme promotes writing across the curriculum. Interaction online revolves around producing a newspaper called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project.

They 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 other Circles partners to form the completed newspaper, the Circle publication.

The Computer Chronicles Learning Circle is a rich, diverse, network of human resources. When teachers and students from different places work side by side to create a publication, they create a unique vision of the world. In doing so, they acquire a new level of understanding of the process of news reporting and communication in our modern world. The recognition that students receive from having others read their writing and share their ideas can increase their motivation for future writing.

See <http://www.earn.org/circles/lcguide/cc/cc.html> to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.

## Places and Perspectives

Places and Perspectives encourages students to explore regional history, culture, government, and geography by sharing their knowledge with people from different locations. Often students assume that their lifestyles and thinking patterns are universal; they are unaware of differences. The goal of the Places and Perspectives theme is to expose students to places beyond their own schools and communities in order to expand their outlook on life and broaden their views. This helps 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 studying history may sponsor a section on local legends, interview native inhabitants or the elderly, or describe the historical attractions of the area. A classroom studying government might sponsor one of these sections: Examining local constitutions, Monitoring Elections, or Issues in Local Politics. A geography class may sponsor projects such as location descriptions, travel guides, comparisons of weather patterns, map studies, or studies on how geographic locations affect social patterns.

See <http://www.iearn.org/circles/lcguide/pp/pp.html> to learn more about Places and Perspectives in the Places and Perspectives Teacher's Guide.

In addition to the three categories, Computer Chronicles, Places and Perspectives, and MindWorks, teachers are invited to sponsor a theme for a Learning Circle. We will list it on <http://www.iearn.org/circles/> to help create this special circle.

If you would like to facilitate a special theme Learning Circle, send information to [mriel@uci.edu](mailto:mriel@uci.edu)

*Teacher Sponsored Themes*

This is a Spanish language learning circle. Website: <http://www.SENL.edu.mx/circuitos/>. Contact: Carlos Martínez, Mexico, [cmtz@senl.edu.mx](mailto:cmtz@senl.edu.mx) for information and registration.

*Circuitos de Aprendizaje*

iEARN (Netherlands) is working closely with the IICD, the International Institute for Communications and Development in The Hague, Netherlands. One of the activities of IICD, the Global Teenagers Project, enables students in the Netherlands, South Africa, Bolivia, Jamaica, Ghana, Kenya, Latvia, Mali, Moldova, Nigeria, Romania, Surinam, Tanzania, Uganda, Zambia, and Zimbabwe to collaborate in facilitated Learning Circles. Many of the participating schools, teachers and students are also active in iEARN. For more information please contact: IICD project managers: Neeltje Blommestein or Nathan Ducastel at [globalteenager@iicd.org](mailto:globalteenager@iicd.org). Global Teenager Project coordinator in the Netherlands: Bob Hofman: [hofman@ict-edu.nl](mailto:hofman@ict-edu.nl) <http://www.iicd.org/globalteenagers>



*Global Teenager Project*

# LANGUAGES IN iEARN

iEARN hosts a great diversity of languages among its global network of participants. As is reflected in the descriptions throughout this book, most iEARN projects are, in fact, multilingual. However, many projects also take place in national and regional languages. For a guide to the various language communities and resources available across the network, see [http://www.iearn.org/globe/globe\\_language\\_gateway.html](http://www.iearn.org/globe/globe_language_gateway.html). Below, and on the following pages, are just a few of the projects that will take place in languages other than English.

*Dutch and other Surinamese dialects such as: Surinamese (sranan Tongo), Native languages (saramaccaans, arrowak) etc.*

**Tap sey mit foto sey (interactie tussen culturen), Link and Learn (intercultural exchange).** A four days exchange program with students from the interior and from Paramaribo(Foto Sey) taking place on a cultural historic site which is located in the interior or districts outside the capital Paramaribo. The discussions are about the ecological, human and cultural footprints left behind since the coming together of several races from all over the world in Suriname. The trip will also serve as their introduction to iEARN and getting acquainted with the iEARN Network.iEARN Suriname coordinating team (Dorothy Traag: Trainings Coordinator), email: [iearn-sur@surimail.sr](mailto:iearn-sur@surimail.sr) . <http://www.iearn.org/globe/iearn-suriname>

*French Projects*

**The Third Generation. (Le 3e âge)** Students are invited to express their feelings about the elders in their community. Ages: 12-20. Languages: French, English, German, Spanish. Forums: [Family \(apc.iearn.family\)](#) and [Français \(apc.iearn.français\)](#). Contact: Donfack François in Cameroon, [donfackfr@yahoo.fr](mailto:donfackfr@yahoo.fr)

**Water in Our Lives. (L'eau dans L'histoire des Peuples)** Students research and share the stories, folk tales, artwork and photos of the role of water in their communities. Ages: All. Languages: French, English, German, Spanish. Forums: [Aqua \(apc.iearn.aqua\)](#) and [Français \(apc.iearn.français\)](#).Contact: Donfack François in Cameroon, [donfackfr@yahoo.fr](mailto:donfackfr@yahoo.fr)

**Corruption. (La Corruption)** How are our daily lives affected by corruption in different aspects of society (business, government, etc)? Languages: French, English, German, Spanish. Ages: 15-20. Forums: [Inside View \(apc.iearn.inside\)](#) and [Français \(apc.iearn.français\)](#). Contact: Donfack François in Cameroon, [donfackfr@yahoo.fr](mailto:donfackfr@yahoo.fr)

*Farsi Projects*

**Teaching Music in Elementary School.** In the present there are not well-developed lessons about learning music in the elementary school curriculum in Iran. As learning music and working on music is very important in this age, not only for developing musical skills, but for other aspects of learning (Cognitive , Social , Emotional), I want to prepare a book and software for teaching music to elementary school teachers. For preparing this software I will use the local culture of different people of Iran. Soudabeh Salem, Iran, [soosalem@yahoo.com](mailto:soosalem@yahoo.com). Forum: [Music \(apc.iearn.music\)](#) [www.childrenmusic.schoolnet.ir](http://www.childrenmusic.schoolnet.ir)

*Slovenian Projects*

**Hanging on with Muri the Cat.** Kids like tales and stories, but they need encouragement and a friend to talk about the book. This was our main intention in our Muri the cat who likes to read together with kids.Muri the cat is a Slovenian kids literature hero. Each class buys a toy - cat Muri, describes itself and the school and sends it all to their partner class. Each pupil in a class reads at least two books and analyzes them with the help of the Muri (describes his/her feelings or the happening in the book). They write in the shape of a diary, which is later sent together with the Muri to the partner school. It can be sent also over e-mail. Contact: Suzana Gersak, [Suzana@mirk.si](mailto:Suzana@mirk.si), <http://www.o-fp.kr.edus.si/iearn>

# SPANISH LANGUAGE PROJECTS

## Puertas a La Paz/Doors to Peace

In Spanish: Un proyecto para que las comunidades educativas intercambien, reflexionen y generen actividades y proyectos que contribuyan a modificar la realidad local y global para lograr una cultura fundamentada en la paz.

Ages:	All
Dates:	Ongoing
Language(s):	Spanish
Forum:	<a href="#">Telar Paz (apc.telar.paz)</a>
Website:	<a href="http://www.telar.org/telar/proyectos/puertas/entrada.htm">http://www.telar.org/telar/proyectos/puertas/entrada.htm</a>
Contacts:	Montse Rodon <a href="mailto:montser@pangea.org">montser@pangea.org</a> , Crescencio Orrego <a href="mailto:crescencio@arnet.com.ar">crescencio@arnet.com.ar</a> , Nica Dalma: <a href="mailto:ndalmau@pangea.org">ndalmau@pangea.org</a> , Rafael Álvarez <a href="mailto:alvarez_rafael@yahoo.com">alvarez_rafael@yahoo.com</a>

*Reflect and generate activities and projects that help to modify local and global realities toward obtaining a culture based on Peace.*

## Mi Lugar/My Homeland

Describe the place where you live and share this with other students. In Spanish: El lugar donde uno vive queda signado por una serie de hechos históricos, artísticos, culturales, etc. que lo hacen único e irrepetible. Hacerlo conocer a otros seres humanos tiene tanta trascendencia como el interés que uno puede demostrar por conocer la realidad de otros lugares. Nos proponemos describir el nuestro y proyectarlo hacia otro establecimiento educativo, el cual a su vez (con la misma tónica de trabajo) nos replicará.

Ages:	12-19
Dates:	Ongoing
Language(s):	Spanish
Forum:	<a href="#">Telar Lugar (apc.telar.lugar)</a>
Website:	<a href="http://www.telar.org/telar/proyectos/milugar/milugar.htm">http://www.telar.org/telar/proyectos/milugar/milugar.htm</a>
Contacts:	Rubén Azor <a href="mailto:razor@sanmartinmza.com.ar">razor@sanmartinmza.com.ar</a> , Marcelo Durán <a href="mailto:machana@unsl.edu.ar">machana@unsl.edu.ar</a> , Diego Zanfagnini <a href="mailto:zanfagnini@lanet.com.ar">zanfagnini@lanet.com.ar</a> and Gabriel Fenoglio <a href="mailto:gfenog@yahoo.com">gfenog@yahoo.com</a> , Argentina.

*Describe the place where you live and share this with other students.*

## SOS Teenager

S.O.S seeks to improve and diversify opportunities for students to socialize through the use of the Internet. It facilitates teenagers to make contacts with peers and learn about other cultures, to add to their educational process. The Internet makes it possible for students in isolated or marginalized regions to interact and learn from each other.

Ages:	13-18
Dates:	March through December every year
Language(s):	Spanish
Forum:	<a href="#">Telar Hacerfuturo (apc.telar.hacerfuturo)</a>
Contacts:	Alejandro Robledo <a href="mailto:alejandr@telar.org">alejandr@telar.org</a> , <a href="mailto:alejandr@robledo@latinmail.com">alejandr@robledo@latinmail.com</a> , Claudia Boetto <a href="mailto:claudiab@telar.org">claudiab@telar.org</a> , Argentina.

*This projects aims to build bridges among students who live different realities. Students will interact discussing different everyday aspects of adolescence.*



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## National Parks

*Do you know the National Park that is closest to your place? Working with this project we intend to explore national parks in Argentina, Latin America and the whole world.*

The purpose of this project is that students learn and revalue the biotic potential of National Parks as true labs that allow the study of natural and cultural phenomena and the interaction between them. This study includes environmental interpretation, analysis and description of the landscape, topography, flora, fauna, climate, anthropological components and interrelations among all of them. Students then share information about the National Parks they study.

Ages:	12-18
Dates:	Ongoing
Language(s):	Spanish
Forum:	<a href="#">Telar Parques (apc.telar.parques)</a>
Contacts:	Ranger: Sergio Domber <a href="mailto:lagunablanca@zapala.com.ar">lagunablanca@zapala.com.ar</a> , Prof. María Cecilia Primo, <a href="mailto:ceprimo@telar.org">ceprimo@telar.org</a> , Prof. Eduardo Rebord <a href="mailto:erebord@yahoo.com.ar">erebord@yahoo.com.ar</a> , Argentina

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## My Company

*This project aids to introduce young people to economic activity by having them simulate the creation of their own company starting from their very basic knowledge and experience, like paying bills or simple banking transactions.*

Through clear guidelines that the coordinators have mapped out, the students, working in groups of 5, will simulate the organization of a company. The students will design the virtual product, brand it, market it and sell it to a partner school. Teachers will play the role of "manufacturers." They will elaborate the product, establish the cost and finally send the products to the students. The "companies" will then develop the marketing strategy for their product. Finally the "companies" will design the forms to sell the product and ship it to the buyers.

Ages:	13-18
Dates:	March through December every year
Language(s):	Spanish
Forum:	<a href="#">Telar Miempresa (apc.telar.miempresa)</a>
Contacts:	Teresa Santanna <a href="mailto:tesant@educ.ar">tesant@educ.ar</a> , Rosa Saenz <a href="mailto:rosasaenz@educ.ar">rosasaenz@educ.ar</a> , Argentina

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For a more complete listing of Spanish language project , see iEARN Argentina <http://www.telar.org/>, iEARN Orillas <http://www.orillas.org>, and iEARN Pangea <http://www.pangea.org/learn>

Additional Spanish language projects to be found on previous pages include: Connecting Math to Our Lives (p. 62), Laws of Life Essay Project (p. 31), Spanish Language Learning Circles (p. 76) and more.

Check individual project descriptions for languages included.

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