iEARN
International Education And Resource Network

Project Book
2005-2006

CONNECTING YOUTH
Making a Difference in the World

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

iEARN is a non-profit network that supports over 20,000 teachers and more than 2 million youth in 115 countries to collaborate through a global telecommunications network on projects designed to make a difference in the world. 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 an active online forum environment to meet other participants and get involved in ongoing projects, initiated by their peers throughout the world. In addition to meeting a specific curriculum or subject area need, every project proposed in iEARN has to answer the question, 'how will this project 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 working collaboratively

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/online project work that may be unique to your country)
- Globe: http://www.iearn.org/globe/ (links to iEARN centers around the world)
- Language Resouce Page http://www.iearn.org/globe/globe_language_gateway.html (language resources/communities worldwide)
- iEARN Handbook: 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 p 10-11 or http://www.iearn.org/globe/countrycoordinators.html for a listing of iEARN coordinators, representatives, 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 both *face-to-face* and *online* 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 -- ongoing 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/.

Contents

• 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 groupings are only meant to serve as a guide.

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

Please note that many new projects are continually beginning, while some projects are ending. This booklet is an effort to list projects active at the time of printing in September 2005. Although every attempt was made to provide a comprehensive project listing, some projects may have been unintentionally left out. For the most accurate and up-to-date listing of iEARN projects throughout the year,
see http://www.iearn.org/projects.

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

In July 2006, iEARN-Netherlands will be hosting the 13th Annual iEARN International Conference.
This is a gathering open to all, which typically brings together teachers and students from over 70 countries. It builds upon previous conferences in Argentina (1994), Australia (1995), Hungary (1996), Spain (1997), USA (1998), Puerto Rico (1999), China (2000), South Africa (2001), Russia (2002), Japan (2003), Slovakia (2004), and Senegal (2006). Check http://www.iearn2006.nl/ for updates about the 2006 Conference in the Netherlands.

Connecting Youth...Making a Difference in the World

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* Countries/Groups who have applied and been approved by the iEARN International Assembly as a Center and therefore a voting member of the iEARN International Assembly
^ Representatives who have applied and been approved by the iEARN International Assembly, recognizing them to represent iEARN in their country
# Countries in which there is no official iEARN representation, but which have schools actively involved in iEARN project work and who have expressed an interest in helping others in their country become involved.

Information as of September 2005.

iEARN International Executive Council: Bob Carter - Australia - bobc@iearn.org.au, Daniel Kakinda - Uganda dkakinda@kakinda.com, Cheryl Morgan - United Kingdom CMorgan@lsda.org.uk

International Youth Representative to the Assembly - Ahmed Gamal, Egypt ajs_eg@yahoo.com

How to Start Working on iEARN Projects

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 (news server: foro.iearn.org).

• Teachers (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) , and to describe briefly any special interests they or their class have.

• Youth (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 RESOURCES:

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

• Arabic (apc.iearn.arabic)
• Armenian - Armenian language forums.
• Azeri (apc.iearn.azeri)
• Bengali (apc.iearn.bangladesh)
• Chinese (apc.iearn.chinese)
• Dutch (apc.iearn.dutch)
• Español - Spanish language forums
• Francais (apc.iearn.francais)
• Chinese (apc.iearn.chinese)
• Hangul (Korean) (apc.iearn.hangul)
• Hebrew (apc.iearn.hebrew)
• Hindi (apc.iearn.hindi)
• Indonesian (apc.iearn.indonesian)
• Italian (apc.iearn.italian)
• Japanese (apc.iearn.nihongo)
• Kartuli (Georgian) (apc.iearn.kartuli)
• Kiswahili (apc.iearn.kiswahili)
• Korean (Hangul) (apc.iearn.hangul)
• Persian (apc.iearn.persian)
• Polish (apc.iearn.polish) -
• Portuguese (apc.iearn.port)
• Russian (apc.iearn.russian)
• Sinhalese (apc.iearn.sinhalese)
• Slovenian (apc.iearn.slovenian)
• Tamil (apc.iearn.tamil)
• Teluga (apc.iearn.teluga)
• Thai (apc.iearn.thai)
• Ukrainian (apc.iearn.ukrain)
• Urdu (apc.iearn.urdu)
• Uzbek (apc.iearn.uzbek)
• Vietnamese (apc.iearn.vietnamese)
• Welsh/Cymraeg (apc.iearn.welsh)

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.

• <u>Ideas</u> - 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 150 + active project forums in iEARN where discussion and collaboration occurs.

• <u>Newsflashes</u> - Every two weeks an online newsletter is sent to all iEARN participants via email. It describes new projects and people looking for collaborators, gives updates on continuing projects, and is a place to make general announcements. To receive the iEARN Newsflash, write to <u>newsflash@us.iearn.org</u> requesting to be added to the newsflash distribution list.

• <u>People and Projects Database</u> - 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 <u>http://amity.iearn.org/ signin.lasso</u>. Please update your own record! If you are a registered iEARN participant, you can access 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 <u>http://amity.iearn.org/ signin.lasso,</u> which will allow you to submit your email address and have your password automatically sent to you.

• <u>Project Description Booklet</u> - This annual publication (English and translated versions) is available for downloading by all iEARN members at <u>http://www.iearn.org/ projects/projectbook.html</u>.

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

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 on the next page.

Go to the project's online forum 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 start 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 <u>http://www.iearn.org/circles</u> for more details.

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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 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, and email it to projects@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.

3) Once your project has been assigned to a project forum, it will also be posted as a topic on the online forum in which it will be happening. Project facilitators are encouraged to start an "Introductions" discussion topic in which new members can introduce themselves as they join the project.

4) Occasionally submit updates and announcements to newsflash@us.iearn.org to be included in iEARN's twice monthly online newsletter, "iEARN in Action." 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

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1) Name of Project:
2) Brief one-sentence description of project:
3) Full description of project:
4) Age/level of project participants:
5) Timetable/schedule:
6) Possible project/classroom activities:
7) Expected outcomes/products:
8) Project contribution to others and the planet:
9) Project language(s):
10) Curriculum/Subject Area 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 (not required):

Once completed, email to projects@iearn.org

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.

If you are a student:
Teachers can register individual students to have their own User Names and Passwords through the teachers' "My Page" in the iEARN database. Teachers should log in at : http://amity.iearn.org/signin.lasso Click on "you may also provide User Names and Passwords for students to participate in the iEARN Forums by clicking HERE."

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://www.iearn.org/join and link to the appropriate place for registering 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/teacher 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 Entourage, 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 in which you would like to read/participate.

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

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 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. 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 a large attachment, 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.

• Include your name and country with each message you post.

• Everyone wants responses! Please post at least one response for every new message you post to the forums.

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• Use online forums instead of direct e-mail whenever possible. Forums accomodate 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 way, participants aren't referring to outdated information. Project updates should be posted as responses to the original announcement in your project forum, and can also be sent to newsflash@us.iearn.org for inclusion in the twice monthly online iEARN newsletter, "iEARN in Action."

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

Suggestions for Successful Project Facilitation

Suggestions for Successful Project Participation

Suggestions for Successful Forum Participation

You can use this book to find a project, or you can check www.iearn.org/projects for the most up-to-date listing of projects currently active:

1. Browse the iEARN Forums to find your project, or write to the facilitator of the project if it is happening over email

2. Introduce yourself, class, school, community and reasons for your interest in the project. Respond to recent messages on the forum. Be sure to include where you are from (country name) in every message you post on the forums.

3. Remember, everyone wants responses to their messages. We recommend you post two responses for every new message you post.

GOALS of iEARN's ONLINE PROJECT FORUMS: iEARN is a community of individuals who believe that by working cooperatively, we can promote global understanding, service, and action. All of its participants share the responsibility for creating a cohesive online community by participating actively in projects on the network, helping plan and facilitate new theme-based projects, and welcoming other new participants as they join us online.

CREATING MESSAGES TO POST TO THE iEARN FORUMS:
Jay Holmes of the American Museum of Natural History in New York City, USA, and a facilitator for the YouthCaN project, gave the following advice to create postings that will elicit responses:

There are many people who have trouble getting responses on the forum. There are a few suggestions that I can make:

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

Remember, dialog goes both ways. To get answers you have to give answers and you have to lead people into dialog with questions and responses.

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.

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

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

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

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 50,000 educators since it started 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.

I am awfully happy I was able to get my Professional Development from your course. My participation in iEARN on-line courses opened a door of great diversity to create into my classroom. The course provided me with a lot of enriching experience. From interacting with my colleagues from different part of the World I have realized that the challenges I do face as a teacher are also faced by other teachers.

-Karligash Ishanova, Uzbekistan

I teach computer science in my school and it was very easy to put this project in to curriculum...My students are always very glad to participate in iEARN projects because this is a good chance to find new friends over the world and process of studying become much more interesting for them. Children like to investigate, make new discoveries and simply communicate.

- Natasha Cherednichenko, Ukraine

I couldn't get any more dynamic than the last three months. I felt that I was ending this class having a sense of where I am as a learner and teacher. I also know that where I am now is only part of this course. I'm on to become the learner and teacher I aspire to be. This journey can only move forward if I continue to be one of the iEARNERS, so I say bring on the next challenge--I'm ready for it!

- Catherine Bautista, USA

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

Additional online professional development resources such as handbooks and workshop toolkits for developing your own iEARN workshop can be found at http://www.iearn.org/professional/. Those interested in coordinating iEARN workshops and professional development activities in their school or community are invited to join in the online forum: Professional Development Discussions and Resources (apc.iearn.facilitators). The online iEARN Teachers Forum (apc.iearn.teachers) is also a place to communicate with teachers in the network -- to share your experiences and pose questions to experienced teachers who have been using collaborative projects as part of their classroom.

Future Teachers

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

This project gives future teachers direct experience, during their teacher training, in learning about global learning networks   and   in exchanging perspectives with other educators. Through this forum three kinds of discussions will take place: 1) future teachers around the world will share perspectives on creating effective and equitable schools and classrooms that will better meet the needs of all students, 2) future teachers will have the opportunity to learn first-hand about iEARN's projects as facilitators or participants, and 3) professors of education can compare perspectives and approaches in designing experiences for future teachers in their courses. We know that teachers often teach the way they were taught. For this reason it is important to ensure that future teachers get direct experience with innovative technology use and global learning early in their careers.

Ages:	All people interested in teacher preparation
Dates:	September, 2005 - May, 2006
Language(s):	All are welcome. We facilitate the project in English and Spanish.
Website:	http://www.orillas.org The Future Teacher project is organized by the Orillas-iEARN Center.
Contact:	Enid Figueroa, PR efigueroa@orillas.org, Ramón Iriarte, Paraguay ririarte@uninet.com.py, Kristin Brown, USA, krbrown@igc.org

Ways of Writing Teacher Discussion

A forum for EFL/ESL language teachers to discuss language teaching strategies.

Many international students feel powerless when asked to write an assignment in English. Students are really enthusiastic about using iEARN projects as motivating tools in English classrooms, but oftentimes only those students who are comfortable with the language participate. This project is meant to serve as an opportunity to exchange ideas about how to use iEARN to enhance EFL/ESL teaching and learning.

Ages:	14-18
Dates:	Ongoing
Language(s):	English
Forum:	Ways of Writing (apc.iearn.language)
Contact:	Samah Al Jundi, Syria jundi_63@maktoob.com

Creative & Language Arts

Lewin is an anthology of student writing. Writing can be in any format and on any topic. A publication is produced of student writing. It is distributed to all contributing schools. The project will be coordinated and published by a group of students and teachers in Australia, Pakistan and Egypt.

Lewin
A global anthology of student writing.

Ages: 5-18
Dates: Contributions to the anthology can be made from September 2005
             - August 2006 Lewin will be published in December 2006
Language(s): All
Forum: Lewin (apc.iearn.lewin)
Website: http://www.iearn.org.au/lewin
Contact: lewin@iearn.org.au

Students:
Pakistan: Dania Siddique, dania_pisces@hotmail.com, Maria Mirza, maria_mirza@msn.com, Sarah Magdy Edwards, bikou88@hotmail.com
Australia: Kathryn Wardell kwardell@optusnet.com.au, Stephanie Horseman judybarr@iearn.org.au

Teachers:
Australia: lewin@iearn.org.au
Pakistan: Farah Shafi Kamal, farah@iearnpk.org
USA: Lynn Rosen, rgrandmalynn@netscape.com
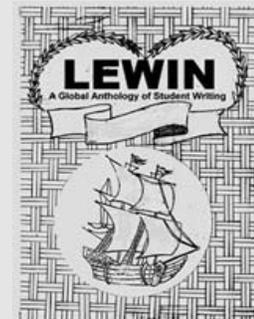
The Art Miles

Students create a total of 12 miles (440 five by 12 foot murals painted on canvas for each mile), to create global harmony and to establish the Guinness Book of World Records for the Longest Children's Mural in the World (12 miles).

Students, schools, organizations, after school program participants, create murals that will be grommeted and seamed together with murals created by children from all over the world. There are twelve themes involved in the project; The Multicultural/Diversity Mile, The Environmental Mile, and The Indigenous People's Mile, Sports Mile, Women's Mile, Fairy Tale Mile, Hollywood Mile, Music Mile, Senior Mile, Peace, Unity and Healing Mile, Mentor's Mile. Children should work together to decide on what theme they want to work on. It is important to let them know that this mural will go on tour in museums and their work will be seen in many countries, on websites, on TV, and in the future in publications and magazines.

Ages:	Preschool-College
Dates:	2001-2010
Language(s):	All
Forum:	Global Art (apc.iearn.globlart)
Website:	http://www.the-art-miles-mural-project.org, http://www.papaink.org, http://www.kids.state.ct.us/murals/intro.html
Contact:	Joanne and Fouad Tawfilis/Founders Jtawfilis@aol.com or fouad.tawfilis@chello.at, USA, Mark Princevalle, Management and Financial oversight AdmiralBosk@aol.com

Eye To Eye

Create postcard size images communicating friendship and understanding.

EYE TO EYE is a project that encourages the creation of postcard size images that become part of coordinated Spring exhibitions hosted around the world. This year live video exchanges and conferencing will be added to support the the ideals of friendship and understanding through visual communication.

Students will create postcard size images and participate in chat, audio and video conferences using the following themes: Family and Home, School and Activities, Festivals and Holidays, Community and Jobs, Hobbies and Activities, Historical Events, Games and Sports, About Me, and any other ideas you may have.

Ages:	5 and up
Dates:	Ongoing
Language(s):	All
Forum:	Eye to Eye (apc.iearn.eyetoeye)
Contact:	Larry Frates, larry@fratescreates.com, USA

My Name

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

Students can explore and work on the following issues – the process of name giving in their country, region or town, the history of this celebration, who takes part in it and how, and what this process means for students, and for their parents and grandparents. During the 2005 Learning Circles, Pavle Tvaliashvili as facilitator of "My Name" project received e-mails from international participants and his students wrote articles under the title "My Name," which can be seen at http://www.iearn.org/circles/spring2005/index.htm

Ages:	7-18
Dates:	Ongoing
Language(s):	English, Russian, Georgian
Forum:	My Name (apc.iearn.myname)
Website:	http://www.zari.org.ge/iearn.htm
Contact:	Pavle Tvaliashvili, Georgia, pavle@zari.org.ge

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

"A Vision"

An international literary magazine that teaches tolerance and mutual understanding.

Ages: 12 - 20
Dates: Ongoing (Submissions deadlines for publication: February 2006)
Language(s): English, French and Arabic
Forum: A Vision (apc.iearn.vision)
Contact: *Teachers Facilitators in Pakistan, Lebanon, and the Philippines:* Afshan Haneef Khan, Al-Murtaz School, Pakistan, afshanhk_911@hotmail.com, Eliane Metni, eliane@emetni.com, and Claudia Hassan, claudiahas@hotmail.com, Lebanon, and Ma. Luisa H. Larcena, Makati Science High School in the Philippines maloularcena@yahoo.com. *Student Facilitators in the Philippines:*John Michael G. Sta. Juana, jinkazama_im29@yahoo.com, Kenneth Paul T. Cajigal, kennethcajigal@yahoo.com, Raquel Angelique M. Cabatac, jura_kawii_dread_pilot@yahoo.com, Angel Dominic L. Directo, adldirecto@gmail.com, Siegfrid P. Mendoza, dark_griffindor@yahoo.com

Sweet Whisper

This project is devoted to students' own creative written works.

A place for students to discuss their ideas and experiences of friendship, love, freedom, studies, etc. This forum aims for understanding and friendship between students from different countries despite their linguistic and cultural differences.

Ages: All
Dates: Ongoing
Languages: English, but we welcome translations from other languages.
Forum: Sweet Whisper (apc.iearn.whisper)
Contact: Fatemea Jabbari fatemeh86j@hotmail.com and Maryam Baikpoor maryam_mbp@yahoo.com, Iran, Rabeya Raza robs_ropani@msn.com Pakistan, Nadee Samaranayake nadee_ms@yahoo.com Sri Lanka

Look around!-What a Beautiful World You Live In!

Through pictures poems, compositions express your love of life, and what helped you overcome difficulties and enjoy your life.

How many seconds, hours and years does a person need to stop, to look around and to feel how our world is beautiful? Some people don't value their life and don't understand it. Every day in the calendar is grey to them. But, sometimes one event takes place and changes our life! After that, every moment of our life is like destiny's present and we understand that life is beautiful. A person lives only once. Not forgetting about problems and failures, is necessary to appreciate every moment of life, to fill each minute with happiness, pleasure, love and belief in future. Look around and admire - our world is beautiful.

Ages: All
Dates: Ongoing.
Language(s):   Ukrainian, Russian and English
Forum: What a Beautiful World We Live In (apc.iearn.beautifulworld)
Contact: Olena Burdun, Ukraine, elen_a2002@ukr.net

International Sign Language (ISL)

A global exchange of International Sign Language as a means of communication.

Many people use sign languages as their primary means of communication. These communities include both deaf and hearing people who converse in sign language. For many deaf people, sign language serves as their primary, or native, language, creating a strong sense of social and cultural identity. But, one of the problems of hearing impaired people is International Sign Language, because they can't understand other sign language very well. We want to start this project and speak about sign language in different countries and collect the words and make a website for international sign language in different languages.

Ages:	All
Dates:	Ongoing
Languages:	English and Persian/Farsi
Forum:	International Sign Language (apc.iearn.isl)
Website:	http://hip.saf.ir/ and http://www.schoolnet.ir/~nezammafi/
Contacts:	Mandana Noroozi, Iran noroozi@schoolnet.ir

School Theatre International

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

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

Ages:	All
Dates:	September 2005-July 2006
Languages:	English
Forum:	Theatre (apc.iearn.theatre)
Website:	http://theatre.m-szkola.net
Contacts:	Halina Bednarz, Poland febus@idea.net.pl

Beauty of the Beasts

A traveling international wildlife art and poetry exhibit.

Join the celebration of nature through the eyes of elementary students worldwide. This is a global project inviting children to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry. Students' work will be compiled into a worldwide exhibit, and displayed at galleries throughout the U.S., the American Museum of Natural History, April, 2006, and the iEARN Annual Conference in Netherlands, July 2006. Selected works will also be displayed in a global online gallery. All artwork must be the child's original masterpiece...a pure spontaneous view for the child's interpretation of the beauty and uniqueness of these marvelous creatures. All mediums accepted (no 3-D). Size restrictions: 12"x18" maximum. All poetry must be the child's original work. Please include the child's name, age, teacher's name, school address and email address.

Ages:	4 - 15
Dates:	Ongoing
Languages:	Any
Forum:	Global Art (apc.iearn.globlart)
Websites:	http://www.miamicountryday.org/aces/
Contacts:	Rowena Gerber gerberr@miamicountryday.org, Yvonne Moyer moyery@miamicountryday.org, Alice Key keya@miamicountryday.org, USA

Global Art: Images of Caring

A project providing opportunities for children/youth around the world to exchange artwork images and writing on the theme of "Caring".

Students create artwork that shows what they care about and how they care for one another and other living things in their schools, families, communities and the world. Each student also writes an essay or poem on his/her ideas on caring. The artwork and writing is shared by doing one or more of the following: a) putting digital images of their artwork and writing on a website and posting the webpage address on the forum. b) sending artwork or copies of their artwork by regular mail to each of the other participating schools/communities. c) sending a CD with images of their artwork and their writing documents to the other participating schools/communities. d) sending images (small file size) and writing by email to the other participating schools/communities. ACTIONS: A) Responding to each other's artwork and writing about caring using email messages and forum. B) Local display of the artwork and writing they have created and received from other participants as a "Global Art Show" to share their iEARN Global Art Images of Caring Project locally. C) A local or global project that demonstrates caring for others.

Ages:	Ages 5 to 18, with an emphasis on children ages 5 to 12
Dates:	Ongoing
Language(s):	All languages, with assistance for translations
Forum:	Global Art: Images Of Caring (apc.iearn.caring)
Contact:	Kristi Rennebohm Franz, USA krennebohmfranz@us.iearn.org

Origami

A global exchange of origami!

This is the project to give children much fun to see the changes from a sheet of paper into a three-dimensional object. It does not take much space, money, or time, only a sheet of paper and steps of instruction on how to fold. Timetable: 1. prepare material: colorful paper(square), instruction or an instructor; 2. learn some basic words and actions to fold either in Japanese or English; 3. practice ORIGAMI objects according to an instruction or an instructor; 4. display and enjoy; 5. available to learn and play through internet video conference.

Ages:	12 and up
Dates:	Ongoing -
Language(s):	English and Japanese
Forum:	Origami (apc.iearn.origami)
Contact:	Misako Kamei, Japan, mskamei@sannet.ne.jp

Peace Through Poetry

Students share original poetry on the theme of world peace.

Participants will compose and share poetry on the theme of world peace. After the project has ended, a collection of messages will be put into a book.

Ages:	12 and up
Dates:	Ongoing
Language(s):	English. Students may compose poetry in other languages, but should provide an English translation.
Forum:	Peace Through Poetry (apc.iearn.poetryforpeace)
Contact:	Nuria Peguero, USA, npeguero@us.iearn.org, and Neteria Augcomfar, USA, naugcomfar@us.iearn.org

Flowers - The Smile of Divine Love

An exchange of writing and images of flowers.

A flower symbolises openness, frankness, equality, generosity, and kindness. It is Frank: It hides nothing of its beauty and lets it flow frankly out of itself what is within. It is Equal: It has no preference. Everyone can enjoy its beauty and its perfume. In this project, children can collect quotations on flowers, find out different uses of flowers in different parts of the world, write poems on flowers, draw pictures, or grow flower plants. They can even prepare a database of flowers with their scientific as well as vernacular names.

Ages:	All
Dates:	August - February
Langauges:	English
Forum:	Flowers (apc.iearn.flowers)
Contact:	Vijaya Padma Modali, India, mvpadma@yahoo.com

What Is Sacred To Me?

Students discuss and share ideas about things that are sacred to them.

Participants discuss and share ideas about the things that are sacred to them (God, family, parents, motherland, beloved ones, etc.).

Ages:	All
Dates:	Ongoing
Languages:	English, Armenian
Forum:	Armenian: What is Sacred to Me (apc.iearn.sacred)
Contacts:	Sona Antonyan, Armenia, sona_antonyan@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.

Gathering together under the guidance of Mme. Traoré the students learn the basics needed in order to fabricate the dolls. Each student is allowed the artistic freedom to create any style of doll that they wish and often these dolls mirror the people surrounding them in their daily lives. However, as the students are expected to be involved in all aspects of the project, the students also learn many important life skills such as: Money Management and Basic Accounting, Marketing Skills, and Self Confidence. The Dolls for Computers project is in the process of recruiting neighbouring schools to participate and would eventually like to see this become a global project.

Ages:	9 to 14 years old
Dates:	Ongoing
Langauges:	French, English and Bambara, the main spoken language in Mali.
Forum:	Etrade (apc.iearn.etrade)
Contact:	Sounkalo Dembele sounkalo@schoolnetmali.org, Mme Traoré, Fatoumata Traoré fatoumatat@schoolnetmali.org, Koniba Traoré, koniba@schoolnetmali.org, Cari Mason cari@schoolnetmali.org, Mali

Folk Tale Project

Students study folk tales in their communities and beyond.

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

Ages:	6 - 16
Dates:	Ongoing
Langauge:	English
Forum:	Folk Tales (apc.iearn.folktales)
Website:	http://www.nsc.ru/folk/
Contact:	Elena Rekichinskaya, Russia helen.rek@online.nsk.su

iQuote

Share different quotations with students all over the world.

A team project whose main purpose is to create a platform on which students share various quotations of well known philosophers. In this way, students can also discuss their views and ideas about different quotations. Moreover students can take a particular philosopher and discuss his biography.

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	iQuote (apc.iearn.iquote)
Contact:	Sadaf Basharat evenstar_nice@hotmail.com, Pakistan, Mostafa Nejati, nejati_mostafa@yahoo.com, Mehran Nejati nejati_mehran@yahoo.com, Nuria Peguero, USA, systemofabori@yahoo.com, Jenni Feghali, brain_damaged_d@hotmail.com, Lebanon

My Hero Project / Mi Héroe

An interdisciplinary, online, interactive Web site that celebrates the best of humanity through stories, photos, artwork and multimedia.

MY HERO is an ongoing project in which students of all ages publish stories, artwork and multimedia online about their heroes. The project seeks to promote cultural awareness and understanding through global storytelling that honors the heroes in our families, the community and the world. See the website below for tools and lesson plans.

Ages:	All
Dates:	Ongoing for all Web content
Language(s):	English/Spanish
Forum:	Heroes (apc.iearn.heroes)
Website:	http://www.myhero.com
	In Spanish: http://www.miheroe.org
Contact:	Jeanne Meyers, USA, myhero@myheroproject.org
	In Spanish: Claudia Herrera Hudson, USA, claudia@myheroproject.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.

There are two aspects of this project: *Art Exchange:* each year students produce art work and writing on a specified theme. The theme for the 2005 -2006 exchange is Our Community - Past and Present. In December each year each school sends their art work to the other schools. Early in the New Year each school holds an exhibition of the art work they receive. *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
Languages:	English, Spanish, others
Forum:	First Peoples (apc.iearn.fp)
Websites:	http://www.iearn.org.au/fp
Contacts:	fp@iearn.org.au, Virginia King, virginia@iearn.org.au, Bob Carter, bobc@iearn.org.au, Australia, Siriluck Hiri-O-Tappa, Thailand siriluch@isb.ac.th

Myths and Legends

Explore relations between different people by discussing myths, legends and, fairy tales.

Each civilization has its own myths, legends and stories. By looking at different myths we find lots of similarities between them. This project is about finding similarities of different countries, thus making people closer and taking a small step in the long way to peace.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	Imagination and Superstitions (apc.iearn.myths)
Contacts:	Fatemeh Malek prongsthebrave@yahoo.com and Mina Sarmadi minap_she@yahoo.com in Iran

Side By Side

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

Each student shares his/her uniqueness by creating an elongated self-portrait. Teachers and students get to know about each other as they create their portraits and include symbols about their past, present, and future. The portraits should be displayed side by side to represent how many individuals can come together to create a better world. Work may be done in crayon (push very hard for prich colors.), cray-pas (oil pastels) or paints of any kind. Side by Side is a global project and we invite you to send a selection of up to 10 portraits to our international collection which will be displayed at several locations throughout the year: These include Miami, Florida-YouthCan, New York City-YouthCan (hosted at the Amercian Museum of Natural History), and at the 2006 IEARN conference in Netherlands. Selected works will be displayed on an on-line gallery.

Ages:	All
Dates:	Ongoing
Languages:	All. Web site in English but translations into Spanish or French preferred if English translation is unavailable.
Forum:	Global Art (apc.iearn.globlart)
Website:	http://www.miamicountryday.org/aces/International_Projects/Internationalpage.htm
Contacts:	Rowena Gerber, gerberr@miamicountryday.org,Yvonne Moyer, moyery@miamicountryday.org, and Alice Key keya@miamicountryday.org USA

NEGAI Connection, Peace - From Hiroshima to the World

A music project designed to spread friendship worldwide.

The keywords of this project are world, peace, bridge, dream, globe and reconciliation.The purpose is to promote " Our Wish" idea including the song and any idea connected with peace. At the same time we would like to spread our wish to friends all over the world. We will welcome anybody who is interested in our idea of "NEGAI Connection" for our Mailing List. Our dream was to hold [NEGAI] Concert in Hiroshima . We did it on July 28 2004! We sang NEGAI with a lot of people, including our NEGAI friends from Kenya, Iran and Taiwan. Now, we want everybody to make more lyrics to promote peace!   We would like more countries to translate NEGAI!

Ages: 12 -19
Dates: Ongoing
Language(s):   English, Japanese
Forum: Music (apc.iearn.music)
Website: http://www.jearn.jp/2003conference/negai/index_j.html
Contact: Suwako Nagata neruda@mqb.biglobe.ne.jp and
                Kazuko Okamoto kay@jearn.jp in Japan

Folk Costumes Around the Globe

Send pictures and descriptions of folk costumes in your country.

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.

Ages: 12 -19
Dates: Ongoing
Language(s):   English, Romanian, French, Russian, German, Spanish
Forum: Culture (apc.iearn.culture)
Website: http://iearn.dej.ro/projects/FolkCostumesAroundTheGlobe
Contact: Teacher: Cornelia Platon, nelly@lapd.cj.edu.ro, Student:
                Marius Puscas, marius.puscas@lapd.cj.edu.ro, Romania

A Picture Tells a Thousand Words

Students share an image or a picture and invite all to discuss it.

Pictures that are intriguing always motivate us to talk or write about them. This project utilizes the power of images to engage students in developing their writing skills. Participants and project facilitators will post unique, interesting and thought provoking pictures, drawings, digital images of objects, places, social scenes. Participating students will then write expository essays, poems, stories, narratives and perceptions based on the pictures.

Ages: 5-19
Dates: Ongoing
Language(s):   English
Forum: Writers (apc.iearn.writers)
Contact: Farah S. Kamal, Pakistan farah@iearnpk.org
                Lynn Rosen, USA Rgrandmalynn@netscape.com

Let's Live Without Problems

Sharing problems together and giving advice to each-other.

Here everyone can share her/his problem with each another, and get advice that can be helpful to solve their problem. The main idea is to share problems together and to solve them by helping each other. Sometimes you need advice, because your problem can be such that you can't talk about it at home. So here, we can help each other with our helpful advice.

Ages:	All
Dates:	Ongoing
Language(s):	English, Azeri, Russian and Turkish
Forum:	Live Without Problems (iearn-woproblems@us.iearn.org)
Contact:	Khanim Sadrzade, Azerbaijan, guginyaz87@mail.ru

Crafts for Education

A project that encourages students to make crafts and sell them to raise money for the costs of schooling.

In this project students will make crafts based on their tribal background and also on the available local materials, with the possibility of selling them to the iEARN Community.

Ages:	13-18
Dates:	Ongoing
Langauges:	English, French, Rwandes and any other language provided one translates it.
Forum:	Etrade (apc.iearn.etrade)
Contact:	Nsozi Williams, Rwanda, thumer2k@yahoo.com

Go Planet

Youth of all countries and cultures to get to know each other through a simple, funny and intelligent game.
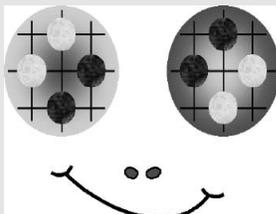
This very special game is the game of Go*. Go is usually known as a strategy game but it has many other faces likely to find modern application namely in the field of education, communication and science. The GoPlanet project fosters as much as possible all the rich and good virtues inherent to this game among youngsters. The focus is on the class as communication entity. Go can be the main activity or underlying other kinds of cultural and educational exchanges. It represents an ideal way to help our youth establish friendly relationships what more in such a frame that these can thrive and strengthen in the course of time. Go is an wonderful activity that can be kept for a lifetime! GoPlanet is a unique experience and chance for our youth. We believe that this project will help them so as educators share methods, humanist values and feelings in a pleasurable way, contributing to build a more tolerant, balanced and peaceful world.

Ages:	6-18
Dates:	Ongoing
Langauges:	English as main, all are welcome
Forum:	GoPlanet (apc.iearn.goplanet)
Website:	http://www.goplanet.ws./
Contact:	Richard Nadji, France, r.nadji@laposte.net

It's Worth Reading Project

Students will be asked to write book reports fortnightly which will then be shared. Discussions can be generated and by reading those reports all interested in those books can read them as well.

Students write book reviews and reports of the books they have read and would like to recommend to others.

Ages:	12 and up
Dates:	Ongoing
Language(s):	English
Forum:	Literacy (apc.iearn.literacy)
Contact:	Sobia Alam, sobiaalam@hotmail.com, Afshan Haneef Khan, afshan_911@hotmail.com, Pakistan

Moving Voices Video Project

In March 2004, Moving Voices started as a pioneering project integrating digital film-making into the curriculum of a pilot group of classrooms from 12 countries, anchored on the theme "what I want the world to know about my school." Teacher participants from these countries, including their students, explored, experimented and reflected on this theme with the end goal of producing a 2-minute digital movie.

Moving Voices welcomes classrooms worldwide to join in this exciting exchange of student-created digital videos!

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Video Exchange - Moving Voices (apc.iearn.movingvoices)
Website:	http://www.iearn.org/movingvoices/
Contact:	Mercedes del Rosario, USA, and the Moving Voices Team, movingvoices@us.iearn.org

Talking Kites all Over the World

In 2005, thousands of kites soared into the air throughout Israel, Jordan, London, the Palestinian Authority, Mexico City and in 12 cities in North America as a massive tribute dedicated to advancing the cultural and social dialog, a symbol of bridging the gap and understanding the "other." This was the first ritual in what will hopefully become a continuous tradition of flying kites with personal and group images of our dreams for a better world, a world of co-existence, tolerance, acceptance of the "other" and peace. In order to enhance the message of tolerance and universal solidarity, we plan to erect a huge pyramid made of a million small pyramids prepared by children all over the world. The huge pyramid – 40 meters high – will draw the attention of the world to the values we want to promote and be a preparatory event to the iEARN wrapping of the pyramid in Egypt, in 2007.

In order to enhance the message of tolerance and universal solidarity we plan to erect a huge pyramid made of a million small pyramids prepared by children all over the world.

Ages:	6 - 20
Dates:	Ongoing
Language(s):	All
Forum:	Kites (apc.iearn.kites)
Contact:	Ruty Hotzen eh2y@netvision.net.il , Adi Yekutieli vykitedialog@barak.net.il, Israel

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 (life experience, religion, culture, role models, etc.). Participants respond to each other's essays and interact with each other electronically.

Ages:	9-21
Dates:	Ongoing
Language(s):	All
Forum:	Laws of Life (apc.iearn.values)
Spanish Forum:	Leyes de la Vida (apc.telar.leyesdelavida)
Website:	http://www.iearn.org/projects/lawsoflife.html
Contact:	Natalya Cherednichenko, Ukraine, lawsoflife@us.iearn.org

Spanish-speaking participants can contact: Crescencio Orrego, Resistencia, Argentina, crescencio@telar.org, Rosy Aguila, Chubut, Argentina rosya@iearn.org, Maria Patricia Ochoa, Valbuena, Colombia mpochoav@telar.org

Literature Collaborative Learning Project

The idea of this project is to study literature together in English.

The idea of the project is to study, in both participating countries, two stories (or poems): a Hebrew one that is translated into your language and one written in your language that has been translated into Hebrew.

Ages:	15 -17
Dates:	Ongoing
Language(s):	English
Website:	http://www2.lcc.ca/Depts/English/International/main/
Contact:	Sponsored by the Israel Ministry of Education, Pedagogical Secretariat.
	Facilitated by Reuven Werber, reuw@macam.ac.il and Liora Cohen lioraco@int.gov.il in Israel

Everyone Smiles in the Same Language

Students can amuse themselves after discussing serious problems in other forums.

"The most wasted day is that in which we have not laughed." The project invites people all over the world to write humorous stories, or anecdotes they know. Students can also laugh by reading many amusing stories written by other people. Students will also have an opportunity to give humorous questions to on-line friends, or to draw laughable pictures. It is possible to hold discussions about popular comedy movies.

Ages:	All
Dates:	Ongoing
Language(s):	English, Azeri, and Russian
Forum:	Everybody Smiles in the Same Langauge (apc.iearn.humor)
Website:	http://www.iearn.org/projects/funnystoriesandpictures.html
Contact:	Nigar Gulmalieva, nigar_86@hotmail.com, Azerbaijan

Children's Rights through Artwork
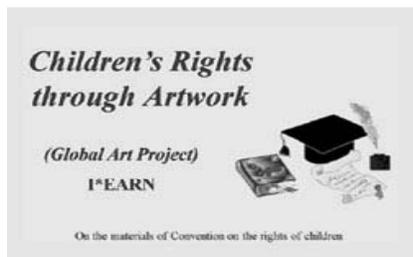
This project allows children to get acquainted with the materials of the "Convention on the Rights of Children," in order to develop their understanding that they are full members of society. Students will have a chance to express their attitude about the articles of the Convention, and to share and 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):	English
Forum:	Children's Rights Through Artwork (apc.iearn.rights)
Contact:	Elena Rekichinskaja, Russia helen.rek@online.nsk.su

Cultural Recipe Book

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

Students produce a cultural recipe book.

Ages:	10 and older
Dates:	Ongoing
Language(s):	English
Forum:	Food Project - Cultural Recipe Book (apc.iearn.foods)
Website:	http://www.iearn.org/projects/foods.html
Contact:	Allen Luyima, Uganda, aluyima@schoolnetuganda.sc.ug
	and Gerald Mupinda, Zimbabwe, gmupinda@yahoo.co.uk

Imagination and Superstitions

Superstitions are the manifestations of our curious and imaginative minds. In fact, superstitions reveal the strength and power of our imagination. We would like to discover how our imaginations have created so many superstitions. Furthermore, through comparison of superstitions from different cultures, we would like to prove that although we are all different people with different bodies, we share a common soul. In addition, by exploring our individual imaginary world, we hope to better understand each other and the forces within us that allow us to imagine.

A student led project to consider the role that our imaginations play in creating superstitions.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Imaginations and Superstitions (apc.iearn.myths)
Contact:	Samaneh Sadeghi, samaneh_sadeghi@Hotmail.com, and
	Samine Bagheri, samine_b@yahoo.it in Iran, Sadaf Basharat in Pakistan,
	evenftar_nice@hotmail.com , Nuria Peguero, systemofabori@yahoo.com
	in USA

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
Langauges:	English, but we will welcome translations of other languages.
Forum:	Music (apc.iearn.music)
Contact:	John Jonathan Collier, Sierra Leone, johnnycollier2002@yahoo.co.uk

Friendship through Art

This project seeks to utilize art as a medium for creating understanding and friendship among students and teachers from around the world.

All mediums of expression are welcome, including painting and drawing, music, photography, etc. Students are encouraged to pick a theme around which to develop and share their art work. Examples of themes include: a day in my life, my country or city, world peace, or any other theme that allows students to express themselves and reach across borders to develop friendships with people in other cultures and countries. Themes can also be selected around which schools can develop joint projects, and special themes will be identified on a ongoing basis by the project coordinator. The art work of students will be displayed on the website of this project.

Ages:	All
Dates:	Ongoing
Langauges:	English, Farsi (Persian)
Forum:	Global Art (apc.iearn.globlart)
Website:	http://iearn.saf.ir/friendart/
Contact:	Majid Sadeghi, Iran, sadeghi@schoolnet.ir

Narnia and CS Lewis

Share in an exchange on Narnia, the fantastic land from CS Lewis's book and the Disney Film.

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. Films like "Harry Potter" and this iEARN Project experience can help us. In addition, "Chronicles of Narnia" is an upcoming international film. And, students can learn that the name "Narnia" was chosen by CS Lewis because it is also the old name of an Italian Town now called Narni. For this year we have an easy program:"Design yours NARNIA" 1) read the book " the lion the witch and the wardrobe;" 2) see the film; 3) make a drawing about Narnia; 4) send by e-mail or snail mail your work.

Ages:	8 to 16
Dates:	Ongoing
Langauges:	Italian , English, Spanish
Forum:	Narnia (apc.iearn.narnia) or Italian (apc.iearn.italian)
Website:	http://www.narnia.it http://www.narnia.it/iearn_eu.htm
Contact:	Fortunati Giuseppe, Italy, fgiusepp2@tin.it

Poet's Corner

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

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 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.

Ages:	6 - 12
Dates:	Ongoing
Language(s):	English
Contact:	Elaine Robertson, Australia, curric@acreekps.vic.edu.au
Website:	http://teachit.acreekps.vic.edu.au/poetry/poem.htm

Proverbs and Idioms

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

Proverbs and idioms are as important as cultures and traditions. Whenever we start thinking about proverbs we learn more about cultures! The purposes and reasons for the proverbs and idioms are in the history and geography and we want to find them. Worldwide participation is actually required to find out good/new points because we can compare our ideas with different nations. It helps us find the similarities and differences and these are what we need to live together!

Ages:	All
Dates:	Ongoing
Language(s):	English, Persian/Farsi and Arabic
Forum:	Proverbs and Idioms (apc.iearn.proverbs)
Website:	http://iearn.saf.ir/proverb/
Contact:	Gilava Delzendeh, Gilava_delzendeh@hotmail.com, Afra Abnar, mapleafy@yahoo.com, Iran, Maria Mirza, maria_mirza@msn.com, Muhammad Salman, salman@iearnpk.org, Pakistan.

Virtues Project

A book of the inner and outer world in which students reflect on virtues that impact their lives.

A project in which students highlight, investigate and write about virtues that make a difference in their lives, their county, and around the globe. They reflect on their own experiences and inspirations and present them in the form of stories, poems, articles, narratives and art work.

Ages:	6 to 16
Dates:	September 2005 to September 2006
Langauges:	English
Forum:	Virtues (apc.iearn.virtues)
Contact:	Farah S. Kamal, Pakistan, Farah@iearnpk.org and Mary Ann Gormley, United States, gorms2003@yahoo.com

Cartoons and Their Utility

"Cartoons And Their Utility" seeks to profit from virtues and good deeds embodied in cartoon characters.

A project exploring the virtues and good deeds embodied in cartoon characters. The project hints at bad deeds of some cartoon characters to clarify that it is fairness, clarity, beauty, truthfulness, hard work, intelligence, etc. that win in the end in all circumstances.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	Cartoons and Their Utility (apc.iearn.cartoons)
Contacts:	Mostafa Nejati, Iran, Nejati_Mostafa@yahoo.com
	Mehran Nejati, Iran, Nejati_Mehran@yahoo.com

A Day in the Life Project

Students describe a day in their life.

ONE
DAY IN THE LIFE

Share descriptions and cross-cultural comparisons not only of ordinary days but also of special days and events for you and your family. This might include accounts of holidays or celebrations, vacations, memorable occasions such as a birthday, graduation, or the day you were born, or other experiences that have left an imprint in your memory and on your life.

In addition to written descriptions, students are invited to share visual images of their days through the "*A Day in the Life: Photo Diaries*," a digital photography exchange where students share captioned autobiographical photographs about their own lives, in and out of school.

Ages:	6 to 18
Dates:	Ongoing
Langauges:	All
Forum:	One Day (apc.iearn.oneday)
Website:	http://www.telar.org/telar/proyectos/oneday/framesetoneday.htm
Contact:	Lali Santos lalisantos@telar.org (Spanish),
	Viviana Cuello cuellos@speedy.com.ar (English), Argentina.
	For the "A Day in the Life: Photo Diaries," contact Chris Baer, USA cbaer@fc.mv.k12.ma.us

Teddy Bear Project

An international teddy bear exchange using email.

After registration, classes send each other a Teddy Bear or other soft toy by airmail. When it arrives, the bear writes a diary everyday, and sometimes sends home messages 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. The project aims to encourage authentic writing by providing children with a real audience. They write their email messages as if they are the visiting bear. Sometimes internet video conference between two classes may deepen thier friendships.The project provides an opportunity for students to develop understandings about cultures other than their own.

Ages:	All
Dates:	Ongoing
Langauges:	English, Spanish, and any others where links can be made
Forum:	Teddy Bear Project (apc.iearn.teddybear)
Contact:	English: Anahi Ramos anahiramos1@hotmail.com, Argentina, Fumi Ito beefine@gamma.ocn.ne.jp,Tatsuya Inagaki, tatsuya@jearn.jp, Japan.
	Spanish: Maria Ridao mariaridao@telar.org, Anahi Ramos anahiramos1@hotmail.com in Argentina.

A Magic Flower of Wishes

Students describe the most popular wishes of young people today in their countries, and tell about the values of their lives. They also share information about various literary characters which can help people to make their wishes real, collecting fairy-tales, poems and short stories where different magic situations are described. In addition to the writing components of the project, students will portray the characters, and magic symbols themselves presenting all kinds of pictures, drawings and animation for the project. All information on the topic is welcome. This project aims to learn about the culture of different countries, to become acquainted with the wishes, intentions and moral values of contemporary young people, similarities and differences of young people living in different social and geographical areas.

An exchange among students about the most popular wishes among young people worldwide, and the reflection of them in literature and art.

Ages:	All
Dates:	Ongoing
Langauges:	Belarusian, Russian, English
Forum:	A Magic Flower of Wishes (apc.iearn.wishes)
Website:	http://www.oic.unibel.by/flower
Contact:	Pavel Shareiko, Alina Shostak, Natalia Khavanova, Viviana Cuello Belarus (students), Svetlana Khavanova, Elena Kravchouk, Svetlana Rudaya, Belarus (teachers) `sh1volk@grodno.unibel.by

Share Your Music With Me

A program where students around the world create and compose original pieces of music.

Share Your Music With Me is a program where students around the world create and compose original pieces of music. Compositions can be vocal, instrumental or a combination. Music can be posted as sound files so we listen to the music or it can be posted as manuscript so other students can perform it. Original music that could be shared both in the written media as well as the performance media.

Ages:	6-20
Dates:	Ongoing
Language(s):	English
Forum:	Share Your Music With Me (apc.iearn.composemusic)
Website:	http://www.dcet.k12.de.us/teach/hintz/iearn/
Contact:	John Hintz, USA hintzj@christina.k12.de.us

What Is Your Symbol?

Express yourself through images and symbols.

Symbols reflect meaning and embody characteristics that may not be apparent or explicit. No symbol is perfect and all are incomplete. They only emphasize certain aspects of the reality. Deep down within people and things there is something precious and mysterious which is hard to name. It is something that makes everything special and unique. We try to express this something through images and symbols.

Ages:	10 to 14
Dates:	Ongoing
Langauges:	English
Forum:	What is Your Symbol? (apc.iearn.symbols)
Contact:	Vijaya Padma Modali, India, mvpadma@yahoo.com

PEARL-Partners with Educators to Advance Reporting and Leadership (inspired by journalist Daniel Pearl)

A global news service run by students

This project has launched a unique international news service run by secondary school students from around the world. Adhering to the highest journalistic standards, participating students select the issues to be reported, and write, edit and publish their articles on a web-based news service called PEARL World Youth News (PEARL). School newspapers can print news stories from PEARL to add a global component to their publications.

Secondary school students can write articles for PEARL after completing a training and certification program. The program is available online and free of cost at www.iearn.org/pearlproject/. The news content on PEARL is managed by student editorial teams in the US (Managing Editor), Pakistan (News Editor), Lebanon (Features Editor), Iran (Entertainment Editor) and Uzbekistan (Music and Performing Arts Editor).

Co-sponsored by the Daniel Pearl Foundation, this project aims to take students beyond becoming media literate into becoming international correspondents for student publications. The life and work of Daniel Pearl, the Wall Street Journal reporter who was killed by terrorists in Pakistan, have inspired this initiative.

Ages:	14 - 19
Dates:	Ongoing
Forum:	PEARL World Youth News (apc.iearn.pearl)
Website:	www.iearn.org/pearlproject/
Contact:	Anindita Dutta Roy, USA, anindita@us.iearn.org

Universal Values

An exchange on how to teach values to very young children.
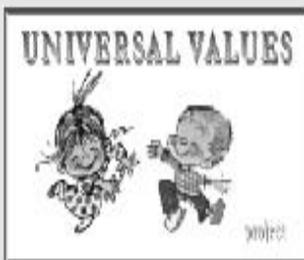
This project's purpose is the exchange of educational ideas of teachers working with the youngest children in order to establish a bank of ideas on the internet (lesson plans, teaching materials, etc.) on how to teach children about the most basic values. Through cooperation, we shall create a bank of tested teaching materials accessible on the internet, ready to use when teaching about and explaining the idea of universal values to children. In particular, we will aim to collect lesson plans, examples of a "good practice", i.e. the descriptions of conducted lessons together with the results, multimedia teaching materials – presentations, games or quizzes (some of those will be available on-line), and discussion forums. The main aim of the project is to increase the effectiveness of teaching values and to improve the quality of teaching materials and equipment of educational centres.

Ages:	4 - 8
Dates:	Ongoing
Language:	English, Polish
Forum:	Universal Values (apc.iearn.universalvalues)
Website:	http://webnews.textalk.com/pl/article.phtml?id=65943
Contact:	Ewa Kurzak, Poland ewa.kurzak_xl@wp.pl

Humanities & Social Sciences

Dream School Theater

Dream School Theater connects participating schools by a multi point video conference system using ISDN and/or Internet. Each stage is a special place for children/students to express their tradition and culture with colors, sounds, and motions through dancing, songs, poets, drama, musicals, pantomime, doll play, shadow play, etc.

Students in classrooms around the world share ideas about their culture during a series of video conferences.

Ages:	6 and up
Dates:	Ongoing
Language(s):	English and each participant's language
Forum:	Dream School Theater (apc.iearn.options)
Contact:	Yoshiko Fukui: fukuik@par.odn.ne.jp, Norio Sugimoto: sugimoto@wakoku-h.spec.ed.jp Yoshie Naya, Yoko Takagi, Japan, Joy Veasy, jveasy@browardschools.com, Lisa Perez, Linda, MaryAnn Butler-Pearson, USA, Doris Wu, Taiwan, Joanne Tate, Virginia King, Australia, Olga Anisimova, Russia, Lorraine Tandy, South Africa, Nina Dementievska, Marina Kornienko, Ukraine, Karine Durgaryan, Armenia All are in group mailing list: members37@www2.jearn.jp

Natural Disasters

Students learn how to care for themselves, their families and others by friendship when a disaster occurs.

This project shows students how to care for themselves, their families and others by friendship, and to rebuild their ruins. Through painting, poems, and other writings, students will share the feelings they had when disaster occured. By sharing their ideas, students from different cultures and backgrounds can better understand their common difficulties and ways to overcome them.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	Natural Disasters (apc.iearn.natdisasters)
Contact:	Maryam Behnoodi, Zahra Behnoodi
	behnoudi@schoolnet.ir, Iran

Natural Disaster Youth Summit 2006

A project in which children will learn the importance of human lives and how to survive from natural disasters with students who have experienced earthquakes.

In 1995, people in Hyogo experienced the Hanshin-Awaji earthquake and suffered much damage. We are aiming at empowering children against natural disasters in order to reduce the consequences of natural disasters.

We realize the fear of natural disasters. We learned the importance of human life and the importance of cooperation. We cannot stop earthquakes; however, we can decrease the damage they do by preparing for the natural activities of the earth. In this project, we aim to empower children to reduce the consequences of natural disasters. Participants will create a "Global Disaster Safety Map" in order to raise awareness about natural disasters.

As a subsidiary program, NDYS teddy bears will be exchanged as NDYS "Little Ambassadors" to strengthen the friendly bond among students. Through this project, we expect students to be NDYS Ambassadors who tell others of the importance of preparedness and share their knowledge of disaster management.

Ages:	All
Dates:	Ongoing
Language(s):	Mainly English and Japanese. Other languages will be used as supportive languages.
Website:	http://www.jearn.jp/bosai/
Forum:	Natural Disasters (apc.iearn.natdisasters)
Contact:	NDYS office: ndys@jearn.jp
	Kazuko Okamoto: kazuko@dd.iij4u.or.jp
	Yoshie Naya : yoshie.naya@gmail.com
	Motoko Hirota: motoko@cty-net.ne.jp
	Hiroko Fukuda: fukudahiroko7@hotmail.com
	Additional international coordinators: Doris Wu, Taiwan, doris21.wu@msa.hinet.net, Nunik Nahapetyan, nunik@projectharmony.am, Armenia, Gia Gaspard Taylor, iearntrinidadntobago@yahoo.com, Trinidad and Tobago

The Bullying Project

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

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

www.bullying.org was a recipient of the annual Childnet International Awards that are given to projects that make the Internet a better and safer place for children.

www.bullying.org was chosen as a finalist for the annual Stockholm Challenge Awards. This award is often referred to as the Nobel Prize of the Information Technology world. It recognizes projects that use IT to make a significant contribution to society.

www.bullying.org is the number one website about bullying in the world and often hosts nearly one million visitors from around the world per month.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Bullying (apc.iearn.bullying)
Website:	http://www.bullying.org
Contact:	Bill Belsey, Canada bill@iearn-canada.org

Students Unlimited

We believe that youth can achieve what elders might not be able to because they have the ambition and the desire for a happy peaceful world.

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

Ages:	12-18
Dates:	Ongoing
Language(s):	English
Forum:	Students Unlimited (apc.iearn.service)
Contact:	Elgohary Helal Elgohary, gohary61@yahoo.com,
	Ahmed Gamal Saad, Ajs_eg@yahoo.com,
	Mohammed Hamza m_hamza_m@yahoo.com in Egypt

Operation H.O.P.E.

Send letters, poems, drawings, comfort quilts, books, and photos to countries in need. People, especially children dealing with crisis need to know that they are not alone.

Operation H.O.P.E. will focus on connecting schools who want to help with those in need. People in crisis need to know that that are NOT alone. They need to know that there is H.O.P.E. When possible, there may be an opportunity to create links between schools needing H.O.P.E. and those offering it. This may lead to opportunities for one school to "twin" with another. It is hoped that these relationships may develop into long-term partnerships and enduring friendships. Helping schools should remember that the primary goal of "Operation H.O.P.E." is to offer hope to fellow students and teachers who have been affected by crisis.

Ages:	All
Dates:	Ongoing
Language:	English
Forum:	Operation H.O.P.E. (apc.iearn.operationhope)
Website:	http://www.iearn-canada.org/hope.html
Contact:	Bill Belsey, Canada bill@iearn-canada.org

My Dream World

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

This project provides an opportunity for students around the world to share their ideas about their dream world through essays, prose, poems, short stories, or pictures. Hopefully "My Dream World" will contribute by making people aware of other people's ideal world and transforming their minds for progress.

Ages:	All
Dates:	Ongoing
Language:	English and Persian
Forum:	Dream World (apc.iearn.dreamworld)
Website:	http://iearn.saf.ir/dreamworld
Contact:	Minoo Shamsnia, Iran, shamsnia@schoolnet.ir

We Are Teenagers

Young people learn about popular fascinations of their peers and choose possible new hobbies for themselves.

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

Ages:	All
Dates:	Ongoing (starting from the 1st of September)
Language:	English, Russian, Ukrainian
Forum:	Teenagers (apc.iearn.teenagers)
Website:	www.iearnteenagers.narod.ru
Contact:	Valentyna Sakhatska, Ukraine, sh208@sh208.edu.ukrsat.com

International Teen Scrapbook

A global scrapbook reflecting the culture, lives, and concerns of teens around the world.

This scrapbook on teen culture will include essays and photographs on the following sections, which will reflect the lives and concerns of teens around the world: 1) Perspectives on school and a description of their school life, 2) Descriptions of extracurricular activities in which teens participate, 3) Description of teen culture/favorites: books and magazines, fashion, food, movies and television programs, music, and any other, 4) A write up (likes, dislikes, top five places to visit, top five things to do) about their particular city or town described from the teen perspective, 5) Current Events (students will select and write about events locally and internationally that they feel are relevant to them as teens, 6) Message of Peace (students will write their plan or pledge for peace in the world from their point of view).

Ages:	14-18
Dates:	September 2005 - June 2006
Language:	English
Forum:	Teenagers (apc.iearn.teenagers)
Contact:	Nancy Kaplan, USA nkaplan@csihighschool.org

Voyage: Volunteer of Youth Project

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

In this world, what we really need is not cruel wars or hostile conflicts but care and concern for people. Youth can make miracles, and Volunteers Of Youth can create a brand-new world full of love, concern, understanding and cooperation. The Voyage Project, "Volunteer-Of-Youth Age Project", will research some needy cases and take action to assist these people devotedly and enthusiastically.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Humanity (apc.iearn.humanity)
Contact:	Kay Tu kaytu17.aqua@seed.net.tw, Taiwan

ICT for the Blind

A project committed to involving students worldwide who are blind or otherwise sight-impaired in technology-based interaction.

This project has been launched by eduators in Iran who believe that ICT's are a powerful tool for persons who are sight-impaired. They are committed to involving students worldwide who are blind or otherwise sight-impaired in technology-based interaction. The Internet is opening up incredible opportunities for interaction, cultural understanding and new skills. This project group shares in the belief that it is important for iEARN to be committed to insure that these opportunities are available for all.

Ages:	All
Dates:	Ongoing
Language(s):	All
Website	http://vip.saf.ir/
Contact:	Nasrollah Rezaey, Iran, rezaey1330@yahoo.com

World We Live In (WWLi)

Students talk about themselves, their local communities, and the world. We try to understand what being "unique in the global" means.

The WWLI project has 4 connected thematic discussions: 1. A "WWLI: a Person, World, Society" discussion that covers basic definitions of the world we live in and those qualities of a person that make him able to be the change in this world. It looks at the difference in being a child and an adult, and whether age matters. 2. The "Philosophical Students Club WWLI-EHU" - Here, students discuss humans and human communities in our world, considering questions such as what is a community, who organizes it and how, why people make communities, and how communities make people and open societies. 3. The "Millennium Development Goals in the WWLI" - In this discussion we propose that you share your thoughts on how you think we can achieve them, what actions we can take in our local communities to change the world we live in to be a better one, and end problems that make us and our friends suffer. 4. The "I'm a guide" discussion is open for people interested in exploring the connection of a guide and the world: what unites these terms, what makes us call for a guide in our world, and what personal qualities do we we consider important for guides.

Ages:	All
Dates:	Ongoing (September - June)
Languages:	English, Russian, Belarussian, German, Ukrainian and other (with summary in English or Russian)
Forum:	World We Live In (apc.iearn.wwli) Email list: wwli-list@iatp.by
Website:	http://wwli.iatp.by
Contact:	Sofia Savelava, Belarus, savel@ripo.unibel.by, yiecnewline@tut.by

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. If you cannot create a website, send your individual newspaper articles in to the project coordinators. They will position them on a blank page that will be linked to the project.

Ages:	Primary - 12 grade
Dates:	Ongoing
Languages:	English
Website:	http://www.araratcc.vic.edu.au/users/web/1945/index.htm
Contact:	Jo Tate (Australia) jot@araratcc.vic.edu.au, Luchen Cheng (Taiwan) lccheng@ebtnet.net

Value of Money in Our Life

This projects helps young people understand money, so that they are successful in life. Activities include writing essays, poems, pictures, playing virtual games, and handling real money. If you are good in arts or crafts, you can even develop your hidden skills and qualities, earning 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 to be part of the project. For example, in India one might go to a village and help women to save money in order to be independent and to be able to take better care of their families.

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:	Money (apc.iearn.money)
Website:	http://www.geocities.com/vom2001in/ram/index.html
Contact:	Maitreyi Doshi maitreyid@sancharnet.in and Soujanya Shenoy shenoys@eth.net, India, Neli Georgiewa, Bulgaria, nelly_tq@hotmail.com, Udara Soysa udarasri@sltnet.lk, Sonali Unkule sonali_unkule@yahoo.com, Aditi Utpat aditi_crazygal@yahoo.com, Sri Lanka.

Africa Great Lakes Region Collaboration

This forum exists to bring together classrooms in the Central Africa region (especially the Great Lakes: Rwanda, Burundi, Democratic Republic of Congo, Uganda) to discuss topics of common interest, beginning this year with the ethnic and political conflict that has plagued the region for over 10 years. Classrooms outside of the region are also invited to join the discussion in French or English to learn about the culture and history of the region, and to share what they have learned.

Discussion of issues of shared concern among the countries of Central Africa and Great Lakes Region.

Ages:	10 +
Dates:	Ongoing.
Languages:	French and English
Forums:	Central Africa Collaboration/Collaboration Afrique Centrale (apc.iearn.cac)
Website:	www.red-act.org/red-act/cac/html
Contact:	Sarah Pouezevara, France, sarah@red-act.org and Xavier Ndona, Democratic Republic of Congo, xavier_ndona@yahoo.fr

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 towns.

Ages:	7 to 17
Dates:	Ongoing
Languages:	English, French, German and Norwegian
Forums:	Architecture (apc.iearn.architecture)
Contact:	Christine Kolstoe, USA, ckolstoe@yahoo.com

Humana Tower at Louisville, Kentucky, 1982–1986; Michael Graves, architect (after Graves)

Land Usage and Distribution

Students will analyse how their land is being utilised with regards to Urbanisation, Agriculture, National Parks, Rivers and Mountains.

Land is a finite resource. We need land for various activities. We need land to build our cities and towns, for agricultural purposes, for industries, wild life, and places of interest. It is therefore imperative for governments, local authorities and traditional leaders to plan on how the land is to be distributed and utilised. In this project students find out the size of their country, how much land has been spared for urban settlement, agricultural activities, parks and under-utilised land. They also find out about the policies that are being employed by their governments to manage land.

Ages:	Any
Dates:	Ongoing
Languages:	English
Forum:	Land Usage and Distribution (apc.iearn.landuse)
Contact:	Paul Mpofu, pmpofu@graffiti.net, Zimbabwe

Good Deeds

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

Doing good deeds is a noble act that people usually seek to achieve. We find it very important to support and encourage good deeds, good human values, encourage our children to follow similar deeds, and show them how important and valuable these deeds are, even the simplest of them. They should realize that these acts are what could build a healthy cooperative, peaceful, and merciful society that will embody and empower certain great values such as those of beauty, courage, sacrifice, and brotherhood. In this project, students can do a lot of free cooperative learning activities and then present them online in the form of short stories, essays, free writing, summaries, drawing, flash cards, thoughts, and questions. The project aims to encourage personal reflection among students.

Ages:	All
Dates:	Ongoing
Language(s):	Arabic, English (other languages welcomed)
Forum:	Change the World: Good Deeds (apc.iearn.changetheworld)
Website:	http://ismailfayed.netfirms.com/Papers/iEARN_03/GDeeds.htm
Contact:	Ismail Fayed, Egypt, ifayed@arabou.org.sa

Give Us Wings to Fly

An exchange of how students spend their vacations.

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

Ages:	6-20
Dates:	Ongoing
Language(s):	English
Forum:	Palestine (apc.iearn.palestine)
Contact:	Neveen Ghanem, Palestine, neveen_ghanem@yahoo.com

A Community-Based Literacy Program for Underprivileged Students

A literacy program to provide underprivileged students with basic functional skills.

A program to teach reading, writing and basic arithmetic to those who have never been to school. The project will reinforce the capacities of school drop-outs and will be delivered free by students supported by the teachers. The teachng materials will be provided by sponsors (individuals, ngos, etc) found by the students.

Ages:	11 - 18
Dates:	Ongoing
Language(s):	English, French, and local languages
Forums:	Education (apc.iearn.education)
Contacts:	Arfang Dabo, dieye65@yahoo.fr,
	Ndioba Dieye, arfanglais@yahoo.fr, Senegal

My School, Your School

Students compare school life in different countries around the world.

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

Ages:	13 - 18
Dates:	April to December 2006
Language(s):	English, and Spanish
Forum:	Education (apc.iearn.education)
Contact:	Silvana Carnicero, silvanacar01@ yahoo.com.ar
	Argentina and Mariela Sirica, marielasirica@yahoo.co.uk,
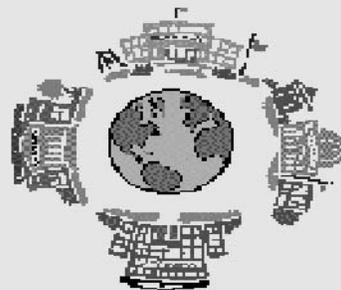
Against Scholar Failure

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

In our country, Senegal, of every 100 children (at 7 years old) who go to school, it may be that only 30 will remain at the end of the secondary school. There are many causes of this failure, and we would like to help them solve this problems by exchanging messages, essays, pictures, drawings and creative writing.

Ages:	All
Dates:	Ongoing
Language(s):	French, English, Spanish
Forum:	Education (apc.iearn.education)
Contact:	Salimata Sene (teachers) sallsenma@yahoo.fr,
	Adja Fatou Gaye (students) adjafatougaye@yahoo.fr
	in Senegal

Kindness Can Change The World

If we are kind to each other, we'll be able to change the world for the better.

Participants write stories in their native languages about kind, impolite, or angry people and what might happen if we don't have good manners or don't show consideration for other people, translate them into English, and draw pictures to llustrate their stories.

Ages:	7 - 16
Dates:	Ongoing
Language(s):	All
Forum:	Change the World (apc.iearn.changetheworld)
Website:	http://www.politeness.narod.ru/
Contact:	Tatiana Serjanina, tanyaserj@mail.ru, Belarus

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, and tell about the history of their appearance, and technology of their production. All information about traditional national souvenirs is welcome. Participants are welcome to exchange photos, pictures of traditional souvenirs (or even souvenirs) by e-mail or mail (if it is possible).

Ages:	All
Dates:	Ongoing
Languages:	Belarusian, Russian, English
Forum:	Souvenirs (apc.iearn.souvenir)
Website:	http://www.oic.unibel.by/souvenir_shop
Contact:	Oleg Krutikov, Natalia Khavanova, (students), Svetlana Khavanova, Svetlana Rudaya (teachers), Belarus, sh1volk@grodno.unibel.by

iPEACE -Promoting World Peace and Friendship

An effort to spread peace around the world.

We all have one heart to love others; eyes to see the beauties; ears to hear the kind songs of friendship; a tongue to express our feelings and to promote peace and friendship. So, let's speak about the message of Peace and Friendship in the world!

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	iPEACE (apc.iearn.ipeace)
Contact:	Mostafa Nejati Nejati_Mostafa@yahoo.com, Mehran Nejati Nejati_Mehran@yahoo.com, Azadeh Shafaei Azadeh_Shafaei@yahoo.com, Armaghan Shafaei Armaghan_Shafaei@yahoo.com, Elham Shafaei Elham_Shafaei@yahoo.com, Iran; Nuria Peguero systemofabori@yahoo.com, USA; Raiya Mirza, Pakistan RaiyaMirza@hotmail.com.

The projects below are linked in a common forum

Breaking the Silence: The Trans-Atlantic Slave Trade Project

The connections among people in the Americas, Africa and Europe that are a legacy of the Trans-Atlantic Slave Trade (TST).

Students in the Americas, Africa and Europe are joining together in a serious examination of the legacy of the Trans-Atlantic Slave Trade (TST). We hope to increase awareness, to study its causes and its consequences (which include the immense contributions made by Africa to the social, cultural and economic development of the Americas, the Caribbean and Europe) and to help eliminate modern forms of slavery and racism. Promoting mutual respect and intercultural dialogue is a priority.

Ages:	12 - 18
Dates:	Ongoing
Language(s):	English, Spanish
Forums:	Traditions and Culture (apc.iearn.traditions)
Website:	http://www.antislavery.org/breakingthesilence/
Contacts:	Yvette Santiesteban, ysantiesteban@mlc.crec.org, Wendy Nelson-Kaufman, wnelson-kauffman@mlc.crec.org, William Jaeger, wjaeger@mlc.crec.org, Caryn Stedman, cstedman@mlc.crec.org, USA

Appreciation of Our Culture and Traditions:
Understanding our Connected Past, to Build a United Future

A project to help students from different parts of the world understand their common bond and linkages.

Many students from Africa, the Americas, Latin America and the Caribbean, Europe, India, Syria, Lebanon, and China, for example, may not know of their connection to people in other parts of the world, Participants can share information about personalities, family life, heroes, nationals, nations, communities, islands, cities about their way of dress, religion, foods, customs, language spoken, trade, games, and links with those countries today. By discovering their personal connections to other parts of the world they can gain a sense of their global citizenship and enhance or develop their sense of self-esteem.

This project works in collaboration with the "Breaking the Silence" The Transatlantic Slave Trade Education Project. Their opinions and commitment have formed the basis for the UNESCO"s "All Equal in Diversity" International Campaign. By deepening their understanding of the past, these schools will work towards a better understanding of the present so as to build a brighter future based on mutual respect and unity in diversity. This will contribute substantially to the quality of education in the twenty-first century.

Ages:	All
Dates:	Ongoing
Language(s):	English, Dutch, French, Spanish
Forums:	Traditions and Culture (apc.iearn.traditions)
Contacts:	Elizabeth Burgos, bettyburgos@hotmail.com, Suriname, Gia Gaspard-Taylor, Trinidad and Tobago, iearntnt@hotmail.com, Kerwana Williams, kew_tt@yahoo.com

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 youth around the world are reaching their own peaks and potential, by advancing the development of their communities, and connecting them to each other to share their experiences.

Ages:	12-18
Dates:	Ongoing
Language(s):	Spanish, English
Forums:	Reach Your Peak (apc.iearn.rypdream) - In English
	Alcanza tu Cumbre (apc.telar.rypdream) - En Español
Website:	http://www.iearn.org/projects/reachyourpeak.html
Contact:	Rosy Rivarola rosar26@yahoo.com,

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 "lessons 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 Cooperation.

Ages:	All
Dates:	Ongoing
Language(s):	English
Forums:	City to City (apc.iearn.citytocity)
Website:	http://www.iearntandt.internection.org
Contact:	Gia Gaspard Taylor, Trinidad and Tobago
	iearntrinidadntobago@yahoo.com, Kerwana
	Williams, kew_tt@yahoo.com, Trinidad and Tobago

In a Global Village - Your Fears are My Fears

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

There are disjointed efforts the world over in dealing with issues such as terrorism, hunger, and HIV/AIDS. This project seeks to highlight such issues to decision-makers and persuade them to deal with problems whenever and wherever they occur.

Ages:	14-18
Dates:	Ongoing
Language(s):	English
Forums:	Change the World (apc.iearn.changetheworld)
Contact:	Servious Mbiza, smbiza@yahoo.com, Zimbabwe

Eradication of Malaria

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

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

Ages:	All
Dates:	September 2005 - August 2006
Languages:	English
Forum:	Health (apc.iearn.health)
Website:	http://botswana.malaria-eradication.org
Contacts:	Tommie Hamaluba, Botswana, tommiehamaluba@yahoo.com

Fair Play in Youth Eyes

Participants try to find out the relation of young people towards fair play.

We would like to find out the relation of young people towards fair play. We want to educate participants on values in sports and to spread the results, outcomes and evaluation to teachers of physical education and a wider audience.

Ages:	10 - 15
Dates:	October 2005 – April 2006
Languages:	English
Forum:	Games and Sports (apc.iearn.games)
Website:	http://os-gorje.s5.net/projekti/fair_play/fair_play.htm
Contacts:	Milan Rejc, Milan.Rejc@guest.arnes.si,
	Alenka Adamic Makuc, Alenka@mirk.si, Slovenia

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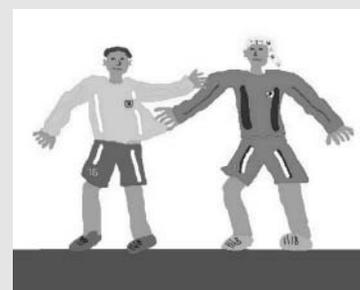
Provides an opportunity for youth to share their views, research the ill-effects of various drugs, and come up with solutions.

Youth, the most vulnerable group of society, are becoming increasingly addicted to drugs. 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:	13-25 years
Language:	English, French, Hindi, Urdu, Sinhalese
Dates:	Ongoing
Forum:	Fight Against Drugs (apc.iearn.recovery)
Contact:	Sarah Alam, Pakistan, sarah@iearnpk.org, and Udara Soysa, Sri Lanka udarasri@sltnet.lk

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, October 16th, and throughout the year, students and teachers from all over the world come together to discuss how lesson 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. New ideas, activities and lessons from around the world will be collected and distributed each year. Feeding Minds Fighting Hunger lesson plan materials include: Website, CD-ROM, print manual.

Ages:	Primary through Secondary
Dates:	Ongoing
Language:	English, French, Spanish, Chinese, Italian, Arabic, Kiswahili, Russian
Forum:	Feeding Minds, Fighting Hunger (apc.iearn.npoverty)
Website:	http://www.feedingminds.org
Contacts:	Stephen Vhenya, svhenya@yahoo.com, Zimbabwe,
	Losira Okelo, USA, lokelo@us.iearn.org

Kindred

Students research events in the lives of members of their family or local community to find the impact of world or local history.

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

Ages:	All
Dates:	Ongoing
Language(s):	English,
Forum:	Oral History - Kindred (apc.iearn.family)
Contact:	Judy Barr, Australia judybarr@iearn.org.au

Outstanding Persons of the Armenian Diaspora

An exchange among students worldwide who are interested in learning more about the Armenian Diaspora.

Many Armenians are spread all over the world and represent the vast diaspora. The participants of this project write essays about outstanding persons of Armenian diaspora in the field of science, culture, art, literature etc. and discover and describe the political, economic, and social origins of the Armenian diaspora.

Ages:	All ages – most suitable 13-17
Language:	English, Armenian, Russian
Dates:	September 2005 – May 2006
Forum:	Armenian Diaspora (apc.iearn.armenia)
Contact:	Karine Durgaryan – iEARN coordinator, Armenia,
	karine@childlib.am

Fight Against Child Labour

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

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 provide educational opportunities for children around the globe. 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.

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:	Child Labor (apc.iearn.projects)
Website:	http://www.iearn.org.au/clp
Contact:	Bob Carter - teacher, Australia bob@iearn.org.au, Salimata Sene - teacher, Senegal sallsenma@yahoo.fr, Lockias Chitanana - teacher, Zimbabwe chitanana@yahoo.com, Udara Soysa - student, Sri Lanka udarasri@sltnet.lk, Sarah Alam - student, Pakistan sarah@iearnpk.org

Civil Rights and Social Movements

The project links classrooms together across geographic lines in dialogue and action on issues of civil rights, social justice, and people's movements.

Highlighting the recently published resource guide "Putting the Movement Back into Civil Rights Teaching," this project links classrooms together to share coordinated activities, resources and community stories on the issues of human rights, social justice, and people's movements. The Civil Rights Teaching Global Learning Network allows teachers to share resources with other like-minded educators, spark dialogue between their students and other classrooms and integrate technology into their classroom, using web design, digital photography and film production, while teaching about human rights. The online campus includes facilitators who have been working with participating classes to help create meaningful conversations on social justice and respond to the needs and questions of the educators involved in the project. Participants learn how to combat injustice by examining other social movements and are corresponding with one another through the online campus. The project is an initiative of Learning, Equity, Achievement and Reform Network (LEARN) at Long Island University, Brooklyn Campus and LEARN Partner, Teaching for Change, Washington DC. The project also collaborates with the iEARN-Orillas Center.

Ages:	10-18
Dates:	Ongoing
Language(s):	All
Website:	http://www.civilrightsteaching.org/CRTglobal.htm
Contact:	Ilana Sabban, Kevin Rocap, Kristin Brown in the USA civilrightsteaching@learn.brooklyn.liu.edu

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 1: September, 15, 2005 - May, 31, 2006. 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 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. The issue of the booklet (part 2) "We are of the same age."

Ages:	All
Dates:	September, 15, 2005- May, 31, 2006
Language(s):	Ukrainian, Russian, English
Forum:	We Are Contemporaries (apc.iearn.childhood)
Contact:	Tetyana Sporynina, Ukraine, alisa1@list.ru

Random Act of Kindness of the Month

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

Each month, you can 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:	Ongoing through June 2006
Language(s):	English
Forum:	Change the World (apc.iearn.changetheworld)
Website:	http://www.angelfire.com/ny/ProjectKAVE/
Contact:	Harriet Stolzenberg, USA, hstolz@aol.com

Breaking the Silence

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

Social, religious and cultural issues impact heavily on how disease is viewed and combatted in global communities. This project opens the door 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.

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

Overcoming Narrowmindedness

This project looks at the effects of narrowmindedness on people's lives, and seeks to overcome this problem.

Most people suffer from narrowmindedness, especially in schools and offices where competition between people becomes so great that people forget humanity and almost try to destroy each other. This project seeks to use the internet to provide a place for people to write about their experiences on this subject. This project not only helps the writer, but also by reading various accounts, perhaps we can see what its effects are. By doing this we can take out the roots of the problem from our planet.

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	Tolerance (apc.iearn.tolerance)
Contact:	Zahra Basht Bavian bavian@schoolnet.ir, Akhtar Faridi faridi_teacher@yahoo.com, Iran

Educating on Peace and Reconciliation After War

The basis of this project is to demonstrate the outstanding power of peace education and reconciliation processes 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 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:	Ongoing
Language(s):	Flexible
Forum:	Peace (apc.iearn.peace)
Contact:	Andrew Benson Greene Jr, Sierra Leone, peacemuse_c21st@yahoo.com, andrewgreenejr@hotmail.com, andrewgreene_c21st@iearnsierraleone.org

Tours Around the World

Students research interesting routes of their cities, villages, and countries, by writing essays, drawing, painting, and taking photos to attract attention to places of their living.

There are so many interesting places, but unfortunately, tourism for children is not well developed. Internet gives us the possibility to tell people from different communities of our planet about interesting places in our countries. You can attract attention to your country and it will be your contribution to the development of the tourism industry in your native region. Would you recommend any interesting route around your city, village and country for peers to visit? Students describe routes they like most of all, take photos, draw, paint and put this information online. Participants can also report on costs of traveling (about national monetary and its dollar equivalent), hotels, and museum fees for each point of their tour.

Ages:	All
Dates:	Ongoing from September 2004
Language(s):	English
Forum:	Tourism (apc.iearn.tourism)
Contact:	Valentyna Sakhatska (teacher), sh208@sh208.edu.ukrsat.com, v_sakhatska@yahoo.com, Alexei Mozghovoy (student) lyceum208@lyceum208.com.ru, Ukraine
Website:	http://www.lyceum208.com.ru/tw

Travel Project

Students share their travelling experiences, and give advice to others concerning preparation and travel.

The aim of this project is to offer the possibility for the students to describe their experiences during their travel. They will descrbe their activities and give reasons for why it was a rich experience or not. They may also give some advice to those who are planning to travel in the future.

Ages:	All
Dates:	Ongoing
Language(s):	French, English, Spanish
Forum:	Tourism (apc.iearn.tourism)
Contact:	Viviane Clémence Nguimeya, Cameroon, vivianenguimeya@yahoo.fr.

Friends Circle

Connecting youth all around the world.

This project addresses different aspects of human life in order to get a wide variety of knowledge about other people all over the world. The aim is to connect youth in a true and effective way. The project deals with 10 activities so that there is a wide variety of options to allow all the members of a team to participate, and to prevent team members from becoming bored by staying on the same activity for too long. We will address many different social problems and share historical information, and we will also have fun!

Ages:	12-18
Dates:	Ongoing
Language(s):	English, Arabic
Forum:	Friends Circle (apc.iearn.friendscircle)
Contact:	Ahmed Mosaad Hassan zaf_ag3000@yahoo.com
	Marwan Mustafa Abd El Aziz marojoker@yahoo.com
	Khaled Abd El Latif Salah lovelytiger_89@yahoo.com
	Yasser Hussein Omar yasserhussein@hotmail.com in Egypt

Commonwealth Games

Share and celebrate this sporting event.

This project will run in the lead up to and during the Commonwealth Games in Australia in 2006. A full range of activities are proposed on the website: Design and exchange batons and kahootz (a 3D sporting facility design for your town/city) interview your local hero, share community celebrations with other schools around the globe, showcase your photos/art in our galleries, comment on big issues to do with sport and see what others have to say!

Ages:	P-12
Dates:	Ongoing
Language(s):	English
Website:	http://www.araratcc.vic.edu.au/users/web/commonwealth/index.htm
Contact:	Jo Tate, Australia jot@araratcc.vic.edu.au

Model UNHeadquarters

Model United Nations Program

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.

Before playing out their ambassadorial roles in Model U.N., students research global problems to be addressed, drawn from today's headlines. 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. They also look closely at the needs, aspirations, and foreign policy of the countries they will represent at the event. iEARN participants are invited to share their culture and discuss issues from their country's perspective with MUN students around the world.

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. 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.

Ages:	Middle -Secondary school
Dates:	Ongoing
Language:	English
Conference:	Model United Nations (apc.iearn.mun)
Contact:	iEARN- modelun@us.iearn.org,
	UN Cyberschoolbus - cyberschoolbus@un.org,
	UNA-USA- modelun@unausa.org
Website:	http://www.un.org/cyberschoolbus/modelun/index.html

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 under the categories of buildings, famous people, and events. 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 and ask each other questions about their articles and give some feedback. Partners can be arranged if you wish to correspond with another school as well. Several teachers suggested that young students be encouraged to write about their own family history, e.g. a special thing, old photograph, story or tradition. This helps them 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:	History (apc.iearn.history)
Website:	http://local.websib.ru
Contact:	Nina Koptyug, Russia, koptyug@sch130.nsc.ru

Women in My Country

A comparision of the social and political status of women worldwide, as well as an exchange of information about "outstanding" women in all fields.

This project can be dealt with in three dimensions: 1- Women's Social Status in one's country (A historical study and comparison of women's social status in different types of governments); 2- Political Women in one's country (A historical Study including ancient times until now); 3- Introducing outstanding women (scientists, researchers, artists, writers, etc). Students will gain a deeper knowledge of human beings in general while they study history, sociology, and the biological differences between women and men. Thus, they won't categorize people into two opposing groups, or strong and weak ones. Instead, they consider women and men as different human types. Doing the project at an international level, we can compare women's social status in different nations. Studying similarities and differences may result in deeper understanding.

Ages:	12 +
Dates:	Ongoing
Language(s):	English
Forum:	Women (apc.iearn.women)
Contact:	Leila Mohammadhossein, Iran, mhleila@yahoo.com

Comfort Quilts Project

Young people create quilts for children experiencing need for comfort while receiving emergency or ongoing needed medical care, following natural disasters, or during times of crisis.
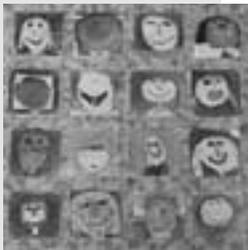
Each participating school/class or organization makes one or more quilts using fabric squares on which they have drawn smiling faces. As part of participation, participants document their comfort quilt project in a report with writing and pictures (standard or digital images, or artwork illustrating what they did) so that they can share their work online with iEARN global peers who are also comfort quilts project participants.

Ages:	5-18
Dates:	Ongoing
Language(s):	All
Forum:	Global Art: A Sense of Caring (apc.iearn.caring)
Website:	http:www.psd267.wednet.edu/~kfranz
Contact:	Kristi Rennebohm Franz, USA, krennebohmfranz@us.iearn.org

Learning Democracy through International Collaboration

A project focused on children rights and duties, tolerance and freedom, civic responsibilities and engagement.

The project focuses on student rights and duties, tolerance and freedom, civic responsibilities and engagement, so that secondary school students will be able to enhance their knowledge of democracy, which hopefully will lead to their active participation in the community. As part of the project, participants have researched and compared election systems, monitored election processes, educated student voters for mock elections, created school newsletters, and/or conducted voter registration drives.

Ages:	15-18
Dates:	Ongoing
Languages:	English
Forum:	Learning Democracy (apc.iearn.democracy)
Contact:	Daina Valanciene, Lithuania, valthailand2002@yahoo.com and Joel Kadish, USA jkadish@uga.edu

Cities Near the Sea

Learning and working together on cross curricular themes, related to the "city near the sea" they live in.

This project started in July 2002 in Moscow during the 9th international iEARN conference in Moscow, and has grown from a bilateral to a multilateral project. In the past school year, three more cities joined the project. A wide range of "City Impressions" appeared on the web site and there is space for more! We invite you and your students to make a contribution and share the beauty of your town/city/village with the world. After all, isn't each city near a sea, depending on how you would describe the word 'near'… Join us??

Ages:	K-12: primary and secondary education
Dates:	Ongoing
Languages:	English
Contact:	Bob Hofman, the Netherlands, hofman@ict-edu.nl
Website:	www.iearn.nl

iTHINK

Building friendships worldwide.

iTHINK is a team project, aiming to connect students from all around the world, and to let them know more about each other, learn about others' ideas, beliefs, cultures, habbits, and generally establish new friendships all around the globe with other students.

Ages:	All
Dates:	Ongoing
Languages:	English,
Contact:	Mehran Nejati mehran.nejati@gmail.com, Mostafa Nejati mostafa.nejati@gmail.com, Azadeh Shafaei Azadeh_Shafaei@yahoo.com, Elham Shafaei Elham_Shafaei@yahoo.com, Armaghan Shafaei Armaghan_Shafaei@yahoo.com Iran, Nuria Peguero systemofabori@yahoo.com USA
Website:	http://ict-club.schoolnet.ir/MAMEA/iTHINK.htm

My Country at the Crossroads to Peace

A project which protects existing peace in countries and promotes establishing world peace wherever peace is not to be.

If we are not sensitive to the root causes of turmoils there can be no immediate solution. Your country may not be directly involved in a war, but regional turmoil disrupts peace in all countries indirectly. The intent of this project is to create a deep inspiration in the hearts of our young people that we must be peaceful individuals and a peace-conscious humanity. This project encourages students to disucss issues with regard to the polical, economical, social and cultural ways their country is impacted at the Crossroad to Peace in the world. An action component of this project is MISSION SLYIA (Sri Lankan Youth in Action), a gift from Sri Lankan youth to the youth worldwide to provide an example for other youth groups globally of how to start an active, action oriented, youth group.

Ages:	10-18
Dates:	Ongoing
Language(s):	English
Forum:	Peace (apc.iearn.peace)
Contact:	Lakshmi Attygalle lak44@sltnet.lk and Udara Soyza udarasri@sltnet.lk, Sri Lanka, and Judith Freund, USA jafreund@spacestar.net

My Distance from Home to School

A project that analyses the effects of the long distances students walk from home to school, and how it affects their studies.

At any time in our lives when we are revealing our educational backgrounds, we tend to mention the various schools we passed through, and this is followed by the distances we covered from our homes to our schools. This is a project that analyses the challenges students go through as they walk from home to school and how it affects their performances in studies and sports.

Ages:	8-27
Dates:	Ongoing
Language(s):	English, Luganda and others with translation
Forum:	Education (apc.iearn.education)
Contact:	Basasira David, Kaggawa Apollo, Kisakye Olivia, Mukasa Grace, and Lukwago Julio, Uganda basadus@yahoo.com

Crossing Boudaries: Youth in Dialogue about the Rights of the Child

Linking youth groups to promote the rights of children.

A part of the Center for International Dialogue's Communities in Dialogue program, this project links youth groups to learn from one another ways of empowering themselves to promote the rights of children. To participate, youth groups from around the world consider and compare how they participate in decisions that affect their lives.

Ages:	13-25
Dates:	Ongoing
Language(s):	English
Forum:	Crossing Boundaries - Youth Group
Website:	www.cil-usa.org
Contact:	CIL-USA cil@cil-usa.org

My Talented Coeval (Contemporary)

Students share positive stories about their contemporaries around the world as a way to celebrate the successes of youth worldwide who are making a difference in the world. The information on these talented coevals (contemporaries) stimulates the students to write essays about them.

Students share positive stories about their contemporaries around the world.

Ages:	All ages - most suited for 12 - 17
Dates:	Ongoing
Languages:	Armenian, English
Forum:	We Are Contemporaries (apc.iearn.childhood)
Contact:	Karine Durgaryan, Armenia, karine@childlib.am

RESPECT and Refugees Project

Students will develop an awareness of refugee populations and the issues that they face. This will facilitate support for refugees worldwide.

This project aims to develop an awareness of refugee issues and communities locally and worldwide. Students will participate in a variety of activities, simulations, research, and discussions that are focused on the complex issues that pertain to refugees and refugee populations. Students will read refugee stories and submit book reviews. Students will document their research of refugee populations through interviews, stories, poetry, artwork, and map making. Once this awareness has been developed, students will be matched with a refugee student in another part of the world through RESPECT International. Correspondence will begin between the students with a possible end goal of the non-refugee students lending support to the refugee students.

Ages:	7-18
Dates:	Ongoing
Languages:	English
Forum:	Refugees (apc.iearn.refugees)
Website:	www.web.net/~wren/respect/aff_usa.htm
Contact:	Marc Schaeffer, respect@respectrefugees.org, Canada

A Hundred Years Ago and Now - From the Imperial Force of the Austro-Hungarian Monarchy to Free Democracies within the EU

1) What do you know about the Austro-Hungarian monarchy and what part of your country belonged to it and how long? Was your country forced to enter? How was the position of an individual? What about the differences in social classes? 2) Where do you still find relics of that time - as an example in architecture? 3) Do you know recipes of dishes we have in common? (from that time) 4) Which words from other languages entered your language that time and were are they from? 5) famous people from that time? and what is left from them? The works can be paintings, drawings or other art works, essays, interactive works, photos/videos accompanied by explanations, recipes, or wordlists (with origin of word).

What do you know about the Austro-Hungarian monarchy and what part of your country belonged to it?

Ages:	10-18
Dates:	Works will be collected and exhibited in St.Pölten, Austria, first in the summer of 2006, but then the exhibition could move on to other participating countries.
Languages:	All
Forum:	Years Ago (apc.iearn.yearsago)
Contact:	Maria Bader, Austria, maria.bader@aon.at

Track Gender Disparity

A project seeking the elimination of gender disparity in education.

The pupils of your class are warmly invited to join an international project to investigate the achievements so far for Millennium Development Goal # 3 in their own country and compare their results with the research done by pupils in other countries. (Goal #3: Promote gender equality and empower women). A Teacher's Manual, background information, and sample workshops can be found at the URL below.

Ages:	12-20
Dates:	Ongoing
Language(s):	English
Forum:	Gender (apc.iearn.gender)
Website:	http://www.aliceo.nl/eng/Trackgendersite/openingtrackgender.htm
Contact:	Margriet Jansen, Netherlands, m.jansen@aliceo.nl

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

Participants learn what wars mean to different people and try to find ways to stop them.

Based on a picture book called 'Machinto' and children's art in wartime 'They Still Draw Pictures,' participants research what kind of wars have taken place after Hiroshima, and learn about a little bird still crying somewhere in the world. They learn what wars bring us, and discuss what together we can do for this little bird.

Ages:	All
Dates:	Ongoing
Language(s):	English
Contact:	Jennifer Geist, USA jenngeist@yahoo.com
	Yoko Takagi, Japan yoko@jearn.jp

Understanding Our Similarities through Religious Belief

A project designed to highlight the points of similarity among religions.

A project designed to highlight the points of similarity among religions. Various faiths teach their followers to: Worship God; Acquire Knowledge; Be Virtuous; Respect all Human Beings; Make Friends with Other Nations and Peoples; Accept and Respect the Equal Rights of all Human Beings; Live a Free Life; and Side with Justice. In an attempt to reach greater understanding between different faiths and cultures, this project provides an opportunity for students and teachers to choose one of these topics for discussion and provide information on how these issues are addressed within their religious, cultural and social beliefs.

Ages:	14 +
Dates:	Ongoing
Language(s):	English, Persian
Forum:	Religion (apc.iearn.religion)
Contact:	Minoo Shamsnia, Iran, shamsnia@schoolnet.ir

Time Machine

Students research an event in the past that occurred on the date of their birthday.

Students take an imaginary trip in a Time Machine. They find out what happened on the date of their birth in some other time and some other place, then research and write a report about this event, including interesting historical, geographical and cultural information.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	Time Machine Project (apc.iearn.timemachine)
Website:	http://ziv.jerusalem.k12.il/engtime.html
Contact:	Ora Baumgarten, Israel orabaumgarten@gmail.com

HIV/AIDS: Beyond My Own Backyard

A collaborative, web based project that aims to create more insight in the way young people/peers think about AIDS.

Within the framework of the Dutch campaign about the right for health, iEARN Netherlands has organised a global educational project around HIV/Aids. The project will be run by ICT&E (www.ict-edu.nl) and Alice O (www.aliceo.nl), both members of the iEARN network in the Netherlands. iEARN Netherlands aims at 'authentic learning'. Participation from several countries and continents guarantees that the final image of HIV/AIDS as a result of this project, will differ and will not be the result of the situation in one single country, region or continent. We are also happy to announce that we can offer one free scholarship to a student for the iEARN World Conference in the Netherlands in 2006. The selection criteria still have to be set, but will included 'best performing school' in the project.

Ages:	15+
Dates:	Ongoing
Languages:	English
Website:	www.beyondmyownbackyard.org
	www.rechtopgezondheid.nl, www.iearn2006.org
Contact:	Bob Hofman: hofman@ict-edu.nl
	Gerard Lommerse: g.lommerse@aliceo.nl

Friends and Flags
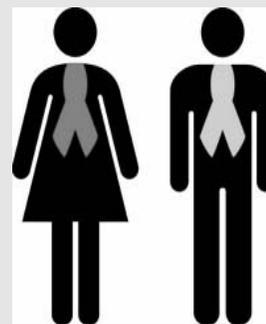
A multi-cultural learning project for all nations.

Friends and Flags is an ongoing project involving more than 50 countries. Participants are placed in small groups of 2-6 countries (according to age and grade) and exchange cultural packages which include a student written, edited and illustrated country guidebook. Participants are encouraged to engage in communications via email, discussion lists, forums and a Friends and Flags community website wich includes an art gallery, activity center, chat room , teachers lounge, photo album and much more.

Ages:	All
Dates:	Ongoing
Languages:	English, French, Spanish
Forum:	Friends and Flags (apc.iearn.flags)
Website:	www.friendsandflags.org
Contact:	Karen Eini: karen@friendsandflags.org, Israel

Breaking Stereotypes Together

A project for students to define stereotypes arising about countries in order to allow them to develop deeper understandings about their own and other countries.

Though people may have heard the name of a country, oftentimes they connect this name with a particular event, subject, or action. Very frequently, these stereotypes have come into our lives, yet we do not notice that they break the valid and modern representation about this country, and force us to think using out-of-date concepts. We want to help to participants to know more, not only about other countries, but also about their own.

Ages:	12 and up
Dates:	Ongoing
Language(s):	English
Forum:	My Country/Breaking Stereotypes (apc.iearn.mycountry)
Website:	http://www.iearn-bst.narod.ru/index.html
Contact:	Kate Kharitonova, Azerbaijan, k8_1107@hotmail.com

My Country

An occasion to know more about participating countries in iEARN.

This project is an exchange of writing, drawing and pictures about population, culture, surface, agriculture, industry, economy, and environment. We would like to collect all information about countries participating in this project to have a database which will help us know more about many countries. Students can send their writing, drawings and pictures about their country to the forum.

Ages:	11 and up
Dates:	Ongoing
Language(s):	All
Forum:	My Country/Breaking Stereotypes (apc.iearn.mycountry)
Contact:	Salimata Sene, Senegal, sallsenma@yahoo.fr, David Futyansky, DFUTRANSKY@aol.com, Ndeye Marie Gueye, ndoya2002@yahoo.com

Get to Know Others

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

Students study their own culture, traditions, and ways of life, make comparisons of their culture and other cultures to find similarities and differences, write reports and/or paint drawings reflecting their own cultures and traditions, write about their daily lives, how to celebrate weddings, and/or what they do on special occasions.

Ages:	All
Dates:	Ongoing
Language(s):	English and Arabic
Forum:	Friendship through Education (apc.iearn.fte)
Contact:	Ahmed Abd-Elsattar, ahmedasd38@yahoo.com Gamal Kasem gmlkasem@yahoo.com Egypt

Videoconferencing in the Classroom

A resource for teachers around the world, enabling them to get help, advice and support to develop videoconferencing in the curriculum, and to find videoconferencing partners and to book interactive videoconference lessons.

Ages:	All
Dates:	Ongoing
Languages:	English
Website:	www.global-leap.com
Contact:	Mike Griffith, UK, mikeg@global-leap.com

Opportunities to learn about the lives and challenges of youth in different areas of the world, and a resource for teachers to develop videoconferencing in the curriculum.

Here At Home

Students explore dimensions of their local place--any groups and relationships including families, neighbors, teams, and friends; any cultural expressions including foodways, celebrations, arts, beliefs, and games; and any cultural institutions and systems including education, government, economy, and transportation. Classrooms will create web sites to showcase their local community. Students will also carefully read, view, and respond to the web sites created by other classrooms in this project. In this way, children/youth will begin to feel deeply at home not only in their own community, but also at home in the global communities described by others.

Students research their local community, create a website showing what their world is like "here at home," and respond to websites created by their global partners.

Ages:	All, with an emphasis on children ages 8 to 12
Dates:	Ongoing
Languages:	English
Website:	http://csumc.wisc.edu/hereathome/
Contact:	Mark Wagler, USA, mwagler@wisc.edu,Tabassum Fatima, tabassumhemani@hotmail.com, Pakistan, and Liudmila Trebunskikh, Belarus, milatrebunski@yahoo.com

Child Soldier Project

Using various genres, and media; music, writings photos and artwork, the children and youths of iEARN Sierra Leone and other countries will continue to bring light on the problems faced by child soldiers and the extent to which war is affecting youth around the world. Ongoing contributions to the web site feature stories that highlight the problems of child soldiers to the local & international community, serving as catharsis for the affected children to purge their feelings. In addition, iEARN Sierra Leone has created a community centre where the children in conflict are able to express their fears and anger, their hopes and dreams of the future.

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

Ages:	10-19
Dates:	Ongoing
Language(s):	English
Forum:	Child Soldier Project (apc.iearn.childsoldier)
Website:	http://www.childsoldiers.org
Contact:	Andrew Benson Greene Jr, Sierra Leone peacemuse_c21st@yahoo.com and Bill Belsey, Canada bill@iearn-canada.org

Math, Science, Environment, and Technology

YouthCaN
(Youth Communicating and Networking)

Student share their interest in environmental topics and collaborate on projects year round through the forums, video conferencing and meeting at conferences.

YouthCaN is a network of youth clubs, classes and community groups who share an interest in studying and protecting the environment. These clubs are youth directed. They coordinate local explorations of their environment, investigations of environmental topics and share these explorations through the YouthCaN forums and at local conferences and workshops. Our network is growing. We will have YouthCaN 06 conferences in: Japan, Taiwan, Iran, Jordan, Lebanon, Egypt, Sierra Leone, Senegal and several locations in the USA plus many others in the planning stages. Perhaps you can plan one in your town or school. There will also be participation from many other countries in the online forums.

This project is co-sponsored by the American Museum of Natural History, iEARN , Caretakers of the Earth/USA and a number of high school environmental organizations.

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Ages:	All
Dates:	Ongoing
Languages:	All
Forum:	YouthCaN Planning Committee - (apc.unep.nyu.youth);
	YouthCaN - (apc.iearn.youthcan);
	TeacherCaN - (apc.iearn.teachercan)
Website:	http://www.youthcanworld.org/
Contact:	Jay Holmes, USA, jholmes@igc.org

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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: September, 2005 - May, 2006 (English)
                  Ongoing (Spanish)
Language(s):   All
Forum: Math (apc.iearn.math)
Website: http://www.orillas.org/math
Contact: Kristin Brown, USA; krbrown@igc.org, Enid Figueroa, PR; efigueroa@orillas.org, Víctor Soria, Argentina; victorsoria@salnet.com.ar, Mariela Williams, Argentina; marielaw@telar.org, Félix Rubén Cardozo, Argentina; innor@uolsinectis.com.ar, Ruth Ribas Itacarambi, Brazil; ruthri@uol.com.br, Aileen Velázquez, PR; ave@prtc.net

                  To reach all the facilitators: orillas-math@igc.org
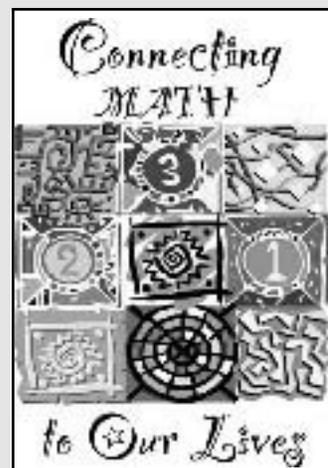
The Connecting Math to Our Lives Project and Mathematics Virtual Learning Circle may coordinate joint activities throughout the year. Please contact the facilitators of each to learn more about their partnership.

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.

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

Ages: 12 to 18
Dates: Ongoing
Language: English and Farsi/Persian
Forum: http://iearn.saf.ir/forum/list.php?f=32
Website: http://math.schoolnet.ir
Contacts: Maryam Behnoudi, Iran, behnoudi@schoolnet.ir

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 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:	Material will be collected until May 1, 2006
Language(s):	English and the native language of the students where possible
Forum:	Environment (apc.iearn.environ)
Website:	http://www.youthcanworld.org/PN/
Contact:	Flora Huang, USA fihuang@hotmail.com

Ecology - of a Coral Reef and of an Extreme Desert

Primary school - aged children research the state of these ecologies in their local and global communities.

The Ecology of the Coral Reef in the Red Sea - Due to growing pressure on the shores of the Red Sea, there is an almost constant deterioration of the coral reef and its inhabitants. ***The Ecology of an Extreme Desert*** - Eilat is a small town in Israel amidst a desert which sees about an inch of rainfall a year. This affects the flora and fauna in the surrounding desert. The children of both projects will be part of a project with 5th grade children in Eilat, Israel.

Ages:	Primary School
Dates:	Ongoing
Language(s):	English
Forum:	YouthCaN (apc.iearn.youthcan)
Contact:	Dan Ofri, Israel, danofri@hotmail.com

Nature through the Eyes of Generations

Students research, discuss, and take photos to better understand the changes in the state of their natural surroundings over the years.

Opinions and interesting stories with pictures and photos compare now-days and past nature. The students study the changes of environment with time, clarify the reasons of these changes and estimate them. Students collect and learn various facts using literature sources and conversations with relatives and those of the elder generations. This project will give the possibility to think more deeply about environment protection.

Ages:	All ages – most suitable for 13-17
Dates:	September 2005 – May 2006
Language(s):	English, Russian and Armenian
Forum:	Environment (apc.iearn.environment)
Contact:	Elia Simonyan, Armenia, gradaran@childlib.am

Lab's Alive

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

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 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.

Ages:	P-12
Dates:	Ongoing
Language(s):	English, with plans to translate sections into Russian
Forum:	Ventures (apc.iearn.ventures)
Website:	http://www.araratcc.vic.edu.au/users/web/labsalive/index.htm
Contact:	Jo Tate, Australia jot@araratcc.vic.edu.au and Rowena Gerber, USA gerberr@miamicountryday.org

Food, Air, Water, Shelter: Making Resources Use Sustainable

Students share information together and with their local communities through forum discussions, video streaming, information booklets, pictures, slide shows, oral presentations, online journaling and media support.

Teachers and students determine a sustainability project that they can start in their school in any one or more of the four resource areas: food, air, water and shelter. Some examples of projects already in practice can be found under school projects at www.oedsi.org It is recommended that each school and/or group interested in implementing a sustainable education program:

1. Understand that sustainable education aims to create environmental projects that will become long-term practices adopted in schools and local communities.
2. Create projects that to tie into global environmental issues so that they can be shared with other schools, scientists and communities around the world through online collaboration and media participation.
3. Have a goal of providing alternative methods for local businesses to consider adopting in order to support student efforts to improve the way humans impact the environment.
4. Use scientific methodologies to appropriately investigate, observe, record, evaluate and manage projects until they are integrated enough to be self-managed.

Ages:	5-18
Dates:	Ongoing
Language:	All
Forum:	One World (apc.iearn.oneworld)
Website:	www.oedsi.org
Contacts:	Aleidria Lichau, USA, aleidria@oedsi.org

Managing Plastic Waste

*This project aims at eradi-
cating plastic waste, which
constitutes a threat to our
environment.*

Human beings, animals and plants have become endangered due to plastic waste.
For instance, animals die from eating plastic bags, and these wastes contribute to the
degradation of soils. Consequently, humans beings may be confronted in the long run
with hunger, diseases, etc. Therefore we would like to raise people's awareness and
invite them to share their experience in dealing with plastic waste.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Environment (apc.iearn.environ)
Contact:	Vincent Camara, ndiayami2003@yahoo.fr, Cheikh Tidiane Ndiaye ndoya2002@yahoo.com, Aminata Ndiaye, ctidiane2000yahoo.com in Senegal

Animals Are Our Friends

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

Students get to know about indigenous animals in their and other countries. They get
to know how animals are destroyed, and they find out what they can do to stop this
slaughter of animals. 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:	Ongoing
Language(s):	English
Forum:	Animals (apc.iearn.animals)
Contact:	Lakshmi Attygalle, Sri Lanka lak44@sltnet.lk

The Daffodil and Tulip Project

*Students in different parts
of the world plant bulbs
together and collect data
on various parameters
(latitude, longitude, sunlight,
temperature etc.) and track
when they blossom.*

Classrooms around the world choose Daffodil and/or Tulip bulbs to plant. Students
will be asked to collect temperature data throughout the experiment and report to
the group. In addition, they will report when the blooms appear. Students will have
opportunities to use and practice math skills, science skills, and appreciate geography
and culture. The project can be as involved or as simple as your class needs it to be.
As part of the 2006 IEARN conference, Bob Hoffman (The Netherlands), has offered to
have visiting the bulb processing plant as one of the touring choices during our stay!

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	The Daffodil and Tulip Project (apc.iearn.daffodil)
Website:	http://www.elementaryworkshop.org/Students/Daffodils/Daffodilprojectindex.html
Contact:	Ruty Hotzen, Israel eh2y@netvision.net.il
	Amy Dwyer, USA ewmstech@elementaryworkshop.org

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

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. This project promotes students' analysis and study of their environment to share their experiences with students from other geographical regions. Pairs of schools will exchange, through regular mail, a package entitled "My Rock," including cultural artifacts from their community.

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

Ages:	Elementary, Intermediate and High School
Dates:	Ongoing
Language(s):	English and Spanish
Contact:	Enid Figueroa, efigueroa@orillas.org,
	Aileen Velazquez, ave@prtc.net, Puerto Rico

Solar Cooking Project

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. Among the activities:

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

Ages:	All
Dates:	Ongoing
Forum:	YouthCaN (apc.iearn.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.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
	Yvonne Moyer, USA Moyery@miamicountryday.org
.	Alice Key, USA keya@miamicountryday.org

Astronomy Project

A project devoted to sharing information about astronomy.

This project helps us know the place we live in and to see the beauties of this world with more attention. We hope to work together to share our information about this wonderful science. This science will never become useless, from the ancient time, people had to look at the stars of sky to find the right way and now experts work on many different parts of Astronomy to discover new things and find the reasons of this mysterious area of our world. As we learn new information, we can teach young children how to better protect their region.

Ages:	All
Dates:	Ongoing
Language(s):	English and Persian
Forum:	Astronomy (apc.iearn.astronomy)
Contact:	Rudi Sisyanto, rudi_sisyanto@yahoo.com, Dra. Hj. Raudhati, rdsma8@yahoo.com, Indonesia

Physics - Nuclear Energy Project

A 6-tile comic strip showing the effects (harmful or advantageous) of nuclear energy and related.

The comic strip should present the issue/subject with a touch of humour and simplicity so it will be attractive to everyone. The cartoon strip may show uses of nuclear energy, its dangerous effects, as well as its benefits, such as how it is being utilized to help doctors diagnose accurately, or how it helps people with their daily lives.

Ages:	12-20
Dates:	Ongoing
Language(s):	Any, English
Forum:	Physics (apc.iearn.physics)
Contact:	Rory Ian Bualan, Philippines webphy6@yahoo.com

Great Apes Project

To raise awareness about the threatened extinction of the Great Apes in Africa and Asia.

An online collaborative project for children of the world to discuss issues and raise awareness of the plight of the great apes through online activities, research projects, action projects and creative exchanges of art and other materials between participating schools. Student work will be published on the project web site and published in hard copy. All participants will contribute to an electronic montage, a copy of which will be displayed in all participating countries as a celebration of participation. The project is run in collaboration with GrASP Australia.

Ages:	5-18
Dates:	Ongoing
Language(s):	All
Forum:	Great Apes apc.iearn.greatapes)
Website:	http://www.iearn.org.au/greatapes
Contact:	Rob King, Australia, robking@dodo.com.au Project email: greatapes@iearn.org.au

ENO Environmental Project

A global web school for environmental awareness.

Four different themes are studied within a school year (Social, Natural, Cultural Environment and Sustainable Development) on a weekly basis. The main idea is to emphasize local environments and see them in a global aspect.

Ages:	11-17 yrs
Dates:	September 2005 - June 2006
Languages:	English
Website:	http://eno.joensuu.fi/
Contact:	Mika Vanhanen, Finland, vanhanen@cc.joensuu.fi

Amusing Natural Science and Amazing Mysteries In My World Of Science

Students think critically regarding different interesting, exciting and mysterious theories of science.

Who says that natural sciences cannot be interesting and amusing? Why don't we learn them through amusement? What can be amusing in natural sciences? There are many natural phenomena, interesting problems and anecdotes about scientists, which can be found in textbooks, newspapers or on the Internet. But, they are not accessible for all. We are looking for interesting facts from life, and from known and unknown scientists, including any interesting details from their studies. Look deeper into your library; search on the Internet and if you come across them share them with us. This year we have opened new pages, which are reserved for Nobel Prize recipients and SPARKS of WIT. Let's fill this page with wisdom.

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	Natural Science (apc.iearn.natscience)
Website:	http://www.geocities.com/amusingnaturalscience
Contact:	Rada Mazganzska, radam@freemail.com.mk, Natali Trajkovska, amusing_studing@yahoo.com, Macedonia, and Maria Mirza, mariamirza@gmail, Madiha Salam, madihasalam@gmail.com, Pakistan

"ICT" and "Open Source and ICT" Projects

A project to develop the use of open source software in the schools and the use of Information and Communication Technology in the schools

ICT Project - Students will have the opportunity to be certified and trained as IT professionals and write articles on web designing, web programming and networking, produce personal websites and also their schools' website and work on school LAN (Local Area Network). **Open Source and ICT Project** - In this project the student learn how they can use Linux as an operating system. They learn about open source software in different branches, open source software for web designing, open source software for Image editing, open source software for producing documents and so on. They learn how they can launch a LAN in their school by using open source software.

Ages:	All
Dates:	Ongoing
Language(s):	English, Persian
Forum:	ICT Forum - General Discussions(apc.iearn.ict), Open Source Forum(apc.iearn.opensource)
Website:	http://isfahan.schoo.net.ir/ict
Contact:	Reza Khajavinia, Iran khajavinia@schoolnet.ir

Pollution: A Menace Posed by Mankind

A project to explore the causes of pollution around the world, and ways in which the problem can be alleviated.

One of the most difficult challenges we face today is the menace of environmental degradation that has been posed by mankind, to a large extent by polluting it over the ages. Join in discussion of the various types of pollution problems as seen by local/regional/global perspectives. As part of the project, websites will be created of the types of pollution around the world, as well as possible solutions to this type of degradation.

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Ages:        12-21
Dates:       Ongoing
Languages: All
Forum:       Environ (apc.iearn.environ)
Website:     http://www.geocities.com/subhodeep1_in/Enviro-project.htm
Contact:     Subhodeep Sarker, India, subhodeep1_in@yahoo.com
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One World, One Environment

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

iEARN-UK has developed resource pack of material that engages youth in exploring how their life style impacts the global community. They will also be hosting an Internet radio station and hope to get stories and articles from young people so that they can hear first hand how these issues affect different communities. The material provided is intended to be a stimulus for youth to explore where their food, energy and other resources come from and who else in the world is effected by their life. There are many ways to approach this depending on the age and ability of the students. They may look at the effect litter has on their local environment, investigate food-miles, or find out about research on global warming and how it will effect different peoples.

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Ages:        10-21
Dates:       Ongoing
Languages: English and Welsh
Forum:       One World (apc.iearn.oneworld)
Website:     www.iearnuk.org/oneworld/
Contact:     Mary Gowers, Wales, iearnuk@aol.com
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Trees Near Us

Students research, find and describe trees in their local communities.

Students research, find and describe trees in their local communities. They can draw, make photos, write essays and tales about trees, or make posters. They may use these questions: Do you know the role of trees in your community? How do people use trees in your local level? Do you have some unique trees in your community or country? What problems will there be without trees in your community? How can students save trees? Who planted this tree you are describing or drawing, and when? Are there some tales about some tree in your community/country?

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Ages:          All
Dates:         May 2005 - June 2006
Language(s):   Georgian, English, Russian
Forum:         Trees Near Us (apc.iearn.trees)
Contact:       Pavle Tvaliashvili, Georgia, pavle@zari.org.ge
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Life Cycle of a Tire

Students involved in this project will investigate the tire production, processing, usage, and disposal or recycling options for tires in their country.

Students will engage in a global investigation about tire production, processing, disposal and recycling options available in countries around the world. The purpose of this project will be to determine the size of the problem and the environmental impact on the world.

Ages: 10 to 18
Dates: Ongoing
Language(s):   All
Forum: Life Cycle of a Tire (apc.iearn.recycle)
Contact: Christine Hockert, USA, chockert@comcast.net

Teleclass the World

"Weaving The World Into One" Real time / Face to Face / Exciting / Global Telecommunications.

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. Students can share not only by working together, but also by touching human emotions. The goal is to be able to meet and talk freely anywhere, anytime, via linked classrooms among iEARN schools.

Ages: All
Dates: Ongoing
Language(s):   English, but any language if both agree
Forum: Internet (apc.iearn.internet)
Website: http://www.jearn.jp/Teleclass
Contact: Yoko Takagi, Japan, yoko@jearn.jp

Waters that Join Us

An exchange of the history, science and culture of the rivers, lakes and seas 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 may have a similar way of life. Join in this project to explore the ways in which these shared water sources connect communities, and also the possible variations that can be found through research of these biological ecosystems and the environmental situation of each.

Ages: 10 - 18
Dates: Ongoing
Language(s):   English
Website: http://www.iearn.hu/waters2005/frames.htm
Forum: Aqua (apc.iearn.aqua)
Contact: Erzsebet Bardosne Kovacs, Istvan Szabo, Hungarian iEARN Association.
               zsoka@mail.iearn.hu, depp@axelero.hu, szaboi@mail.iearn.hu

Water Habitat Project

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

Participants collect observations and data of their local water habitat, including: 1. Water: pH, temperature, and quality; 2. Habitat: plants, wildlife, and human presence; 3. Water Resource Use; 4. Environmental Issues and Actions; 5. History, culture, and enjoyment of the water habitat.

Ages:	5-18
Dates:	Ongoing
Language(s):	English
Forum:	Water Habitat (apc.iearn.waterhabitat)
Contact:	Kristi Rennebohm Franz, and Eldon Franz, USA krennebohmfranz@us.iearn.org
Website:	Archived Water Habitat Project: http://www.psd267.wednet.edu/~kfranz (take links for Science: Water Habitat Project). Water Habitat Curriculum: http://learnweb.harvard.edu/ent/gallery/pop3/pop3_1.cfm

Take a Dip: The Water in our Lives

An Environmental Water Quality Study project to test and compare water quality of rivers, streams, lakes and ponds.

Students assess the quality of local rivers, streams, lakes or ponds, based on physical and chemical characteristics and biological indicators and analyze and compare the water quality with other fresh water sources worldwide by looking for relationships and trends among the data collected by all participants. Students will perform the following tests: temperature, pH, dissolved oxygen, and collecting aquatic macroinvertebrates. After analyzing results, students submit findings to the project web site, which will be posted to a shared database for all participants to examine. Students will also research and share anecdotes, stories and practices dealing with water in local communities.

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Ages:	Middle School / Ages 9-14 (Any age may participate)
Dates:	Sept. 12, - Dec 18, 2005 (Register between Sept. 12 - Oct. 14), March 27 - June 2, 2006
Language(s):	English, Spanish
Website:	English: http://www.k12science.org/curriculum/dipproj2/en/
	Español: http://www.k12science.org/curriculum/dipproj2/es/
Contact:	Joshua Koen, jkoen@stevens.edu, USA, Donfack François, donfackfr@yahoo.fr, Cameroon, Samuel Roman, samroman@adelphia.net, USA

Mountain Environments Around the World

We will share research and stories from mountain environments in our regions, with an emphasis on the importance of ecological, cultural, and economic sustainability.

Mountain environments need study and protection to sustain water resources, prevent soil erosion and deforestation, restore biodiversity, monitor air quality, and assure that economic development is compatible with other values and sustainable in the long term. Initially, there will be three parts to this project: (a) Mountain environmental research & restoration projects: Share results of your environmental projects in mountain environments. (b) Mountain land use issues and proposals: Contribute your stories to a special edition of the Billings Press Review, deadline March 15 for publication in June. (c) Mountain stories adapted for the stage: Rewrite regional stories into short plays.

Ages:	12-21
Dates:	September 2005 - June 2006
Language(s):	English, Spanish, French, with ability to facilitate translation of many other languages.
Forum:	Mountain Environments Around the World (apc.iearn.mountains)
Contact:	Rebecca Timson, USA rebeccatimson@hotmail.com
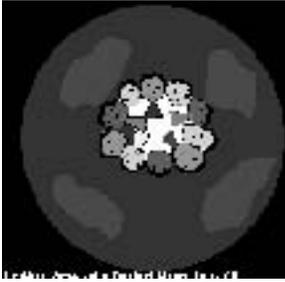
Learning Circles are a way of grouping students and teachers into international teams or "circles" to develop global projects around a shared theme. Learning Circles are highly interactive, reciprocal teaching and learning environments in which projects created by each class become the work of the Circle. 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, and teacher resources developed by Margaret Riel, the creator of Learning Circles.

Schedule for 2005-2006
September to January Session: Begins September 26 and ends on January 13 (16 weeks with a 2-week break in December). Placement Forms are due on September 15.
January to May Session: Begins January 30 and ends on May 19 (15 weeks with a 1-week break in Spring). Placement Forms are due January 15.

Learning Circle Structure

• 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 Barry Kramer at: bskramer48@hotmail.com.

• 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.

Mind Works

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

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

Computer Chronicles

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

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 for 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 Barry Kramer at: bskramer48@hotmail.com	*Teacher Sponsored Themes*
A Spanish language Learning Circle. Website: http://www.SENL.edu.mx/circulos/. Contact: Carlos Martínez, Mexico, cmtz@senl.edu.mx for information and registration.	*Circulos de Aprendizaje*
This year, Learning Circles is sponsoring a new writing theme (A Learning World) exclusively for 2005-2006 sessions designed to explore the theme of the 2006 inter-national iEARN World Conference and Youth Summit in Enschede, The Netherlands. Contact Barry Kramer bskramer48@hotmail.com for more details.	*A Learning World*
A project involving students in Malaysia, Thailand, Indonesia, and the US. Funded by the US Oceans Bureau of the US Department of State and US embassies abroad, the project focuses on the science of tsunamis, including the role of science and technology in disaster relief, preparedness efforts and examinations of the effects of tsunamis on the environment. Contact Christine Habib, US, chabib@us.iearn.org.	*The Young Scientists Tsunami Collaboration*
Enables classroom discussions to 'go global'. It gives secondary schools a kick-start in the use of Information and Communication Technologies (ICTs) and it provides students with a safe, structured environment in which to discuss global issues. It also gives them a strong basis in communication skills and valuable insights into other cultures. Finally, it livens up the whole teaching process as teachers incorporate new ideas and methods into their classes. Using Margret Riel's Learning Circle concept, GTP offers a well guided environment to engage in this 10 week learning adventure. For more information see: www.iicd.org/globalteenager. Registration takes place via the GTP country coordinators (see website). If your country is not listed please contact the project management in The Hague. Questions? contact: IICD project managers: Neeltje Blommestein or Nathan Ducastel at globalteenager@iicd.org Global Teenager Project coordinator in the Netherlands: Bob Hofman: hofman@ict-edu.nl	*Global Teenager Project*

LANGUAGES IN iEARN

Most iEARN projects are multilingual, often with English serving as a medium for international collaboration. The projects in this section are currently conducting the majority of their discussions in languages other than English. **This is just a small sample of such projects.** iEARN is active in over 115 countries, with projects happening in over 27 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. For additional projects, see individual iEARN country websites at http://www.iearn.org/globe/. At the time of printing, individual country websites included:

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Argentina, http://www.telar.org/
Armenia, http://www.iearn.childlib.am
Australia, http://www.iearn.org.au/
Bangladesh, http://216.119.74.32/bangladesh/index.htm
Belarus, http://iearn-belarus.iatp.by/
Canada, http://www.iEARN-canada.org/
Czech Republic, http://vok.gymck.cz/%7Eiearn/
Egypt, http://www.iearnegypt.org/
Finland, http://www.osteri.net/iearn.html
Greece, http://www.de.sch.gr/%7Esgiakmog/
Hungary, http://www.bajabela.sulinet.hu/tubi/iEARN/iEARN.htm
India, http://www.iearn-india.org/
Indonesia, http://www.iearnindonesia.org/
Iran, http://iearn.saf.ir/
Israel, http://www.geocities.com/iearnil/
Italy, http://www.narnia.it/
Japan, http://www.jearn.jp/
Jordan, http://www.iearnjordan.org/
Kazakhstan, http://i-earn.samal.kz/
Lebanon, http://iearnlb.org/m/
Macedonia, http://www.imor.org.mk/
Mexico, http://informaticaeducativa.com/iearn/
Mongolia, http://www.owc.org.mn/iearn/
Morocco, http://www.mearn.org/
Netherlands, http://www.iearn.nl/
Pakistan, http://www.iearnpk.org/
Perú, http://iEARNPeru.org
Poland, http://www.sni.edu.pl/
Romania, http://www.iearn.dej.ro/en_index.html
Sierra Leone, http://www.iearnsierraleone.org/
Slovakia, http://www.iEARN.sk/
Slovenia, http://www.ljudmila.org/iearn/
Spain, http://www.pangea.org/iearn/
Sri Lanka, http://www.slearn.org/
Taiwan, http://www.iEARN.edu.tw/
Trinidad and Tobago, http://www.iearntandt.interconnection.org/
Ukraine, http://www.kar.net/~iearn/
USA, http://us.iearn.org
Uzbekistan, http://iearn.uz/

International, http://www.iearn.org
Regional, iEARN-Europe, http://www.iearn-europe.org/

Cooperación Escolar: una alternativa para aprender a hacer. Consiste en un espacio virtual que posibilita el contacto entre escuelas que poseen cooperativas escolares y la orientación de otras escuelas interesadas en protagonizar la experiencia. De 12 a 18 años. Fechas para el año escolar 2006: Mayo a Noviembre. Sonia Nieto sanieto_8@hotmail.com, Silvia Santorcuato sansilv@hotmail.com, y Susana Giuliani susanagiuliani34@hotmail.com.

Derechos del Niño y el Adolescente. Rescatando la Dignidad Humana: El proyecto local se desarrolla en común con equipos de trabajo de Naciones Unidas (UN), como parte del proyecto Friends of the United Nations (FOTUN). Direcciones de correo de contacto: sbenriquez@hotmail.com y cristinalopez@fibertel.com.ar

Las nuevas tecnologías en la Educación. Curso de actualización en nuevas tecnologías de la información y las comunicaciones en las prácticas de la enseñanza. Primera convocatoria: Abril de 2006. Ana María Bartet de Pino anita@editcom.com.ar. www.alasparalamente.com.ar

Parques Nacionales. Es un espacio virtual donde se revaloriza el potencial biótico, geográfico y cultural de los Parques Nacionales, como verdaderos laboratorios que permiten el estudio de los fenómenos naturales, culturales y sus interacciones además que los jóvenes de la escuela secundaria que habitan lugares cercanos a los Parques Nacionales puedan estudiar la naturaleza sin modificar los ecosistemas y difundir sus experiencias. Facilitadotes:karoacosta@yahoo.com.ar, dariomartin21@yahoo.com.ar, lucresantiago@yahoo.com.ar.

ThinkQuest. Una competencia donde equipos de entre 3 y 6 estudiantes, junto a un tutor, participan colaborativamente para crear sitios web educativos. Con ThinkQuest, estudiantes del mundo entero aprenden a crear sitios web educativos y comparten su experiencia con sus pares del mundo. Los equipos pueden trabajar sobre distintos temas propuestos o pueden elegir uno propio y dispondrán de 50 Mb de espacio en disco para subir sus archivos. Los tres mejores equipos se clasificarán para una instancia final presencial donde deberán defender su trabajo frente a un jurado. Edades: 9 a 19. Fechas: Abril a Octubre. Idiomas: Español. Sitio web: www.thinkquest.org.ar. Contacto: Cristián Rizzi, Argentina, crizzi@telar.org.

Tour por el Mundo. Proyecto colaborativo interdisciplinario, que busca fomentar el turismo en el país en el que vivimos y favorecer el conocimiento y el intercambio de información. Edades: 10 a 17 años. Fecha: marzo a noviembre. Idioma: español. Foro: apc.telar.tourmundo. Facilitadora: Prof. Cristina Velásquez cristinav@telar.org. Foro: apc.telar.tourmundo. Página Web del proyecto: www.tourmundial2004.com.ar

Proyecto Caracoles!!!! Vida y Costumbres: el objetivo es realizar una colección virtual de caracoles de diferentes países y habitat, incluyendo sus fotos. ¿Qué es la Helicicultura? Conocer las alternativas gastronómicas, las proyecciones futuras de la actividad y las experiencias existentes en la actualidad. Destinado a estudiantes, docentes y toda persona interesada a partir de los 12 años. Facilitadores: Marcelo Trotta en español marcelotrotta018@hotmail.com, Marcelo Guardia jmguardia2005@yahoo.com.ar, Liliana Martínez lilibemartinez@yahoo.com.ar. Foro donde se desarrollará: telar.ambiente.

Radio Web TV. Es un proyecto de gestión en comunicación social donde alumnos y docentes realizan un programa de radio difundido en Internet (PodCast - VideoBlog) promoviendo el servicio comunitario y los valores cooperativista. Edades: 15 a 19 años. Fechas: abril a noviembre. Idioma Español. Foro: apc.iearn.esp-radioweb. Sitio del Proyecto: www.bybweb.com.ar. Facilitador: CP. Juan Leonardo Biglione biglione@fibertel.com.ar.

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Tour por el Mundo

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. Forum: Telar Lugar (apc.telar.lugar). Website: http://www.telar.org/telar/proyectos/milugar/milugar.htm. Contacts: Marcelo Durán y Diego Zanfagnini milugar@telar.org

Puertas a La Paz/Doors to Peace. 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. (Reflect and generate activities and projects that help to modify local and global realities toward obtaining a culture based on Peace.) Ages: All. Forum: Telar Paz (apc.telar.paz). Website: http://www.telar.org/paz Contacts: Crescencio Orrego crescencio@telar.org, Maria Patricia Ochoa, mpochoav@telar.org

Ensayos "Las Leyes de Vida." Leyes de vida son las reglas, los ideales, y los principios que las personas eligen para vivir. Invita a los jovenes a expresar, en sus propias palabras, lo que valoran más en sus vidas Edad y Nivel de los participantes del proyecto: 9 - 21 años. Fechas para el año escolar 2005-2006: Permanente. Nombre del o de los facilitadores: María Patricia Ochoa Valbuena, Bogotá - Colombia mpochoav@telar.org, Crescencio Orrego, Bogotá - Colombia crescencio@telar.org Rosy Aguila Chubut, Argentina rosyaguila@infovia.com.ar

"El agua nuestra de cada día." Formar conciencia en niños, jóvenes y adultos acerca de la necesidad de cuidar y preservar ese importante recurso natural que es el agua, presente en la función vital de todos los seres vivos y en toda la vida del ecosistema, conocer su composición, importancia de ella en nuestras vidas y en todo lo que nos rodea para producir una reflexión sobre las posibles alteraciones en el ciclo del agua y por ende en el ecosistema de la comunidad debido a la acción humana, investigar sobre las actitudes de los habitantes y autoridades de la comunidad al respecto, buscando formas de cómo pueden participar las escuelas en el desarrollo de valores, actitudes y soluciones a favor del cuidado y uso eficiente de los recursos hídricos, finalmente intercambiar iguales actividades con alumnos de otras escuelas del país y del extranjero para conocer otras realidades. Foro: apc.iearn.esp-agua http://www.iespana.es/escuelapatriciolynch-cuentos. Alicia Fernández Pérez, Chile, alifep@hotmail.com, alifep@educarchile.cl

El Por Que De Los Impuestos. Los alumnos tratarán de investigar sobre los impuestos a fin de poder comprender el funcionamiento del sistema tributario de su país. Edades: a partir de los 15 años. Fecha: marzo a noviembre. Idioma: español. Teresita Santana: tesant@educ.ar. Susana Rossio: srossio@telar.org.

Un Día En La Vida. Les invitamos a compartir en esta conferencia descripciones y comparaciones de diferentes culturas, no sólo de días comunes y corrientes sino también de acontecimientos y eventos especiales para ustedes y sus familias. Estos trabajos pueden incluir relatos de vacaciones, celebraciones o días de entretenimiento, ocasiones memorables como un cumpleaños, graduación o el día que nacieron, u otras experiencias que perduren en su memoria y en sus vidas. Edades: 6 a 18 años. Fechas: marzo a noviembre. Idioma: español. Foro: Un día en la Vida (apc.iearn.undia enlavida). Lali Santos lalisantos@telar.org. Viviana Cuello cuellos@speedy.com.ar.

Dichos Y Refranes. La idea es proponer un espacio para rescatar e intercambiar las "expresiones literarias" (en el más amplio sentido), sean estas verbales o artísticas que reflejen el ingenio, las costumbres y las tradiciones de cada lugar, y para que los alumnos reflexionen sobre estas expresiones. Edad: 12 a 19 años. Fechas: marzo a noviembre. Idiomas: español. Foro: apc.telar.saberpopular. Delia Aguirre deliaguirre@infovia.com.ar.

Creando Mi Propia Empresa. En este proyecto se busca la creación de una empresa virtual o real de acuerdo con las posibilidades de la escuela y de los estudiantes. Como también compartir experiencias con docentes y estudiantes de distintos países, pudiendo comparar y aprender sobre mercadeo en otras partes del mundo, su moneda, la parte legal en cada país, formas de comercialización, entre otras, todo esto a través de Internet y la red iEARN. Edades: 14 a 20 años. Fechas: febrero a junio y de agosto a noviembre. Idioma español. Foro: apc.telar.miempresa. www.iearnlatina.org/proyectos/miempresa. María Patricia Ochoa Valbuena. mpochoav@telar.org

Mis Mascotas Y Yo. La idea de este proyecto es comunicar el vínculo establecido con los animales y la importancia en nuestras vidas, desde la edad temprana. Cuidar las mascotas, protegerlas y observarlas, pueden ser un instrumento que le permita al niño la exploración y exteriorización de sus sentimientos. Edades: 3 años en adelante. Fecha: marzo a noviembre. Idioma: español. Foro: apc.telar.chiquititos. Ani Sobrino asobrino@infovia.com.ar.

Motivación Cero. Es un espacio donde los jóvenes pueden reconocer, apreciar y compartir la diversidad de opiniones respecto a su problemática en relación al estudio y la falta de motivación para hacerlo. Se proponen diversas actividades en la búsqueda de causas y soluciones utilizando como lugar de encuentro el foro apc.iearn.motivación. Fechas: permanente. Idioma: español. Foro: apc.iearn.motivacioncero. Darío Martín - Lucrecia Santiago: dariomartin21@yahoo.com.ar, lucresantiago@yahoo.com.ar

Te Cuento Un Cuento. La idea es lograr la producción de cuentos creados por los chicos, armarlos en Power Point y realizar el intercambio entre escuelas, pudiendo usarlos como recreación y con la variable de presentar solamente las imágenes y que hagan su propia versión del cuento. También trabajar con los chicos la diferente interpretación que produce una imagen según el contexto social del niño. Edades: 3 años en adelante. Fechas: de marzo a noviembre. Idioma: español. Foro: telar.chiquititos. Ani Sobrino asobrino@infovia.com.ar.

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

Ositos De Peluche. En este proyecto se hermanan clases que intercambian ositos de peluche, un oso juguete suave, por correo postal. Luego el osito envía a su lugar de origen un diario por correo electrónico, por lo menos una vez a la semana, en el que describe sus aventuras, los lugares a los que ha ido, las cosas que ha hecho y visto. Este proyecto apunta a motivar la escritura brindando a los niños un destinatario real. Ellos escriben su mensaje como si fueran el osito visitante. Edades: todas. Fechas: Todo el año. Idiomas: inglés, español. Foro: apc.iearn.ositos. Facilitadora en español: María Ridao mariaridao@sinectis.com.ar, en inglés: Anahi Ramos anahiramos@hotmail.com

Mi Cuarto. El alumno realiza imaginariamente la remodelación de su cuarto. Edades: 14-15 años. Fecha: abril a noviembre. Idioma: español. Foro: apc.iearn.esp-micuarto. Facilitadora: Claudia Hirschfeldt clauih@educ.com.

Mi Escuela, Tu Escuela. El proyecto se propone que los alumnos busquen información sobre la vida escolar en distintos lugares y la intercambien con alumnos de otras escuelas para luego comparar sus realidades y así intentar mejorarlas. Foro:: apc.iearn.esp-educacion . Fechas: a partir de setiembre. Facilitadores: Carlos Leiva carlosaleiva@hotmail.com Mariela Sirica marielasirica@yahoo.co.uk Silvana Carnicero silvanacar01@yahoo.com.ar

Spanish	**En Clave de fe.** La música se ha convertido en un vínculo entre las generaciones y los pueblos. Ella nos ayudará, durante el desarrollo de este proyecto, a conocer aspectos culturales propios de cada región de nuestro país, a través de la audición, la práctica musical y la danza, y a reforzar los vínculos culturales y afectivos con nuestros compañeros de esta aventura "musical". Edades: 9 a 12 años. Foro: apc.iearn.esp-enclavedefe. Facilitadora: Cristina Velázquez telarescuela@telar.org
Spanish, Portuguese, Catalan	**ATLAS DE LA DIVERSIDAD (Atlas of Diversity).** Red TELAR and iEARN-Pangea initiative that invites students to develop content which illustrates "their place" in the world, documenting the distinctive features of the schools, youth organisations and town, their customs and idiosyncracies. This Atlas of Diversity will be the point of reference for recognising, appreciating, respecting and celebrating diversity. It is intended that the Atlas become a unique child-centred cultural document and digital resource for inter-community learning and appreciation of global distinctiveness and commonality fostering understanding and mutual respect. This Atlas of Diversity project has been selected by the European Union as a Demonstration Project for Latin America and Europe within the @lis call for proposals. Ages: 6 – 17. Dates: Untill April 2006. Facilitator(s): Paula Pérez paulap@telar.org, Narcís Vives nvives@pangea.org, Elena Noguera enoguera@pangea.org, and Natalia López natilop@telar.org
Spanish and Catalan	**The World of Harry Potter.** An open project that allows teachers to create adapted activities to the students' needs. Ages: 10 to 16 years old. Project coordinator: Sabina Redondo sredondo@uoc.edu. website: http://iearn.pangea.org/harrypotter

Valores en Juego/Values at Stake. The projects starts looking at what happens in a major rivalry soccer derby (FC Barcelona vs. Real Madrid) to start a reflection about fair play both in school and professional sport practice. Ages: 10+. Contact: Maria Prat valors@lacenet.org, website: http://www.lacenet.org/valors |
| *Catalan* | **Sàlix and the 5 Senses.** Sàlix is the character who introduces each of the five senses. The participant schools will receive 5 boxes with material to interact with. Each box has a story and a drawing for every sense. The proposed activities are adapted to the curriculum. Ages: 3 to 5 years old. Timetable for the 2004-2005 school year: January 2005-April 2005. Project e-mail sentits@lacenet.org and website http://www.lacenet.org

A walk through Bages county. Sàlix is an ancient inhabitant of the Bages county, he's helped by the students to discover the county. The students communicate with Sàlix and he raises some questions to them. The proposed activities are adapted to the curriculum. Ages: 8 to 9 years old. Starting September 2004 and ending April 2005. Project e-mail bages@lacenet.org and website http://www.lacenet.org

Bitantart (Virtual Trip to Antarctica). A Virtual trip to discover the impact of our ordinary actions on the global environment, paying special attention to their effects on Antarctica. Ages: 11 +. Schedule/Timetable for the project (starting date - ending date): 2 times a year (but anyone can adapt it to an other schedule). 1st Time September,15th - December 5th. 2nd Time: December, 10th - March, 5th. Facilitators: Pep Gasol, Gemma Vicente, Joan Closas, Toni Casserras (Equip Lacenet) antartida@lacenet.org. http://www.lacenet.org/edu365/antartida |

Racó Literari/Literature Corner. Fomenta la lectura a partir de propostes literàries i de la posada en contacte de l'alumnat lector amb els autors i autores dels llibres. Pensat per a Educació Primària. Ages: 10 - 16.

Interràdio. Projecte que facilita poder fer ràdio a l'escola a través d'internet i utilitzantels mitjans que hi ha a qualsevol centre. Pensat per Cicle Superior i ESO Project to promote the creation of school radio programs and the broadcasting of them through Internet. Ages: 6-12

Bumerang. Projecte cooperatiu per al treball dels continguts de l'àrea de Medi Social i Natural del 1r Curs Cicle Mitjà adreçat a les escoles de l'Alt Penedès. Ages: 10 - 16.

Coneguem la comarca: L'Alt Penedès (Let's know our county: L'Alt Penedès) Projecte per al treball dels continguts de l'àrea de Medi Social i Natural al Cicle Mitjà. Pensat per al 2n curs del cicle. Project designed to discover the county of Alt Penedès working on the contents of the official curriculum for the 2nd stage of Primary School. Ages: 9-10

For any of these projects, contact:
grupmapnet@grupmapnet.com Website: http://www.grupmapnet.com

La Corruption. Les élèves expriment leur opinion sur la corruption qui détruit leur pays. Ils présentent les différents visages de la corruption autour d,eux. Ils décriront le comportement et la réaction des acteurs impliqués dans le jeu de la corruption. Ils tenteront à leur manière de justifier cette pratique et éventuellement proposer leurs idées pour y remédier. Donfack François, Cameroun, donfackfr@yahoo.fr.

Le 3e âge. Les élèves sont invités à exprimés leurs sentiments sur les vieilles personnes qui les entourent; les rapports qu,ils entretiennent avec elles. La place qu,ils leurs donnent dans leurs vie Redouteraient-ils la perspective de leur propre futur? Ou bien en restent les indifférents? Septembre 2005 à Mai 2006 et plus. Donfack François, Cameroun, donfackfr@yahoo.fr.

Excerpt from the
CONSTITUTION OF THE
INTERNATIONAL EDUCATION AND RESOURCE NETWORK

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

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

CHAPTER I
GOALS AND PRINCIPLES
Article I

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

1. To develop friendly relations among youth of all nations based on respect for the principle of equal rights and self-determination of peoples;

2. To encourage youth from all countries to learn and work co-operatively and collaboratively using telecommunications and other technology, to strengthen universal peace, to identify and take active part in resolving global problems facing the world;

3. To promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, culture, or religion;

4. To facilitate identification and sharing the different but complementary experiences of educational, academic and other national organizations with enduring educational infrastructures, and traditions throughout the world;

5. To share high-quality educational and other resources available in individual Member-centers;

6. To provide a global infrastructure for a conceptual and action-based educational network that is open to all;

7. To share/transfer telecommunications technology, teaching methods and other resources with youth organizations, schools or individuals wishing to achieve the iEARN purpose and goals;

8. To assist in establishing training and support programs in each global Center;

9. To expand the network of financially and operationally sustainable iEARN Centers throughout the globe;

10. To work with umbrella organizations, academic bodies, universities, non-government organizations, and governments to establish a global community of concerned organizations and citizens with the express purpose of supporting the youth of the world in developing and implementing educational and humanitarian projects, especially projects of change and healing for the health and welfare of the planet;

11. To develop and maintain high-quality educational innovation;

12. To raise funds through local and global funding agreements to support these programs and goals.

Project Index

iEARN
www.iearn.org