International Education and Resource Network-Pakistan
www.iearnpk.org

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Online Project Based Teaching and Learning Teachers' Training Program

Participants' Handbook

## Welcome Note from Country Coordinator

Welcome to the iEARN Teachers Training workshop and to iEARN (International Education and Resource Network); the huge global family. We will be learning together during the next few days, you will be engaged in discussion and activities that will serve you as guidelines in your project selection, planning and implementation.

This workshop is a 2-3 - days program and you are requested to participate in the activities outlined for all days. You are also expected to complete activities at home that includes reading selection and reflections on your learning during that day. These activities will help us have a better workshop the next day.

As the country coordinator I will be working in collaboration to assist you in your project work. Dont hesitate to contact me for support and assistance. I am available online and in the BRIDGE and CIVICS forum.

Good luck with the workshop participation.

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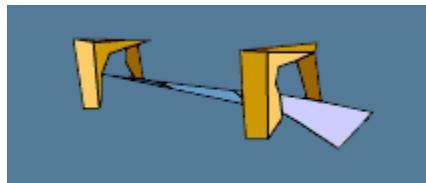
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Introduction to iEARN

What is iEARN?
- An international telecommunications network
- An infrastructure of people for support and organization
- Over 5000 schools in over 103 countries
- A community of caring and committed people
- Teacher/student-based
- A pioneering model for the 21st Century

iEARN-Pakistan:
- ➢ Is an online multicultural community of students and educators from all the provinces of Pakistan and from around the world.
- ➢ iEARN Pakistan has become the member of this global community in 1999, and since then several Pakistani schools nation wide have joined iEARN and hundreds have participated in iEARN online collaborative projects.
- ➢ iEARN-Pakistan is open to all schools, educators, students and policy makers to apply for membership and participate in all on going projects.
- ➢ The iEARN-Pakistan membership is free and anyone can apply using the online form.
- ➢ We provide full online support, guidelines to initiate the projects, sample lesson plans and project booklets to all participating schools.
- ➢ At present iEARN Pakistan is implementing four programs BRIDGE (Building Respect Through Internet Dialogue and Education), FTE (Friendship Through Education) and CIVICS (Community Voices Collaborative Solutions) and YES-Youth Exchange and Studies.
- ➢ Major components of iEARN –Pakistan program activities include :
  1) school & participant selection;
  2) the technology needs assessment;
  3) Internet Learning Center installations;
  4) the professional development program;
  5) the development of collaborative projects;
  6) the U.S. exchange program.

What is the purpose of iEARN?

- To help teachers and students discover that they CAN make a meaningful difference in the health and welfare of people and the planet
- To facilitate work on collaborative projects
- To help teachers and students gain knowledge, skills, and attitudes for the future as part of the educational process
- To provide an environment in which students can learn to take meaningful action in the world

How does it work?

- Participating schools link to other students and teachers internationally via telecommunications (electronic mail and online conferences, video and/or speaker telephones)
- After linking, participants have the option to work together in a variety of structured and supported project formats.
- Participants can also become involved in travel, exchanges, and home stays.

What equipment is needed?

A personal computer and modem , Access to a telephone line (Optional) Speaker telephone (or video-speaker)

Who is it for?

- Middle School and High School students
- Teachers of the many cultures around the world
- Youth-service organizations (such as Boy/Girl Scouts, environmental clubs, Save the Children, UNICEF, community centers)
- Families; school administrators; community friends; higher education colleagues; and regional, national, and world leaders

What makes iEARN unique?

- Dedicated to youth making a difference
- Infrastructure for project identification and support
- International membership: Over 4000 schools in over 90 countries .
- Interdisciplinary (applicable for social studies, language arts, science, math, and the humanities)
- Access to Internet superhighway (e-mail, World Wide Web, gopher, telnet, newsgroups, etc.)
- Annual International Teachers Meeting
- Structured ongoing project formats
- Multiple ways for people to connect:
- telecommunications
- travel and exchanges
- video/speaker telephones Training materials

Goals of the iEARN Teachers Training Program

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- Enhance students' expression, language skills and understanding of the world.

- Engage students in discussions and dialogue to discuss common issues and those related to one's culture.

- Develop an appreciation for cultural diversity and tolerance.

- Stimulate students' engagement and service in their community.

- Arouse civil awareness and responsibility.

- Improve learning and teaching practices.

- Build a supportive community of educators that share the latest teaching methodologies.

- Integrate technology in the curriculum in meaningful projects

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Objectives of the iEARN Teachers Training Program

During the workshop sessions, participants will:

* Be exposed to and discuss iEARN's mission and vision

* Get familiar with and navigate iEARN web site and available
resources at hand

* Practice using iEARN's technology tools and be aware of the differ
ence between them

* Find out the underlying objectives and cross curriculum aspect of
anyone iEARN online collaborative project and its correlation to
teaching standards

* Discuss the advantages and disadvantages of Project-Based
Learning

* Discuss different classroom management techniques for project
implementation

* Understand the nature of asynchronous/synchronous communication
in online collaborative projects

* Find out and discuss how to prepare them for online collaboration

* Identify and discuss the various theme based projects of CIVICS, BRIDGE and FTE

* Select and plan a project that correlates to participants curriculum's
objectives and teaching standards

* Establish long-term professional relationships and a sustainable
sense of community

The sessions are facilitated by a group of iEARN-Pakistan teachers and staff members.
Who will present an exciting, collaborative and experiential learning environment.

There will be multimedia presentations, off-line and online group activities
to help you select, plan and be ready to implement an iEARN projects
independently. Participants encouraged to collaborate with each other during the work-
shop and to take the time to connect with international teachers in other sessions.

Sessions Overview

6 sessions: 2 Sessions a day

Introduction to iEARN and working in the forums

Session-1
- Registration
- Pre workshop survey
- Getting to know everyone-Ice breaker
- Overview of iEARN Power Point Presentation
- What can be achieved with iEARN-Video
- Class discussion –reflections and first impressions

Session-2

- Navigation of the iEARN website
- Presentation to whole group
- Introduction to the iEARN Interactive forums-Online demonstration
- Ways of accessing forum discussions, www and Offline Newsreader -Tutorial
- Registering for accessing interactive forums, searching, subscribing to a discussion.
- Reading and responding to welcome messages
- In groups of individually introduce yourself in the CIVICS-BRIDGE teachers forum using the activity sheet ABOUT US SURVEY
- Learning Log

Home Fun:
- Browse through the iEARN project booklet
- Read and reflect on 'Teachers Guide to International Collaboration On the Internet", prepare for class discussions in the next session.
- Reflection-*What did you learn and how will you apply it in your classroom?* Word process your reflective reflections for sharing in the next session.

Session-3
- Warm up, sharing the extracts from the 'Reflective diary"
- Class discussion on 'Teachers Guide to International Collaboration On the Internet".
- Learn to use major search engines and to look for and evaluate online resources relevant to your projects.
- Major Search engines, effective search techniques respecting copyrights, plagiarism.

- Presentation on CIVICS, BRIDGE and related thematic projects Power Point Presentation.
- Explore iEARN projects
  Activity-1: Explore the forum iEARN.ideas, Project Booklet specifically focusing projects listed in the

Session-4
- Forums overview- Explore CIVICS-BRIDGE forum
  Activity 1- Practice: bridge-teachers (post, reply, add discussions)
  Activity 2- Log in to CIVICS-BRIDGE thematic project forums of your   choice
  - Select a CIVICS-BRIDGE theme or project, log in to its forum, select a discussion, create a response message, post.
- Learning log
- Wrap up

Home Fun:
- Read the resources in this handbook focused at project participation and planning. Come prepared with the initial thoughts for Project Action Plan.

Session-5: Project Implementation: Action plan

- Continue working on your selected project and create an action plan. The plan should include the broad issue you selected, the leading question you are addressing, the resources available, the activities you will be engaging your students in such as demonstrations, experiments, test, discussions, field trips, hikes, seminars, research and analysis, your teaching (classroom management and assessment) strategies, the time frame of the lessons and any comments or reminders you would like to add.

Session-6
- Type your plan, post your report online and present your work.
- Write and post your reflections on the sessions.

Question and Answer Session
Certification

Online Reflections- Home Fun

A.

As you participate daily in the different workshop sessions, we encourage you to pen down your thoughts and reflection each day.

The following questions would be very helpful:

- What do you feel the workshop achieved?
- Why was the workshop valuable to you?
- How will you use the information/skills gained in the workshop?

B.

For the last session of Day-3, we require you to word process your journal responses and email them to the iEARN CIVICS-BRIDGE Workshop, forum under the with title of your workshop".

A good idea would be, if you already bring your word-processed reflections and add only one paragraph about the day-3 experience just before posting online.

Habits of Community

1. We see ourselves as contributing members of many communities - including a global community.
2. We want to respond to both local and global needs.
3. We believe in teaching people how to fish instead of giving them fish.
4. We take responsibility for our own learning and the learning of our community.
5. We accept each person where he or she is.
6. We respect each individual, community and culture and adapt ourselves, our methods and technology to honor who they are.
7. We learn to celebrate the small steps in our learning.
8. We understand all students come to school with a culture, with knowledge, with unique gifts of individuality, and with contributions to make to the learning community.
9. We understand that learning makes a difference in the world, and therefore the learning process includes making differences with what we are coming to know.
10. We understand that we - both teachers and students - are all learners together. We our-selves and our communities thrive when we have opportunities to share what we are learning.

Average Retention Rates in Learning
Lecture 5%
Reading 10%
Audio – Visual 20%
Demonstration 30%
Discussion Group 50%
Practice by Doing 75%
Teach Others, 90%
Immediate Use of Learning
National Training Laboratories - Bethel, Maine

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Your starting point

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 human 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. A good place to start is the Teachers Lounge (apc.iearn.teachers) a place for teachers to meet and 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 them-selves in the "Teachers" Forum (apc.iearn.teachers), and describe briefly any special interests they or their class have.

A common practice in introductions on iearn.teachers is to briefly tell about what you see when you look out the window of your school or organization, as a way to give readers a feeling for the place where you live and work. Feel free to be creative with this description.

In other words, this does not have to be a literal description of what is seen from a particular window. In some cases, it might be more interesting to describe a nearby scene that characterizes the environment. After posting a group message, you should continue by posting a reply to an existing message of interest on iearn.teachers.

From here, your journey begins, exploring the various project forums, using the iearn.ideas forum (a comprehensive listing of all the ongoing projects in the network, including project descriptions, outcomes, suggested activities, age levels, language groups, etc.), the project pages of the web site, and/or the project description book as a resource for navigating the large number of active project 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). iEARN hosts a great diversity of languages among its global network of participants world-wide. Urdu (apc.iearn.urdu).

The iEARN Buddy Support Contract

This is a contract developed by the first iEARN Learning Circle class at the Edmonds Cyber School. We felt that the use of this contract would help us all stay respectfully in the bounds of Internet use/discussion forums of the iEARN network. We also acknowledge the importance of supporting each other in our endeavors.

The following are items that I have agreed to:
1. I have read and understood the Internet User Agreement of the _____ School.

2. I agree that the plan of this contract is to match pairs of buddies in class. These buddy pairs will help each other stay in the bounds of respect conducive to positive online work.

3. I agree that I have a responsibility to help my classmate STOP when I sense that the language/ tone/topic of a message is becoming inappropriate or disrespectful while on the internet/forums.

4. I will do this by verbally saying that I am uncomfortable with what is happening.

5. I will ask my classmate to change the discussion format to a respectful, appropriate message.

6. Inappropriate messages include the use of disrespectful, hurtful terms, profanity, slurs, and inappropriate topics including pro-substance abuse, stereotypes (racial, sexual, ethnic, religious), and pro-violence issues.

7. I will also be aware of the use of the iEARN forums by all aged students. Therefore, messages will be sensitive to both the younger and the older student. Messages will also be sensitive to those with physical, emotional, or learning handicaps. Messages will also be sensitive to the many different types of families.

8. If I am the one typing, and my buddy tells me that he/she is uncomfortable with my typing, I will stop.

9. Even if my classmate is a good friend, I will honor our joint commitment to this contract.

10. If the message continues, and my buddy and I do not stop, we both know that the possible result may be expulsion from the class. This contract is an effort to help myself and my classmates work in a productive, respectful manner that will result in a positive connection between our school, our school district, our iEARN world, and us.

-------------------------------- (my name)
--------------------(my buddy's name)

Dated on: ----------------------------

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Pedagogy of Writing E-mail Messages

Computer e-mail is a tool that teachers and students use to share information with each other. The writing process is most successful when they write from the deep knowledge of their own rich cultural, community, and school learning experiences. The writing process includes:

1) *Conversations taking place among the whole class, in small groups, or in individual teacher or student peer conferences about the experiences they wish to share on-line*. Discussing a topic before putting it in print facilitates clarification of ideas and the building of rich descriptive words in a collaborative social dialogue before actual writing takes place.

2) *The first draft of the e-mail message focuses first on content ideas and then on organization of ideas, on sentence syntax, and on spelling.* The first draft can be typed on the computer using a word processing program.

3) *The initial draft will then be shared with someone else through writing conferences with student peers and/or teachers.* The author or another person can read the draft aloud with the purpose of "hearing" how the text reads. The conferencing process is an important time for clarifying meanings and talking together about the ways words could make the text more descriptive. When sending e-mail online, it is critically important to understand that you are sending language across diverse cultural contexts and without the prior opportunity to know one another face-to-face. Careful attention needs to be given to define vocabulary indigenous to a culture or context.

4) *The writer does the final editing.* After conferencing, the writer then does a final editing of the e-mail message with careful attention to clear sentence structure, spelling, and punctuation. The spelling feature of a word processing program is an important tool for final editing.

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Teachers Guide to International Collaboration on the Internet

Here are three teachers' practical suggestions and tips to help you and your students as they connect to their peers in projects across the globe.

A-Working Internationally? With the World at Your Fingertips, Review this Top Ten List!

MANNERS 1. When doing a project, it is not just business as usual, manners are a big part of the way things are done. Don't just plow ahead with the work. Take time to get to know the people in the project you are working on. Read a little about the culture. Be polite. Test your politeness IQ.

LANGUAGE 2. In many other countries, people take the time to learn a language, and therefore can converse in one of several languages. Learn a language or, become familiar with phrases you may want to know. It is a courtesy to the other participants. http://www.epals.com/ gives a translation, but so far only in English, German, French, Spanish, with Chinese and Japanese to follow. There are other translation sites all over the web. But this one is for children.

WHERE IS THIS PLACE? 3. Go to http://www.nationalgeographic.com/ and look at the interactive map of the country you are working with. Learn the absolute and relative location, something of the movement of ideas, the five themes of geography are a good clue, resources of the region, the landmarks and icons, and the movement of ideas across the region. (A little in-depth of the history and culture will help a lot)

CULTURAL MAP 4. If you are working with one country or in exchange, take time to learn a little about the culture. Even though it is just an online project, if you understand the country a little more , differences will not be such a daunting problem. Cultural differences will prove to be quite interesting.

HIGH TECH TO LOW TECH 5.There are many levels of technology in international places all over the world. Usually a project has a certain level of technology that is required, but be aware of the rules for the project. Some people pay for the time the are online. Keep with the rules. Don't do extra email unless it is called for.

POLITICS 6. It is a good idea to read the newspapers of the country you are working with if it is one country. You get windows of information, information about holidays, and special events, and unusual news and tragedy. There are lots of sites that give this information. You might also peruse the Embassy website for information.

TIME 7. Choose a world time site or set of sites. (for example, http://www.kidlink.org/KIDPROJ/test/dualclock.html) There may be other resources, such as a different interactive maps, times, tides, and holidays.

REGION 8. What is the region like if you are working with a country? How does this affect the country/ What are the resources of the region? The industry? Who are the people who live here? What is the historical culture? Indigenous resources? Natural features? What would be on their disaster map?

RELIGION 9. Religion is a part of the culture of a country. What are the prevailing religions or religion, and what are the ways in which this might be reflected in your project?

CULTURE 10. There is pop culture and there is culture. We have media culture and fast food culture and some icons of our country that are a part of world culture based on the media. As we are a young country, there are elements of culture and history of other countries that may not be so important to us.But in other countries, as you work or travel, you will find that culture with a capital "C" is really important.It is more than Mickey Mouse, McDonalds, and Mattell. Be aware that there may be a lot of misrepresentation of countries from a cultural perspective in the US. We may also have only a small knowledge of the history as well. The cultural map may be the most important of all.

Source: Bonnie Bracey, World Summit for Children,E-mail: mailto:bbracey@aol.com http://www.childrens-media.org/ http://www.3rd-ws.org/

B-Tips on International Online Collaboration

1. Do not assume that other students will know if you are male or female by your first name. If you want them to know that you are male or female, tell them.
2. Almost all other countries use the metric system for measurement. A temperature of 30 degrees may seem cold to you but it be warm to your partners. (30 degrees Celsius is 86 degrees Fahrenheit.) Convert your measurements to metric in your communication. Most often the other student will have to translate the rest of your communication into their first language. Science Made Simple has a metric converter that is easy to use. http://www.sciencemadesimple.com/conversions.html
3. If you use slang expressions be sure to explain what they mean.
4. Remember how tedious it is to look up words in a dictionary. Use simple English words. Consider how phrases are translated literally. Can you imagine what someone would think if you wrote you had dirty blond hair?
5. Explain abbreviations when you use them.
6. Remember that most of the world uses a 24 hour clock. Three in the afternoon would be written 15:00. (You add 12 to number for the P.M. hours)
7. Most other countries will write dates with the day, month, year or even year, day, month rather than our system of writing month, day, year. Write out the name of the month to avoid confusion.
8. Remember the reader cannot see your face in your communication. Humor may often be interpreted literally and misunderstood. Use emoticons (smiley faces and other

symbols) and punctuation such as asterisks to make emphasis. Be certain to state your emotions, do not assume they are known.

9. Most of the world learns British English language rather than US English. Words such as centre or colour may look misspelled but are correct for them.

Source: Diane Midness, Program Coordinator International School Partnerships through Technology dmidness@iearn.us.org

C-Why International Collaboration in Schools?

As the Internet provides connectivity among nations, it generates opportunities for connectivity within K-12 educational realms. As we come to realize the full potential of using the global reaches of the Internet within our school classrooms, we come to realize that we are able to build local to global, multicultural understandings of human experiences across and integrated among all content areas including literacy, social studies, science, math, languages, economics, history, politics, agriculture, vocational, arts, and service learning curricula.

It is important that their global collaborations be embedded in a overarching philosophy of international education. In local to global collaborations using the Internet, the philosophy of international education is to provide action learning in real world contexts and experiences where students are given both opportunity, encouragement, mentoring to:

1. embrace, experience, understand and honor the commonalties of histories, experiences, and perspectives that they discover among global peers as affirmation that their are others like them;

2. embrace, experience, understand and honor the diversities of histories, experiences, and perspectives as opportunities to understand the world in new ways and to understand that these diversities bring positive strengths and insights to our human experiences;

3. understand, experience and honor that multiple versions of ideas, content, experiences and perspectives do exist and can be mutually accepted and sustained side by side ...by not automatically assuming that differences will negate one another because only one way can be right or only one idea can work;

4. understand and experience that their local action learnings about community, culture, geography, resources, lives, and hopes of work and play, of struggle, conflict and achievement have connection to the issues, conversations, and struggles, realities, hopes and dynamics of nations;

5. understand and experience through local to global action learning that the process of knowing about the world, both historically and in the present, is a generative process with ongoing revision of knowledge with new, previously unavailable or unknown information and insight;

6. understand that the goal of local to global action learning curricular projects is the enhancement of collaborative understandings not competitive challenges for in collaborative lateral respect of one another is found the greatest opportunity to honor inclusion of all positive efforts, rather than negating one another with the exclusion that can from competition to declare winners and losers.

Source: Kristi Rennebohm Franz, adapted from her article "Towards a Critical Social Consciousness in Children: Multicultural Peace Education in A First Grade Classroom". The Ohio State University College of Education Journal Theory Into Practice. Vol 35, Number 4, 1996.

 Source:

The Teacher's Guide to International Collaboration was developed to help teachers use the Internet to "reach out" globally. These materials were prepared as part of the Department of Education's International Education Initiative.

http://www.ed.gov/Technology/guide/international/index.html

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Plan Your Project

1 -Start from your curriculum and ask yourself:

What do I want my students to get out of this year's work with me?
What content or base knowledge will I cover?

2 - The project you select should address a real life question or problem that:

Is interesting & exciting to you AND your students.
Has accessible & age appropriate resources to investigate the topic.
Provide opportunities to make connections to other classes as well as in and out of school and enhances critical thinking and problem solving skills.
Will involve your students in team work.
Can be addressed through a variety of strategies & activities.
Will help students with various strengths and inclinations.

3 - Plan learning activities that:

Give you the chance to see their understanding develop in new & challenging situations
Require them to show their understanding in an observable way.
Involve students in publicly demonstrating their understanding

4 - Plan ongoing assessment: What criteria will help my students and me figure out what they understand?

Informal observations, dialogue & feedback
Peer review and self assessment
Quiz / test
Academic prompts
Performance tasks and projects outcome: Presentations, reports and other tasks.
Source: BRIDGE Online Class, based on the "Teaching for Understanding Framework".

Project Planning Form

What –How-Why?					
Content learning	**Process learning – Developmental gains**				
Terms-principles-facts/curriculum area	cognitive	language	**Affective**	social	**Aesthetic**
State the problem or leading Questions	**Activities**	**Classroom management**	**Assessment Evaluation**	**Resources**	outcome
Time Frame					
Anticipated difficulties					
Comments					

Forum iEARN-Proverbs
Coordinator Ilham Zumrot
Global wisdom Bank Project Plan

What –How-Why?					
Content learning	**Process learning – Developmental gains**				
Terms-principles-facts/curriculum area	**cognitive**	**language**	**Affective**	**social**	**Aesthetic**
Terms, Principles and facts students will learn new words in context students will find out local and international proverbs in their local cultures. Develop critical and creative writing techniques Students will learn how to develop different sources of information Curriculum Areas English Social studies technology	Using various research techniques to develop local proverbs Explore and analyze local proverbs Evaluate their meaning and justify their choice Compare and contrast relevant local and international proverbs Write constructive feed back.	Students will enhance verbal and written communication by inquiring interviewing compiling giving constructive feed back and justifying and presenting	Taking pride in own culture Feeling of belonging to global community increased motivation to read and learn about what is important for others taking pride to a global anthology describing the joy of being an author sense of caring and developing respect for others point of view	Students will enhance their social skills by working in groups brainstorming and writing cognitive essays and stories	Illustration Drawing Play collage
State the problem or leading Questions	**Activities**	**Classroom management**	**Assessment Evaluation**	**Resources**	**outcome**
What is the meaning of the proverbs we use and their significance in relation to our local culture	Interview the community, investigate select and justify their choice of proverbs read comment and give constructive feed back to their peers Write short essays to communicate why they selected these proverbs use the medium of art to illustrate their proverbs communicate with other students in iEARN community to share their essays.	Brainstorming Group work Individual work Writing process Peer adding Revolving Final adding Submission to the forum	Involve students in the evaluation process and use and use following resources to make their work easier ask them if in each of the following section they have Clearly stated the proverbs and its origin? Explained the meaning of proverbs explained clearly why they selected the proverb show the relevance of this proverb in their daily experience.	iEARN Forums Books Websites Connectivity	Essays Artwork Publication
Time Frame					
Anticipated difficulties					
Comments					

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Project Planning Guiding Questions

We are putting forth some questions that we, as educators, should ask ourselves before engaging in a project. Let's keep them in mind in our activities during this workshop while planning our projects.

1) How will you introduce iEARN and the project to your students?

2) Often we think that because we would like to join a project that our students would like it as well. That is often not the case! What will you do? How will you get your students motivated?

3) How will you prepare them for online collaboration? Have your students worked on the Internet before? Do they know, or have you discussed with them Netiquette rules? Have them worked with students from a different culture before?

4) What resources will you need to work (books, reviews, magazines, websites, literature) Do you have access to Internet during your free hours? Can you use the schools library or a public library?

5) Are you able to invite professionals in the field to guide /lecture the students? Are you able to do so?

6) If yes, what activities will this visit generate?

7) Will you take your students on a field trip? Where? What is the procedure at school to organize a trip with your students, does your institution approve of it?

8) If yes, what activities will this field trip generate? How will you prepare your students to make the most of this trip? Are you going to ask them to take pictures and write a report? Who will read the report? Where will it be published?

9) What is the time frame of the project (Long term/short term)? Are you being realistic?

10)   How many hours will you need to complete the project with your students?

11)   How many classroom hours/week will you dedicate for this project?

12)   If you need more hours to complete your project can you/are you able/willing to stay after schools to support your students?

13)   Is there a club at school that can help/support your project?

14)   Classroom Management/Procedures: What would be the best way of guiding your students when working on this project? Should you incorporate it as individual

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student work, cooperative learning groups or whole class group work? Should you use all methods at different times?

a)   Classroom management for short-term participation

b)   Classroom management for long-term participation

15)   Classroom Techniques: What teaching methods should you use during your lessons for this project? (Brainstorming, The Writing Process, Dialogues, Group presentations, Role-playing, Narration, Problem-solving, Simulation, Discussions, etc.) Decide which methods are most appropriate for this project.

16)   How are you going to manage posting and responding to the forum site? Will you need another computer teacher to help with this? Should you collaborate with anyone else? This is often time consuming, with slow connections, are you going to do this during your class hours/after class hours/in collaboration with the technology teacher?

17)   What technical skills will you need to engage your students this project? (Searching the www, sending e-mails, using graphs, making presentations, inserting images into documents, using a digital camera)

18)   What are the possible outcomes of this project? (Articles, pamphlets, artwork, newsletters, posters, campaigns, media, letters, presentations, CD-ROM, websites).

19)   Will this outcome incur any additional costs to the school?

20)   What are the difficulties and problems that you might be facing when working with your students?

21)   Evaluation of participation of the project: How will you grade participation? Do you want your students' parents to be involved? How should you assess student participation?

Project Action Plan

Select a project that correlates with your curriculum standards and objectives and that you will apply for immediate participation in the BRIDGE project. You are welcome to use this form or the project plan template to create a project plan of action!

1. Name of the Project:

2. Interactive Forum:

3. Project Web site:

4. Project Coordinator:

5. Project Dates:

6. Teachers:

In this project students will:

a. Content Learning:

- ii) In this project students will acquire the following base knowledge and learn the
- following terms, principles and facts:

- ii) This project addresses the following curriculum-area (s):

b. Process learning: this project will foster students learning process

i) Aesthetic:

iii) Social:

iiii) Physical:

iiv) Cognitive:

v) Language:

vi) Affective:

1) List the activities that your students will complete during the course of this project:

2) This project meets the following standards in my curriculum:

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3) Resources for the project:

4) Project time frame

5) Classroom Management/Procedures:

- Classroom management for short-term participation:

- Classroom management for long-term participation:

6) Classroom Techniques:

7) Submissions to the forums:

8) Project outcome(s):

9) Anticipated difficulties:

10) Students will be assessed according to the following:

Time Line for a short-term project

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Activity	Deadline
Preparing your class for Online Collaboration	
Registering/introducing yourself and your students to the project coordinator and to the project forum	
Orienting Students to the project	
Facilitating student/groups of students for participating in the project activity:	
Researching (select a piece of writing from the forum)	
Discussing and analyzing	
Reading and responding to the project postings from other countries (writing process)	
Posting response	
Writing class contribution to the project (writing process)	
Compiling the written work	
Word processing and proofreading reports/written work	
Submitting work to the forums	

What Do I Need To Do To Join A Project?

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Step One:

Choose a project that fits your curriculum. It is best to do this by reading through the project descriptions, and also reading through on-line messages in this project forum to gain some ideas about the ongoing discussions and contributions. Visiting the "teachers' lounge will keep you informed as to what other teachers are working on or are planning to get started on.

Step Two:
Create a list of your objectives to choosing and joining this project. Create a tentative time-frame and lesson progression. The content and process form can be handy in teacher-parents conferences; it will help you to share with parents the objectives met in the project. The project "action-plan" is handy in your meetings with your school coordinator to share all the activities related to the project and the time spent to achieve them.

Step Three:
Contact the facilitator and write an introductory email introducing yourself, your students, where you are from, and your objectives of joining the project. All facilitators are listed beside the description of the project.

Step Four:

Introduce the project to your students, talk about what iEARN is and prepare them for online collaboration. Have students read other students' writing already posted from that particular project.

Step Five:
Have students respond to other students' writing using the writing process.

Step Six:
Have students write and publish their own writing within the project.

Step Seven:
Continue participation of the project as planned with your students and the project coordinator.

Searching The World Wide Web

Looking for information on the Internet is a time consuming task. Learning how to use search engines effectively is worth your while. There are many search engines available to choose from, let's consider the following:

1. Google (http://www.google.com)
2. Fast Search/All the Web (http://www.alltheweb.com
3. Alta Vista (http://www.altavista.com
4. Excite: http://www.excite.com
5. Infoseek: http://www.infoseek.com
6. Hotbot: http://hotbot.com
7. Yahoo: http://www.yahoo.com

Subject directory: http://www.clearinghouse.net

The more you use search engines the better and faster you will become in finding the information you are looking for. To search for information, you can follow these steps.

1. Pick a search engine and go to its Web site.
2. Think of a keyword that describes the information you are looking for and type it in the "search" box. Click on the "Search" word and you will get a list of sites.
3. Look over the list. If one of the items matches your topic and appears to be interesting, go to that site and read the information.
6. If the page you visit is not what you were looking for, go back to the search engine's page by clicking on the "back" button on your computer.
7. If none of the items listed has what you are looking for, change the search words and try the search again.

Tips for performing searches that provide efficient results:

1. Use Boolean operators to restrict or expand your search:
2. Or: If you use "or" between two keywords, it tells the search engine to find everything that contains either word.
3. And: Using "and" joins the keywords. The search engine will only show you links to sites that have both words.
4. Not: Using "not" between two key words will tell the search engine to look for the first word, but specifically "not" to look for the second word.
5. Quotes "": Putting quotes around key words tells the search engine to look for these words exactly as you typed them.
6. Use wild cards (*) Asterisk *: to get results on literature information, type litera*. This will return results for literature, literary, and literature. You can also use an asterisk at the beginning or the end of a word when you are not sure of the correct spelling for the word.
7. Parentheses (): Any key words you put in parentheses are considered more important than the other words you list and they are kept together.

8. Use more than one search engine for each search

What does the suffix within the domain name indicate?

.com	commercial
.edu	educational
.gov	government
.mil	military
.net	network organization or ISP
.org	organization

Evaluating Internet Sources

The Internet is a vital source for research. It is convenient, easy to use and accessible. However, unlike publishing houses there is no regulatory body that rates the quality of the information. It is therefore your responsibility to evaluating a source's credibility.

Presentation: The presentation of a site will affect the way your students will access and receive the information. Consider the following questions:

a) Is the information easily accessible?
b) How fast will the site take to download?
c) Does the site address different learning styles? Is the information presented just text based?
d) Are there too many graphics, animation?
e) Is the site visually appealing?
f) Are the sections properly labeled?

Usefulness and Accuracy: Once you choose a site, you will read all the information and the questions that you should ask yourself are:

a) How useful is the information provided?
b) Is it age appropriate?
c) Does the site address my question?
d) Is the information comprehensive?
e) Does the site contain links to other sources?
f) Is the text easy to understand?
g) Are there grammatical and spelling errors in the text?
h) Is the article biased?
i) Are the facts well documented?
j) Does the site contain a bibliography?
k) Are copyright laws respected?
l) Is the site up-to-date?

Authorship and Publishing body: Who wrote this and what are the author's credentials? Where does the document reside? A website's URL is the most reliable indicator of its publishing body. Educational institutions have "edu" in their URLs. Non-profit organizations, such as museums and public interest groups, have "org." Federal and state government agencies usually have "gov" or "fed." Commercial entities, such as corporations and web service providers, can be recognized by the familiar "com."

Currency: currency is not always an issue. If you are researching history of art between 1920 and 1940 for example, the information will stay the same whether it was published yesterday or three years ago. This however, would not apply for current events.

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Citing online resources:

When citing electronic resources or information used from a web site, make sure you note the URL correctly, and the last time you visited the site. When citing online publications, follow the same rule as the Modern Language Association Style.
For more information:
http://edsite- 25ment.neh.gov/reference_shelf_evaluating.asp#citations

Plagiarism

Copy, cut and paste! Most students will give it a try! Plagiarism is a serious offense. Make sure you explain to them the consequences of plagiarism. It is your responsibility to guide your students in their research and to teach them how to retrieve the information from several sources without copying it. If they use "textual" quotes, make sure they acknowledge the source.

For a comprehensive guide to citing sources and references visit the Hamilton Writing Center:
http://www.hamilton.edu/academics/resource/wc/usingsources.html

References: http://edsitement.neh.gov/reference_shelf_evaluating.asp

For more information on evaluating websites plagiarism go to:
http://www.uis.edu/~schroede/valid.htm

iEARN Resources

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iEARN-Pakistan website: www.iearnpk.org

CIVICS web site: http://www.iearn.org/civics

CIVICS Professional Development:
http://www.iearn.org/civics/decemberworkshop/
http://www.iearn.org/civics/may2003workshop

Bridge web site: http://www.thebridgeproject.org

Bridge-1 Professional development: http://www.iearnlb.org/bridge

Bridge-1 Mentoring: http://www.iearnlb.org/bridge/tot

iEARN Tutorials: http://www.iearn.org/tutorial/

Interactive tutorials flash viewer required:

How to enter the forums, answer and add a discussion:
http://www.emetni.com/flash/iearnforums.htm

How to use offline newsreader to access the forum (receive and answer messages):
http://www.emetni.com/flash/newsgroup.htm

iEARN Forum entry: http://foro.iearn.org
User Id:
Password:

iEARN database: http://amity.iearn.org/signin.lasso
This is the place to visit to know who's who and which projects they are involved in.
Make sure you update your data! It is also the place where you can register your students

iEARN professional development section http://www.iearn.org/professional/index.html

Getting started in iEARN http://www.iearn.org/professional/prof_connections.html

Technology to support projects:
http://www.iearn.org/professional/prof_technology.html

Pedagogy of writing iEARN messages:
http://www.iearn.org/professional/workshop.html

Online professional development section: http://www.iearn.org/professional/online.html

iEARN online orientation: http://courses.iearn.org/orientation/

Alphabetic listings of iEARN projects: http://www.iearn.org/projects/project_list.html

List of country coordinators: http://www.iearn.org/globe/countrycoordinators.html

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ACTIVITIES – COMMUNICATING THROUGH FORUMS

1. Forums
a. Click on Forums link
b. Enter id and password
c. Post a message in the CIVICS-BRIDGE TEACHERS LOUNGE
d. Reply to several messages, post

2. Add To A Discussion
a. Click on Forums link
b. Enter id and password
c. Choose Creative Language Arts Forum
d. Select a discussion, read entries
e. Create a response message
f. Post

3. Add To A Discussion of Your Choice
a. Click on Forums link
b. Enter id and password
c. Choose any Forum
d. Select a discussion, read entries
e. Create a response message
f. Post

Source: Carolyn A. Davis, 6 Sunrise Circle, Clinton, NJ 08809, Davis1@ptd.net

COMPILE YOUR PROJECT PLAN

Continue working on your selected project. Use the project template to write a comprehensive project plan your project plan. Type it and post it in the forums. Your plan should include the following:

- The broad issue you have selected
- The leading question you are addressing
- The resources available
- The activities you will be engaging your students in such as demonstrations, experiments, test, discussions, field trips, hikes, seminars, research and analyses
- Your teaching (classroom management and assessment) strategies
- The time frame of the lessons
- The procedure you will follow to post / receive message
- Any comments or reminders you would like to add

ABOUT US SURVEY

Name of the group:

Nationality:

List your group 5 favorites in the following:

1. Music groups
2. Authors
3. TV programs
4. Food
5. Sports
6. School Subject

Introduce your school:

Name and address:

Number of students in class:

Location and environment of your school:

School program:

List 3 things that make your school unique:

What is your most important holiday?

What are your hobbies?

This form will help your students to write their intro in the forum, source: Learning Circle, iEARN forums.

LOCATING AND USING IEARN RESOURCES ON IEARN'S WEBSITE

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In this session you will:
- Use my iEARN Page to update your database
- Register a student to your account
- Find people and projects
- Search, subscribing to a discussion.

Available on CD-ROM tutorial: MY iEARN page, registering, searching and subscribing to a discussion

1. Login to "My iEARN" page (your e-mail address and password are required to login)

2. Update your own database (name, school, city, country, telephone, fax, language...)

3. Register a student to your account:

4. Search for teachers currently working on the "Laws of life" project

5. Search for teachers from Pakistan

6. Register to the bridge-teachers forums.

Search for Resources Relevant to Your Project

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Look for resources for the iEARN – BRIDGE project you selected, find at least 3 relevant sites for the question you are addressing and evaluate the source:

Your project title: _____

The leading question:_____
_____

First source:

Name and URL of the web site: _____

Overall presentation: _____
_____
_____

Usefulness: Will your students be able to use the information to address the leading question? Is it comprehensive? Age appropriate?
_____
_____

Accuracy:_____
_____

Authority:_____
_____

Timeliness or currency:_____
_____

Comments: _____
Second Source:

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Name and URL of the web site: _____

Overall presentation: _____
_____
_____

Usefulness: Will your students be able to use the information to address the leading question? Is it comprehensive? Age appropriate?
_____
_____

Accuracy: _____
_____

Authority: _____
_____

Timeliness or currency: _____
_____

Comments: _____
_____

Third Source

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Name and URL of the web site: _____

Overall presentation:
_____
_____

Usefulness: Will your students be able to use the information to address the leading question? Is it comprehensive? Age appropriate

_____
_____

Accuracy: _____
_____

Authority: _____
_____

Timeliness or currency:
_____
_____

Comments: _____
_____

iEARN Featured Projects

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Following are introductions to some projects popular in Pakistani schools and proven to enhance the English and Social Studies and Science curriculum. These are suggested projects to begin with , however all teachers are free to choose iEARN projects listed in the project description book or at the website .

- Water Related issues
- Dream School
- Animals
- Virtues
- **The Laws of Life**
- **Reforming Customs & Tradition**
- **Fight against Drugs**
- **History in search of truth**
- **YouthCaN**
- **A Vision**
- **Lewin**
- **Media Mosaic Project**

1-Water

What can you focus on?	Possible Activities
•Management of water resources •International and local rights and laws •Availability and Safety •Quality and testing •Consumption •Marine life and ecosystems •Fishing & related industry •Wetlands •Glaciers •Water sports!	•Research, in-depth studies •Organize field trips •Conduct tests and quality control •Cross-compare & analyze •Interview community •Write essays and reports •Produce artwork •Propose solutions •Take action

2-Dream School

What can you focus on?	Possible Activities
•Students can find out about: their school, teachers, peers, rights, rules, regulations, community •Exchange their dreams and aspirations •Discuss possible changes	•Describe school and/or schooling system •Survey school community •Research, comparison and analysis of different schools/school systems •Write essays and reports •Produce artwork and websites •Propose changes •Debate

3-Animals

What can you focus on?	Possible Activities

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•Students can research animals, their habitats- needs, families, endangered species and eco-systems •Express their thoughts and feelings towards animals and men's practices towards them •Discuss possible action to preserve animal life in their country	• •Discover local and or endangered animals •Visit reserves •Survey hunters •Research laws that protect animals •Write essays •Produce artwork, websites, leaflets •Raise awareness to protect animal life

4-Virtues

What can you focus on?	Possible Activities
•Students can reflect on their experience and inspirations •Find out and share culturally relevant proverbs, colloquial sayings and adages •Exchange points of view with their peers	•Interview their community •Reflect on relevant proverbs, sayings and adages in their culture •Write essays, stories and poems •Produce artwork •Compile and produce publications and/or sites

5- The Laws of Life

What can you focus on?	Possible Activities
• •Discover and appreciate value system and ideals of their own culture and that of others. •Discuss environmental factors that nurture such value systems •	•Read peers laws of life •Discuss and reflect on their own laws of life •Write essays •Give constructive feedback

6-Reforming Customs and Traditions

What can you focus on?	Possible Activities
•Explore their customs and traditions •Reflect, analyze and evaluate them in their daily life •Learn first hand about the traditions and customs of others	•Research and share local customs and traditions •Interview community •Discuss and reflect •Evaluate them in today's life •Write critical essays •Read peers contributions •Produce artwork

7-Fight Against Drugs

What can you focus on?	Possible Activities
•Find out about the evils of drugs	•Research and survey peers and community

•Conduct surveys •Analyze and compile •Compare and contrast •Express their views about drugs •Visit to rehabilitation centers •Raise awareness and campaign against drugs men's practices towards them •Discuss possible action to preserve animal life in their country	•Reflect on underlying causes •Write reports and critical writing essays, poetry, prose •Produce artwork, collage •Anti-drug campaigns: posters, leaflets, media coverage •Create website

8. A Vision

What can you focus on?	Possible Activities
•Express their visions of the world, their fears, concerns, interests and hopes •Discuss and discover the vision of others. •Appreciate diversity	•Writing essays, poetry, prose •Create artwork and collage •Give constructive feedback to the visions of others

9. Lewin

What can you focus on?	Possible Activities
•Write stories, poems, prose about any topic •Contributions can be in any format. •Participate in a video- conference with their peers.	•Brainstorm and discuss •Read and write •Give constructive feedback •

10. Youth CAN

What can you focus on?	Possible Activities
•Discuss regional, local and global environmental issues •Appreciate nature through commonly planned activities •Acquire leadership and management skills •Learn effective presentation techniques •Participate in a video- conference with their peers.	•Research and studies •Write essay and reports •Conduct tests and analysis •Cross-compare results •Conclude and compile work •Create presentations, workshops, websites •Plan and participate in YouthCaN conference

11. Media Mosaic Project

What can you focus on?	Possible Activities
That students grow in self-knowledge, recognizing the limits of single perspectives That students appreciate the values and concerns of others around the	• Discussion and written classroom activities which apply the 5 Key Concepts and Questions of Media Literacy (linked to site) to everything from pop music and advertising to print,radio and television news.

world That students learn to discern and authenticate the validity of information sources That students learn to recognize the influences of political and commercial interests in global news media That students to learn to discern the techniques of persuasion and bias in media from rhetoric to visual manipulations That students recognize media which is inflammatory and dangerous to world peace and prosperity That students understand the key role of accurate information in fostering human rights and citizen participation in government That students become active and skeptical news gathers	• Write about, analyze and compare local and international news • Reading a variety of reliable news sources on-line in order to get more than single perspectives • Write essays and share them on the Media Mosaic forum which express their concerns about national stereotyping • Write compare and contrast mini-essays with students on-line about issues in the news and "whose news" is being heard around the world • Produce your ideal newspaper • Produce an international student newspaper with other students on-line • Exchange ideas about the ethical uses of media to promote world peace

Sample Project
Virtues Project Plan by Mary Ann Gromley
Notre Dame Academy, Worcester, Massachusetts (USA)

Topic: Virtues and My Life.

The leading question: I am in the process of growing and becoming. What kind of person do I want to become?

Description: Students in their Morality class have studied and discussed virtues with their teacher, Barbara Collins, SND. In this project, they will communicate what they have learned about virtues and values in life. They will share what they personally believe about virtues and values in life with other students around the world. They will also articulate the virtues that they want to model in their own lives.

Participants: One class of sophomores (Students in grade 10)

The overall goals of this project are to:
- Help the students grow in self-knowledge.
- Help the students learn about the values, which are held by people around the world.
- Foster understanding and appreciation of the values of other cultures.
- Provide opportunities for the students to communicate with students from other countries who are involved in the Virtues project.

Objectives:

In this project, students will:
- Communicate what they have learned about virtues and values in life.
- Ask themselves: „What kind of person do I want to become?
- Identify and articulate the values that, if they incorporate into their lives, will help them to be the type of person that they want to be.
- Share what they personally believe about virtues and values in life with other students around the world.
- Produce a booklet that contains the activities that they have completed in this project.

Timeline: Students will work on this project from April 28 to May 23, 2003

Procedures:
- Introduce the project to the students and invite them to participate in it.
- Share with the students the objectives, desired outcomes, and timeline for the project.
- Provide students with copies of what has been posted to date on the Virtues project interactive forum.
- Respond to their questions and concerns.
- Ask for their input.
- Support and encourage them in their endeavors.
- Provide students with the requirements of the project.
- Work with students as they complete their booklet and post their replies on the interactive forum.

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Project Plan and Activities:

1. Review what you have learned about virtues and values in life.

2. Think about what values are most valued and promoted in our culture (for example, What kind of people do television shows, music, movies, magazines, advertisements, books, plays, our peers, etc. „say we should be?) Use one of the following formats to show what these values are: (Use 8x11 inch size paper) : Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram.

3. Using one of the following formats, show at least three of the most important virtues/values your parents have taught you. (Use 8x11 inch size paper): Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram

4. Think about virtues and values are held as important by your religion? Use one of the following formats to illustrate these. (Use 8 x 11 inch paper): Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram

5. Ask your parents, friends (at least 4), and teachers (at least 2) to tell you what they think are the virtues by which you live.
a. Ask them to fill out the questionnaire and return it to you.
b. You will also complete a gift sheet in class.
c. Look over the questionnaire and gift sheet.
d. Write down your thoughts in a journal type entry (e.g. What did people say about you?
What did you learn about yourself? How do you feel about what you read? How can this help you to become the person you want to be? etc.).
6. Complete one of the following:
a. Make a list of the things you would want people to remember about you when they think or talk about you.
b. Write your own epitaph.
c. Design your own tombstone.
d. Write your own eulogy.
7. Read what students have posted on the interactive forum the Virtues site.
8. Respond to at least 3 students, share what you think, ask questions, etc.
9. Articulate the virtues that people of your age who participated in this Virtues project consider to be most important. Again, use one of the following to do this: (Use 8x11 inch paper):
Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram
10. Think of what kind of person you would like to become.
11. Articulate the kind of person you would like to become by means of one of the following: (Use 8x11 inch paper) : Poem, essay, drawing, cartoon, story, poster, pictures with captions,
chart, diagram
12. Discuss your ideas about participating in this project:
- Did you like participating in it? Why?/Why not?
- Would you recommend doing such a project again?
- What would you do differently?
- What was your favorite part of the project?
- What was your least favorite part of the project?
- Do you have any suggestions or advice about doing such a project?

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Questionnaire:

Dear _____

This questionnaire is part of a project that I am doing. The questionnaire asks what people think about me.

You do not have to participate (it,s voluntary) or put your name on it.

I would appreciate your feedback.
Thanks for your help.

_____
(Sign your name here)

Please circle one: I am your friend classmate/ teacher / parent

1. When you think of me, what three words come to your mind?
2. What are three things you like about me?
3. If you could change anything about me, what would you change?
4. What do you think are three things that are important to me?
5. What three virtues/values do you think I live by?
6. What are my three best qualities?
7. What are three strengths that I have?
8. What kind of person do you think I am?

Gift sheet exercise:

Everyone has gifts that they give to those with whom they live and interact.
In this exercise, each student in the class is given a blank piece of paper and colored marker.
1. Each student is asked to write/print his or her name in the center of the paper.
2. These papers are exchanged with every student in the class.
3. When a student receives a paper with another student's name on it, he or she will write a note to the student telling them what gift they have brought to them/the class.
4. When every student has written their messages on the papers, they are returned to the student whose name is on the paper.

IMPORTANT NOTE: I am giving the students choices (poem, essay, etc.) because I want them to feel free to be creative and to use their own learning style to present the information.

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Virtues Project Checklist
Please use this checklist to insure that you have completed all aspects of the project.
(Put a check mark next to each section AS you complete it.)

_____1. Review of what you have learned about virtues and values in life.
_____ 2. Show what values are promoted in our culture.
_____ 3. Show at least three of the most important virtues/values your parents have taught you.
_____ 4. What virtues and values are held as important by your religion?
_____ 5. Ask your parents, friends, and teachers to tell you what they think about the virtues by which you live.
_____ a. questionnaires distributed and returned.
_____ b. „gift sheet completed in class
_____ c. looked over questionnaire and gift sheet
_____ d. journal entry
_____ 6. Complete one of the following:
_____ a. List of things
_____ b. epitaph
_____ c. tombstone
_____ d. eulogy
_____ 7. Read what has been posted on the interactive forum Virtues site.
(Read the hand outs and view the site links and responses.)
_____ 8. Respond to at least 3 students on the site.
_____ 9. Articulate the virtues that people in the Virtues project consider to be most important.
_____ 10. Think of what kind of person you would like to become.
_____ 11. Articulate the kind of person you would like to become.
_____ 12. Discuss your ideas about participating in this project.

PLACE ALL MATERIALS IN A BOOKLET.
PROJECT IS DUE ON MAY 23

Resources:

Internet Resources:
- http://www.cortland.edu/www/c4n5rs (The Center for the 4th and 5th Rs serves as a regional, state, and national resource for character education. The Rs are respect and responsibility. Other virtues stressed are trustworthiness, fairness, caring, courage, self-control, and diligence.)

Books for children:

- Hans Christian Anderson. THE LITTLE MATCH GIRL.
- Benrei Huang. HEY THAT‚S MINE!, A CHILD‚S BOOK ABOUT SHARING.
- Vanessa J. James, Jan Strock. KOALA KAN LEARNS ABOUT RESPECT.

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- Barbara Lewis. KIDS WITH COURAGE: TRUE STORIES ABOUT YOUNG PEOPLE MAKING A DIFFERENCE.

- Nancy Loewen. I CAN DO IT: KIDS TALK ABOUT COURAGE.

- Jessel Miller (Illustrator), Carolynne Gamble. MUSTARD: A STORY ABOUT SOFT LOVE AND STRONG VALUES.

- Lorayne Mitchell, Jeff Lee. SHADOW IN THE WINDOW: A BOOK ABOUT CARING.

- Jeanne Strazzabosco. LEARNING ABOUT FORGIVENESS FROM THE LIFE OF NELSON MANDELA.

- Antoine St. Exupery. THE LITTLE PRINCE.

- Sheila Walsh. GNOO ZOO: MISS MARBLE,S MARVELOUS MAKEOVER: A STORY ABOUT RESPECTING OTHERS.

- Matt Whitlock. THE GIGANTIC LITTLE HERO: A STORY ABOUT PERSEVERANCE.

Books for adults:
- Michele Borba. BUILDING MORAL INTELLIGENCE: THE SEVEN ESSENTIAL VIRTUES THAT TEACH KIDS TO DO THE RIGHT THING. San Francisco: Jossey-Bass, 2001.

- Ruth Charney. HABITS OF GOODNESS. Greenfield, MA: Northeast Foundation for Children, 1997.
(Case studies of how 6 elementary school teachers solved problems related to character development>)

- Sean Covey. THE 7 HABITS OF HIGHLY EFFECTIVE TEENS. Fireside Books: Simon & Schuster, 1998.
Harriet Heath. USING YOUR VALUES TO RAISE YOUR CHILD TO BE AN ADULT YOU ADMIRE. Seattle, WA: Parenting Press, 2000.

- Thomas Lickona. EDUCATING FOR CHARACTER: HOW OUR SCHOOLS CAN TEACH RESPECT AND RESPONSIBILITY. New York: Bantam Books, 1991.

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- Cynthia Ulrich Tobias. DO YOU KNOW WHAT I LIKE ABOUT YOU?: JUMP-STARTINGVIRTUES AND VALUES IN YOUR CHILD.

Organizations:

- Educators for Social Responsibility, 23 Garden St.
Cambridge, MA 02138 (USA)
Email: educators@esrnational.org

- The Giraffe Project
P.O. Box 759, Langley, WA 98260 (USA)
Email: office@giraffe.org
(A nationwide organization working to „get people to stick their necks out for the common good. It has a story bank of over 800 real life heroes whose lives show children what they can do. They publish a book entitled GIRAFFES IN SCHOOLS: THE STANDING TALL PRO-GRAM (Grades K-5)