1. Small Group Activity: Pre-Planning Exercise

Before starting to create your ‘Project Plan’, you need to have a good idea of what you would like to accomplish and then decide on the direction for your plan. This is the pre-planning activity, and it is to be completed before planning for your project.

Resources needed:

- Pre-Planning Worksheet (Page 2)
- 21st Century Skills list (Page 4)
- SMART Model (Page 5)
- Curriculum Standards – you must have this
- Global Education framework and Key Concepts (Page 6-7)
- How to construct a good Driving or Leading Question? (Page 8)
- Mini project plan (Page 9-10)
- iEARN project descriptions from the iEARN Project Book (attached are some samples- Page 14)
- Project Plan Assessment Rubric (Page 12-13)

Steps to follow:

1. You need to select an iEARN project based on:
   - Its relevance to your curriculum for the coming term / 3 months
   - The potential of your students to enjoy it
   - Its connection to an issue or problem (local or global) that your students must care about

2. Fill the Pre-planning worksheet by following the instructions and questions

3. Then move to the mini project plan activity

4. Ask a peer or colleague to assess your plan, or assess it yourself using the Project Plan Rubric
Pre-Planning Worksheet

Activity:
A. Look at the description of the selected project, & at your curriculum standards
B. Look at the description of the project you have selected:
   a. State why you think this project would be suitable for your classroom.

   b. Select 2-3 important curriculum standards to focus on during the project.

   List the curriculum standards that match the project
   •
   •
   •

   c. Select 3 important 21st Century skills you will focus on during your project.

   List the 21st Century skills that you will focus on
   •
   •
   •
3. What knowledge, skills & attitudes do you want your students to acquire throughout the project?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Decide on the scope of the project

Think about how much time & resources you have, and plan accordingly.

5. Choose some possible project outcomes for the project. Make them SMART! A project is supposed to solve a problem or answer an important question. This solution or finding is to be presented as a tangible Outcome that can be assessed, examples: A magazine, a presentation, a report, letter to an organization, a video, an artwork...etc

What do you want the project to create/achieve? What will be the final product(s) for your project that will keep students excited and engaged to build/achieve it?
21st Century Skills

**Learning and Innovation Skills – the 4Cs**

1. **Communication**
   Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

2. **Collaboration**
   Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

3. **Critical Thinking and Problem Solving**
   Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

4. **Creativity and Innovation**
   Students as creators and innovators respond to new and diverse perspectives as they use language in imaginative and original ways to make useful contributions.

**Information, media and technology Skills**

5. **Information Literacy**
   Students as informed global citizens, access, manage, and effectively use culturally authentic sources in ethical and legal ways.

6. **Media Literacy**
   Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

7. **Technology (ICT) Literacy**
   Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

**Life and Career Skills**

8. **Flexibility and Adaptability**
   Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

9. **Initiative and Self-Direction**
   Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

10. **Social and Cross-Cultural Skills**
    Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

11. **Productivity and Accountability**
    Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

12. **Leadership and Responsibility**:
    Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

**Source:** ACTFL 21st Century Skills [http://actfl21stcenturyskillsmap.wikispaces.com/ACTFL+21+st+century+skills+list]
The SMART Model

SMART is an acronym that can be used to help ensure that effective objectives or activities are set.

**Specific**

Is the objective well-defined? Avoid setting unclear or vague objectives; instead be as precise as possible.

**Measurable**

Be clear on how you will know when you have achieved your objective. Using numbers, dates and times is one way to represent clear objectives.

**Attainable**

Setting impossible targets will only end in disappointment. Make your activities challenging, but realistic.

**Relevant**

Try to step back and get an overview of all the different areas of your project and how it links to the curriculum. Consider how relevant each objective is to the overall picture.

**Time-bound**

Set a time scale for the completion of each activity. Even if you have to review this as you progress, it will help to keep you on track and be motivated.
Global Education in iEARN-Qatar projects

Definition

How to introduce Global competencies in your iEARN project?
We at iEARN-Qatar adapted the below 3 level approach of introducing a global dimension into the curriculum for students from Developing the Global Dimension in the School Curriculum.

A. Realizing from personal experiences that our lives are globally interconnected
   Possible activities:
   - Individual reflective questions for students on global connections:
     What have been your experiences (as an individual, and as a member of a community)?
     To what extent, do you think, are our lives interconnected globally?
   - Student searches for his/her ancestral origins

B. Building understanding beyond personal experience: how global issues affect our/others’ lives, and how individual choices can affect global issues.
   Possible questions to be asked for group reflection:
   - What are the Sustainable Development Goals?
   - How do global issues affect our/others’ lives?
   - How can individual choices affect global issues?
   - How would people from different cultures or backgrounds react?
   - Who benefits from this situation? Who loses?
   - Is this logical, valid, just?
   - What other possibilities exist? What would be the consequences of each?

C. Taking Action: Contributing to a more peaceful, just and equitable global society through collective actions or personal choices
   The iEARN network facilitates an online space and collaboration tools to take thoughtful action aimed at making a positive impact in the world. An iEARN project can either aim at taking collective action to address local or global issues, or at answering questions that will lead us to important discoveries or solutions that impact our personal choices. Every project must address one or more of the following key concepts (on page 7). The teacher will incorporate those key concepts in the project plan, and design the activities to address them.
Activities Section

The 8 key concepts

Underlying the idea of the global dimension to the curriculum and 8 key concepts

- Conflict resolution
- Understanding the value of conflict, one approach is to include discussions on the role of the media and human rights in conflict resolution.
- Social justice
- Understanding how society is structured, the role of government, and the importance of participation.
- Sustainable development
- Understanding the economic, social, and environmental sustainability of projects and how they impact the global community.
- Human rights
- Understanding the global dimension to human rights, and how they impact the global community.
- Interdependence
- Understanding the interdependence of the world's economies, and how they impact the global community.
- Diversity
- Understanding the diversity of the world's cultures, and how they impact the global community.

How to construct a good leading/driving question?

The project leading or driving question is necessary to define and frame the project, and also to hook the students. To help you construct a good driving question, you may use the following model created by Buck Institute for Education (2011).

What you do is select
1) A framing word,
2) a person or entity,
3) an action or challenge, and
4) an audience or purpose.

See the following example:

**How can we reduce our carbon footprint in our life?**

Try it and have fun creating good driving question!

<table>
<thead>
<tr>
<th>Framing Word</th>
<th>Person or Entity</th>
<th>Action or Challenge</th>
<th>Audience or Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>How can...</td>
<td>I</td>
<td>Build...</td>
<td>Real-World Problem</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td>Create...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make...</td>
<td></td>
</tr>
<tr>
<td>How do...</td>
<td>We as, [Role]</td>
<td>Design...</td>
<td>For a Public Audience</td>
</tr>
<tr>
<td></td>
<td>[Occupations]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should...</td>
<td>[Town] [City]</td>
<td>Solve...</td>
<td>For a School</td>
</tr>
<tr>
<td></td>
<td>[County]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could...</td>
<td>[State] [Nation]</td>
<td>Write...</td>
<td>For a Classroom</td>
</tr>
<tr>
<td>What...</td>
<td>[Community] [Organization]</td>
<td>Propose...</td>
<td>For an Online Audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decide...</td>
<td></td>
</tr>
<tr>
<td>[wild Card]</td>
<td>[wild Card]</td>
<td>[wild Card]</td>
<td>[wild Card]</td>
</tr>
</tbody>
</table>

Source: Adapted model from Buck Institute for Education 2011 (www.bie.org)

A good driving/leading question is:
- Focused on a central problem or an important question
- Interesting and inspiring to students –drives them to inquire about what they would like to learn
- Aligned with the curriculum: to answer it students will need to gain the intended Knowledge and Skills
- Interesting for the teachers
- Open-ended and allows students to develop more than one reasonable answer
- Appropriately challenging which makes the inquiry sustained throughout the project
2. Small Group Activity: Create a Mini Project Plan

In this section we are doing a practice of creating a mini project plan.

In real life nothing happens until we have a good plan! In our case our plan must state: our project outcomes, learning objectives, learning activities and their timelines, and assessments.

**Resources needed:**
- All documents from your pre-planning exercise
  - Pre-planning worksheet completed
  - iEARN project information
  - Curriculum standards
- Resources (also in Methodology & resources Section)
  - 21st Century skills set list
  - SMART Model
- Mini project planning worksheet
- Resources page about assessment and authentic learning activity information

**Steps to follow:**
1. Be realistic!
2. Revise your selected learning outcomes & 3 real-world skills
3. Revise your project outcomes
4. Plan some of the main activities & their timeline. Make the activities SMART. They will be more detailed in your lesson plans.
5. Decide on how you will assess the students, & what you will assess.
6. Revise your plan to account for possible changes
7. Share your plan with others
## Mini Project Planning Worksheet

**iEARN Project:**

**My project title:**

**The Project Driving Question:**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**Global Education Key Concept(s)**

**Project Outcomes**

<table>
<thead>
<tr>
<th>Project Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessments**
Activities Section

Resources

Assessments

Think about how you plan to assess your student learning:

1. How will you assess the content knowledge area (curriculum standards)?
2. How will you assess the skills (21st century skills) practiced while working on the project?
3. How will you assess the final product(s) of the project?

What types of performance assessment?

Performance (or authentic) assessments are designed by teachers to measure the students' understanding of the core content, skills, processes, products, etc. The assessments should be designed so that the content/task of the assessment matches the content/task of the instruction. Here's an incomplete list:

- Observation
- Self- and peer-assessment
- Student's reflections
- Journals
- Concept maps
- Checklists
- Interview skills checklists
- Oral presentation
- Written tasks, essays, reports
- Teacher-student interviews
- **Rubrics**
- Performance tasks
- Exhibitions and demonstrations
- Students portfolio
- Teacher-created tests
- Written examination

Activities - Authentic learning

Authentic learning requires authentic activities. What activities will you decide on that will help you cover your curriculum standards as well as promoting authentic learning for your students?

Some Characteristics of Authentic Learning Activities

- Activities are completed in days, weeks, and months rather than minutes or hours. They require significant investment of time and intellectual resources.
- Provides the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information.
- Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.
- Assessment is seamlessly integrated with learning in a manner that reflects how quality is judged in the real world.

Plan for Activities

- Introductory activities
- Learning activities
  - Independent activities
  - Guided activities
- And closing activities
Project plan assessment rubric

Evaluation will be conducted from lowest (1) to highest (3)

The leading question will be assessed according to 6 criteria listed in the table below.

<table>
<thead>
<tr>
<th>SMART Criteria for assessing the leading question</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focused on a central problem or an important question</td>
<td></td>
</tr>
<tr>
<td>2. Interesting and inspiring to students –drives them to inquire about what they would like to learn</td>
<td></td>
</tr>
<tr>
<td>3. Aligned with the curriculum: to answer it students will need to gain the intended Knowledge and Skills</td>
<td></td>
</tr>
<tr>
<td>4. Interesting for the teachers</td>
<td></td>
</tr>
<tr>
<td>5. Open-ended and allows students to develop more than one reasonable answer</td>
<td></td>
</tr>
<tr>
<td>6. Appropriately challenging which makes the inquiry sustained throughout the project</td>
<td></td>
</tr>
</tbody>
</table>

Total /18

Most of the criteria on the below table are derived from the SMART model: Specific, Measurable, Attainable, Relevant, & Time-bound. The scoring is simply from 1 (lowest) to 3 (Highest).

<table>
<thead>
<tr>
<th>Elements</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
<td>Specific 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurable 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attainable 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevant to the curriculum 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time Bound 1-3</td>
<td></td>
</tr>
<tr>
<td>Read the learning outcomes, and give a general score for each of the elements.</td>
<td>/15</td>
<td></td>
</tr>
</tbody>
</table>

21st century skills

<table>
<thead>
<tr>
<th>Relevant to the project (1-3)</th>
<th>Attainable during project time (1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Relevant and Attainable are the selected 21 C Skills to the project?</td>
<td>/6</td>
</tr>
</tbody>
</table>

Global Competencies

<table>
<thead>
<tr>
<th>Relevant to the project (1-3)</th>
<th>Attainable during project time (1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Relevant and Attainable are the selected Global key concepts?</td>
<td>/6</td>
</tr>
</tbody>
</table>

Final Products

<table>
<thead>
<tr>
<th>Specific 1-3</th>
<th>Measurable 1-3</th>
<th>Attainable 1-3</th>
<th>Relevant to the project (1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the suggested project outcomes and assess them based on the 4 criteria</td>
<td>/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total /39

Please turn over →
### Assessments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Assessments of the Knowledge &amp; Skills</em></td>
<td>That are derived from the curriculum standards, are planned &amp; appropriate (1-3)</td>
<td></td>
</tr>
<tr>
<td><em>Assessments of the students' Success Skills</em></td>
<td>Are planned &amp; appropriate (21st Century skills and Global competencies) (1-3)</td>
<td></td>
</tr>
<tr>
<td><em>Students are provided with structured opportunities to give &amp; receive feedback</em></td>
<td>About the progress of their work, and about the quality of their product from peers and teachers (1-3)</td>
<td>/9</td>
</tr>
</tbody>
</table>

### Overall project and activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The project has an authentic context, &amp; involves real-world tasks, and tools.</em></td>
<td>(1-3)</td>
<td></td>
</tr>
<tr>
<td><em>The project makes a real impact on the world and/or speaks to students’ personal concerns, interests or identities.</em></td>
<td>(1-3)</td>
<td></td>
</tr>
<tr>
<td><em>Students have opportunities to express voice and choice; and to take significant responsibility and work as independently from the teacher as is appropriate with guidance</em></td>
<td>(1-3)</td>
<td></td>
</tr>
</tbody>
</table>

| Overall score | /9 |

Source: some elements of this rubric are adapted from [http://www.bie.org/object/document/project_design_rubric](http://www.bie.org/object/document/project_design_rubric)
My Hero Activist Media

A project affiliated with the iEARN network, but run by an independent NGO, in which students of all ages publish stories, and submit artwork and multimedia online about their heroes. Teachers and students are encouraged to create original songs, short videos and/or digital art to raise awareness about issues they care about. MY HERO will share resources, guides and mentors to help with this digital production. All are invited to share their media through myhero.com/start. For more about My Hero Learning Circles, see page 52.

Ages: All
Dates: Ongoing, with multimedia festival deadlines in June and October.
Language(s): English/Spanish, with selected stories translated into French, Chinese and Arabic.
Website: www.myhero.com and Spanish: miheroe.org
Project Group: collaborate.iearn.org/space-2/group-112
Contact: Wendy Milette, media@myheroproject.org, Wendy Jewell, wendy@myheroproject.org, USA

Don’t Waste - Create

The aim of this project is to awaken consciousness among students about resources, recycling, and avoiding waste. Focus topics include upcycling, water saving, corn is not just corn, recipes with leftovers, and weeds for healing deeds, urban gardening, ideas for gardening on stone ground and with little water.

Ages: 6-18
Dates: Ongoing
Languages: English, Spanish, German, Italian, Farsi, Tamil
Project Group: collaborate.iearn.org/space-2/group-156
Contact: Maria Baxter, Austria, iearn.queenmary@gmail.com
Spanish: Enid Figueroa, efigueroa_orillas@comcast.net, Kristin Brown, kkbrown@iicg.org, Orillas

Global Math

This project uses math as a unifying tool to investigate and understand our shared world.

This project includes several collaborative activities throughout the school year. Students use basic secondary mathematics to observe symmetry in their surroundings, compare regional temperatures, model population growth, gather statistics about their communities and measure the size of Earth. The goal is to use mathematics as a common language to facilitate investigation and collaboration.

Ages: 14-18
Dates: October 2015 - May 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-396
Website: http://www.globalmathcollaborative.org
Contact: Steve Weissburg, USA
steve.weissburg.math@gmail.com
Teddy Bear Project/Ositos de Peluche

An international teddy bear exchange using email and postal mail.

Ages: All
Dates: Ongoing
Languages: English, Japanese, Spanish, and other languages
Website: www.ierarn.jp/fs/1191/index.htm
http://proyectooositosdepeluche.blogspot.com.ar
Project Group: English: collaborate.ierarn.org/space-2/group-94
Spanish: collaborate.ierarn.org/space-2/group-188
Contact: English: Puppala Rasagnya, Japan, teddybear-japan@IERARN.jp
Spanish (Ositos de Peluche): Lucía Rubio, luciatrenque_1967@hotmail.com

My Identity, Your Identity

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

Ages: All
Dates: October 1, 2015 - June 1, 2016
Languages: English
Project Group: collaborate.ierarn.org/space-2/group-114
Contact: Said Belgira, Morocco, saidbel2011@hotmail.com
Nicolle Boujabei-Diedrichs, USA, nboujabei@hotmail.com

Special Place

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

Ages: All
Dates: September 2015 - May 2016
Languages: English, Chinese
Project Group: collaborate.ierarn.org/space-2/group-111
Contact: Margaret Chen margaret@taiwaniearn.org and Doris Tsueyling Wu, doriswu@taiwaniearn.org, Taiwan

Participants are invited to share their precious local places in any digital form. Use short stories with videos, digital photos or drawings to show what your place looks like. You may use any writing genre (creative, informative, humorous, poetry, etc.) to describe your place, and share what is special about it for you. Is it a place where you prefer to be alone or with others? Create a word picture so we can experience your special place. Decide what you and others can do to preserve the uniqueness of this place. Very short stories are acceptable (just a few sentences) and stories should be no longer than one page. We hope that, in thinking about our own special places, reading about other students' special places, taking action to preserve such places, we will strengthen our commitment to preserving our fragile Mother Earth.
**Medicine in My Backyard**

A preservation project where students play the role of ethnobotanists to investigate medicinal plants in their communities and read poetry written more than 900 years ago that helps reveal the healing power of plants. This project’s vision is to empower students to make informed decisions regarding medicinal plants by asking questions, such as: How can people learn how to use plants for medicine? What are some plant remedies? Why is a Botanical Garden important?

**Activities Section**

**Global Youth Service Day Project**

Teachers and students around the world engage in small community development initiatives aiming to celebrate Global Youth Service Day.

The project aims to support a global culture of engaged children and youth committed to a lifetime of meaningful service, learning, and leadership. With half the world’s population under age 25, the project will help all young people find their voice, take action, and make an impact on vital community issues. The Global Youth Service Project will help teachers and students partner with local, state, national, and international organizations committed to engaging children and youth as leaders through volunteering, community service, service-learning, national service, and voting/civic engagement.
Girls Rising Project - Education for All

Girl Rising is a global campaign for girls’ education and empowerment.

Girls Rising journeys around the globe to witness the strength of the human spirit and the power of education to change the world and students get to know nine unforgettable girls living in the developing world: ordinary girls who confront tremendous challenges and overcome nearly impossible odds to achieve their dreams and obtain a quality education.

Participants are encouraged to watch “Girl Rising” (or excerpted chapters available online). As part of their discussions with other classes, students are encouraged to share ideas about what they can do to make the situation of girls in the world and in their own country better.

Healthy Generation and Traditional Cuisine

A project that encourages cooking, sharing, and making friends around the world.

The goal of this project is to positively influence children’s food-related preference, attitudes, and behavior. Students will identify specific features of the national cuisine of the countries participating in the project. The participants of the project are invited to identify their preferences in food, to show their traditional cuisine, to get acquainted with its useful properties and the danger of fast food. During the project, the participants of the will be able to take part in exchanging information, youth surveys, cooking the dishes of traditional national cuisine, and exchanging images and videos to share and document for one another.