

"THIS IS OUR TIME"



Time Project 2016 ACTIVITY BOOKLET

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GENERAL INFORMATION

Introduction

"This is our time" is an annual global communications project for elementary and secondary schools, initiated for the UNESCO Associated Schools Project Network (ASPnet). Organised since 1995, the Time Project enters into its 21st YEAR on TIME DAY November 25th 2016.

Time seeks effective and innovative ways to enable young people from many different cultures and countries to communicate "face to face" on current issues such as Gender based Discrimination, Police and the Use of Lethal Force and The Crisis of Democratic Processes.

The concept of 'time' is the leading thread running through all activities. It relates to many fields, such as science, sports, computing, arts and humanities, business, medicine and religion. Within the framework of "This is our Time", Time has a twofold meaning:

1. This is our Time: the scientific phenomenon 'time' is universal and endless
2. This is our Time: personal perception of young people: annual Time-theme

The Time activities relate to either one or both meanings. The Time education kit offers long term and short term, online and offline, global and local activities. A description of the individual activities shows the learning objective, participation, practical information, technical requirements and time line.

All three of the TIME topics can be explored and shared through our many on line activities. Some activities Time offers include Blogging "Classroom twinning", face to face video conferences, debates through House of Commons and Model United Nations simulations, interactive learning in the 24 hour research competition "Unite the Nations", and an exploration of sustainable development through the Arts in Suchitoto El Salvador.

Learning objective

The Time Project strives to offer students to:

- Learn about and practise the concept of "intercultural learning";
- Develop the notion on time and other contemporary issues such as human rights, sustainable development and the environment;
- Expand the knowledge on the UN system and UNESCO;
- Share ideas and proposals on their role in contributing to a better world;
- Work together in a fun, innovative way;
- Communicate and co-operate with each other on current world issues by creating a global platform;
- Promote international solidarity by facilitating the participation of schools with few resources in the project.

As We Boldly Go into this new century and millennium, this, indeed, is 'our time' for young people to stand up for their beliefs. By engaging in intercultural dialogue, debating on critical world issues and building partnerships through the Time Project, young people can improve not only their skills in inquiry, critical thinking, communication and foreign languages but can also gain a heightened awareness of global interdependence.

Participation

The project is meant to be international - we would like to involve schools, community groups and organisations within all time zones and both hemispheres.

During its 21 year history more than 1000 schools, organizations, youth groups and communities from 80 countries have participated in Time.

The average age of the students is 12 -19.

Time Headquarters in London Ontario Canada, as well as the regional home bases in the Netherlands, Croatia, The United States, Indonesia, Taiwan and Russia. This structure communicates with and supports participating schools and organisations.

Practical information

Step 1: Sign up

Participants sign up for the Time Project and receive the activity booklet.

Step 2: Prepare

Participants choose from the activities listed in this booklet and create their own set of activities and start preparing the activities.

Step 3: Participate

All Time activities come together on one annual project day. On 25 Nov. 2016, the project day takes off at 00:00 UTC (Universal Time Code). At that time, or any other time during the next 24 hours, participants log into the Time website and are online. While carrying out Time activities the participants chat, discuss, interact, learn and teach.

Step 4: Evaluate

Participants receive an evaluation-sheet and write a short report on their Time Project.

Step 5: Final report 2016 and certificates

Time headquarters send certificates of participation to all Time 2016 schools, community groups and organisations. The final report will be made available through the Time website www.timeproject.org

Technical information

"This is our Time" works with ever changing and modern ICT media to connect youth around the world on a single day in TIME. However, we would like to include schools and organisations from as many different countries as possible, both high-tech and low-tech. Therefore, many activities are available through snail mail as well. Also, Time Headquarters invites schools to contact HQ about possible local networks that might enable schools to communicate through modern media. Some of our international partners might be able to link you to local NGO's.

Time Project 2016

In 2016 the Time Project is scheduled on 25 November, 2016 .
The Time theme for 2016 is "Time and Time Again ".

Time line

Fall 2016	First call for participation Start of subscription
Late Fall 2016	Second call for participation
Sept Nov 2016	Materials sent to participants
Sept - Nov	Students Develop their Time materials Participants prepare and practise
Early Nov 2016	Try out videoconferences
25 Nov 2016	Time Project Day
Nov/Dec 2016	Your Evaluation
Dec 2016/ Jan 2017	Your Final report to Time HQ 2016
Feb 2017	Certificates sent to participants

CLASSROOM TWINNING THROUGH BLOGGING

Introduction

Time strives to create a digital discussion platform 'Classroom twinning', where young citizens of the world get together.

Blogging goes beyond the "meet and greet" stage. While co-operating with their multicultural and multilingual partners, students become aware of current world issues. Furthermore, the dialogue between the students challenges them to develop their own view while understanding other perspectives and to look for possible solutions.

Classroom Twinning is a global, long and short term, online and offline activity.

Learning objective

Through active co-operation and communication between multiple schools, the classroom twinning strives to raise appreciation of and curiosity for other people and cultures.

Participation

Target groups: secondary schools, youth and community groups (average age: 12 - 19).

Practical information

The classroom twinning is an activity you can start at almost any day you want. It can either be short term or long term, depending on what you prefer. Here is the idea:

1. Schools send in a twinning-request to Time Headquarters by filling out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
2. All requests are put together by choice of topic. Twinning groups are created, representing a variety of countries, continents and time zones.
The twinning topics are:
 - Gender Based Discrimination
 - Policing and The Use of Lethal Force
 - Crisis in The Democratic Process
3. Every twinning group receives names and addresses of the partner-schools.
4. Students start introducing themselves. Name, hobbies, their school, their country etc.
5. Twinned schools start co-operating on their chosen topic.
6. Time HQ will offer some guide lines for co-operation, such as materials and questions.
7. Every twinning group works on the questions and prepares a short statement.
8. Teachers and club organizers will follow the step by step guide to register their students on the blog site. <http://timeproject.tiged.org/>
9. Enter your statements on the online Time discussion forum "Classroom twinning".
10. Statements are the base for twinning groups to start a discussion, exchange information and chat: the digital discussion platform.

Note: always CC or SEND A COPY OF ALL MESSAGES to Time Head Quarters timeproject01@yahoo.ca . We will be writing the final report and would like to include as much information as possible.

Technical information

This activity is open to all kinds of technology. Snail mail, e-mail, faxes the WWW Internet, videoconferences.

Time line

Oct - Nov 2016	Schools choose twinning topic HQ creates twinning groups
Early Nov	Groups start introduction
25 Nov 2016	Work on questions/ statement Digital platform Time website Blogging occurs throughout the days before during and after Time Day
Dec 2016/ Jan 2017	Send short report to Time HQ
Feb 2017	Final report Time 2016

BLOGGING SITE – Registering Teachers into TIGed Site

Time Project in partnership with Taking IT Global For Educators (TIGed) is pleased to offer a safe and secure site for teacher information and interaction as well as SAFE student learning. <http://timeproject.tiged.org/register/>

You will be prompted to join TIGed (it is free to do so) Once a member you will be prompted for a code to enter the TIME PROJECT school....that code word is timeproject.

Once a member of the TIME PROJECT site or Classroom in their terms.... You can register your students into the specific blog site.

BLOGGING SITE – Registering Students

All TIGed classroom features can be accessed by clicking on the links provided on the left hand side of your classroom's web page.

NOT All Time Project Activities REQUIRE individual student registration. BLOG ACTIVITIES do.


Step 1: Enter the Activity (classroom) that requires student registration. Ie Child Soldier BLOG .

Step 2: Notice the many options on the LEFT side of the screen/page. ONE of the options second from the top is PARTICIPANTS. CLICK on the word PARTICIPANTS.

Step 3: You are taken to a new page - the 'Participants' page. Scroll down past ALL of the teachers. At the end of that list you will see in a yellow rectangular bar a green '+Add' button on the lower right hand side of the page. Click on the ADD button.

STEP: Adding Participants

To add students to this ACTIVITY (classroom) , simply follow the steps below:

Add  ret

This option is for adding students who aren't part of your school to this classroom. Other options are:

- To import students from the school list into this classroom
- To import learning groups into this classroom

You can use this tool to create accounts for all your students for your TIGed classroom. Each student will need a username and password. Initially, you will choose one password that all the students will use when they first login. There are three things you need to tell us to get started:

- How many students do you want to add? (1-99)
- How do you want to setup student passwords?
 - I will assign one password for all the students to use
 - I will assign individual student passwords
- Are students allowed to use e-mail at your school?

BLOGGING SITE – Registering Students

Step 1: How many students are you inputting into this ACTIVITY/ classroom?

unique username. With respect to passwords, you can choose to create a single password for all

Step 2: Time Project suggests you set ONE password for all to use. This password is decided by you and should be recorded somewhere by you for reference. Ie Spirit

Step 3: You decide the email access option for your students.

Step 4: We suggest using your school NAME as the first name for each student and add a NUMBER to identify each student. Ie GYMSCHOLA- 1 (no empty spaces are allowed in the user id)

This method allows you to quickly and easily create student logins. Then you simply assign specific students one of the numbered Identifications. This method avoids you creating usernames which have already been taken and helps you to readily identify your students.

Another example of a username that employs this system is LordElgin-1. Please note that no spaces are allowed in TakingITGlobal usernames.

Step 5: You're finished! As a reminder, students will not be allowed to change their passwords. YOU must repeat this process for each blog activity your students participate in.

Step 6: If you have more than ONE Blog site or Activity you wish to log students into, once you've entered them the first time any additional activities are easy. Go to that Activity (classroom) Click the work PARTICIPANTS

Step 7: Once in the Participants screen, scroll down past the list of teachers until you see the heading STUDENTS. On the far right of the heading you will see the option to +add or +import.. Click IMPORT

Step 8: You will be taken to a screen where you can highlight those students user names that you have already entered, holding down the shift button allows you to highlights a long list. Then scroll to the bottom and click IMPORT STUDENTS.

NEXT STEP: Logging in As A Student

Step 1: Have students go to <http://timeproject.tiged.org>

Step 2: Scroll down the page to the Activity (classroom) that you have registered the students into. Have them click on the name of the activity that is hotlinked (ie in blue) Ie [4\) Gender Discrimination - Blog Activity](#)

Step 3: The page will reset to the top with a GREEN rectangular bar stating

“ The class you are trying to view is private. [Click here](#) to join the class.”
Follow the instruction and CLICK the CLICK HERE

Step 4: The page will move to the REGISTRATION PAGE.... On the Right HAND side is the LOGIN in option
Have each student choose that option inserting the username you have assigned them ie LordElgin-1
And the password that you picked for the entire group to use... ie lordeglin.
(ignore the other two boxes in this registration/login spot.)

Step 5: You're finished and will be taken to the specific Activity you want them to participate in.... ie taken to the Child Soldier Blog Activity page... STUDENTS MUST REPEAT THIS PROCESS EACH TIME THEY WANT TO POST TO THE SITE.

Step 6: On the Right hand side of the ACTIVITY (classroom) page you will see the list of Discussions for student response. If this is the first time on the site, students must respond to the INTRODUCTION thread and blog their opening introduction to all of the students in this activity.

VIDEOCONFERENCE

Introduction

Books, the Internet and television teach and show us a lot about other countries and its peoples. But it is in meeting and interacting with the 'natives' a culture comes to live. Video conferencing offers students the unique opportunity to meet their partners 'face to face' through a live video-link between two or multiple schools. During the conference students not only get to know each other, they also discuss current world issues and their own experiences with and thoughts about these issues.

Videoconference is a global, short term and online activity.

Learning objective

- To stimulate critical thinking and commitment to the global community of the students by offering them a forum for discussion on items of global interest;
- To improve speaking skills: presentation and discussion in English.

Participation

Target groups: secondary schools, youth and community groups (average age: 12 – 19).

Practical information

I. Preparations for the video conference

- Participating schools create a team of students, headed by a teacher;
- Each team prepares their presentation on one of three topics and make choices about the style of Video Conference Presentation (a Show and Share, a Model UN simulation, a House of Commons Debate)
- Gender Based Discrimination
- Policing and Use of Lethal Force
- Crisis in the Democratic Process
- Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
- The teams prepare their chosen item by interviewing people in their local community, do research about the item, discuss, set up questions.
- Schools receive a tech sheet to fill out and return to Project Coordinator Joe Sheik at j.sheik@tvdsb.on.ca
- The team gives a presentation to their peers at school: a short play or plea (3 minutes)
- The team receives feedback from classmates and the teacher and, if necessary, adapts their presentation to this feedback

II. The actual videoconference (Show and Share Format)

- Technicians make the connection between two (or more) schools
- Welcome: a short introduction of both teams (5 minutes)
- Presentations by participants (total of 10 minutes each)
- Questions and discussion on the Common Topic (5-10 minutes)
- Conclusion (3 - 5 minutes)
- Closure

Technical information

- Software: Any video conferencing software including Adobe Connect, Zoom, Blue Jeans, Skype etc...
- ISDN lines or other telecommunication lines
- Computer or camera-setting
- Beamer or TV
- Camera

III. Preparations for the 'House of Commons'

- Schools/Groups of youth interested to participate, are asked to send an e-mail to Time Project HQ at timeproject01@yahoo.ca and Joe Sheik VC Coordinator j.sheik@tvdsb.on.ca They will receive the registration codes for the House of Commons VC project classroom on our www.timeproject.tiged.org site. At the classroom site teachers will find helpful guides to organizing your students around your chosen topic. On the site is posted the 10 questions used in this years' HOC debate. As well the names and e-mail address of their partner group will be sent to you once you have submitted your techsheet. Teachers use these techsheets to contact partners who are researching the same topics to set a day and time for the video conference.
- You will receive and be asked to fill out and return to the VC Coordinator a techsheet ...nothing else can move forward until you email your completed techsheet.

- Once your techsheet has been received you will be directed to use the GMT chart to fill in all of your scheduled VC s on Time Day November 25 2016. Once you have completed your GMT chart email it centrally to the VC Coordinator.

FOR HOUSE OF COMMONS questions for the debate are put together in advance and are posted on the classroom site www.timeproject.tiged.org/hoc . These questions surround a specific topic and progressively get more challenging **however they all can be initially answered by a simply agree/ disagree or yes/ no.**

FOR HOUSE OF COMMONS we advise you to prepare the debate by looking into the questions and talk about them amongst your group and with your teacher, and gather information on the topics on the Internet. Be sure you can support your yes or no with facts, statistics, examples, stories etc... opinions alone cannot be debated - opinions supported with facts can.

- We ask you to choose a spokesperson (teacher or student) and a technical person for your group.
- The spokesperson will arrange all communication with the partner group and lead the discussion, while the technical person is in charge of setting up the technical details of the videoconference and a test session with your partner group.
- Always set up a test session prior to your actual VC, to test your equipment and the line with the partner group.

It is very frustrating to have a VC failing because of problems with the technique, so avoid that frustration and set up a test session!

The actual 'House of Commons'

1. Once you start the VC, the spokesperson introduces him/herself and the team members to the partner group, after which they do the same.
2. The spokespersons, having the questions, will then start of the discussion by asking the first question. To facilitate discussion, each participant has a **red** and **green** coloured piece of paper in their hand. If they agree with the statement they raise the **green card** and if they disagree with the statement they hold up the **red card**. In an instant participants can see the various positions on the topic and they will take the debate from there
3. You are free to speak your mind and stand up for what you believe in, keeping in mind that you **respect** and **listen to** the other youth participating. The key to a successful debate is to remember to support your ideas with facts, examples or statistics of some kind.
4. After about 30 minutes the debate will be wrapped up with a short farewell
5. You are of course free to set up more than one VC. Just let us know how many meetings you would like to set up and we will try to find you diverse partner groups.

Please keep in mind that, even though you are invited to and free to speak your mind, there are some rules to play by:

- 1) We ask that you **respect** the diversity of cultures. Do not make fun of someone else's comments. You may not agree and you are free to state your contra-argument. But do so in a respectful manner, without making fun or hurting the other person.
- 2) When another person is speaking we ask that you **listen**. Do not start small talk amongst each other or change the subject. From listening you can learn. You might even discover that the other person has a good point and slightly adapt your own opinion about a topic. Or you might want to listen carefully in order to form your counter argument.

These are two simple, yet important rules. Keep them in mind during the debate and enjoy the dialogue with your peers from other parts of the globe!

IV. Preparations for the 'Model United Nations' (TPMUM)

- Schools/Groups of youth interested to participate, are asked to send an e-mail to Time Project HQ at timeproject01@yahoo.ca Or Joe Sheik VC Coordinator j.sheik@tvdsb.on.ca They will receive the registration codes for the Model United Nations VC project classroom on our www.timeproject.tiged.org site. At the classroom site teachers will find helpful guides to organizing your students around your chosen topic specific rules of Parliamentary Procedure as well as guides for delegates. On the site is posted Model UN Resolution that we will be using in the Committee Debates. Schools will receive the countries they are to represent during the TPMUN. As well schools will receive the names and e-mail address of their partner group will be sent to you **once you have submitted your techsheet**. Teachers use these techsheets to contact partners who are researching the same topics to set a day and time for the video conference. Teachers record those times on their GMT chart and once completed they submit their GMT chart centrally to the VC Coordinator.
- You will receive and be asked to fill out and return to the VC Coordinator a techsheet ...nothing else can move forward until you email your completed techsheet.

- Once your techsheet has been received you will be directed to use the GMT chart to fill in all of your scheduled VC s on Time Day Nov. 25th 2016 Once you have completed your GMT chart email it centrally to the VC Coordinator.

Preparing for a Model UN

- In Pairs, students research the resolution on the table from the perspective of the country they have been assigned.
- Students prepare facts, statistics, possible word changes to the resolution and even alternative solutions, and new amendments to the resolution all from their country's perspective.
- During the Model UN they will always speak as if they are a delegate from that country - always in a respectful tone
- Students can use the guide to being a Delegate to aid them and need to familiarize themselves with proper Parliamentary language and procedure outlined in the TPMUN Guide to Procedures. (all support documents can be found at www.timeproject.tiged.org/TPMUN)
- We ask you to choose a chair and a technical person for your group.
- The chair will study the guide for Chairing a Model UN as well as familiarize themselves with the TPMUN Rules of Procedure.
- It is the Student Chair along with the chair person of the other school that will together mediate and run the Model UN session once a Video Conference starts.
- The technical person is in charge of setting up the technical details of the video conference and a test session with all of your partner groups.
- Always set up a test session prior to your actual VC, to test your equipment and the line with the partner group.
- It is very frustrating to have a VC failing because of problems with the technique, so avoid that frustration and set up a test session!

The actual 'Model United Nations'

1. Once you start the VC, the chair from each school introduces him/herself and quickly divide up the time of the conference between themselves...ie who will act as chair first.
2. The first chair then calls the roll during which time each participant identifies themselves and the country they are a delegate of.
3. The chair then opens the speakers list to allow for opening comments regarding the Resolution (TPMUN Resolution III/2016)
4. The Model United Nations Committee event proceeds according to the Rules of Procedure with delegates making motions, points of order etc...
5. The chair not active for their half is carefully recording any amendments to the Resolution, any vote results, any additions to the Amendments and omissions.
6. After a motion to vote or to adjourn the Model United Nations Committee simulation will come to an end 30-45 mins after the VC had begun.
7. Chairs are asked to post their notes from their simulation in a discussion thread on the Model UN classroom site so other schools can view their results.
8. Delegates are invited to post their position papers or any research notes they used for their delegation to the Model UN classroom.

Please keep in mind that, even though you are invited to and free to speak your mind, there are some rules to play by:

1) We ask that you **respect** the diversity of cultures. Do not make fun of someone else's comments. You may not agree and you are free to state your contra-argument. But do so in a respectful manner, without making fun or hurting the other person.

2) When another person is speaking we ask that you **listen**. Do not start small talk amongst each other or change the subject. From listening you can learn. You might even discover that the other person has a good point and slightly adapt your own opinion about a topic. Or you might want to listen carefully in order to form your counter argument.

These are two simple, yet important rules. Keep them in mind during the debate and enjoy the dialogue with your peers from other parts of the globe!

We hope this is all clear to you and that you are interested to join us in one of three or ALL three types of Video Conference Activities, Show me, Show You, House of Commons and Model United Nations. If you have any further questions or concerns, please feel free to get in touch with VC Coordinator, Joe Sheik j.sheik@tvdsb.on.ca.

Remarks

- Time Headquarters will sent you a list of names and electronic addresses of participating schools as well as a GMT Chart.

- Each participant is responsible to create its own videoconferencing schedule for 25 November, in co-operation with other participants and fill out your GMT chart as you build your VC schedule. You send your completed or mostly completed GMT chart to Joe Sheik j.sheik@tvdsb.on.ca who will gladly support participants;
- Set up a try out session before the actual videoconference, to test your equipment and telecommunication lines;
- Each team should have 1 spokesperson, either a teacher or a student;
- A technician should be in charge of the technical details of the videoconference;
- Speak slowly and clearly: English is not everyone's native language!
- The videoconference will last about 30 - 45 minutes;
- Write a short report on the videoconference and your impression;
- Send report to Time Headquarters;
- Time HQ will collect all reports and put a sample in the final report for Time 2016

Timeline 2016

Fall 2016	Research and set up
Early Nov	Try out sessions video conferences – test connections
25 Nov 2016	Multiple live video links between schools
Dec 2016/ Jan 2017	Send short report to Time HQ
Feb 2017	Final report Time 2016

UNITE THE NATIONS

Introduction

Unite the Nations, an interactive game about and between countries, challenges students to take a closer look at their own culture as well as foreign cultures. Students create multiple choice questions on geography, history, social issues, arts and sports in their country.

Ultimately it is a test written by students for other students as a celebration of who we are and what we deem most important to learn about our respective countries. Within the time-span of 24 hours they race against each other and time in answering questions on other countries.

Unite the Nations is a global, short term, online and offline activity.

Learning objective

The game aims to increase awareness for the diverse cultures worldwide by inter-cultural exchange.

Participation

Target groups: secondary schools, youth and community groups (average age: 12 – 19).

Practical information

The idea of the game is to share your country with others and learn about their countries in a fun, creative and playful way. So, how can you do this? The game is split into two parts: making the questions and answering the questions.

Making the Questions

1. Create a team of students in your class or school.
2. Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
3. Research your country. Every team-member could take one of the 5 categories: History; Geography; Social Issues/Current Events/Politics; Arts/Entertainment; and Sports/Leisure
4. Use all kinds of resources: school or public library, the WWW Internet, people in your local community etc.
5. Formulate a minimum of 5 questions on every item, with multiple choice answers (4 options).
6. Remember, the questions should not be too simple, ie found in the first lines of a google search. The question need to challenge the other participants HOWEVER the questions must be able to be researched and found on an ENGLISH language website.
7. Send all the questions to Time Head Quarters Timeproject01@yahoo.ca by 14 November 2016. **NOTE: remember to send the accompanying answers as well! Only to Time HQ!**
8. Time HQ will gather questions from all countries and compile blocks of questions, one block for every item. This will be the game "Unite the Nations".

Answering the questions

1. On 25 Nov, the game will be sent out to participants and put the WWW Internet at 00:00 UTC.
2. Schools that do not have access to the Net will receive **all questions by fax.**
3. You have 24 hours to answer all questions with your team.
4. Use all available sources to find the answers.
5. You can also exchange information with other groups, co-operate to find as many correct answers as possible.
6. The group that answers all questions correctly and the fastest is the winner.
7. The winning group/school will receive official recognition and a prize.

Some examples of questions

1. Who do Bulgarians call the "Apostle of Freedom"?
a) Vassil Levski; b) The monk of Hilendar; c) Khan Asparuh
2. What is the name of the biggest lake in Macedonia?
a) Dojran lake; b) Caspian lake; c) Ohrid lake
3. Who was the first American woman to win the ladies singles championship at Wimbledon?
a) May Sutton Brandy ; b) Marie Sandy; c) Sobluter Jorbin
4. When did Kalevala appear for the first time?
a) 1.792; b) 1.807; c) 1.835

Technical information

You either have to have access to fax, e-mail or the WWW Internet.

Timeline 2016

Fall 2016

14 Nov 2016

25 Nov 2016 00:00 UTC

Dec 2016/ Jan 2017

Feb 2017

Research and set up

Deadline for sending questions to HQ

Game emailed out put on the Time website

Send short report to Time HQ

Final report Time 2016

LOCAL ACTIVITIES

Introduction

The Time Project encourages participants to "Think global, act local".

Schools set up activities on world issues, e.g. human rights, our common future, peace, drug abuse or tolerance in their local community. The locals are invited to participate and interact with the students on these awareness-raising activities, such as a forum, cultural market, sports-event or environmental action.

Local activities is a local, long term and short term, online and offline activity.

Learning objective

To increase awareness for global aspects within the local community.

Participation

Target groups: secondary schools, youth and community groups (average age: 12 – 19).

Practical information

Setting up a local activity depends on your creativity and the special needs/wants of your school and/or community. It is a good idea to create a small 'task force', consisting of students and one or more teachers. They can evaluate the issues of special interest within the community and select one or more issues. These issues can be a good starting point to set up local activities. Try to involve people from all groups within the community, such as the local government, organisations on the chosen issue, local celebrities etc.

Of course, we are always willing to help you out with ideas/suggestions aimed at your school. Let us know what you are interested in and we will try to come up with some ideas or link you with another school that might have some interesting suggestions for you. Be creative with it! Have fun with it!

Remember to send us a short report. If possible with some pictures or other materials!¹

Some ideas from the past:

- Tunaskolan, Sweden, organised a non-violence day and placed a sundial on the school's playground;
- Piikkiö Junior High School, Finland, invited the mayor to the school;
- English Language School 'Geo Milev', Bulgaria, organised an essay on "My Street" and later on a local UNESCO festival with music, poetry and dance;
- Yaroslavl Distance Learning Centre, Russia, send out students into their communities to research local time-artefacts and take pictures of them;
- Sintermeertencollege, the Netherlands, set up "Young and old: sporting together". Elderly people from the community and students were involved in several sports;
- PPLH, Indonesia, set up many different environmental activities;
- Coleraine Girls Secondary School, Northern Ireland, organised activities on "the right to an ecologically balanced environment";
- Geodetska skola, Croatia, was visited by the minister of education as well as the National UNESCO Commission;
- I*EARN Youth Summit at Berze Nagy Janos Grammar School, Hungary, joined the Time Project and shared their activities with others;
- Environmental Society, Jordan, set up an online discussion with Time-participants on environmental issues;
- Students at F.D. Roosevelt Public School in London Canada started a recycling for Russia campaign where they gathered used newspaper and magazines and English to Russian Dictionaries to send to Belarus.
- Students and teachers from Ashanti Goldfields developed a game called "50 years human rights: 1948 –1998" which was played within the local community;
- XVIII. Gimnazija, Croatia, made a video on children's rights, a questionnaire on women's rights and invited "The Blind People Theatre" to perform a play;

¹ Include the following information:

- Which activity did you organise?
- On which subject? (e.g. Child Soldiers, Basic Education and Gender Equity, Disease Control¹ etc);
- Who was involved? (e.g. local government, community groups, media etc.)?
- What did you want to achieve with the activity? (e.g. raise awareness for the local environment, give special attention to local/national human rights activities, start a discussion within the community on its future, set up links with local communities in other parts of the world etc.);
- How did you document it? (e.g. pictures, a report, WebPages, articles in local media etc).

- Panabo National High School, Philippines, cleaned shore lines and set up a community outreach program to help less advantaged local people;
- IES Luis Velez de Guevera, Spain, organised a forum about drugs;
- Joensuu Normaalkoulu, Finland, collected 70,000 signatures on behalf of human rights;
- Masarykovo Gymnazium, Czech Republic, distributed hundreds of leaflets about human rights and set up a community debate on 'Christianity and human rights';
- Annandale School, Canada, and English Language School, Bulgaria, designed mutual lesson plans to foster understanding and co-operation;
- Kearny High School, USA, organised a multicultural fair;
- Liceo Patria Quinta Brigada, Colombia, set up a forum discussion on the right to have schools without violence, gave workshops about violence inside the family and at school and set up a disarmament activity within the local community;
- Valasske Mezirici, Czech Republic, helped to survive shells and crayfish in a local river. In the dam, after flood, they picked up more than 1,500 crayfish and 20,000 shells;
- CPLN, Switzerland, invited elderly people to their centre and young and old worked together on different time-related activities on the Internet;
- Students of Lycée Pasteur, Brazil, interviewed elderly people on their work and life.

Technical information

This activity is open to all kinds of technology. Snail mail, e-mail, faxes the WWW Internet

- Schools fill out the registration form and send it into Time Headquarters
timeproject01@yahoo.ca

Time Line

Fall 2016	Start organising the activity
Mid Oct	Inform local media
	Inform Time HQ so we can watch or participate in some way
25 Nov 2016	Local activity is performed
Dec 2016/Jan 2017	Send reports to Time HQ
Feb 2017	Final report Time 2016

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EXTRA: local activity on tolerance

"For study and discussion: assessing our own communities and countries"

Adapted from "Tolerance: the threshold of peace" (UNESCO, 1994)

Most communities today are likely to manifest both symptoms of the problems and signs of hope. Discuss in your class or citizen's group the following topics and questions to see where your community and nation stand with regard to tolerance. Give examples of signs of tolerance you have observed in your school, organization and/or community? What benefits result from these signs? What could be done to increase the number and strengthen all of these signs of tolerance? Can you and your class, organization or community undertake any of these actions? What specific symptoms of intolerance have you yourself observed or experienced? Describe the events and circumstances? What were the responses of the general public, those who suffered the acts of intolerance and those who committed them? Do you think these responses were 'healing' of the illness of intolerance or did they deepen its negative effects? What alternative responses can you think of? How could the indicators of tolerance be used to guide these responses? What results might be expected from these alternatives?

Does your school or organization, community or nation have standards and guidelines to strengthen tolerance? If so, do any of them try to encourage the behaviours and practices (...) of tolerance? (...) What other steps could be taken to reduce intolerance and build tolerance in your schools and communities?

(Adapted from: "Tolerance: the threshold of peace" UNESCO, 1994)

DESIGN A CLOCK

Introduction

The concept of time has many dimensions. People from different countries may perceive time differently. Many high tech countries live fast, 'time is money', while other countries have a slower rhythm. "Design a clock" challenges students to be creative with their notion of time and design and maybe even build their own clock.

Design a clock is a global, long term, offline and online activity.

Learning objective

Stimulate creative/artistic expression of 'the notion of time' by young people worldwide.

Participation

Target groups: secondary schools, youth and community groups (average age: 12 – 19).

Practical information

1. Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
2. Design a clock, either in a group or by yourself. You can use any kind of material. The design should express your notion of time so be creative with it. Since the Time theme for 2015 is "Many Voices - One Call For Change" this item should somehow be implemented in the design, e.g. raising others to join a cause, acts for Change or 'How to use the power of voice.
3. Be realistic: do not design a clock made out of gold, or one that is huge. Keep in mind that it should be possible to build the clock.
4. Send your design to Time HQ at e-linQ. Send it by mail, fax or the Internet.
5. All designs are collected by Time HQ.
6. The designs are put on the Time web pages throughout the project.

Technical information

This activity is open to all kinds of technology.

You can send your design by snail mail, e-mail, and fax or through the WWW Internet. The best designs will be put on the Time WebPages.

Time Line

Fall 2017	Initial designs clocks Document the learning process
25 Nov 2016	Send Designs as they are completed Final version designs
Dec 2016/Jan 2017	Designs on Time website and Facebook site Send reports to Time HQ
Feb 2017	Final report Time 2016

"SHRINKING" GALLERY

A New Annual Event From Our 20th Anniversary!

Introduction

The phenomenon of "SHRINKING" is a complex and interesting matter. Different cultures have different notions of "SHRINKING". The phenomenon even developed throughout the ages. The Activity "SHRINKING" Gallery strives to create a digital collection representing the concepts of students from around from the world.

"SHRINKING" Gallery is a global and local, long term, offline and online activity.

Learning objective

Increase awareness for the different global notions on "SHRINKING".

Participation

Target groups: elementary, secondary schools, youth and community groups (age: 10 – 19).

Practical information

1. Individuals ask themselves what the notion of "SHRINKING" means to them
2. Then individuals represent their notion through either a picture (hand drawn or digital) or a time lapse video.
3. Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
4. Briefly, describe your representation. In what ways do the various items in your picture represent what SHRINKING means to you? etc.
5. Send the picture/painting and the information to Time HQ at timeproject01@yahoo.ca
6. Time HQ will collect all the pictures/painting and create a special "SHRINKING" gallery on the Time Project Website www.timeproject.org or on the Facebook site www.facebook.com/thisisourtimeproject
7. Our Founder Dr. Wim Didden will inspect the gallery

Technical information

Open to all kinds of technology. You can send your picture/painting/video by mail, e-mail and fax or through the Internet. Designs will be put on the Time site and final report Time 2015.

Time Line

Fall 2016	Think deeply about SHRINKING
Early Nov	Work on pictures, paintings, time lapse video
	Write short report
Early Nov	Send materials to Time HQ
25 Nov 2016	VC Sharing of Entries amongst participants.
25 Nov 2016	Gallery on Website Open featuring concepts of Shrinkage
Nov/Dec 2016	Your Evaluation
Dec 2016/ Jan 2017	Your Final report to Time HQ 2016

LESSON ON TIME

Introduction

The phenomenon time is a complex and interesting matter. Different cultures have different notions on time. The phenomenon even developed throughout the ages. The lesson on time offers you a set of assignments on "Time on earth", on topics such as time zones, solar time, motion of the earth and the International Date Line.

Lesson on time is a global and local, short term, offline activity.

Learning objective

Increase the notion on time.

Participation

Target groups: secondary schools, youth and community groups (average age: 12 – 19).
We advice students to work in pairs.

Practical information

1. You can implement the lesson on time in regular classes, for example geography, physics or social studies on or prior to the Time day (25 Nov 2016).
2. Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
3. We suggest the students work in pairs.
4. Students send their results to Time headquarters by email or fill out the online lesson form.
5. All results are put on the Time website. Students can compare their answers to those of other students.
6. In the online discussion group on "the phenomenon time" students can further discuss their results and discuss possible impacts on the environment, daily life, the future etc.
7. We suggest students to combine the lesson on time with "Time Quest", a challenging quiz on time and related issues, such as time travel, mysteries of time, eclipses and the Millennium.

Technical information

You do not need any technology for the lesson plan.

Time Line

Fall 2016	Think deeply about concept of Time
Fall 2016	Teacher prepares and delivers age appropriate lessons to class on concept of Time, Time zones,
Early Nov	Students Work on pictures, paintings, time lapse video To show their understanding of Time
Early Nov	Send materials to Time HQ
25 Nov 2016	VC Sharing of Entries amongst participants.
25 Nov 2016	Gallery on Website Open featuring concepts of TIME
Nov/Dec 2016	Your Evaluation
Dec 2016/ Jan 2017	Your Final report to Time HQ 2016

TIME SELFIES

A New Annual Event From Our 20th Anniversary!

Introduction:

The concept of messages are really important parts of our lives. Message in the bottle, message on cell phones, messages for a birthday greeting, the daily messages we leave on social media for one another to see. Pictures capture MORE than words alone can do. One of the goals of the Time Project this year is to commemorate our shared involvement with the 20th Anniversary. We thought we'd all take a world wide "SELFIE" We want to share a global message Through The World! The idea is that this SELFIE will travel from school to school and grow and develop with each additional school.

As part of your registration for **Time Project 2016 experience** you can participate in this global activity.

Learning Objectives:

- To commemorate our shared involvement
- To share a global message with The World
- To develop competences through sharing a message...

Participation

Target groups: elementary, secondary schools, youth and community groups (age: 10 – 19).

Practical information:

1. Once you fill out and send the Time Project Registration Form to timeproject01@yahoo.ca you will be put on the list to receive our world wide SELFIE...
2. Once the picture arrives, that within 5 days of its arrival, we ask you to print the picture



3. Take a selfie of you and your TIME PROJECT STUDENTS holding the logo



4. Your selfie must be 3X2 inch in size and 300 mb in size and JPEG format.
5. Take that 3X2 picture of your team holding the original
6. Send the SELFIE of you and your students holding the logo and send it TIMEHQ at timeproject01@yahoo.ca

Technical information

It is critical that you print the picture you are sent and take a 3x2 picture at 300 Mb in JPEG format. Then send that picture to TIME HQ If you have any technical questions don't hesitate to contact Project Coordinator Joe Sheik j.sheik@tvdsb.on.ca

Time Line**Sept – early Nov 2016**

Fall 206

Fall 2016

25 Nov 2016

Register for Time Project and indicate an interest to participate in the World Selfie**Print, Shoot and Pass along you SELFIE Selfies that include name of school, name of country will be featured on our Facebook site and webpage gallery**

Check out whose SELFIE made the Facebook site.
Take Selfies of your team participating in TIME PROJECT throughout TIME DAY and send them into TIME HQ

LESSON ON UN/UNESCO: MAPPING THE INTOLERABLE

Introduction

In 1995, UNESCO published a series of three teachers' guide entitled "Tolerance: the threshold of peace" aimed at teacher educators, elementary and secondary schools. These guides, published during the United Nations Year for Tolerance, provide many examples on how to implement teaching on tolerance into the classroom.

The following activity "Mapping the intolerable" is one of those examples taken from unit 1 for teacher-training. If you would like to know more about this publication, take a look at UNESCO Publishing Office website: <http://upo.unesco.org/books.asp>

Learning objective

To gain knowledge about the UN and UNESCO

To gain knowledge about and understanding for tolerance

To develop your own ideas and views on tolerance and related topics

Participation

Target groups: secondary schools, youth and community groups (average age: 12 – 19).

Practical information: Mapping the intolerable

Begin your study by reviewing the world situation of intolerance. If your class or study group meets regularly in the same place, post a large world map and indicate on it (use colours or markers to show the same kinds of intolerance in various parts of the world) the following data:

- actual wars and armed conflicts between ethnic and/or language groups;
- such conflicts between religious groups who may be on the same ethnicity or 'race';
- racial conflicts and/or repressions and segregations;
- conflicts between a minority or minorities and the majority, be it a political party, ethnic group or religion;
- incidents or conditions of violence against women or gender oppression;
- incidents of the systematic exploitation and/or abuse of children.

Make a bulletin board of photographs and magazine and newspaper accounts of cases and incidents of intolerance.

Select one intergroup conflict or outstanding example of intolerance for each of these areas (1) Africa, (2) Asia, (3) the Pacific, (4) South and Central America and the Caribbean, and (5) North America and Europe; gather as much information on the cases you have selected as possible. Share the task of reading and reporting on the information among the class or group members.

Provide all members with copies of the Universal Declaration of Human Rights

http://www.unesco.org/human_rights/dba.htm

Discuss the following themes in relation to each case.

- Who are the groups involved?
- What is the evidence of intolerance? Here reflect both the general symptoms or indicators of tolerance and the specific events and conditions showing that the symptom exists. Include dates, numbers if persons involved, specific harm done and human rights that have been violated.
- What are the issues? How would each of the groups involved describe what is at stake, and what their purposes and goals are? Would you or the parties argue that harm other than or in addition to human rights violation has occurred? Describe the harm.
- What are the causes of the events and incidents; are they recent or long-standing? What might each party identify as 'intolerable' in the other?
- What hopes do you see for resolution of the conflict? Development of tolerance among and between conflicting parties? What needs to be achieved for a true resolution and reconciliation of the parties to the intolerance? Who can achieve it?

Make a list of conditions and problems in the world other than intergroup intolerance that you consider intolerable. Can these conditions be seen as violations of human rights? Do you think human rights standards should be extended beyond the claims they now uphold to create a truly tolerant world society?

Technical information

This activity is open to all kinds of technology.

Time line

Fall 2016

Teacher prepares and delivers age appropriate lessons to class on UN/ UNESCO

Early Nov

Students Work on pictures, paintings, time lapse video To show their understanding of UN/ UNESCO

Early Nov

Send materials to Time HQ

25 Nov 2016

Gallery on Website Open featuring concepts of UN

Nov/Dec 2016
Dec 2016/ Jan 2017

Your Evaluation
Your Final report to Time HQ 2016

TIME LINE

Introduction

Virtual Time Line on the phenomenon 'time', including:

- a rough history of time measurement, starting in the prehistoric ages and ending at the start of the 21st century;
- several milestones in the history of time as well as the inventors and mathematicians who played an eminent role in time measurement;
- the human perception of time, developing along the evolution of time and clocks;
- an expanding database of sites on time as well as local and global stories on time.

The Time Line is *global, interactive and fun*:

- It is *global* due because schools from all over the world participate;
- It is *interactive* because students and teachers contribute their own local time stories;
- It is *fun* because students use their creative writing, drawing, photographic and computer skills.

Time Line is a global, short term and long term, online activity.

Learning objective

- Stimulate awareness of time in a historical context especially through local time artefacts;
- Stimulate the use and skills of multimedia.

Participation

Target groups: secondary schools, youth and community groups (average age: 12 – 19).

Practical information

Time Line aims to set up a framework in which the activity can develop into a global Time Line set up by students all over the world. Time Line is interactive, participants contribute their own articles to the Time Line. These are the steps you have to take:

1. Form a group within your school;
2. Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
3. Select a subject regarding time in your local environment (maybe somewhere in time your civilization played an important role in time measurement);
4. Start a small historical investigation. Use all the necessary media and local sources to get your information;
5. Write an article about your Time-subject with a maximum of 150 words;
6. Collect, draw or make some nice illustrations or pictures on your subject;
7. Send the whole package to Time HQ;
8. Contributions will be put on the Time Line. Your name and school will be mentioned.

Technical information

Requires computer with access to WWW Internet and e-mail-account or fax-address.

Time Line

Fall 2016	Teacher prepares and delivers age appropriate lessons to class to assist with development of local Time Line event
Early Nov	Students Work on pictures, paintings, time lapse video To show their discovery of their TIME LINE event
Early Nov	Send materials to Time HQ
25 Nov 2016	Gallery on Website Open featuring the TIME LINE
Nov/Dec 2016	Your Evaluation
Dec 2016/ Jan 2017	Your Final report to Time HQ 2016

TIME GALLERY

Introduction

The phenomenon time is a complex and interesting matter. Different cultures have different notions on time. The phenomenon even developed throughout the ages. Time Gallery strives to create a digital collection of time artefacts around the world.

Time Gallery is a global and local, long term, offline and online activity.

Learning objective

Increase awareness for the different global notions on time.

Participation

Target groups: elementary, secondary schools, youth and community groups (age: 10 – 19).

Practical information

8. Form a group of students within your school. With this group, select a clock, watch or any other time artefact, which is typical for your country or culture. For example: a sundial, a water clock, a sand-glass, a cuckoo clock, a digital watch, an astronomical clock etc. Try to do some research on this. You might be surprised by the outcome!
9. Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
10. Visit the artefact you have chosen.
11. Take pictures of it or make a painting of the artefact.
12. Briefly, describe the artefact and its history. What is its meaning, how does it work, when was it build etc.
13. Send the picture/painting and the information to Time HQ at
14. Time HQ will collect all the pictures/painting and create a special Time gallery on the Time Project Website www.timeproject.org

Technical information

Open to all kinds of technology. You can send your picture/painting by mail, e-mail and fax or through the Internet. Designs will be put on the Time site and final report Time 2015.

Time Line

Fall 2016	Research of time artefacts Fall 2016
Early Nov	Visit to chosen artefact
Early Nov	Students Work on pictures, paintings, time lapse video
25 Nov 2016	Send materials to Time HQ
Nov/Dec 2016	Gallery on Website Open featuring TIME GALLERY
Dec 2016/ Jan 2017	Your Evaluation
Feb 2016	Your Final report to Time HQ 2016
	Final Report 2016

"TIME 2016"
VIRTUAL NEWSPAPER "TOLERANCE"

Introduction

Tolerance and its counterpart intolerance are all around us in society: in the family, at school, during sports, in commercials and songs and between friends.

The virtual newspaper "Tolerance" enables young people to express their emotions, feelings, thoughts and views on tolerance and related topics such as racism, discrimination and useless violence. Youth express tolerance in creative ways such as doing interviews with their local or national heroes, writing poems and stories, taking pictures and/or making drawings. All contributions are sent to Time headquarters, which will put the contributions in a separate section of our E-Learning environment at Taking It Global (<http://timeproject.tiged.org>). An international jury, consisting of young people from around the world, will select the best contributions. The selected contributions will be gathered in a virtual newspaper and be published on the Time website. (<http://www.timeproject.org>)

Learning objective

- young people gain knowledge and understanding on other cultures
- young people (learn to) express and present their own emotions, feelings, thoughts and views on tolerance and related topics
- young people are given the opportunity to contribute to the elimination of racism and discrimination and promote the idea of tolerance in their local environment as well as the global community
- use modern technology such as e-mail and the Internet to enhance learning

Participation

Target groups: secondary schools, youth and community groups (average age: 12 - 19).

Practical information

- Participating schools create a team of students, headed by a teacher.
- Schools fill out the registration form and send it into Time Headquarters timeproject01@yahoo.ca
- Each team chooses a topic on (in)tolerance they want to write about.
- The teams prepare their chosen topic thoroughly by interviewing people in their local community, do research about the history and contemporary situation in the topic, discuss the topic in their own local community and the world, set up questions.
- Teams can choose to write, draw, make pictures etc. about the topic within their own local or national community, f.e. tolerance during a soccer match or discrimination at school.
- Teams send their poems, stories, pictures to Time Head Quarters by: 7 April (if send by snail mail) or 1 April (if send by e-mail/fax)
- An international youth jury will make a selection of stories, poems and pictures to be published in the virtual newspaper
- Time head quarters will compile the virtual newspaper
- The virtual newspaper will be published on the Time website and be made available for publication on participants' websites

Technical information

This activity is open to all kinds of technology.

Time line

Fall 2016

Deadline: 7 Nov

Deadline: 14 Nov

17-23 Nov

Nov

25 Nov

Dec 2016/ Jan 2017

Feb 2016

Research for contributions

Production of contributions

Send contributions to HQ (snail mail)

Send contributions to HQ (e-mail/fax)

Youth Jury makes selection of designs

Time HQ creates virtual newspaper

Opening of virtual newspaper: tolerance

Your Final report to Time HQ 2016

Final Report 2016

LIBRARY

Recommended reading

- The Universal Declaration of Human Rights - United Nations
- The Convention on the Rights of the Child - United Nations
- Stand up for your rights - Peace Child International
- The calendar - David Ewing Duncan (ISBN 1-85702-721-3)

Useful links for activities

On Peace:

- UNESCO Manifesto www.unesco.org/manifesto
- UNICEF www.unicef.org
- UN www.un.org
- Amnesty International www.amnesty.org
- Warchild www.warchild.org
- International red Cross www.icrc.org
- CARE www.care.org
- Save the children www.savethechildren.org
- Peace Child International www.peacechild.org
- Children for peace: www.childrenforpeace.org
- Childwatch <http://www.childwatch.uio.no/>
- Childrens' House http://childhouse.uio.no/childrens_rights/
- Children of the earth: [//arpen.com/COE/main.html](http://arpen.com/COE/main.html)
- Children's messages to the world: www.childrensmessages.com
- Creativity Cafe KidCase for Peace <http://creativity.net/kidcast2.html>
- Youth who care www.youthwhocare.com
- Peace day www.worldpeace.org/peaceday
- Resources for peace [//members.aol.com/rasphila/peace.html](http://members.aol.com/rasphila/peace.html)
- Millennium Peace www.millenniumpeace.com
- Kids for peace www.kids4peace.com
- The internet peace initiative www.global-vision.org/peace
- May peace prevail on earth: www.worldpeace2000.org

Other interesting sites:

- Casa Alianza www.casa-alianza.org/en/index.html
- Childnet International www.childnet.mdx.ac.uk/childnet
- Child Rights Information Network www.crin.org
- Education Place www.hmco.com:80/school
- Global Schoolnet Foundation www.gsn.org
- Mighty Media www.mightymedia.com
- Greenwich2000 www.millennium.greenwich2000.com
- Royal Observatory Greenwich www.rog.nmn.ac.uk
- Astronomical Applications Department <http://aa.usno.navy.mil/aa>
- Australian Surveying Land Information Group www.auslig.gov.au/geodesy/astro/astro
- National Institute of Standards and Technology <http://physics.nist.gov/GenInt/Time>
- A Science Odyssey: People and Discoveries www.pbs.org/wgbh/aso

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