



## Post Fellowship Reporting - Project Summary

**Report Title:** Volunteering and Travelling Peru      **Name:** Amy Kennedy  
**Other Team Members:** Liz Espe Stewart  
**Program:** Minneapolis Program  
**Trip Dates:** 07/02/2011 - 07/15/2011      **Location Visited:** Lima, Peru & the Sacred Valley of the Incas

**Post Fellowship Reporting Template:** PFR Template 02

**Project Summary:** For two weeks, we had the opportunity to volunteer and travel in many parts of Peru. The first week we spent volunteering at Ciudad de los Niños through Global Volunteers. We realized the challenges that the students face on a daily basis and recognized the cultural differences in norms of caring for children and in academic expectations. One week was not enough to fully feel that we were making a difference in the lives of the boys at La Ciudad, but we left understanding that the purpose of opening your heart can lead to learning how to open up your mind.

Our first goal was to practice language and learn about the challenges that face Spanish-speaking students from third-world countries in South America. We definitely experienced the reality and communicated with the Tutors that cared for the boys at La Ciudad. The boys are brought to La Ciudad as a result of a single parent not being capable of taking care of them. The extensiveness of the poverty and visible evidence of it on everyday commutes was astonishing and humbling. Knowing where many of the parents come from and the success they have achieved by living in the United States will help us in relating to what their goals are for their children.

The second week we traveled over the Andes on our journey to Macchu Picchu and the Sacred Valley of the Incas. If there is anything more inspirational to want to share with our students, the majestic mountains, culture, and history of the Incan empire is overwhelming and educational. We learned not only about the culture and history of the Incan empire, but about many ways to make Science and Social Studies connections to what we discovered through our tours and trekking.

Our second goal was to find evidence of Science units in Peru to use as authentic learning experiences. We met that goal and then some. The only barrier to our success was the high cost of materials to bring home. We took many pictures of the culture and landscape that illustrates the Incan traditions. For example, in Ollantaytambo, a village that sits in the Andes only a train-ride away from Macchu Picchu, we climbed Incan ruins and learned the traditions of terracing agriculture and the use of the mountains' alignment with the sun on the solstice to queue the start of the planting season or initiate the harvest. We are going to meet Minnesota Science Standards by integrating the study of an ancient culture with study of astronomy, astrology and geology.

**Career Impact:** There was one key point to which we were challenged in Peru. The care for the boys at La Ciudad was so very different than what culturally we are accustomed to in the U.S. The structure and supervision of the boys was very different than we were accustomed to from our experiences as white, American females from the Upper Midwest.

We learned that there are many perspectives and cultural differences with regards to how children are raised. We realized that many of our students and/or their parents bring their own cultural experiences when communicating and interacting with us.

**Classroom/Community Impact:** Purposefully, we did not write this until the return to school to see in what way our trip would align with our goals for the school year. Immediately upon return, we understood that in understanding differences in educational expectations and situations, we might be better able to identify how to integrate our parents and outline what the expectations are that we hold in our schools.

Many of the parents of our students may be from a similar educational and guardian situations that the boys at La Ciudad were experiencing. Many of the staff that we work with have inquired about our experiences. We are able to share with them the knowledge about the boys and their homework, living conditions, and needs to better help our school prepare for conferences and parent contact.

**Open Response:** We are setting aside some time in the winter for the use of our photo journal to be used in connection with Social Studies and Science connections. We are creating a set of books and curriculum to teach the students and help them investigate the Incan Civilization. Through this reading and the sharing of our experiences, we hope to give the students some background knowledge and social context for the Earth Materials unit that we will teach. The unit involves learning about the different kinds of rock and how landforms interact to create the different kinds of rock. In our teaching, we will be building activities that stretch from Incan

traditions of using the mountains for food to how the Incans used the landforms and respected the Earth's systems to prepare for earthquakes and flooding.

**Quote:** Two teachers, one long journey, endless connections for the classroom.

Photos:



Liz & Amy in Aguas Calientes, the Macchu Picchu city.



Los Hermanos (brothers) of La Ciudad de los Niños, the boys home in Lima.



Liz & Amy in Aguas Calientes, Macchu Picchu City



Liz & Amy at La Ciudad de los Niños in Lima, Peru



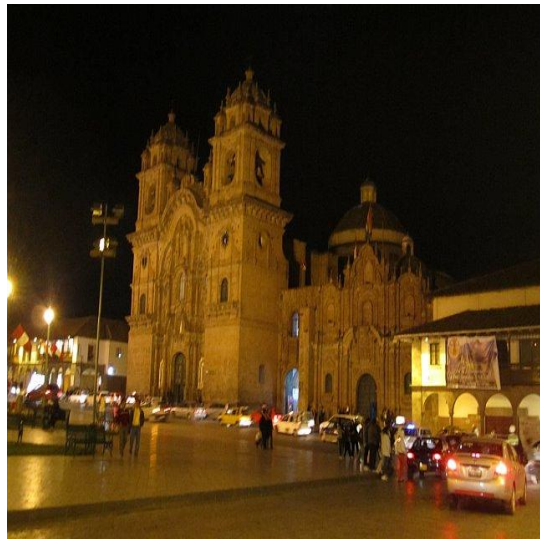
One of the boys and Amy doing homework at Ciudad de los Niños.



Pisac market, the targets market in Peru.



The mountains of Cusco, Peru



Cusco, Peru