

MUSUQ CHASKI - El Mensajero Nuevo



ProjectsAbroad



The Official Newsletter of Projects Abroad - Peru

September 2008

Issue No: 15



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This month has seen a number of old faces returning to visit their old homes in the Sacred Valley. In Urubamba, Stefanie Caravatti, who worked in Media Luna in September 2007, visited her host family and placement, and made a donation to her old kindergarten in Media Luna. Sarah Allatt, who worked in Humberto Luna in Calca also returned for a quick visit. Finally, Sara Hartel, who was with us on the Teaching programme for five and a half months from last June returned for a two week holiday and has reflected on her return trip to Urubamba...

Sara Hartel

Teaching volunteer (June 2007)



Back again! I'm Sara and for everybody who doesn't know me: I was a volunteer in the Sacred Valley from June until December last year – I had a wonderful time teaching in Chinchero. In fact it was so great that I'm now studying to be an English teacher in Germany.

Well, now in August I returned to visit all my Peruvian friends, students and most of all my lovely host family, who "made" me stay with them another two weeks. They still called me "hija" and "hermana" and told me their house was my home: I nearly cried!

When I arrived in Cusco I felt like a star: Kids on the street recognized me shouting my name: "Profesora Sara! Profesora Sara!" (My students were on holiday at that time and some of them were working in Cusco.) And then I had to disappoint them by saying that I would not stay to actually teach them again.

But of course I did go back to the school one day to visit. The English teacher saw me, said "Oh, que bien que estás acá otra vez! Hacemos numeros y preguntas ahora.", sat down at the back of the class and let me do the "work". I loved him for it! And every class I entered gave me a round of applause just for coming. I loved them for that as well!

Before I came to the Sacred Valley, I had been travelling around Peru for three weeks. When I was on a tour to the islands of Lake Titikaka I met an American couple. They told me that they had been in Chinchero and how they couldn't find the market, but some girls showed them the way. "We were surprised by how good their English was", they said. They showed me a photo of those girls: One of them was Sulma from my old 2E... I felt like a really great teacher having other people praise the English of my former students!

And now concluding: It was so great coming back, I was so happy to meet all my friends and people I've known, so jealous when I met the other volunteers and so sad when I had to leave again.

It just goes to show that volunteers coming to Peru may arrive as volunteers, but actually end up becoming part of families and communities.

Project Updates:

What's New?

The **Teaching** programme continued to be affected by mid year school holidays in early August and some volunteers took part in another week of community work. We would like to say a special thanks to volunteer Rachel Crerar who worked with us in Bernardo Tambohuacso. Rachel, who is a teacher back in the UK, together with her Secondary School Bradon Forest have kindly donated a number of books to the school in Pisac and are intending to develop links between the two schools.

In **Care** this month, volunteers were involved in further community work which took place from 11th August until 15th August as a result of school holidays. Volunteers took part in a dental health campaign in Maras, created educational materials and spent a couple of days helping teachers in Wawawasi Day Care Centre in the village of Yucay.



In the **Inca Project** over the last month the clearing of ruins on the Cochopata mountain and at the Inca trail in Sicre has continued. Volunteers also visited Alfamayo and helped clear the ruins, a first trip there for many volunteers. Community work included the painting of school furniture and the decorating of the outside of kindergartens in Huyro. Finally, sports continues with the local teachers. Throughout the next two months, in coordination with the INC, a cleaning of the whole site of the Cochapata mountain ruins will take place.

In the **Sports** programme, our partner Sports School Apu Pitusiray is currently looking to extend their school to the city of Cusco teaching football, volleyball and basketball. This means that future volunteers may also be based in Cusco helping in these classes.

Introducing...

...New Volunteers

In September we shall be welcoming twenty-two new volunteers in the Sacred Valley, Cusco and Huyro...

Joining the Inca project are six new volunteers, including **Ike Crews**, who joined us for two months on the 1st September before joining the Teaching programme in early November. Coming from Holland for three months is **Frederike Peters**, while **Kate McConnell** also arrive early in the month from the US before she will be moving onto the Conservation Project in Puerto Maldonado. **Chloe Underdown** also joined us early in the month for three months. **Mayu Muto** came from Japan to work on the project for two weeks. Finally in the middle of September **Amy Martin** from the UK shall be joining the project for two months.

The teaching programme will also be welcoming six new volunteers in September. **Veronique Brackel** is teaching in IEMX Señor de Torrechayoc in Yanahuara, while **Kevin Moriceau** from France will be teaching in IEMx Agropecuario-Calca. **Katie White** from the UK shall be working in IEMx Argopecuario-Urubamba for a month and a half before joining our Care programme. **Sara Scott** shall be arriving from Australia to work for three months in IEMx Inka Tupac Yupanqui in Chinchero. **Morgan Whitney** from the US shall be working in Valle Sagrado in Urubamba for a month, and finally **Anke Brokerhof**, from Holland will be working in Maras.

Joining the Care & Community programme are five new volunteers. **Sarah Dahinden**, a kindergarten teacher from Switzerland, joined us early in the month to work in IEI Coya. Arriving from France is **Emelyne Lapierre-Janon** who shall be working with us here for four months in IEI 241 in Calca, before joining Projects Abroad in Jamaica. Sisters **Sarah and Elizabeth Loveless** shall be joining us from the US to work in IEI Pisaq. Finally, **Robyn Laughlin** from Canada will be joining us at the end of the month to work in our Special Needs placement, IEE Señor de la Vara.

We have three new Spanish volunteers this month. **Sebastian Joos** from Germany and **Kathleen Gatti** from Canada shall be taking classes with the Centro Cultural Hispano-Peruano Spanish School in Pisac. Also joining us will be **Maxim Dumont** from the US who, aswell as his Spanish classes, shall also be taking part in the Teaching programme.

Finally, joining the Sports programme this month are **Dominique von Rohr** and **Lucas Buchholz** who shall both be teaching basketball.

Hot Spots

A volunteer's guide to what to do in your free time

Moray & Salineras



A nice afternoon can be spent visiting **Moray** Inca site and the salt pans of **Salinas** close to the village of Tarabamba. Moray is a stunning Inca site which was partly an agricultural centre and partly ceremonial, close to Urubamba. The ruins are deep depressions in the earth, the largest of which comprises of seven concentric circular stone terraces. To get there you can take the bus from Urubamba which goes to Cusco via Chinchero and step down at the turning for Maras where you can take a taxi to the site.

The Salineras (salt pans) are still in use after about four hundred years. There are two ways to visit this site. Either coming from visiting Moray there is a walk down from Maras to the salt pans. Otherwise you can take a combi from Urubamba to the village of Tarabamba where you cross the bridge over the river, turn right, then after a little while downstream along the river bank turn left and up the canyon along the salty creek.



After this you cross the stream and follow the path cut into the cliffside to reach the salt pans, which are soon visible. The trail is a considerable uphill walk but offers spectacular views of the valley and mountains. Some volunteers in the past have



visited the two sites with a tourist agency and view the beautiful sights from horseback. Mountain bikers often take the trail from Maras down past the salt pans - so keep an eye out as you walk along the trail!

Volunteer News & Events:

Community Work

Community work continued in the first couple weeks of August. Volunteers working in kindergartens in Calca were affected by their late mid year holidays and spent the week creating educational materials, carrying out a dental health campaign in Maras and working with the children in Wawawasi Day Care Centre in Yucay.

Festival of Virgen de Asunta



In August for five days Calca celebrated the festival of the Virgen Asunta or Mamacha Asunta. The celebration included music, dancing, parading, food, games and vendors selling everything from jewellery to food and drink, pottery, toys and pots and pans. The festival kicked off with a display of fireworks on the first night in front of the cathedral.



Getting to know Urubamba...

The August Social helped volunteers get to know the local town of Urubamba by taking part in an Orientation Quiz around the town. Volunteers had to go from as far as the Agropecuario- Urubamba school to the bus stop for buses to Quillabamba on the other side of town. Afterwards staff and volunteers sat down and enjoyed an early dinner of pollo al horno with potatoes or tallerines al horno prepared by staff in the office. It was a pleasant afternoon, which sent volunteers to parts of Urubamba which they had not previously known.



Tips for becoming a better teacher

Leslie Huey - Care Programme

IEI Media Luna

I have been working in a kindergarten named Media Luna for almost two months. Media Luna sits in between the towns of Urubamba and Ollaytantambo, and caters to the children who live here, in the smaller and more rural pueblos. This poses unique challenges such as differing philosophies about education between teachers and parents, potential language barriers, and varying levels of health and wellness between students. For example, for some students, the five hours they are in the classroom is the only time that they can practice counting or pronouncing letters, since the home environment is not conducive for further learning. Therefore, it is imperative to make the most of one's time while working with these students. The following are tips on how to be a more effective teacher, which I've slowly learned through my time here.

1. **Get to their eye level:** Sitting down or squatting so that you are their height tremendously helps to gain that personal one on one relationship with the students. It allows them to open up more to you, and makes you appear less like a scary professor.
2. **Praise small accomplishments:** It's often too easy to punish bad behavior, but please don't overlook positive behavior or work. At Media Luna, there is this one troublemaker who is constantly getting yelled at by the professors. However, one day, he finally understood the concept of how to write the vowel "I". I acknowledged this feat, which by the look on his face, boosted his self esteem and encouraged him to practice more. At the end of the day, he gave me a hug for the first time. Positive reinforcement goes a long way.
3. **Practice Spanish:** I am far from being fluent in Spanish, and I constantly catch myself misunderstanding questions or requests people ask me. However, verbal communication is very important with younger children, as they constantly try to tell me stories or problems they are having. Additionally, it's important to be on the same page as the main professor, and to ask about the history of some of the students who may have more difficulties learning in the class, so that one can then tailor lessons to the students' strengths. Take a pocket dictionary around town, write in your journal in Spanish, or try to read the newspaper in the morning.
4. **Give it time:** Don't be discouraged after your first couple of weeks of teaching. Remember that you are adapting to a new environment, a new workplace, and to new people who speak a foreign language. It's a lot to soak in, so on top of praising the small accomplishments of the students, don't forget to acknowledge all the small steps you're taking in learning to live in a new country. Enjoy your time here instead of counting the days left before returning home.

Cocina Peruana: Cooking with the staff

Why don't you try out the recipe from this month's social...

Tallarines al horno

Approximately 6 to 8 people



Ingredients:

- 1 kg of thick Spaghetti
- 6 eggs
- ½ kg cheese
- 3 small onions
- ½ kg tomatoes
- olives
- butter
- Salt, pepper, oregano & cumin
- Dash of vinegar & soy sauce
- 1 teaspoon of crushed garlic

Preparation:

- Boil the spaghetti until cooked.
- Boil 4 eggs until they are hard boiled.
- Chop and fry the onion and tomatoes in a sauce pan.
- Add the seasonings with a dash of vinegar and a dash of soy sauce.
- Grease the oven dish with the butter and then add a layer of spaghetti. On top add a layer of the tomato sauce.
- Slice the olives and hard boiled eggs and place on top of the sauce. Then add some cheese, but not too much as you will need more for the second layer.
- Add another layer of spaghetti and tomato sauce. Again place olives and then more cheese.
- Beat the other two eggs and pour on top. Cook in the oven for about 20 to 30 minutes at a medium temperature.



Voices from the Past

A year after her four month placement with Projects Abroad Bonita Ma looks back on her experience in Peru in kindergarten IEI 242...

A year ago, August 31st 2007, was the day I left Calca, Cusco, Peru to return home after living and volunteering in the Care Program for 4 months. And although I have been back in Canada for almost a year now, I will never cease to forget the main reason why I was in Peru in the first place: hoping to make somewhat of a difference and/or improvement in my classroom placement with kindergarten kids.



When I first began as professora Lula's teaching assistant, I barely spoke a word of Spanish. The first 2 months was spent making myself useful by handing out paper, scissors, paint/paint brushes, photocopying and playing with the kids during the lunch break. Therefore, because I usually had to be at the Urubamba office once or twice a week I would often ask professora Lula if there were any school supplies she needed from the office. As a result, I picked up more supplies for her so that she would not be limited in her teaching abilities due to a shortage of crayons, paper, paint, glue, markers, pens and pencils.

As I began to learn more Spanish at an increasingly rapid rate, professora Lula became more confident in my speaking abilities and therefore we began to teach the children manners: to always say 'please' and 'thank you' to each other. We also made an effort to encourage the children to clean up after themselves and throw away trash in the garbage by asking them to do so politely and thanking them for it.

Something I thought to be quite adorable, for example: for whatever reason, a little girl named Kareli started saying "Bonita please,...." before she said anything to me. Strangely enough, it caught on with all the other children in class so that whenever they needed to get my attention that was what they would always say first. Half-way through my time there at the kindergarten, a new little girl named Yesmin joined the class. One day, Yesmin simply called my name to get my attention and upon hearing that, without hesitation, Kareli and a handful of other children began to explain to her that she had to say "Bonita please,...." Of course after that, Yesmin also began saying "Bonita please,...." everytime she needed to get my attention.



Another thing that caught my attention not long after I began volunteering in the classroom was that their standard, everyday activity always included colouring pictures. Many of the children did so without attention to detail by simply using 1 or 2 colours and scribbling their sheet of paper to get it done for the sake of completion. It almost seemed like they were bored so when professora Lula allowed me to teach 1 or 2 new activities a

week, my goal was to have them use their creativity and imagination so that the end result would be unique for each child.



Before every activity, professora Lula asked me to do a demonstration at the front of the classroom so that even with my limited Spanish speaking skills, there would be no confusion between what I expected the children to do, how they would do it, what professora Lula can help out with, and what the end result would look like. For instance, cutting out paper snowflakes required that I stood at the front of the classroom, used different coloured crayons to colour a large paper circle, fold up the circle, cut out shapes the children had been learning about (i.e. triangles, squares, rectangles, etc.), and slowly unfold the piece of paper to watch the children become completely mesmerized. Other activities included splattering different coloured paint on a piece of paper and having the children blow on the paint with a straw to create images resembling fireworks, building objects out of clay and dough and stamping shapes out with toilet paper rolls. Throughout the activities I always encouraged the children to use different colours and/or do whatever they liked so that their creations would turn out differently for everyone.

With a little encouragement here and there and after seeing their own unique creations, the children became extremely excited with what they were capable of. The highlight and reward for me was when some of the children would ask for more supplies so that they can create another piece of work or seeing how eager they were to share and show off their work to their peers and parents. Therefore, I felt that they gained a sense of pride, accomplishment and certainly some degree of self-confidence and self-esteem. I believe this made it easier everytime I had the opportunity to lead another activity because the children was more in tuned to learning and listening to what I was looking for and what was expected of them, which in return lead to something interesting and exciting from them once again.

Even outside of the classroom I wanted to be consistent in encouraging a bit of creativity and fun. Such as the rubber, bike tires the children would play with before classes, during the lunch break and after classes while waiting for their parents to pick them up. They would only be rolled around and chased after so I figured I could introduce them to 'hop-scotch', hoola-hooping, being dragged or pulled along while sitting on them, at the same time teaching them about the concept of left, right, stop and go.

These were some of the things I noticed in terms of how I managed to make an impact in my placement during the course of my stay in Peru. I believe it was a positive improvement, and one only hopes that the lessons regarding 'thinking outside of the box' and having fun while doing so will last a lifetime. In truth, even if the children do not remember, I know for a fact that they succeeded in changing me as an individual because the memories, lessons and experiences they provided will forever be remembered and cherished.



September Diary

What's happening in September?

Festival	Description	Place	Date
Corpus de Almodena	A religious festival celebrated in the church of Almodena.	Cusco	8th September
Señor de Huanca	In the 17th century in a spot called Huanca, which translated to Spanish means "black stone", a tortured figure of Christ appeared. On this date, a pilgrimage occurs, popular with believers from all around the country and also from Chile, Argentina and Bolivia. The sanctuary is reached by a paved road, however a great number of pilgrims also choose to walk from San Jerónimo, approximately 10 Km away.	District of San Salvador, Province of Calca.	14th September
Warachikuy	Event which commemorates Incan traditions. Young noble Incas were submitted to tough physical tests to achieve the "maskaipacha". This tradition is reenacted by approximately 4000 students.	Saqsayhuaman ruins	15 th September
Corpus de San Jeronimo	A religious festival that considers the Patron Saint of Tourist Guides and lawyers, includes a festival mass and a presentation of dances. The celebration lasts for 8 days.	District of San Jerónimo, Cusco.	30th September

Also this month...

Mes Turistico de Cusco Throughout the month there will be a programme of cultural activities including cultural conferences, adventure sports competitions, tourism visits, meetings between municipal authorities, ecologically sensitive acts, amongst other things. It will culminate in a closing ceremony and prize giving.

Festival de Primavera September is the beginning of Spring here in Peru, so expect to see various activities throughout Peru in celebration of Spring, including markets & fairs, the crowning of Spring Queens and parades.

Announcements

- Please can all new arrivals be aware that you need to pick up your luggage in Lima when arriving from an international flight as it is not forwarded directly onto Cusco. Lima is the first point of entry into the country and you need to pass customs with your luggage.
- Just another reminder to make sure that volunteers are aware that the police are making more identification checks here in Cusco. Please be aware that you need to **always** carry your passport or a legalised photocopy of your passport (which has been signed by a notary) with you, especially if you are traveling within Peru, whether that is to your placement, Cusco or a long weekend in Puno. You may be asked by a police officer for proof of identification and you should be able to present this to them. If you have any questions please do not hesitate to ask in the office.
- Thank you to everyone who has helped bring about this months issue of *Musiq Chaski*. If you would like to contribute your experiences, stories, photos or anything else to the next edition then please send them to: hannahpartis@projects-abroad.org

