

## ELAP Portfolio

Participation in ISA-ELAP is more than just volunteering or interning. Since its inception in 2002, ISA-ELAP has been committed to delivering a high quality immersion experience to all its participants. ELAP promises to provide participants with dedicated, personalized service from the moment they first speak with a representative to the day their program ends. The objective of ISA-ELAP is to offer a transformative experience to each participant which will serve as a catalyst for a life of self awareness, civic engagement and global mindedness that extends beyond their actual time abroad.

Participants develop an ELAP Portfolio throughout the program which serves as a tangible representation of their time abroad. It demonstrates the professional and cultural competencies achieved throughout program. The portfolio is comprised of the following:

Program Overview

Placement Description

Reflective Essays

Group Discussions

Log of Hours

Supervisor Evaluation

Certificate of Completion

## ELAP Program Overview

<b>Pre-Departure Reflective Essay</b>	One to two weeks prior to departure for the host country, participants are required to complete the Pre-Departure Reflective Essay, which is available on the ISA Online Portal.
<b>ELAP Orientation</b>	Upon arrival, our on-site staff will host an in-depth ELAP orientation detailing placement information, itineraries, and culturally relevant information, as well as answer any questions participants may have.
<b>ELAP Schedule</b>	ELAP participants generally spend between 15 and 35 hours at the organization each week, depending on the hours available at the organization and the participant's preferences. Participants should keep this in mind when calculating the total number of hours they would like to complete.
<b>Placement Introduction</b>	Within two days of arrival, the on-site staff will accompany each participant to the host organization for the introductory meeting. The on-site staff will demonstrate how to use the public transportation system to arrive at the organization, introduce the participant to the supervisor, finalize the participant's schedule and responsibilities, and sign the Commitment Agreement.
<b>Commitment Agreement</b>	This form, which is signed by both the host organization and participant during the Placement Introduction, outlines the schedule and responsibilities that are agreed to by both the organization and the participant. The signing of the agreement clarifies the expectations of both parties in order to avoid miscommunication.
<b>Log of Hours</b>	To ensure that both parties comply with the Commitment Agreement, a Log of Hours is kept with a record of the participant's hours and activities. The Log of Hours is submitted via the ISA Online Portal each week by the participant and is reviewed by the ELAP Austin Program Manager and the ELAP On-site Coordinator.
<b>Individual Reflective Essays</b>	ELAP has developed a series of individual reflections which participants complete through their online portal every two weeks. The reflections assist participants in identifying key cultural differences while encouraging them to step outside their comfort zone to understand the importance of seemingly insignificant daily events. In addition, these reflections highlight the relationship between international issues and those faced by the participant's home community.
<b>Group Discussion Activities</b>	On the weeks without Individual Reflective Essays, ELAP On-Site Coordinators facilitate group discussions to encourage participants to ponder the social implications of their experience abroad. The discussions last a minimum of one hour and can take many forms - such as visits to local businesses, organizations or historical sites; hosting or attending local speaking events; or discussing topics relevant to gaining a better understanding of the host country or global community.
<b>Supervisor Evaluation</b>	In an effort to maintain quality and assess all facets of the ELAP experience, the supervisor will complete an evaluation providing professional feedback regarding the participant's contribution to the organization. The evaluation highlights goals achieved, professionalism demonstrated, and successful completion of projects and/or initiatives as established by the supervisor, as well as confirms the total number of hours completed.
<b>Certificate of Completion</b>	Each ELAP participant receives a certificate demonstrating the successful completion of their program and compliance with the Commitment Agreement. The participant receives this certificate indicating the location of the program and the number of hours completed.
<b>ELAP Portfolio</b>	After the completion of the ELAP experience, the ELAP Portfolio is emailed to the participant. The purpose of this portfolio is to present a comprehensive view of one's experience abroad as well as provide a tangible representation of the ELAP experience.

## Hogar de Niños de San Cristobal

**Student Profile:** This placement is best for students majoring in General Education, Early Childhood Education, Childhood Development and Social Work. Students interested in teaching and/or pursuing a career in the field of Education may find this placement particularly appealing.

**Placement:** Hogar de Niños de San Cristobal

**Program type:** Social Work, Education

**Language Level:** Intermediate - Advanced

**About the organization:** Kindergarten is a critical formational time in a child's life. It is a time of transition from home, play care, and informal learning into a full-time learning environment. Hogar de Niños de San Cristobal focuses primarily on early childhood education and has about 75 children between 3 and 5 years of age. The main goal of the school is to provide a solid educational foundation on which children can continue to grow socially, physically and mentally.

**Potential Participant Responsibilities:** Participants will have the opportunity to create arts & crafts projects with the children, help coordinate various classroom activities, assist the teachers in their planned activities, teach basic English, and help supervise the classroom. ELAP participants may also lead games, songs, painting and writing activities.

**Tentative hours/schedule:** Once participants arrive, their ELAP Coordinator will accompany them to the site where they will discuss their responsibilities and schedule with the supervisor at the kindergarten. The school is open Monday to Friday from 8am to 1pm and participants may work at any time during these hours.

**Dress Code/Additional Information:** All ELAP participants are expected to comport themselves professionally at their placements at all times. Please dress appropriately by wearing closed-toe shoes and jeans without rips/tears. Remember to take cues from your colleagues at your placement and dress accordingly.

**Important Information:** *Each ELAP experience is unique and requires personal initiative and self-motivation. Each participant's assigned duties may change at the discretion of their on-site supervisor. By participating in this program you owe a commitment to your host organization. Non-committal behavior such as tardiness or acting irresponsibly may impact the organization's decision to host future ELAP participants, and participants may be dismissed if they fail to adhere to the details outlined in the ELAP Commitment Agreement. Key characteristics of a successful participant are flexibility and an open mind, as well as a willingness to take the initiative and learn from mistakes.*

**By entering my name and hitting submit below, I understand and agree that I am electronically signing this form. I certify that I have read and fully understand the above provisions and agree to abide by them.**

Alexandra Bouchard

## San Judas Chico

**Student Profile:** This placement is best for students majoring in Education, Childhood Development, Social Work, Sociology and Psychology. This is an ideal placement for students with a strong desire to work with at-risk youth and/or are interested in pursuing a career in the field of Education or Social Work.

**Placement:** San Judas Chico

**Program type:** Social Work, Education

**Language Level:** Beginning

**Organization Website:** <http://www.sbpcusco.gob.pe>

**About the organization:** San Judas Chico is a home for girls and one of five organizations within the Sociedad de Beneficiencia Pública del Cusco, a larger organization in Cusco that promotes and provides comprehensive care programs to marginalized groups in the community. Girls aged 6-17 come to the home seeking a bed, food, clothing, health care, physical and psychological therapy, education, and job training. San Judas Chico strives to provide a strong moral structure in which high-risk youth from the streets of Cusco are able to improve their self-esteem and gain important life-skills. They work to empower the young women, enabling their reintegration into society.

**Potential Participant Responsibilities:** Participants will assist the supervisors with various workshops and projects within the home. More specifically, participants will help with homework, walk the children to school, facilitate outdoor and recreational activities, participate in baking and cooking lessons, and most importantly, share experiences with the girls. Specific areas in which ELAP participants work will be determined during the introductory meeting. Participants should be very patient, proactive and outgoing. It is also important to be reliable and positive, as participants serve as role models and mentors for the girls.

**Tentative hours/schedule:** Once participants arrive, their ELAP Coordinator will accompany them to the site, where they will discuss their responsibilities and schedule with the supervisor at the organization. Participants will be able to donate their time in the mornings and/or the afternoons. Although San Judas Chico is open for 24 hours, the administrative office is only open from 7:30am to 4pm. Participants will be taking public transportation and the commute is approximately 25 minutes by bus from the ISA/ELAP office. Therefore, participants must make sure to plan their commute time accordingly and bring along something to read or to keep them busy during these trips.

**Dress Code/Additional Information:** All ELAP participants are expected to comport themselves professionally at their placements at all times. Please dress appropriately by wearing closed-toe shoes and jeans without rips/tears. Remember to take cues from your colleagues at your placement and dress accordingly. It is strongly recommended that participants leave all valuables at home.

**Important Information:** *Each ELAP experience is unique and requires personal initiative and self-motivation.*

*Each participant's assigned duties may change at the discretion of their on-site supervisor. By participating in this program you owe a commitment to your host organization. Non-committal behavior such as tardiness or acting irresponsibly may impact the organization's decision to host future ELAP participants, and participants may be dismissed if they fail to adhere to the details outlined in the ELAP Commitment Agreement. Key characteristics of a successful participant are flexibility and an open mind, as well as a willingness to take the initiative and learn from mistakes.*

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Alexandra Bouchard

# REFLECTIVE ESSAYS

Alexandra Bouchard

## Reflection #1: Pre-departure Goals

*\*This exercise is a pivotal part of the ELAP experience. Your participation and sincere contribution is greatly appreciated. The time and effort put forth will not only enrich your program, but also help facilitate the potential to earn academic credit from your home university.*

**Welcome to the first of your ELAP reflection activities!**

**Living abroad, though ultimately rewarding, can be an overwhelming experience. Exciting, fun, scary, refreshing, challenging, and eye-opening are just a few of the emotions you might be feeling. In addition to the normal series of adaptations that one goes through when traveling or studying abroad, you as an ELAP participant will experience a whole different set of adaptations as you work closely with host-country organizations. Throughout the duration of your experience you will undoubtedly learn a lot about yourself and the world.**

**You may consider the following as you write at least 300 words reflecting (in English or in the host country language) upon your upcoming experience:**

- **What goals do you hope to achieve?**
- **What challenges might you experience while traveling and living in another country?**
- **What challenges might you encounter at your placement?**
- **How do you envision overcoming these challenges to meet your end goals?**

There are many goals that I hope to achieve by participating in this internship. The first of these is to experience a new way of life and completely immerse myself in a culture that is not my own. I hope to challenge myself everyday by speaking with the locals although it may be intimidating at first. I want to make an impact on the lives of the children I will be working with just as I am sure they will have an incredible impact on my life. Overall, I hope to expand my world view and share my skills with the community I will be working in. I also hope to improve my vocabulary in order to speak effectively without using simple words and sentences. I know this experience will be challenging, but I am ready to embrace it. From my experience in Ecuador, I have learned that traveling can be difficult, especially when you are trying to communicate with people who speak a language that isn't your native language. Living in another country will require flexibility. It will take time for me to adapt to the customs and Peruvian way of living. I believe that if I keep an open mind it will be much easier for me to adapt. I need to keep in mind that every country and culture is unique and there is something to be learned from everyone that I encounter. At my placement I think the biggest challenge will be communicating with young children. When speaking Spanish with adults, or students my age, I have learned that I can describe something when I don't know the exact word for it. With young children this isn't always the case. They may not understand that Spanish isn't my first language or they might not know how to tell me what word I am looking for. Overcoming these challenges won't be easy, but I know it will definitely be rewarding in the end. In order to improve my Spanish, I plan to become friends with the locals and practice speaking every chance I get. I need to get past my fear of making a mistake while speaking, because I can only learn from my mistakes. I plan to be flexible and open minded when learning about the culture that surrounds me. When working with the children, I will try my best to communicate clearly and commit new vocabulary words to memory so that I can use them from that point on. I am looking forward to this experience and the challenges it will bring because I know that they are all learning experiences.

***But history will judge you, and as the years pass, you will ultimately judge yourself, in the extent to***

***which you have used your gifts and talents to lighten and enrich the lives of your fellow [humans]. In your hands lies the future of your world and the fulfillment of the best qualities of your own spirit.***

*--Robert F. Kennedy (1925 - 1968) Politician, Senator and civil rights activist*

***"Smooth seas do not make skillful sailors."***

*--African proverb*



Alexandra Bouchard

## What? So What? Now What?

*\*This exercise is a pivotal part of the ELAP experience. Your participation and sincere contribution is greatly appreciated. The time and effort put forth will not only enrich your program, but also help facilitate the potential to earn academic credit from your home university.*

As you may already know, reflection is one of the most important aspects of your experience. It helps you to turn a raw experience into transferable knowledge, as demonstrated by the Kolb Experiential Learning Cycle, which is located in your online portal as a PDF. One of the most common forms of journal reflection for service learning follows a “What? So What? Now What?” model in which you chronicle an observation, discuss its implications, and determine points of action. This is a method that you are encouraged to employ in your daily journals and when communicating with family and friends at home.

For today’s reflection, think about a specific moment during your time abroad; this moment could be a problem that you encountered, a moment of revelation about cultural differences or something memorable that you experienced at your ELAP placement. Employing the “What? So What? Now What?” model, write 300 words about this experience and what you learned from the experience. You may use the following question prompts to help guide your writing:

### What?

- What happened?
- What did you observe?
- What issue is being addressed or population is being served?

### So What?

- Did you learn a new skill or clarify an interest?
- Did you hear, smell, or feel anything that surprised you?
- How is your experience different from what you expected?
- What impacts the way you view the situation/experience? (What lens are you viewing from?)
- What did you like/dislike about the experience?
- What did you learn about the people/community?
- What are some of the pressing needs/issues in the community?
- How does this project address those needs?

### Now What?

- What seem to be the root causes of the issue addressed?
- What other work is currently happening to address the issue?
- What learning occurred for you in this experience?
- How can you apply this learning?
- What would you like to learn more about, related to this project or issue?
- What follow-up is needed to address any challenges or difficulties?
- What information can you share with your peers or the community?
- If you could do the project again, what would you do differently?

I can't come up with a specific instance in which a problem occurred, so I would prefer to write about a pleasant experience I had. One of my favorite moments of this week was one that happened while I was working at Jardin de Niños San Cristobal. The students all left the classroom after they had finished their assignment and starting dancing outside as soon as the teacher put music on. The dancing continued for about 30 or 45 minutes and after they had been out there for a few minutes, I decided to join. Seeing the joy on the each child's face was priceless. It was a time for children to be children and just have fun. As I danced with them, I forgot about everything else I had been worrying about that day and just enjoyed myself. From this experience I learned that it is okay to let go and act like a child every once in a while and be silly. Hearing the children's laughter was so refreshing. When I stopped dancing with them and sat back to watch, I realized their laughter was contagious. I couldn't help but laugh while watching these children have so much fun. This experience was different than I expected because it was extremely relaxed and carefree. In many of the classroom environments I have been a part of in the United States, the atmosphere is not so fun an inviting. I learned that the people and the community like to have fun. I saw them work hard to get everything done and then enjoy themselves after everything was completed. There was a lot of learning that occurred for me during this experience. I learned that it is okay to be goofy and silly sometimes and not take life so seriously. I can apply this learning to all areas of my life. Sometimes I get so involved in a task that I forget to have fun with it and I can use what I learned at the school that day to help put things back in perspective and remember to have a little fun.

***“The universe is made of stories, not of atoms.”***

-- Muriel Rukeyser (1913 - 1980),

American poet and political activist, best known for her poems about equality, feminism, social justice, and Judaism

Alexandra Bouchard

## Reflection #3 - Lens Shifting

*\*This exercise is a pivotal part of the ELAP experience. Your participation and sincere contribution is greatly appreciated. The time and effort put forth will not only enrich your program, but also help facilitate the potential to earn academic credit from your home university.*

**You may already be thinking about the way you will present your ELAP experience to your friends, family, classmates and future employers when you get home. As you do so, it will be helpful to think of a few concrete examples about the differences about the cultural and lifestyle differences you experienced while abroad.**

**In at least 300 words, make a comparison between something in your host culture and home culture. You may identify home culture as ethnic culture, geographical culture, gendered culture, etc...anything that you consider to be prominent part of your identity. Your comparative subject could relate to politics, environmental concerns, education, business, poverty, dating, child-rearing, or anything else of your choosing. Keep in mind that choosing a topic with which you are very familiar in both cultures will make your reflection easier and more poignant. Be sure to consider your subject from an ethnorelative (rather than ethnocentric) point of view, and think about the practical applications of this exercise for when you return home.**

**If you are interested in learning more about theories of intercultural sensitivity, check out M.J. Bennett's "Towards ethnorelativism: A developmental model of intercultural sensitivity."**

One big difference I have noticed between my home culture and my host culture is the importance of meals and coming together as a family during meal times. Back at home in the states my family is always on the go. We barely have time to sit down and eat, much less spend an hour conversing about what happened that day. I have noticed that in Peruvian culture meal times do not follow the same pattern. When we eat lunch at my house it is a family affair. My two host brothers are married and moved out of the house come over to join us for the meal. We usually sit for at least thirty minutes after we have all finished eating and chat. The size of the meals here is also very different than what I am used to. I am accustomed to eating a small breakfast, I light lunch, and a slightly larger dinner. Here the lunch portions are a lot larger and dinner is light. This has taken some adjustment for me to get used to. I usually leave the lunch table feeling like I can't move because I've eaten so much. In the morning, however, I wake up feeling extremely hungry. Another thing I have noticed that goes along with the culture of meal time is how close-knit the families are. Children don't leave the house typically until they are married. One of my host brothers is thirty years old and still lives in the house. In the US we are used to leaving the house as soon as we graduate high school. I prefer the family-oriented nature of the peruvian culture. I think children have more respect for their parents and parents also have a lot of respect for their children.

***"The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit."***

-- Wade Davis (1953 - )

Canadian anthropologist, ethnobotanist, author and photographer

Alexandra Bouchard

## Reflection #4 - Packing Your Bag

### Bringing Home New Skills, Experiences and Insights

In the job market today it can sometimes be difficult to make oneself stand out from a pile of prospective applicants; however, individuals that have studied or worked abroad have an immediate competitive advantage over applicants that do not have any international experience. That is why it is imperative to learn how to communicate and present your ELAP experience on cover letters, résumés, and during an interview.

The following exercise will help you reflect on your experience abroad and can be used as a tool to help formulate a response to a question from a future employer regarding your experience abroad. Keep in mind that your international experience looks great on your resume, but it's up to you to highlight your experience and articulate how your time abroad makes you a prime candidate for the position.

**1. Write down a sentence or two below each topic pinpointing a single situation that helped you grow personally and/or professionally:**

#### **Biggest cultural mistake:**

One day when I came to sit down to lunch, I accidentally forgot to greet my ninety five year old host grandmother. She proceeded to call me out on it by saying "If I am in the room, you are the one who is supposed to greet me. I shouldn't be greeting you." I was caught off guard by her comment, but now I make sure I always greet her upon entering the room.

#### **Funniest moment:**

One day I was attempting to catch a taxi with a group of friends and I walked up to what I thought was a taxi parked on the side of the road. I opened the door to get in as he told me he wasn't a taxi driver.

#### **Scariest experience:**

When we took our excursion to Machu Picchu we hiked Huaynapicchu. This is definitely the steepest mountain I have ever climbed. There were a couple of times on the way down when the trail got really steep and I wasn't sure how I was going to make it down.

#### **Most thrilling memory:**

I was thrilled and very proud of myself when I made it to the top of Huaynapicchu.

#### **Most moving memory:**

This is a hard one to answer, but I think working with the children at San Cristobal has helped me learn a lot about myself. Everyday I have to step up and be a leader. This isn't something that comes easily for me, but as I become more comfortable with the class, it gets easier and easier.

#### **An important relationship:**

I feel that I have built some lasting relationships with the students I have been working with at Jardin de Ninos San Cristobal. There is one particular student that I feel like I have bonded with. When I first started working there I noticed that he cried almost everyday over little things that most children wouldn't cry over. I have made an effort to talk with him and let him know that I am his friend and I am here for him. This seems to have helped because he no longer cries.

**2. Now choose ONE example from above to elaborate on. Complete the four boxes below with specific points you would like to highlight about your experience. Keep in mind that this “sound byte” should illustrate how your experience abroad affected you in a positive way and demonstrate how you’ve adapted to new environments, increased your cultural competency, and/or understand cultural differences and similarities. For more ideas on qualities or skills to highlight, see the document “Sample Resume Building Blocks” in your online portal.**

#### **Point #1**

Working with the children at San Cristobal eliminated my fear of making a mistake when speaking Spanish.

#### **Point #2**

I have learned to be flexible with scheduling. One day, I showed up to school and none of the children were there because it was the day before Inti Raymi. I helped the teacher organize a few things in the classroom and then had the rest of the day off.

#### **Point #3**

I have learned to be patient with the students even if it means having them repeat something over and over until I understand them.

#### **Point #4**

I have learned how to have fun in a work environment and not take everything so seriously all the time.

***"If you have a passion, then you have something to contribute. It's not about asking, "What should I do?" It's about asking, "What is my passion?" --Catherine Muther, Founder and President of Three Guineas Fund which creates social change by investing in economic opportunity for women and girls.***

Alexandra Bouchard

## Reflection #5 - Overall Goal

*\*This exercise is a pivotal part of the ELAP experience. Your participation and sincere contribution is greatly appreciated. The time and effort put forth will not only enrich your program, but also help facilitate the potential to earn academic credit from your home university.*

**As you near the end of your ELAP program, you will probably experience a whole fleet of thoughts and emotions ranging from excitement to fear, motivation, indecision and more. Perhaps you are headed back to the US to continue your university studies; maybe you're a recent graduate who will be looking to break into the job market upon return. You may even be staying in-country to participate in an academic program or travel on your own. In any case, this is the time to reflect back on your overall experience abroad as well as to reflect forward into your future.**

**You may consider the following as you write an essay of at least 150 words reflecting upon your overall experience:**

- Compare your feelings at your time of arrival in-country to your time of departure.
- How have your career/personal goals changed in light of your experience?
- What did you learn about yourself through your experience? How did you learn it?
- What skills have you acquired (physical, academic or relational)?
- Which of your program goals have been met? How have you achieved them? Which have not been met, and why?
- What do you want to remember about your ELAP experience?
- What do you plan to do with your newly acquired knowledge?

When I first arrived I was nervous, not knowing what to expect. My nerves were soon calmed when I was warmly welcomed into my host family. I was amazed by how quickly Cusco began to feel like home. Through this experience I have realized that I would like to continue studying other languages. The thing I love most about speaking Spanish is being able to communicate with people that I wouldn't be able to otherwise. I would like to continue learning other language in order to fully understand other cultures. I have learned a lot about myself by working with the students in the school. I have learned that I am able to stand up and take on a leadership role when it is necessary. While living here I have acquired the skill of being able to describe things in Spanish when I don't know the specific vocabulary word. One of my pre-departure goals was to impact the lives of the students I am working with. I believe I have done that even though it might not be obvious to others. The fact that the students run up to me and give me a hug at the beginning of each day is enough for me to know that I am making a difference. What I want to remember about my ELAP experience are the relationships I built with people. I want to remember the relationships I built with other American friends, with the children and teachers I worked with, and with my host family. I plan to take this newly acquired knowledge of the importance of relationships and implement it into my life back home. I want to work hard to build lasting relationships with those around me.

**Lastly, write a letter of at least 150 words to your future self about your experience. You may draw from the prompts above or focus on the things that you do not wish to forget about your ELAP program. Within 6 months of your departure, the ELAP Coordinator will mail the letter to you to remind you of your experience and the goals you set for yourself.**

Dear Alexandra, My experience in Peru has been challenging, but definitely rewarding. Although there were times when I wanted to throw in the towel and give up, I'm so glad I didn't. Working in the school was the most challenging part of the experience. There were many times when the students didn't listen to me or misbehaved and it seemed like there was nothing I could do to fix it. It took some time for me to realize that children are children no matter what language they speak. Occasionally they will misbehave, but ultimately when they act out it is a cry for attention. After I realized this, it was much easier for me to work with the children. All I really had to do was change my perspective and realize that I was working with students from a different culture. Not only did I learn from the students I was working with, but I also learned a lot on our excursions. My favorite excursion we went on was one to Puno and Lake Titicaca. This one was my favorite because it was true cultural immersion. We saw a community who built their lives on a floating island and we got to stay with a local family and learn their traditional dance. This experience helped me realize how much I love learning about other cultures and it is my inspiration for learning new languages and being able to communicate with even more people. This experience wasn't always easy, but I learned something from every difficult experience and overall it helped me grow as a person .

***“I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pay for a living...the very purpose of life, and not something you do in your spare time or after you have reached your personal goals.”*** --Marian Wright Edelman President and Founder of US-based Children’s Defense Fund

# GROUP DISCUSSIONS



## **ELAP GROUP DISCUSSION SUMMARY**

**ELAP On-Site Coordinator:** Roxana Paredes, Eric Mackintosh, Victoria Soto

**ELAP Site:** Cusco-Peru

**Date:** June 2<sup>nd</sup> 2014 (Spanish), June 5<sup>th</sup> 2014 (English)

**Participants in attendance:** Rachel Solino, Nathan Schmid, Hannah Brenden, Kelli Green, Megan Gronewold, Katie Waldroup, Alexandra Bouchard, Michelle Mages, Natalie Volin, Meredith Gleitz, Amanda Van Gilder, Kiersten Meeder and Kathryn Woodward

**Topic:** How does where you live influence how you live?

Living abroad is part of this adventure. We must understand that we might not have the same facilities that we have at home and that we are going to be experiencing a lot of changes by a new way of living, entering into a new culture with new habits and new friends. Moreover we will have to use our spare time doing other things that we might not do very often at home. The purpose of this discussion was to know the difference in people's lifestyles based on their location.

To begin the discussion about "How does where we live influence how we live?" Each student explain how have they felt the difference between their host family and their real family and their new surroundings. We asked about how the location, population, climate, physical features, etc. where different from their home and they influenced people lifestyle.

We talked about the type of homes people live in and the number of family members, the transportation systems available, the jobs people have and the clothing people wear, the food they eat, etc. They wrote the answers in a white paper comparing their life in United States with their new life in Cusco. When they had finished, we started the discussion.

Most of them felt that Cusco was very different from their home town. They said they value more their family and the facilities they had back at home. They thought people here have a more relaxing lifestyle and that spending time in family is very important. Working at their placement they were able to notice how different life is here, how important is education and how poor is in Cusco, and how many children we can see in the streets selling things while they should be playing at home. This experience helped them to value more what they have back at home.

We also talked about the importance of understanding that we are living in a different culture and we need to be more flexible at home and our placements, as people have different ways of behaving and other point of view of life completely different than ours. But we must not forget that we have lot of things in common.

## **ELAP GROUP DISCUSSION SUMMARY**

**ELAP On-Site Coordinator:** Roxana Paredes, Eric Mackintosh, Victoria Soto

**ELAP Site:** Cusco-Peru

**Date:** June 17<sup>th</sup> 2014 (English & Spanish)

**Participants in attendance:** Rachel Solino, Nathan Schmid, Hannah Brenden, Kelli Green, Megan Gronewold, Katie Waldroup, Michelle Mages, Natalie Volin, Meredith Gleitz, Amanda Van Gilder, Kiersten Meeder and Kathryn Woodward.

**Topic:** Celebrity party

### **Summary:**

This discussion was about stereotypes and how we judge people and situations. Stereotypes are the generalization of people or a group of people that had been judge by what we believe they are. We tend to generalize the people depending on their behaviour or appearance, the place they live in, the job they have or the way they talk. These stereotyoes lead to unfair discrimination when they are unfavorable.

To begin this discussion we gave each of them an identity and the rest of students had to tell what they thought about that identity in order to let her know who she was representing. They had to see all the other identities and think about what stereotype they had. We had a student acting as a catholic priest, a cheerleader, a lifeguard, a bull fighter, etc. They have to guess their own identity and talk about the others identities by saying mainly how people usually behave when they have that job. They were really impressed when they realized that they all had stereotypes about them. Then we continue the discussion by talking about how they thought those stereotypes were created and how they felt about them and if they would behave different if they didn't know the stereotypes.

This made them realized that they should be careful with the stereotypes they had about their host family and at their placement. They understood that they are in a different country and the lifestyle here is completely different. They must forget those stereotypes from their own culture when they are staying here. Also they analyzed the stereotypes they thought people had about them and how it affected them at their placement or host family.

The purpose of this activity was to understand how can influence in our daily life the different stereotypes we have about people and how we face different situations. It also helped us to notice that we must forget those stereotypes when we are abroad in order to understand better the culture and make friends around the world.

## ELAP GROUP DISCUSSION SUMMARY

**ELAP On-Site Coordinator:** Roxana Paredes, Eric Mackintosh, Victoria Soto

**ELAP Site:** Cusco-Peru

**Date:** June 30<sup>th</sup> 2014 (Spanish) , July 3<sup>rd</sup> 2014 (English)

**Participants in attendance:** Hannah Brenden, Kelli Green, Megan Gronewold, Katie Waldroup, Alexandra Bouchard, Michelle Mages, Natalie Volin, Meredith Gleitz, Amanda Van Gilder, Kiersten Meeder, Kathryn Woodward, Laine Stebbins, Grayson Hunley, Kathryn Nelson, Maureen Lynch, Taylor Landry, Juniper Arthurs, James Crowter, Heather Burgess and Terese Gullo.

### **Topic: Poverty Quotes**

#### **Summary:**

Working/volunteering in a foreign country can be a difficult task. Among the difficulties include maintaining an attitude focused on the betterment of others, a strong willingness to work hard for no monetary gain, and an understanding of how to better connect with the people they are serving. To master these skills, they must first better understand poverty. The best way to do this is through direct relationships with real people who have been affected by poverty. However, working with people stricken by poverty also requires that the volunteers maintain a strong mindset focused on equality, which centers the volunteer's opinions of those affected by poverty as no less valuable as themselves. So the purpose of this activity was to help the volunteers achieve a proper understanding of poverty and how it affects the community they seek to assist.

To begin this discussion we first asked them what they thought "poverty" was. We talk about the different types of poverty, not only monetary but also other ways of poverty that are not material. We talk about the differences between the poverty they could see in their country and the poverty they could see here in Cusco.

After this brief discussion, we told them to read the quotes and choose three of them for filling in the answer sheet. When they had finished we asked them about the quotes they had chosen and the main reason why they picked up them. They all explain their favorite one saying why they choose it and what was the meaning they understood about it.

Some of them worked directly with poverty at their placement and we have a discussion about where we thought poverty came from, whose fault it was and how could we help them. Also they explain how they have felt when they were working with poor people and their expectations that later were changed by reality. However, other volunteers who do not work directly with in poor, also shared their experiences and opinios about poverty.

## ELAP GROUP DISCUSSION SUMMARY

**ELAP On-Site Coordinator:** Roxana Paredes and Victoria Soto

**ELAP Site:** Cusco-Peru

**Date:** July 15<sup>th</sup> 2014 (Spanish and English)

**Participants in attendance:** Hannah Brenden, Kelli Green, Megan Gronewold, Katie Waldroup, Alexandra Bouchard, Michelle Mages, Natalie Volin, Meredith Gleitz, Amanda Van Gilder, Kiersten Meeder, Kathryn Woodward, Laine Stebbins, Grayson Hunley, Kathryn Nelson, Taylor Landry, James Crowter, Heather Burgess, Terese Gullo and Christina Lammey.

### **Topic: Personal Map**

#### **Summary:**

Participants created a map showing the relationship of their past experiences to their time abroad with ELAP and their future goals.

The purpose of this activity was to encourage participants to explore their own past and future, and how those relate to the present. This activity also challenges participants to view their ELAP experience as a lifetime learning experience, rather than an isolated moment, including its impact on their future career, political, social and family life.

I gave each participant a drawing paper and some markers. I told them to draw some sort of representation of how they got to this place, including what people, events, decisions and other influences impacted their decision to participate in ELAP. Also I told them that they need to think in the past, present and future. Also instruct them to think about where their journey leads from this point.

After 30 minutes, we started to talk about their maps; each one expressed all their experiences and feelings in the program. They said that the Elap program helped them a lot, to improve some of their skills and also what about themselves they need to improve, they could see the other part of the people in Cusco, they had the opportunity to see other reality and have more sensibility about that. Also they had the opportunity to share more about cultural things. Absolutely the students think that the Elap experience changed their mindset, they could see the needs of others and know that sometimes we worry about things without importance. They felt very satisfied to know that they had the opportunity to help them. They definitely know that the Elap experience will help in the future.

# LOG OF HOURS

Alexandra Bouchard

## Log of Hours

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<b>NAME OF HOST ORGANIZATION:</b>			
<b>DATE:</b> 2014-05-26	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> The first day was a free day for me.			

<b>NAME OF HOST ORGANIZATION:</b>				San Judas Chico
<b>DATE:</b> 2014-05-27	<b>TIME IN:</b> 3:00pm	<b>TIME OUT:</b> 5:00pm	<b>TOTAL HOURS:</b> 2	
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. I helped one of the girls individually with math problems she was working on for homework. 2. I visited with various girls in an attempt to get to know them better. 3. I let one of the girls play with my hair and visited with her. 4. I helped straighten up the room before leaving and made sure all of the girls were where they needed to be.				

<b>NAME OF HOST ORGANIZATION:</b>				Jardin de Niños San Cristobal
<b>DATE:</b> 2014-05-28	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>	
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> I was unable to go to the school this day because the students were away on a field trip.				

<b>NAME OF HOST ORGANIZATION:</b>				Jardin de Niños San Cristobal and San Judas Chico
<b>DATE:</b> 2014-05-29	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>	
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> Unfortunately, I was sick this day and unable to attend my placements.				

<b>NAME OF HOST ORGANIZATION:</b>		Jardin de Niños San Cristobal	
<b>DATE:</b> 2014-05-30	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. I helped the teacher fill goodie bags for the students for their party for Día de la Educación Inicial. 2. I walked around the classroom and assisted students with an art project. 3. I helped pass out snacks and made sure all students had a snack. 4. After students left, I helped clean up the classroom. 5. I helped the teacher rearrange bulletin boards for Monday.			
<b>WEEKLY TOTAL:</b>		6.50	
<b>BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.</b>		Alexandra Bouchard	

Alexandra Bouchard

## Log of Hours

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<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-02	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Greet students as they come into class 2. Help with daily activities such as coloring or arts and crafts 3. Supervise children during lunch and recess 4. Help teachers clean up the classroom after students leave			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal and San Judas Chico	
<b>DATE:</b> 2014-06-03	<b>TIME IN:</b> 8:30am(San Cristobal) 3pm (San Judas Chico)	<b>TIME OUT:</b> 1:00pm(San Cristobal) 5pm (San Judas Chico)	<b>TOTAL HOURS:</b> 6.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal 1. Greet students as they come into class 2. Help with daily activities such as coloring or arts and crafts 3. Supervise children during lunch and recess 4. Help teachers clean up the classroom after students leave  San Judas Chico 1. Talk with the girls and ask how they've been doing 2. Help with homework 3. Supervise and make sure all girls are working on homework or playing quietly 4. Play games such as volleyball with the girls			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-04	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Greet students as they come into class 2. Help with daily activities such as coloring or arts and crafts 3. Supervise children during lunch and recess 4. Help teachers clean up the classroom after students leave			



<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal and San Judas Chico	
<b>DATE:</b> 2014-06-05	<b>TIME IN:</b> 8:30am(San Cristobal) 3pm (San Judas Chico)	<b>TIME OUT:</b> 1:00pm(San Cristobal) 5pm (San Judas Chico)	<b>TOTAL HOURS:</b> 6.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal 1. Greet students as they come into class 2. Help with daily activities such as coloring or arts and crafts 3. Supervise children during lunch and recess 4. Help teachers clean up the classroom after students leave  San Judas Chico 1. Talk with the girls and ask how they've been doing 2. Help with homework 3. Supervise and make sure all girls are working on homework or playing quietly 4. Play games such as volleyball with the girls			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-06	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Greet students as they come into class 2. Help with daily activities such as coloring or arts and crafts 3. Supervise children during lunch and recess 4. Help teachers clean up the classroom after students leave			

<b>WEEKLY TOTAL:</b>	26.5
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<b>BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.</b>	Alexandra Bouchard
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Alexandra Bouchard

## Log of Hours

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<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-09	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1.Help teachers prepare daily activities for students. 2. Help students complete tasks like coloring and cutting and pasting crafts. 3. Supervise lunch and recess and be sure students are on task. 4. Help teachers clean up at the end of the day.			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal and San Judas Chico	
<b>DATE:</b> 2014-06-10	<b>TIME IN:</b> 8:30am San Cristobal 3:00 San Judas Chico	<b>TIME OUT:</b> 1:00pm 5:00 San Judas Chico	<b>TOTAL HOURS:</b> 6.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal 1.Help teachers prepare daily activities for students. 2. Help students complete tasks like coloring and cutting and pasting crafts. 3. Supervise lunch and recess and be sure students are on task. 4. Help teachers clean up at the end of the day.			
San Judas Chico 1. Help girls with homework 2. Help resolve conflicts between the girls 3. Talk with the girls about how their days were			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-11	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1.Help teachers prepare daily activities for students. 2. Help students complete tasks like coloring and cutting and pasting crafts. 3. Supervise lunch and recess and be sure students are on task. 4. Help teachers clean up at the end of the day.			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-12	<b>TIME IN:</b> 8:30am San Cristobal 3:00 pm San Judas Chico	<b>TIME OUT:</b> 1:00pm San Cristobal 3:00 pm San Judas Chico	<b>TOTAL HOURS:</b> 6.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal 1.Help teachers prepare daily activities for students. 2. Help students complete tasks like coloring and cutting and pasting crafts. 3. Supervise lunch and recess and be sure students are on task. 4. Help teachers clean up at the end of the day.  San Judas Chico 1. Help girls with homework 2. Help resolve conflicts between the girls 3. Talk with the girls about how their days were			

<b>NAME OF HOST ORGANIZATION:</b>			
<b>DATE:</b> 2014-06-13	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> I didn't go to my placement this day because I was traveling to Arequipa.			
<b>WEEKLY TOTAL:</b>		22	
<b>BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.</b>		Alexandra Bouchard	

Alexandra Bouchard

## Log of Hours

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Please double check your time in, time out, and the daily total of hours and the weekly total of hours.

*Once submitted, you cannot edit your log of hours.*

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-16	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Greet students as they come into the classroom and remind them to mark their attendance. 2. Help the teacher prepare daily materials, pass out crayons and papers and be sure students stay on task. 3. Ensure that all students are paying attention during lessons. 4. Help the teacher clean up after students leave.			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-17	<b>TIME IN:</b> 8:30am San Cristobal	<b>TIME OUT:</b> 11:00am	<b>TOTAL HOURS:</b> 2.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Greet students as they come into the classroom and remind them to mark their attendance. 2. Help the teacher prepare daily materials, pass out crayons and papers and be sure students stay on task. 3. Ensure that all students are paying attention during lessons  I left early this day because I was not feeling well.			

<b>NAME OF HOST ORGANIZATION:</b>			
<b>DATE:</b> 2014-06-18	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> I did not go to my placement this day because I was not feeling well.			

<b>NAME OF HOST ORGANIZATION:</b>			
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<b>DATE:</b> 2014-06-19	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> The students did not have school this day because of Corpus Christi.			

<b>NAME OF HOST ORGANIZATION:</b>	San Cristobal
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<b>DATE:</b> 2014-06-20	<b>TIME IN:</b> 8:30 am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Greet students as they come into the classroom and remind them to mark their attendance. 2. Help the teacher prepare daily materials, pass out crayons and papers and be sure students stay on task. 3. Ensure that all students are paying attention during lessons. 4. Help the teacher clean up after students leave.			

<b>WEEKLY TOTAL:</b>	11.5
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<b>BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.</b>	Alexandra Bouchard
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Alexandra Bouchard

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<b>NAME OF HOST ORGANIZATION:</b>			
<b>DATE:</b> 2014-06-23	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1.The students had the day off because it was the day before Inti Raymi.			

<b>NAME OF HOST ORGANIZATION:</b>			
<b>DATE:</b> 2014-06-24	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> The students did not have school this day because of Inti Raymi.			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-25	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Helped the teacher organize the classroom before students arrived. 2. Helped students color pictures and trace lines. 3. Supervised students while they ate lunch and had recess. 4. Helped clean the classroom after students left.			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal and San Judas Chico	
<b>DATE:</b> 2014-06-26	<b>TIME IN:</b> 8:30am San Cristobal 3:00pm San Judas Chico	<b>TIME OUT:</b> 1:00pm(San Cristobal) 5pm (San Judas Chico)	<b>TOTAL HOURS:</b> 6.5

**DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):** San Cristobal

1. Helped the teacher organize the classroom before students arrived.
2. Helped students color pictures and trace lines.
3. Supervised students while they ate lunch and had recess.
4. Helped clean the classroom after students left.

## San Judas Chico

1. Helped teach one of the girls how to paint with watercolors.
2. Taught a group of girls a song in English.
3. Helped one of the girls with homework.
4. Played games with a group of girls.

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-27	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Helped the teacher organize the classroom before students arrived.			
2. Helped students color pictures and trace lines.			
3. Supervised students while they ate lunch and had recess.			
4. Helped clean the classroom after students left.			
<b>WEEKLY TOTAL:</b>		15.5	
<b>BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.</b>		Alexandra Bouchard	

Alexandra Bouchard

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<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-06-30	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Helped teacher prepare daily materials and played with students as they came in. 2. Supervised students and made sure they were on task while teacher was instructing. 3. Helped students with their activities like cutting and pasting and coloring. 4. Helped teacher clean up when students were left.			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal and San Judas Chico	
<b>DATE:</b> 2014-07-01	<b>TIME IN:</b> 8:30am San Cristobal 3:00 San Judas Chico	<b>TIME OUT:</b> 1:00pm San Cristobal 5:00 San Judas Chico	<b>TOTAL HOURS:</b> 6.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal 1. Helped teacher prepare daily materials and played with students as they came in. 2. Supervised students and made sure they were on task while teacher was instructing. 3. Helped students with their activities like cutting and pasting and coloring. 4. Helped teacher clean up when students were left.  San Judas Chico 1. Helped the girls with their homework. 2. Played with the girls.			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-07-02	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5



**DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):** 1. Helped teacher prepare daily materials and played with students as they came in.  
 2. Supervised students and made sure they were on task while teacher was instructing.  
 3. Helped students with their activities like cutting and pasting and coloring.  
 4. Helped teacher clean up when students were left.

<b>NAME OF HOST ORGANIZATION:</b>	San Cristobal and San Judas Chico
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<b>DATE:</b> 2014-07-03	<b>TIME IN:</b> 8:30am San Cristobal 3:00 pm San Judas Chico	<b>TIME OUT:</b> 1:00pm San Cristobal 3:00 pm San Judas Chico	<b>TOTAL HOURS:</b> 6.5
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**DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):** San Cristobal  
 1. Helped teacher prepare daily materials and played with students as they came in.  
 2. Supervised students and made sure they were on task while teacher was instructing.  
 3. Helped students with their activities like cutting and pasting and coloring.  
 4. Helped teacher clean up when students were left.

San Judas Chico  
 1. Made bracelets with some of the younger girls.  
 2. Talked with fellow volunteers about activities we wanted to do with the girls.  
 3. Played with the girls.

<b>NAME OF HOST ORGANIZATION:</b>	
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<b>DATE:</b> 2014-07-04	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
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**DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):** The school was closed this day for teacher appreciation day.

<b>WEEKLY TOTAL:</b>	22
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**BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.**

Alexandra Bouchard

Alexandra Bouchard

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<b>NAME OF HOST ORGANIZATION:</b>			
<b>DATE:</b> 2014-07-07	<b>TIME IN:</b>	<b>TIME OUT:</b>	<b>TOTAL HOURS:</b>
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> I didn't go to my placement this day because I was traveling back from Chile.			

<b>NAME OF HOST ORGANIZATION:</b>				San Cristobal and San Judas Chico
<b>DATE:</b> 2014-07-08	<b>TIME IN:</b> 8:30am San Cristobal 3:00 San Judas Chico	<b>TIME OUT:</b> 1:00pm San Cristobal 5:00 San Judas Chico	<b>TOTAL HOURS:</b> 6.5	
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal				
<ol style="list-style-type: none"> <li>1. Helped teacher organize and prepare materials for the day</li> <li>2. Greeted students as they came in and made sure they were seated and on task.</li> <li>3. Helped students with art projects like coloring and cutting and pasting.</li> <li>4. Supervised students during lunch and recess.</li> </ol>				
San Judas Chico				
<ol style="list-style-type: none"> <li>1. Played with girls</li> <li>2. Helped girls with math homework</li> <li>3. Read stories with girls</li> </ol>				

<b>NAME OF HOST ORGANIZATION:</b>				San Cristobal
<b>DATE:</b> 2014-07-09	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5	
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Helped teacher organize and prepare materials for the day				
<ol style="list-style-type: none"> <li>2. Greeted students as they came in and made sure they were seated and on task.</li> <li>3. Helped students with art projects like coloring and cutting and pasting.</li> <li>4. Supervised students during lunch and recess.</li> </ol>				

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal and San Judas Chico	
<b>DATE:</b> 2014-07-10	<b>TIME IN:</b> 8:30am San Cristobal 3:00 pm San Judas Chico	<b>TIME OUT:</b> 1:00pm San Cristobal 3:00 pm San Judas Chico	<b>TOTAL HOURS:</b> 6.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal 1. Helped teacher organize and prepare materials for the day 2. Greeted students as they came in and made sure they were seated and on task. 3. Helped students with art projects like coloring and cutting and pasting. 4. Supervised students during lunch and recess.			
San Judas Chico 1. Played with girls 2. Helped girls with homework 3. Lead girls in a yoga activity			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-07-11	<b>TIME IN:</b> 8:30 am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Helped teacher organize and prepare materials for the day 2. Greeted students as they came in and made sure they were seated and on task. 3. Helped students with art projects like coloring and cutting and pasting. 4. Supervised students during lunch and recess.			

<b>WEEKLY TOTAL:</b>	22
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<b>BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.</b>	Alexandra Bouchard
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Alexandra Bouchard

## Log of Hours

This form is used to create the ELAP Certificate of Completion.

Please double check your time in, time out, and the daily total of hours and the weekly total of hours.

*Once submitted, you cannot edit your log of hours.*

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal	
<b>DATE:</b> 2014-07-14	<b>TIME IN:</b> 8:30am	<b>TIME OUT:</b> 1:00pm	<b>TOTAL HOURS:</b> 4.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> 1. Helped teacher prepare daily materials 2. Helped students color 3. Supervised students at lunch and recess 4. Cleaned up after students left			

<b>NAME OF HOST ORGANIZATION:</b>		San Cristobal and San Judas Chico	
<b>DATE:</b> 2014-07-15	<b>TIME IN:</b> 8:30am San Cristobal 3:00 San Judas Chico	<b>TIME OUT:</b> 1:00pm San Cristobal 5:00 San Judas Chico	<b>TOTAL HOURS:</b> 6.5
<b>DAILY RESPONSIBILITIES (MINIMUM 4 TASKS):</b> San Cristobal 1. Helped teacher prepare daily materials 2. Helped students color 3. Supervised students at lunch and recess 4. Cleaned up after students left  San Judas Chico 1. Helped girls with math homework 2. Played with the girls 3. Read stories with the girls  This was my last day at both placements.			

<b>WEEKLY TOTAL:</b>	11
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<b>BY ENTERING MY NAME AND HITTING SUBMIT BELOW, I UNDERSTAND AND AGREE THAT I AM ELECTRONICALLY SIGNING THIS FORM. I CERTIFY THAT ALL INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT.</b>	Alexandra Bouchard
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**Evaluación del Participante Completada por la Organización**  
*Participant Evaluation, Completed by the Organization*

**Fecha (Date):** 13 de Agosto del 2014

**Nombre del Participante (Participant Name):** Alexandra Bouchard

**Institución/Organización (Organization):** Hogar de niñas San Judas Chico

**Nombre del Encargado (Supervisor Name):** Sra. Manuela Alejandra Angulo León

**Total de horas completadas por parte del participante (Total Hours Completed):** 137

Esta evaluación tiene el propósito de compilar retroalimentación importante para el mejoramiento del programa de ptes temporales de nuestra organización. Le agradecemos de antemano que nos haya dado la oportunidad de que nuestros practicantes participen en las actividades de su organización. Por favor, conteste las preguntas abajo y encierre en un círculo la opción del 1 al 5 (siendo 1= Malo, y 5= Excelente) que mejor describa su experiencia con el/la participante de ELAP. Por supuesto, todo comentario adicional es bienvenido.

*This evaluation is intended to compile important feedback in order to make improvements to the service-learning/internship program of our organization. We appreciate you giving us the opportunity to allow our interns to participate in your organization's activities. Please answer the questions below and circle one of the options below, 1 through 5 (1 = very poor, and 5 = excellent) that best describes your experience with the ELAP participant. And, of course, all additional commentary is welcome.*

**5 = excelente; 4 = bueno; 3 = satisfactorio; 2 = pobre; 1 = malo**  
**5 = excellent; 4 = good; 3 = satisfactory; 2 = poor; 1 = very poor**

Por favor, escriba Ud. las responsabilidades específicas del participante de ELAP abajo y clasifíquele en cada área:

*(Please list the specific responsibilities of the ELAP participant and rate them in each area)*

1. <u>Área de Comercio</u>	5	<input checked="" type="radio"/>	3	2	1	
2. <u>Motivación en Inglés</u>	5	<input checked="" type="radio"/>	3	2	1	
3. <u>Juegos con los niños</u>	5	<input checked="" type="radio"/>	3	2	1	
4. <u>Lectura con los niños</u>	5	<input checked="" type="radio"/>	3	2	1	
5. _____	5	<input type="radio"/>	4	3	2	1
6. _____	5	<input type="radio"/>	4	3	2	1
7. _____	5	<input type="radio"/>	4	3	2	1

Por favor conteste las siguientes preguntas sobre el rendimiento del participante ELAP:  
(Please answer the following questions about the ELAP participant's performance)

Puede trabajar con supervisión mínima: (Can work with minimum supervision)	5	<del>5</del> 4	3	2	1
Sigue instrucciones: (Follows instructions)	5	<del>5</del> 4	3	2	1
Puntualidad: (Punctuality)	5	<del>5</del> 4	3	2	1
Calidad del trabajo: (Quality of work)	5	<del>5</del> 4	3	2	1
Participa como miembro del equipo: (Participated as a team member)	<del>5</del> 4	4	3	2	1
Responsabilidad: (Responsible)	5	<del>5</del> 4	3	2	1
Hizo esfuerzo para comunicarse: (Made an effort to communicate)	5	<del>5</del> 4	3	2	1
Muestra interés en el trabajo: (Demonstrated interest in the work)	5	<del>5</del> 4	3	2	1
Clasificación general del participante: (Total participant's score)	5	<del>5</del> 4	3	2	1

¿Fue el trabajo del participante útil para la organización? ¿Por qué?  
(Was the intern's work useful for the organization?)

Si, porque contribuyo en el desarrollo de actividades con las niñas.

Comentarios adicionales sobre el participante y el programa:  
(Additional comments about the intern and the program)

Firma de supervisor/a: \_\_\_\_\_



Fecha: 28-08-14

**¡GRACIAS POR SU AYUDA!**  
**Thank you for your support!**

**Evaluación del Participante Completada por la Organización**  
*Participant Evaluation, Completed by the Organization*

**Fecha (Date):** 13 de Agosto del 2014

**Nombre del Participante (Participant Name):** Alexandra Bouchard

**Institución/Organización (Organization):** Jardín de niños de San Cristobal

**Nombre del Encargado (Supervisor Name):** Prof. Olivia Ramos

**Total de horas completadas por parte del participante (Total Hours Completed):** 137

Esta evaluación tiene el propósito de compilar retroalimentación importante para el mejoramiento del programa de ptes temporales de nuestra organización. Le agradecemos de antemano que nos haya dado la oportunidad de que nuestros practicantes participen en las actividades de su organización. Por favor, conteste las preguntas abajo y encierre en un círculo la opción del 1 al 5 (siendo 1= Malo, y 5= Excelente) que mejor describa su experiencia con el/la participante de ELAP. Por supuesto, todo comentario adicional es bienvenido.

*This evaluation is intended to compile important feedback in order to make improvements to the service-learning/internship program of our organization. We appreciate you giving us the opportunity to allow our interns to participate in your organization's activities. Please answer the questions below and circle one of the options below, 1 through 5 (1 = very poor, and 5 = excellent) that best describes your experience with the ELAP participant. And, of course, all additional commentary is welcome.*

**5 = excelente; 4 = bueno; 3 = satisfactorio; 2 = pobre; 1 = malo**  
**5 = excellent; 4 = good; 3 = satisfactory; 2 = poor; 1 = very poor**

Por favor, escriba Ud. las responsabilidades específicas del participante de ELAP abajo y clasifíquelo en cada área:

*(Please list the specific responsibilities of the ELAP participant and rate them in each area)*

- |                               |   |     |   |   |   |
|-------------------------------|---|-----|---|---|---|
| 1. Apoyo en aula (asesorías)  | 5 | (4) | 3 | 2 | 1 |
| 2. Apoyo cuidado niños 3 años | 5 | (4) | 3 | 2 | 1 |
| 3. Apoyo refugio niños 3 años | 5 | (4) | 3 | 2 | 1 |
| 4. Apoyo neceso niños         | 5 | (4) | 3 | 2 | 1 |
| 5. Apoyo toda la I&I          | 5 | (4) | 3 | 2 | 1 |
| 6. _____                      | 5 | 4   | 3 | 2 | 1 |
| 7. _____                      | 5 | 4   | 3 | 2 | 1 |

Por favor conteste las siguientes preguntas sobre el rendimiento del participante ELAP:  
 (Please answer the following questions about the ELAP participant's performance)

Puede trabajar con supervisión mínima: (Can work with minimum supervision)	(5)	4	3	2	1
Sigue instrucciones: (Follows instructions)	(5)	4	3	2	1
Puntualidad: (Punctuality)	(5)	4	3	2	1
Calidad del trabajo: (Quality of work)	5	(4)	3	2	1
Participa como miembro del equipo: (Participated as a team member)	5	(4)	3	2	1
Responsabilidad: (Responsible)	5	(4)	3	2	1
Hizo esfuerzo para comunicarse: (Made an effort to communicate)	(5)	4	3	2	1
Muestra interés en el trabajo: (Demonstrated interest in the work)	5	(4)	3	2	1
Clasificación general del participante: (Total participant's score)	(5)	4	3	2	1

¿Fue el trabajo del participante útil para la organización? ¿Por qué?  
 (Was the intern's work useful for the organization?)

Si, en Inicial necesitamos el apoyo de los adultos para los niños y dar una buena conducción al niño.

Comentarios adicionales sobre el participante y el programa:  
 (Additional comments about the intern and the program)

Lamentablemente el tiempo siempre es el peor enemigo

Firma de supervisor/a: Olafredo L. B.

Fecha: C. 29-8-2014

**¡GRACIAS POR SU AYUDA!**  
 Thank you for your support!





Upon the recommendation of the  
Resident Staff, the Executive Board of  
ISA-ELAP certifies that

**Alexandra L Bouchard**  
has successfully completed  
**137 HOURS**



*of service in Cusco, Peru and fulfilled the  
requirements set forth by ELAP and its  
international partner organizations.*



NATALIE BATES  
ISA-ELAP DIRECTOR

GUSTAVO ARTAZA  
PRESIDENT AND CEO OF ISA-ELAP