



COLORADO ACADEMY SUMMER/EXCHANGE PROGRAMS

2008-2009



5 October, 2008

Dear Upper Elementary, Middle, and Upper School Parents,

We are excited to present **Colorado Academy Summer Programs for 2009**. Teachers have worked hard to create their programs earlier, and our hope is that knowing the content of the courses, their dates, and approximate costs will be helpful to you in planning for summer 2009. We have often heard from folks wanting to know early in the year what experiences teachers would be designing, and now we can provide that opportunity.

There are a number of challenging and exciting programs in the Middle and Upper Schools, and we will be making an effort over the next few years to expand their number. Many are occurring overseas, and these will increase as we seek to make more global opportunities available to students. Some programs are more academic, some exploratory, some more service-oriented. Read through: What strikes your fancy? Then, join us on the presentation days. These will occur in the **Campus Center's Sadler Room**. The **Upper School** presentation will occur on **Saturday, 11 October, at 2:30 p.m.**, the **Middle School**

presentation will be on **Tuesday, 14 October at 3:30 p.m.** Students and parents may begin signing up for programs on **15 October**. Following these presentations, if you have questions or want to enroll, please contact the teacher sponsoring the program directly.

We would like all students to consider these programs. As a result, part of the cost of each program will be used to allow some students presently on financial aid to enroll. We may not be able to cover all who apply, but we are very committed to providing many the chance to participate. So, if you are on financial aid and interested in a program, please enroll, and we will try to provide funds equal in percentage to your financial aid. This will be kept confidential.

We have included two non-summer exchanges: one is our present 5th grade program to Scotland, and the second is a new one for a small group of 8th graders. They will travel to a school in Guadalajara, México this year. Enrollment will be more selective, but we thought it would be helpful to know about it now. Occurring in the middle of spring, students applying for this exchange will **not** be able to take circus as a fine arts option in third trimester. We are working to create more exchanges for students in grades 7-10 in the future, but these will not become available until the 2009-2010 academic year.

Not included in this catalogue are summer athletic programs. The dates and locations of these cannot be determined until colleges and universities are ready to set aside facilities by date, and they don't do this until winter. When pieces fall into place, we will send out another catalogue focused on athletics.

Enjoy reading through the materials and come to the presentations to hear about the programs and ask questions. We look forward to visiting with you.

Cheers,

A handwritten signature in black ink, appearing to read "Sean Smith", with a long horizontal flourish extending to the right.

Sean Smith, Academic Dean

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LOWER SCHOOL EXCHANGE



5TH GRADE EXCHANGE PROGRAM - DANIEL STEWARTS AND MELVILLE COLLEGE/MARY ERSKINE SCHOOL IN EDINBURGH, SCOTLAND

For over 27 years, the Lower School at Colorado Academy and the Daniel Stewarts and Melville College/Mary Erskine School in Edinburgh, Scotland have participated in a fifth grade exchange of two to six students. The two schools, while similar in some ways, present unique differences which enrich the exchange. Mary Erskine is a very old school, representing the best of Scottish traditions, located in a beautiful city. Edinburgh is the financial capital of Scotland. The city is filled with beautiful landmarks. Students visiting Edinburgh have seen some historical sites as well as having the experience of living in a family with another fifth grader whose life they share.

Costs of the exchange include the plane fare, a \$100 exchange fee which is placed in a financial aid pool for all exchanges sponsored by CA, the costs of hosting a student from Scotland, and minimal costs for the uniform that students are required to wear in Scotland. Applications are made in April/May and decisions are finalized in late May. Selections are made by a committee consisting of faculty and administrators on both sides of the Atlantic. Finding a strong match for students is important and central to the process. Selections are based on sound academic standing, an appropriate and comfortable match of personalities of students and interests of families, and the student's ability to be flexible and to make friends.



MIDDLE SCHOOL EXCHANGE & PROGRAMS



8TH GRADE EXCHANGE PROGRAM - CEDI SCHOOL IN GUADALAJARA, MÉXICO

We are pleased to announce the start of an Eighth Grade pilot exchange program with the CEDI School, in Guadalajara, México. The exchange is designed to give qualified eighth grade students the opportunity to participate in an international immersion experience in the Spanish language as well as the chance to experience daily student and family life in México. This year's exchange dates will be from **May 9 – May 24, 2009**. Selected students will miss one week of academic classes and interim. The Mexican students from CEDI will stay with their partners' families here in Denver from **March 30-April 10, 2009**, experiencing the everyday life of a CA student.

CEDI—Centro Educativo de Desarrollo Integral—is a private, K-12 school in Guadalajara, which is known as the Silicon Valley of Latin America. The school's main areas of focus are math and world languages, competing internationally in mathematics and requiring the study of both English and French for graduation. CEDI currently has successful exchange programs with partner schools in Canada and France. CA Students will attend classes and extracurricular activities such as sports practices and music lessons with their partners. Additionally, CEDI offers a special class for visiting students taught in Spanish on the culture and history of Guadalajara plus opportunities for field trips in the area.

The family stay is at the heart of the exchange program. CEDI takes care to select appropriate host families educated on accommodating and supervising visiting students. Parents are eager to give visitors a taste of traditional Mexican hospitality and a glimpse into the family-centered culture that México is known for. Though English is widely spoken in Guadalajara and particularly at the school, the family stay will primarily be an opportunity for true Spanish immersion.

This year three to five students will be selected from the eighth grade class to participate in the exchange program. Interested students must meet the qualifications detailed below, submit the application which can be picked up from the Middle School office, and be selected to participate by a faculty committee. This committee includes the Middle School Principal, **Erica Shumsky**, the Exchange Program Coordinator, and selected faculty members. **All applications must be submitted no later than Friday, October 31, 2008.** To be considered eligible for the exchange program students must: **1)** demonstrate a strong record of academic success – approximately a B or better average during the 2007-08 school year and similar progress at the 2008-09 mid tri; **2)** be recognized by their teacher as sufficiently proficient at speaking Spanish to be able to participate fully in the exchange; **3)** have a record of demonstrated good character and citizenship; **4)** complete the application and **5)** be selected for participation by the exchange committee. Because this is a pilot program this

year, only three to five students will be selected. We are hopeful that in future years a larger number of students will be able to take advantage of this opportunity.

Expenses for CA parents will include round-trip adult air fare (for unaccompanied minors), an allowance for incidentals for the two weeks, and the cost of feeding, housing, and entertaining a Mexican student for a similar amount of time. There is also an additional \$750 administrative and student financial aid fee which must be paid upon acceptance into the program. This fee both supports the costs associated with sending a faculty chaperone and provides financial aid for qualified students who may not otherwise be able to afford to participate.

More detailed information regarding the exchange program, the CEDI school and the city of Guadalajara will be sent to eighth grade parents. Parents will also be able to learn more about the exchange by coming to the **October 14, trip presentation in Sadler at 3:30 p.m.**



EXPLORE ANCIENT GREECE & SANTORINI, SUMMER 2009

Greece is a land of mountains and sea, strewn with relics of a glorious history. Students learn about the Turkish, Byzantine, and ancient periods of Greek history. They also immerse themselves in Greek culture, visit local sights, see a Greek show and eat lots of local food. We will have two pre-trip meetings to discuss the history and culture of Greece. **Casterbridge Tours** is our concessionaire.

Day 1 & 2-Depart from Denver and arrive in Athens. On our way through the Greek Peloponnese, we immediately immerse ourselves into the mysteries of Greece. We first visit ancient Eleusis, a center for religious devotion. We spend the evening in the spa town of Kamena Vourla.

Day 3-We explore Delphi, a sacred spot in the Greek world. We walk up the Sacred Way visiting temples and spectacular ruins, go to the home of Pythia, the oracle, and then finish at the Delphi museum. We then journey to Thermopylae where one of the most famous battles in history was fought in 480 BC.

Day 4-We drive to Nafplia, one of the loveliest towns in Greece. The old city features picturesque streets, Turkish fountains, fascinating mosques and four Venetian castles. We continue to the town of Tolo, a Greek fishing village with an excellent sandy beach.

Day 5-Off to Mycenae, the city of Agamemnon, which includes the Lion Gate, the Secret Stairway, and the Treasury of Atreus. Next, to Tiryns, where we examine the massive Cyclopean walls of the city, and later, visit the Theater of Epidaurus.

Day 6-We visit the ruins of the city of Mystras, founded by the Franks in 1249. There is a castle, ruins of monasteries, palaces, and houses along narrow, winding streets to explore. In the afternoon we explore Sparta.

Day 7-We head to Athens and walk through the Monastiraki, which takes its name from a sunken monastery. We visit the Roman Agora, two mosques, the remains of Hadrian's Library and the unique Tower of the Winds.

Day 8-We visit the Acropolis. We view all the sights, including the Parthenon, and end with a visit to the Acropolis Museum. Next we visit the ancient sights below before moving on to the lively Plaka, the historic heart of Athens.

Day 9-We end our journey with a cruise and exploration of the Saronic Islands. In the evening we enjoy a live Greek show before we return to Athens for the evening.

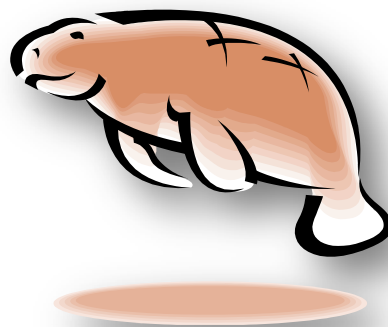
Day 10-Back to Denver.

Between 12 and 24 students may enroll, and the trip runs from **June 9- 18**. Casterbridge Tours oversees the program. Jim Milavec and his wife, Maureen Holland, will be lead chaperones and will be joined by Aimee Butterfield, Liston Hills, and, possibly, Sue Baird. The total cost of the program is **\$4773**.



HABITAT H₂O: TAMPA, FLORIDA

Habitat H₂O is a five-day, four-night trip to Tampa, Florida, where students of all middle school grades will have an opportunity to explore several different water habitats and their rich variety of marine life. This isn't just hands-on science – it's full body immersion in rivers and ocean! Science activities will include water quality tests, bioassessments of plants and macroinvertebrates. (You don't have to know how to do any of this beforehand!) Scientists at a leading shark research center will lead us through a shark dissection. We will wade and snorkel and swim to explore a spring-fed water system and wetlands where we will swim with manatees; we'll search a fresh water river for prehistoric sharks' teeth. We will hike along nature trails and look for endemic species such as river otters, manatees, and alligators. We will explore one of Florida's most popular beaches and inspect the effects of introducing exotic plants and animals into an ecosystem. We will kayak among mangroves and tour an historical fort. Finally we'll take an airboat ride, explore shallow grassy areas where alligators and sandhill cranes live, and collect specimens with seine nets to conduct earth science labs. This trip will be an active, fun-filled science field trip to a region of Florida rich in marine, plant and animal life.



The trip requires a minimum of ten students, who will be accompanied by **Nancy Landolfi**. It could go as high as 20 students, in which case we would add two chaperones. The cost from World Strides is \$1881 and is all inclusive (ground and air transportation, lodging, meals). Students will stay in a hotel and the vendor provides hallway supervision from about 10:00 p.m. to 7:00 a.m. (varies, depending upon bedtime and rising.)

The vendor is **WorldStrides**, 590 Peter Jefferson Parkway, Suite 300, Charlottesville, VA 22911.

The total cost of the program is **\$1931**.

CARETAKERS OF THE ENVIRONMENT INTERNATIONAL: ABERDEEN, SCOTLAND

A GLOBAL NETWORK OF SECONDARY SCHOOL TEACHERS AND STUDENTS
ACTIVE IN ENVIRONMENTAL EDUCATION



What does it take to enable students to see the planet as one interdependent environment?

Caretakers of the Environment (CEI) believes this can best occur through having students meet and work together. By organizing annual international conferences, making available a periodical for teachers and students by teachers and students, establishing national branches and organizing national and regional workshops, CEI tries to establish a worldwide network of secondary school teachers and students who are actively concerned about environmental issues and who are willing to do something about these issues through their education and their action-taking. The network intends to be a podium for teachers and students to exchange concerns, ideas, strategies, actions and projects in the field of environmental education.

A small group of Colorado Academy students will have the opportunity to participate in CEI beginning this year. Students considered for the program **must be completing 8th grade by June 2009**. Students are accepted through their senior year. Students **commit to working on an environmental topic for the school year based upon the host country's theme selection**. Eighth grade students will work on their projects with Erin Galvin and Sue Counterman through the Environmental Club. Considerable outside commitment will be needed to complete the project. Sponsoring faculty members and students will communicate with CEI during the school year preceding the conference.

Caretakers 2009 will be held in **Aberdeen, Scotland**. The theme of the conference is **Sustainability Together: Working in Partnership** and will be held from **July 5 -10** probably in the University. There will be 9 theme groups and each delegate will be asked to choose one theme group. The theme groups will be Coastal, Forestry, Waste, Energy, Arts, Media, Biodiversity, Culture and Tourism and Water. We are asking that each school does a project jointly with another group, either within the same country, or preferably internationally, and will present the project jointly in Aberdeen.

Pre-conference sightseeing in London and a day in Edinburgh will be included. You can check out the history of the conferences and other details at the website: <http://www.caretakers4all.org>. The trip is tentatively planned for **July 1 -10** with **Sue Counterman** as sponsor. The total cost, including airfare and meals, is **around \$4000** and **parents are invited as well!**



LA VIE FRANÇAISE

Now is the time for seven wonderful days in France. **Cristina Badilla**, working with **NETC**, is taking around 20 **6th, 7th and 8th graders** to France. And note, French is not even necessary for this great program. Leaving Denver in **late June (precise dates have yet to be determined)** the group will land in Paris the next day and take an additional day to explore the city, including visits to the Louvre, Notre Dame, and the Arc de Triomphe. The next day a fast ride on the TGV will end in Avignon. Students visit Roman buildings and an arena as well as the artistic parts of the city and country, inspirational to Cezanne and Matisse.

On day five, all learn basic calligraphy, how to fence and then finish with a visit to the castle of Les Baux. The next day includes a journey to the medieval walled town of Carcassonne. Learn about the Crusaders and then carry on to Rocamadour, built into the cliff face above Alzou Canyon. Visits in the next days to the Lascaux Caves and Loire chateaux end when students create and eat traditional Loire Valley cuisine. They finish their trip at Chartres and Versailles, immersing themselves in the spiritual power of the cathedral and then the beauty of the palace and gardens. The final activity will be a cruise on the Seine and an ascent up the Eiffel Tower. Day 10 will see all on their way back to Denver.

Parents are invited on this trip if the number of students (we can take between 20 and 30) requires another chaperone. Students will be staying in three- and four-star hotels with two or three to a room. The trip cost will be approximately **\$3970** which will include transportation, meals, fees, etc.



UPPER SCHOOL PROGRAMS



CHINA: THE TRIP OF A LIFETIME FROM BEIJING TO THE HIMALAYAS AND BACK

Dates: June 10-June 26, 2009

Sponsors: Brett James and Milly Nadler

Number of Students: 12 Upper School Students

Cost per student: \$4100 (includes airfare)

Concessionaire: Walking Tree Travel

This fantastic summer trip starts with 3 days in Beijing where students will walk the Great Wall, tour the Forbidden City, and explore Tiananmen Square. From there we will train across China to Wei Bao Shan, spending 2 nights in a Buddhist monastery meditating, learning kung-fu, and helping orphaned children learn English. Leaving the monastery, we will trek to Tiger Leaping Gorge for 2 days of hiking through and above the Yangtze River.



With our final days spent at the foot of the Himalayas, we will visit traditional Tibetan villages, eating, shopping, and sleeping with the locals. We will return to Beijing via Kunming, where we will board a plane for Beijing, then back to Denver.

China: Trip of a Lifetime - Itinerary

Day 1. Beijing: city tour. Transport will be private coach and the tour will start at the world famous Forbidden City. Guided by a bilingual private guide, our group will spend the morning touring the various temples and structures of the Forbidden City. After a lunch of local cuisine, the group will continue the tour, exploring traditional Houtong neighborhoods.

Day 2. Beijing, Great Wall. There is nothing quite like walking on the Great Wall of China. The group will be transported by private coach to the Inner-Mongolian border and will spend all day walking along one of the man-made wonders of the world.

Day 3. Beijing, Summer Palace/Market. We will spend our morning riding bicycles through Beijing and to the Summer Palace. Students can take time to photograph and sketch their favorite parts of the palace and report back to the group during lunch. The afternoon will be spent at the thieves market that has everything from beautiful silks to DVDs to imitation name-brand clothing (hence the name).

Day 4. Transport, Beijing to Yunnan: The day will be spent touring the Chinese countryside from the comforts of our soft sleeper train cars. We will eat noodles, drink tea, watch the scenery roll by, play games and relax across a large section of China.

Day 5. Wei bao shan, monastery life: This is a monastery built into the hills above the city of Dali. Monks operate the monastery where they teach and train orphaned boys in a variety of disciplines. Led by monks, our group will work on Kung Fu, meditation, and practicing their Mandarin during the day, and relax, read, help teach the orphans English and take part in various other activities during down time. All meals will be prepared using fresh, local ingredients and accommodations are basic, yet comfortable.

Day 6. Wei bao shan, monastery life: We will continue with our daily activities at the Monastery.

Day 7. Wei bao shan, monastery life: We will continue with our daily activities at the Monastery and prepare for our departure to the Tiger Leaping Gorge.

Day 8. Tiger Leaping Gorge, trekking. A contender for the deepest canyon in the world, the gorge is formed by the mighty Yangtze River and provides a unique landscape with spectacular views. Our group will depart early for two days of world-class trekking. We will spend the first day hiking into the gorge, where we will stop to relax and spend the night at a guesthouse.

Day 9. Tiger Leaping Gorge, trekking. On our second day of trekking, the group will hike out of the gorge, stopping for lunch, and will stay the night in Shu he, a traditional village.

Day 10. Transport, Shu he to Zhongdian: We will be transported by private coach and watch as the landscape changes and the mighty Himalayas become visible.

Day 11. Zhongdian (Shangri-la), temple tour. Zhongdian is the original Shangri-la, a remote town at the foothills of the Himalayas, which is ethnically Tibetan and has a distinctive feel. We will spend our first day getting used to the altitude and touring a beautiful Tibetan temple.

Day 12. Zhongdian, trek, shopping. During our second day in Zhongdian the group will hike through ethnically Tibetan villages along beautiful trails. We will have a picnic lunch and enjoy a full day outdoors.

Day 13. Transport, Zhongdian to Beijing. Day 13 will be spent in ground transport to Kunming, and on to Beijing by plane. We will have a feast of Chinese food for our final dinner.

Day 14. Return home. We will fly as a group from Beijing to Denver.



TRAVEL TO BOTSWANA – MALARIA EDUCATION

This summer six upper schoolers will have the opportunity to travel to Botswana with students from the Alexander Dawson School. **Dani Meyers** and **her husband, Bill**, a teacher at Dawson, are sponsoring this program. Students take part in a Malaria Education Program in conjunction with students in Botswana, the US embassy, and the Malaria Foundation. We begin our stay in Gabrone in homes of students and then travel to villages further out in Botswana to distribute nets and educational materials.

The trip will be during the **second half of July (precise dates have yet to be determined)**. The cost will be approximately **\$3,600**. This covers all costs, including airfare. More details will be provided at the Upper School presentation on the 11th, but a sample of the itinerary is provided below.

Below is a sample of the itinerary from last year's trip to Botswana. Students travel from Denver to Botswana, then:

Day 1: Workshop. (8:30 p.m. to 4:30 p.m.), evening reception party

Day 2: 9:00 a.m. to 2:00 p.m. Visit to Mokolodi Nature Reserve. 2:30 p.m. - 4:30 p.m. City tour with whole team of USA.

Day 3: Visit to the Orphanage (TBA); Radio station promotional interview (TBA).

Day 4: Leave for Chobe District. (likely to have a night stopover).

Day 5: Visit the chief for introductions. Get to know the area. Stay at Liya Lodge Campsite in Lesoma village.

Day 6: Launch of the campaign at the main village meeting (Kgotla) followed by lunch and students going house to house for education and distribution of mosquito nets.

Day 7: Game drive 6:00 a.m. to 9:00 a.m., then take a tea break in Kasane. Afternoon drive will go around Kasane, Kasungula, Chobe with the whole team.

Day 8: Back to base.

Day 9: Free day for everyone. Host families take care of their guests. (A follow-up in the US embassy is possible.) On the final day students return to Denver.



AMAZON ADVENTURE: PERU

The Amazon rainforest is unlike any other region in the world. Its unparalleled diversity and incredible size make it a spectacular classroom for the learning adventure of a lifetime. From toucans to howler monkeys, piranhas to three-toed sloths, from the bustling jungle town of Iquitos to the quieter life of remote communities, this workshop will open your eyes to a new world of experiences. Through hands-on science explorations, meaningful visits to local communities and time to soak in the beauty and magic of the rainforest, participants have the opportunity to learn about everything that makes this region unique.



The International Experience

The Amazon Adventure offers participants a personal, first-hand experience in the world's most famous tropical rainforest. We will learn from a variety of teachers, including experts such as ornithologists, cultural anthropologists or botanists and very knowledgeable local guides.

Our base of operations is a complex of three different lodges, each with its own distinct features. Explorama Lodge will provide us with several cultural opportunities, including a visit to a local Yagua community for a day of learning about life in a small riverside community. Students will also join Peruvian students in activities that help both cultures understand the lifestyles of the other.

At the cozy and rustic Explornapo Lodge, nestled among the trees, we will learn about rainforest ecology, medicinal plants, and study the great diversity of plant and animal life in the forest.

The world famous canopy walkway is a highlight at the third lodge: the Amazon Conservatory of Tropical Studies (ACTS). The canopy of the rainforest is believed by scientists to be one of the most diverse and unstudied areas left in the world. The forest is incredible from this vantage point!

The workshop concludes with a stay in the city of Iquitos, where we conduct service with local students and explore the marketplace.

***** 2009 Price: \$2,590 *****

The Curriculum

Our Discover Classroom Earth Curriculum helps prepare students for their international experience *before they travel* with a series of four hands-on, age-appropriate and user-friendly lessons. The two-hour lessons explore everything from ecology and conservation to culture and language to travel tips and leadership skills. Your workshop fee includes this curriculum as well as staff support in implementing it with participants. The focus of the Amazon curriculum is the cultures of the Peruvian Amazon, the remarkable biodiversity of this region, and the importance and challenges of tropical rainforest conservation.

The Service Learning Project

Following the international workshop, we work with students back in their home communities to develop student-designed service projects that bring personal and community meaning to their international experience. Some students focus their energy on making a difference in their own home community. Projects may include initiating a recycling program at school, participating in an on-going stream clean-up project, supporting disadvantaged members of the community, or educating others about local conservation issues. Other students focus their attention on the region they visited. Projects may include raising funds to support the school they visited, educating others at home about conservation issues abroad, or supporting conservation organizations working in the region visited.



Amazon Adventure: Peru - Itinerary

Day 1. Depart for Peru & Arrive in Lima: Depending on your flight, you may spend the night at a hotel in Miraflores, an upscale neighborhood in Lima, or you may head directly on to Iquitos.

Day 2. Arrival in Iquitos and Explornapo Lodge: This morning, we catch a connecting flight to the friendly, bustling jungle town of Iquitos. We climb aboard motorized boats and head off down the Amazon River to Explornapo Lodge, our rustic and cozy home for the next two nights. After enjoying lunch in the open air dining area, we explore a nearby blackwater lake teeming with life. We return to the lodge for dinner and discussion and then head out to experience the rainforest by night.

Day 3. Medicinal Plants & Rainforest Exploration: We begin our day at dawn with a short excursion to find some of the many birds in this area of the rainforest. After breakfast, a local shaman (healer) shares with us his knowledge about the plants he uses and how he prepares them to treat illness. We spend the afternoon hiking slowly through the forest as we learn about the web of life that makes this ecosystem special. We might observe a leaf-cutter ant colony in full swing, monkeys feasting on a fig tree heavy with ripe fruit, or a well-camouflaged katydid or stick insect.

Day 4. ACTS: Canopy Walkway & Ethnobotany: Today, we hike to the Amazon Conservatory of Tropical Studies Field Station (ACTS), home to the famous canopy walkway. After exploring the canopy from this amazing vantage point we hike along the “useful plants trail” learning about the many ways local people use plants everyday. We learn about plants that are good for eating, keeping insects away, and making blowguns for hunting. Later, we head out into the forest for another night excursion to see the rainforest come alive!

Day 5. Explorama Lodge and Yagua Community: We head by boat to Explorama Lodge where, after lunch, we head to a nearby Yagua community for a visit. We’ll have the opportunity to catch a glimpse of what life in the rainforest is like for the people who call it home. We are warmly invited to visit a home, walk through the village and barter for handicrafts. Don’t forget to bring tradable items! In the evening we enjoy a presentation from Dr. Linnea Smith, a North American physician who moved to the region many years ago to begin a rural health clinic.

Day 6. Community Service Project: Today we visit a community school and conduct a community service project. This may very well be the highlight of the week for many participants. Service projects might include school painting, building a community garden, working on a thatched hut, tree planting or building community awareness of environmental issues. All projects are conducted alongside community residents. This is our opportunity to make a big difference!

Day 7. Biodiversity Blitz and Celebration: After an early morning bird walk, we spend a few hours getting our hands dirty as we conduct our own mini research projects to study the biodiversity of the forest. We use techniques developed and used by scientists to catalog the diversity of life in

rainforest areas to help conserve them. After lunch, we conclude with a final activity related to conservation and tropical ecology. We finish the evening with a jungle celebration!

Day 8. The City of Iquitos: This morning we pack up our things and say goodbye to the rainforest. In the afternoon, we head into the bustling city of Iquitos, where we have the opportunity to get to know a little bit about this historic and fascinating city and do some last-minute shopping. We'll spend the night in Iquitos in a hotel.

Day 9. Iquitos Market, travel to and depart Lima: After an early morning visit to the local market, we head back to Lima and then catch a flight home to the United States.

Day 10. Continue travel and arrive home.

Program Supervisor: Darnell Slaughter



Come Discover Classroom Earth!

www.GlobalExplorers.org



SENEGAL TRIP: WORKING WITH THE COMMUNITY HEALTH PARTNERSHIP SARAYA WOMEN'S AND CHILDREN'S HEALTH INITIATIVE

We will introduce our students to Senegal, a French-speaking west-African state, where life is very different from our own in the US, and where students will get a taste for an experience that is radically different from anything they know at home. Ultimately, the purpose of this trip is to broaden the global experience of our students, with a view to being a knowledgeable citizen of the world.

Students will travel to coastal cities in Senegal, where they will sight-see, and spend a good deal of time with Senegalese youth of their own age. In Dakar, the Pekine Community Center will set up with our students in various community-service activities that include neighborhood youth. Our students will visit homes, do restoration projects, help at a local Pekine clinic, visit historic sites like the island of Gore, and so on. The other half of the program will take place in the remote, southeast corner of Senegal, in the province of Kedougou, where students will participate in outreach programs established by a clinic in the village of Saraya. Dr. Ndiaye, director of the clinic, and his aides, serve the various health needs of some 32,000 rural inhabitants of the Kedougou region, and our students will take on assignments given to them by Dr. Ndiaye.



The group will leave Denver around **June 15, and return June 30.**

The entire program, including airfare as of September 2008 (this estimate is subject to change), costs **\$6,000**. It's recommended that each student should bring around \$150 spending money. The concessionaire overseeing the program is the Community Partnership for Health and Social Development.

The trip is limited to 9 students from this year's 10th and 11th grades (If there is sufficient interest, this could be increased to two groups of 9. The limit is determined by available transportation in mini-vans). **Andrés Roblero Villalobos** and alumnus and past teacher, **Daniel Lopez**, will sponsor the program.

THE MAYA YUCATÁN: MÉXICO

From dense tropical rainforests to barrier reefs, and ancient Maya civilizations to modern day Maya communities, the Yucatán is a celebration of ecological and cultural diversity. Join us in the Yucatán: home to the second biggest barrier reef in the world and one of the few large tracts of lowland tropical rainforest left in Central America. Jaguars, crocodiles, spider monkeys, tapirs, leatherback turtles, hundreds of species of birds, hundreds of species of fish, and diverse communities call this region home. *The Maya Yucatán: México* workshop highlights current issues facing this incredible region and provides terrific opportunities for students to engage in meaningful studies of the natural and cultural landscapes that make this area so unique.



The International Experience

The Yucatán International Experience brings the tropical rainforest to life. Students study conservation and sustainable development efforts in the Yucatán through exploration of the social and ecological issues of the region. Students begin their experience by studying coastal and terrestrial ecosystem diversity as they snorkel in Puerto Morelos and hike and kayak in Sian Ka'an Biosphere Reserve. They learn to identify tropical plants and animals and study techniques for cataloging tropical diversity. They continue their exploration by engaging in a service project alongside Maya community members from a small community located within the Sian Ka'an.

Students will continue on to the welcoming community of Dzoyola where they camp for two nights. Students have a chance to explore the forest in this region while honing their sighting and identification skills. They participate in a second service project in this region, again alongside community members.

After experiencing modern Maya culture, students have an opportunity to explore ancient Maya culture as they visit the famous ruins of Chichen Itza and Tulum. Students end their adventure at Xacret as they compare forms of ecotourism and their impact on the region.

*****2009 Price: \$2,175*****

The Curriculum

Our Discover Classroom Earth Curriculum helps prepare students for their international experience *before they travel* with a series of ten hands-on, age-appropriate and user-friendly lessons. The two-hour lessons explore everything from culture to language and travel tips to leadership skills. Your workshop fee includes this curriculum as well as staff support in implementing it with your participants. Among other things, the Yucatán curriculum reveals the biodiversity of the tropical rainforest and the rich cultural history of the Maya people.

The Service Leadership Project

Following the international workshop, we work with students back in their home communities to develop student-designed service projects that bring personal and community meaning to their international experience. Some students focus their energy on making a difference in their own community. Projects may include initiating a recycling program at school, participating in an on-going stream clean-up project, supporting disadvantaged members of the community, or educating others about local conservation issues. Other students focus their attention on the region they visited. Projects may include raising funds to support the school they visited, educating others at home about conservation issues abroad, or supporting organizations working in the region visited.



Come Discover Classroom Earth!

www.GlobalExplorers.org

The Maya Yucatán: México Itinerary

Day 1. Arrive in Cancun, Travel to Puerto Morelos: After a one-hour drive, we arrive at our lodging in the small fishing village of Puerto Morelos. Set on a beautiful beach, we relax and enjoy the sunset. This evening we discuss the social forces shaping the economy and culture of the Yucatán and the critical conservation issues facing the region's biodiversity.

Day 2. Intro to Reef Ecology & Tropical Botany: We begin our day in Puerto Morelos at one of the most spectacular coral reefs in the Yucatán. Here, we learn scientific techniques for cataloging biological diversity as we explore the reef by snorkeling. In the afternoon, we visit a Botanical Garden where we learn about the diverse plants that we will see tomorrow in the Sian Ka'an.

Day 3. Wetlands Exploration & Maya Archaeology: Today, we learn about the ecology of a coastal estuary, exploring mangroves, forests, and bays. We travel by boat, on foot, and swim as we drift along a river channel. We'll see archaeological remnants of the Maya trade routes that brought the treasures of the sea to inland Maya cities. Later, we climb a tower overlooking a seasonally flooded tropical forest as the forest comes alive with the setting sun. Tonight we camp in the Muyil Area of the Sian Ka'an.

Day 4. Contemporary Maya Culture: More than 2,500 people live within and around the Sian Ka'an. Today, we learn about the lifestyles of the Maya people who still live here. We work together with students from a local school to implement a service project & share some of the traditions of both of our cultures. Finally we cool off by swimming in Beha Cenote, one of the Yucatán's many cenotes or natural freshwater pools. Tonight we camp in Boca Paila.

Day 5. Intro to Lowland Tropical Rainforests: We start the day kayaking in Campeche Lagoon. We continue on to the heart of the Maya region in the middle of the state where we are introduced to the lowland tropical forest. Here, we experience the rainforest the way many imagine it to be: large buttressed trees, dark forest floors, a cacophony of sounds, and an abundance of life.

We explore the forest on foot today, experiencing first hand why more than 50% of the planet's species are found in tropical forests. Tonight, we learn how scientists research animals such as bats and crocodiles as we explore the forest by moonlight. We camp tonight in Dzoyola.

Day 6. Contemporary Maya Culture Part II: Today we wake early to search for howler monkeys, birds, and if we are lucky, signs of jaguars. After our early morning hike, we spend the day engaged in a second service project alongside local community members in Dzoloya. Tonight we prepare a traditional Yucatanean meal with the help of community members. We camp again in Dzoloya.

Day 7. The Ancient Maya Cities: Leaving Dzoyola, we head to one of the most incredible archaeological ruins in the world: Chichen Itza. Set within the tropical rainforest, the historical Maya culture comes to life as we climb temples, examine ancient carvings depicting Maya gods, and experience the famed Maya ballcourts where the price for defeat was often death. Following our visit we refresh by swimming in cenotes and then drive to Tulum where we stay for the night.

Day 8. The Pros and Cons of Ecotourism: After a morning of exploring Tulum Ruins we visit Xcaret, a tropical playground where you can swim with dolphins, snorkel in underground caves, and see some of the wildlife in captivity that we may have missed in the Sian Ka'an. This evening, the night show at Xcaret helps us appreciate the colors, sights and sounds of México's history and diverse cultures. We end our night back in the quiet village of Puerto

Morelos, comparing the ecotourism experience we had at Xcaret with the rest of our ecotourism experiences.

Day 9. Wrapping it Up & Heading Home: Before returning, we share ideas about what we have learned about conservation and sustainable development and how they might apply to our lives back home. Finally, we head home. As they say in México: ¡Que le vaya bien y regrese pronto!

Program Supervisor: Richard Kelly

****2009 CA Travel Dates: June 8-16****

Please check the Global Explorers website for sample day-by-day itineraries and photos

