

# ACS Classroom Without Walls Madidi Trip



October 29-November 2, 2007

Name:

Group Name:

## Trip Description

During the ACS Madidi Classroom Without Walls (CWW) trip, 9<sup>th</sup> and 10<sup>th</sup> grade students and school chaperones will travel to Rurrenabaque, in northeastern Bolivia. During this experience, they will fly from La Paz to Rurrenabaque on TAM and Amazonas airlines and travel to the pampas (Parque Municipal Santa Rosa) and Madidi national park, located near Rurrenabaque. During their stay, they will observe animals and plants of the area, participate in wildlife studies, learn orienteering and navigation, learn about the indigenous cultures of the area, learn astronomy, learn teambuilding and leadership skills, hunt for caiman, and participate in a service project.

This is a once in a lifetime opportunity! It will be an experience that they will never forget!

## Grading and Team Competition

Students participating in this adventure will be graded on their successful completion of each day's activity, their effectiveness in working with their group, their trip journal, and how well their team does in the team competitions during the trip. They will be graded on-site by the school chaperones in attendance using the rubrics included in this packet.

## Student Outcomes and Expectations:

During the Madidi trip, students are encouraged to:

- Build class unity, teamwork, and leadership skills
- Learn cultural awareness and constructive social values
- Learn about the rain forests and pampas of Bolivia and how important it is to preserve them for future generations
- Learn to identify some of the flora and fauna in the rainforests
- Learn about local customs
- Learn survival, navigation, and reflection skills

Students are expected to:

- Follow school rules
- Put forth their best effort
- Treat themselves, others, and the environment with respect

## Chaperones and Student Groups

<b>Fred H.</b>	<b>Amy O.</b>	<b>Tim R.</b>	<b>Jessica D.</b>	<b>Marcelo P.</b>	
-Feldman, Olivia -Hoskins, Gabriel -Iturri, Florencia -Karpovics, Axel -Le Grand, Ramon -Lopez, Nicholas -Sanchez, Julian -Salmon, Yon -Mercado, Fernando	-De Rada, Marcelo -Guevara, Carla -Inarra, Camila -Kerksiek, Axel -Lee, Han Joo -Quiroga, Christina -Sotelo, Veronica -Zubieta, Mikaela	-Bertero, Catalina -Chambi, Larisa -Gonzales, Mauricio -Lambert, Nicole -Romero, Francisco -Suarez, Samantha -Iberkleid, Michael -Chamon, Carlos	-Altet, Maria -Taborga, Bruno -Viana, Julia -Toselli, Eds -Cooper, Alexis -Gamarra, Erika -Reudisueli, Joanna -Lewis, Sybil -Mauricio Etienne	-Blacutt, Alexandra -Carrasco, Vanessa -Blumhorst, Nathan -Mabita, Naomi -Martinez, Malin -Rolon, Mario -Johnson, Mari -Nemtala, Antonio	

## Flights

<b>Flight</b>	<b>Chaperones/Students</b>	<b>Departure</b>	<b>Arrival</b>
Amazonas  Departs from El Alto Airport	-Tim Rose -Mabita, Naomi -Feldman, Olivia -Kerksiek, Axel -Romero, Francisco -Iberklien, Michael -Blumhorst, Nathaniel -Suarez, Samantha -Taborga, Bruno -Quiroga, Christina -Lewis, Sybill -Rolon, Mario -Le Grand, Ramon	Flight 92 October 29, 2007 From: La Paz To: Rurrenabaque Departing 9:10 AM Arriving 9:55 AM	Flight 95 November 2, 2007 From: Rurrenabaque To: La Paz Departing: 12:35 PM Arriving: 1:20PM
TAM  Departs from TAM Airport	Fred Hollingworth Amy O'Toole Jessica Delgado Marcelo Pacheco  All Other Students	Flight 511 October 29, 2007 From: La Paz To: Rurrenabaque Departing 8:00 AM Arriving 9:00 AM	Flight 554 November 2, 2007 From: Rurrenabaque To: La Paz Departing: 5:30 PM Arriving: 6:30PM

**Note: Meet at School at 5AM Monday, October 29**

# Daily Schedule

## Day 1: Monday, October 29

Morning	Afternoon	Evening
<ul style="list-style-type: none"> <li>• Arrive</li> <li>• Drive 3 hours from Rurrenabaque to Santa Rosa</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch in Santa Rosa</li> <li>• Take boats up Rio Yacuma to Pampas Ecolodge (3 hours)</li> <li>• Observe birds, monkeys, crocodiles, capybaras, etc.</li> <li>• <b>Initiative Games</b></li> <li>• <b>Pampas Navigation Questions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Watch sunset at Ecolodge</li> <li>• Dinner</li> <li>• Boat excursion to see nocturnal animals (students bring flashlights)</li> <li>• <b>Astronomy</b></li> <li>• <b>Thorns and Roses/ Daily Quotes</b></li> <li>• <b>Journaling</b></li> </ul>

## Day 2: Tuesday, October 30

Morning	Afternoon	Evening
<ul style="list-style-type: none"> <li>• Wake up early to see sunrise</li> <li>• Breakfast</li> <li>• Anaconda hunting (1 hour walking, more to find snakes)</li> <li>• <b>Wildlife Studies</b></li> <li>• <b>Service—Trash cleanup</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• Pirana fishing</li> <li>• Free time</li> <li>• <b>Service—Clean up grounds of Pampas Ecolodge</b></li> </ul>	<ul style="list-style-type: none"> <li>• Campfire</li> <li>• Guides tell about customs and stories of the area</li> <li>• <b>Wilderness Survival/Handicrafts</b></li> <li>• <b>Astronomy</b></li> <li>• <b>Thorns and Roses/ Daily Quotes</b></li> <li>• <b>Journaling</b></li> </ul>

**Day 3: Wednesday, October 31**

Morning	Afternoon	Evening
<ul style="list-style-type: none"> <li>• Early Breakfast</li> <li>• Visit savanna</li> <li>• <b>Wildlife Studies</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• Swim with pink dolphins</li> <li>• <b>Service—Clean up grounds of Pampas Ecolodge</b></li> <li>• Back to Santa Rosa in boats (2 hours)</li> <li>• Back to Rurrenabaque in Jeeps (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Dinner in Rurrenabaque (7-30 B's) Eat at La Perla de Rurrenabaque</li> <li>• Stay in hotel</li> <li>• <b>Skits and Stunts</b></li> <li>• <b>Thorns and Roses/Daily Quotes</b></li> <li>• <b>Journaling</b></li> </ul>

**Day 4: Thursday, November 1**

Morning	Afternoon	Evening
<ul style="list-style-type: none"> <li>• Breakfast in Hotel</li> <li>• Boat to Madidi Park up Rio Beni (3 horas)</li> <li>• Get to Jungle Ecolodge</li> <li>• <b>Jungle Navigation Questions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• Hike to find peccaries!!!</li> <li>• <b>Wildlife Studies</b></li> <li>• <b>Service—Trash cleanup</b></li> </ul>	<ul style="list-style-type: none"> <li>• Dinner</li> <li>• Night Hike (listen to sounds, see birds, etc.)</li> <li>• <b>Social Anthropology</b></li> <li>• <b>Astronomy</b></li> <li>• <b>Thorns and Roses/Daily Quotes</b></li> <li>• <b>Journaling</b></li> </ul>

**Day 5: Friday, November 2**

Morning	Afternoon	Evening
<ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Hike to see jungle (interpretation)</li> <li>• <b>Wildlife Studies</b></li> <li>• <b>Wilderness Survival/Handicrafts</b></li> <li>• <b>Service—Trash cleanup</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• Boat back to Rurrenabaque (3 hours)</li> <li>• <b>Thorns and Roses/Daily Quotes</b></li> <li>• <b>Journaling</b></li> <li>• Fly back to La Paz</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive in La Paz</li> </ul>

# Journal Assignment

**Directions:** Students attending the Madidi trip will need to compile the following information in a “Trip Journal”. This journal should be in a notebook, and should be updated daily during the trip.

**Each day, students should record the following:**

1. Date
2. Weather Conditions
3. **Record the day’s activities:**
  - What did we do for the morning activity?
  - What did we do for the afternoon activity?
  - What did we do for the evening activity?
4. **Record information from the day’s activities in your journal:**
  - Assignments, questions, and reading reflections.
  - Field notes: e.g. leaf rubbings, flora and fauna descriptions, animals you saw, etc.
  - Notes on discussions: e.g. notes on local flora and fauna, astronomy, orienteering and navigation, etc.
  - Descriptions of the activities you performed: e.g. pirana fishing, wildlife viewing, swimming with pink dolphins, etc.
  - Other information that your instructors or guides ask you to include in your notebook.
5. Write **3 paragraphs** describing your impressions of the trip:
  - How is it going?
  - Is everyone doing their part?
  - Are we having fun? What was the most fun today?
  - Describe your group members...are you becoming a good group yet? If so, why? If not, why?
  - How are the chaperones and guides? Are they fun to be around? Do they treat you fairly? Are they helping you learn?
  - What is your favorite thing that you did or learned today? What is your least favorite? Why?
6. Write 2 paragraphs in which you reflect on your “**Thorns and Roses**” discussion and the “**Quote of the Day**” (provided by your chaperone). How do they make you feel? What do they make you think about?

**Submitting Your Journal:**

Submit your journal to your group’s school chaperone on the last day of the trip. If there is anything that you DO NOT want your chaperone to read, indicate this to your chaperone when you submit your journal.

## Thorns and Roses

**Directions:** To be completed each night of the trip by the group and group chaperone.

1. Chaperones and students in the group should find a quiet spot and sit in a circle.
2. The chaperone should set parameters for the discussion by informing students that they are encouraged to state their thoughts and feelings, but that they may not say things that are deliberately hurtful or disrespectful to others.
3. Chaperones should use “speaking item” such as a shell, a rock, a handicraft item, etc. to indicate who can speak. Only the person in possession of the “speaking item” can speak: everyone else in the group must listen. When the person with the “speaking item” is done speaking, he or she should pass it on to the next person in the circle, and so forth, until everyone has had the chance to speak.
4. When everyone has had the chance to speak (including the chaperone), the session is concluded and the chaperone should read the “quote of the day.”

## Daily Quotes

**Directions:** The chaperone should read the quote for each day to the group after completing their thorns and roses discussion. Students in the group should then reflect on the quote and discuss it with the group using a “speaking item” in the same way as the thorns and roses discussion. After discussion, students should write their thoughts and feelings about *thorns and roses* and the *quote of the day* in their journals.

### Day 1 (10/29/07)

“A great leader never sets [themselves] above [their] followers except in carrying responsibilities.” –Jules Ormont

### Day 2 (10/30/07)

“Most of what I really need to know about how to live, and what to do and how to be, I learned in Kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic

cup. The roots go down and the plant goes up and nobody knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup - they all die. And so do we.

And then you remember the book about Dick and Jane and the first word you learn, the biggest word of all: LOOK. Everything you need to is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all – the whole world – had cookies and milk about three o'clock every afternoon and then lay down with our blankets for a nap, if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, it is best to hold hands and stick together.” – Robert Fulghum

Day 3 (10/31/07)

“And there at the camp we had around us the elemental world of water and light and earth and air. We felt the presences of the wild creatures, the river, the trees, the stars. Though we had our troubles, we had them in a true perspective. The universe, as we could see any night, is unimaginably large, and mostly dark. We knew we needed to be together more than we needed to be apart.”

-Wendell Berry

Day 4 (11/1/07)

You were born an original. Don't die a copy. ~John Mason

It is better to be hated for what you are than to be loved for something you are not.

~Andre Gide

Day 5 (11/2/07): **Read after Lunch**

“Every [person] has two educations - that which is given to [them], and the other, that which [they] gives to [themselves]. What we are merely taught seldom nourishes the mind like that which we teach ourselves. Indeed, all that is mostly worthy in a [person], [they] must work out and conquer for [themselves].”

-Ricker

# Complete the following assignments in your journal:

## Orienteering/Jungle Navigation

**Directions:** Answer the following questions in your journal under the day you completed them in. Ask your guide to help you complete this assignment. Use the map on the next page to help you with this.

Pampas Questions: Complete during the Santa Rosa (Pampas) Section of the Trip:

*Label these questions “Pampas Navigation Questions” in your journal.*

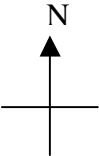
1. How far is Rurrenabaque from La Paz? Which direction is Rurrenabaque from La Paz?
2. How far is the Pampas Ecolodge from Rurrenabaque?
3. What direction is Rurrenabaque from the Pampas Ecolodge?
4. Which geographic features (hills, swamps, rivers, etc.) are found near the Pampas Ecolodge?
5. What direction does the Rio Yacuma flow in?
6. In your journal, list 5 techniques that your guides use for navigating in the Pampas and on the rivers we travel to during the trip.
7. Describe where we went Anaconda hunting in relation to the Pampas Ecolodge.
8. Describe where we went Pirana fishing in relation to the Pampas Ecolodge.
9. Describe where we went swimming with dolphins in relation to the Pampas Ecolodge.

Jungle Questions: Complete during the Madidi (Jungle) Section of the Trip:

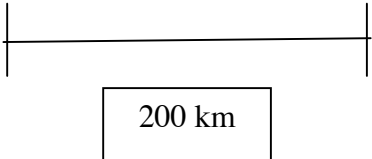
*Label these questions “Jungle Navigation Questions” in your journal.*

1. How far is the Pampas Ecolodge from Rurrenabaque?
2. What direction is Rurrenabaque from the Jungle Ecolodge?
3. Which geographic features (hills, swamps, rivers, etc.) are found near the Jungle Ecolodge?
4. What direction does the Rio Beni flow in?
5. In your journal, list 5 techniques that your guides use for navigating in the Jungle and on the rivers we travel to during the trip.
6. Describe where we went hunting for peccaries in relation to the Jungle Ecolodge.
7. Describe where we went on a night hike in relation to the Jungle Ecolodge.

Map—La Paz and Rurrenabaque

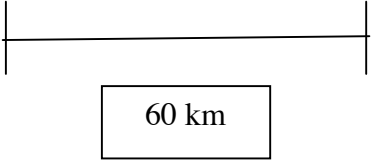
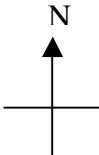


Rurrenabaque



La Paz

Map—Rurrenabaque Area



Jungle Ecolodge

Rio Beni

Santa Rosa

Rio Yacuma

Legend:

—————  
4WD Road

- - - - -  
River

Rurrenabaque

Pampas Ecolodge

## Initiative Games

**Directions:** In your journal, write at least 5 paragraphs about the initiative games you completed. Include your thoughts on the following topics:

1. Which games did you participate in?
2. How did you contribute to your team or group's success or failure during the games?
3. Which strategies allowed your group to work together well?
4. In which ways did your group not work together well?
5. How can you apply what you learned during the initiative games to your group's success this week? How are these skills important in life?

## Wilderness Survival/ Handicrafts

**Directions:** Complete the wilderness survival training conducted by your guide and villagers in the Pampas and Madidi. Describe the skills you learned in your journal on the day you learned them; label your descriptions "Wilderness Survival/Handicrafts in your journal. You should write 5 paragraphs about what you learned and include at least 3 drawings in total. Some (but not all) of the subjects you should discuss in your journal are:

- Fishing techniques
- Gathering water
- Gathering food
- Shelter
- Medicines/remedies
- Food preparation
- Farming
- Making handicrafts (artesanía)

# Wildlife Studies

## **PLANT LEAF RUBBINGS**

Materials: crayons, paper, leaves

Procedure:

Place a leaf on a flat surface beneath a sheet of paper in your journal. Gently rub a crayon in one direction over the surface of the paper with enough pressure to show the outline of the leaf and its surface features.

You should collect five different leaf rubbings, name the leaf, and state its use by the locals in your journal.

## **CAST OF AN ANIMAL TRACK**

Materials: plastic bowl, water, plaster of Paris, cardboard, candle wax, wooden stick, paper clip, animal track

Procedure:

1. Make frame for your print using a strip of cardboard.
2. Rub candle wax on the inside of the cardboard.
3. Place the frame around the track using the paper clip to hold the frame together.
4. Estimate how much plaster will be needed to fill the frame and the animal track.
5. Pour water in the bowl.
6. Slowly add plaster powder into the water until a “mountain peak” rises above the water level.
7. Using the wooden stick cut through the mixture once or twice.
8. Pour the mixture carefully into the frame and track. It should be about 2 cm thick.
9. Allow the plaster to set about 10 minutes or until its no longer warm (the plaster ...not the temperature of the jungle!)
10. Gently lift the plaster out of the track and voila!
11. Record which animals you made tracks of, where you found the tracks, and other remarks in your journal.

**ORGANISM JOURNAL**

Throughout the week you are to keep a journal of the organisms (Plant, Animal, Fungi) that you observe. Use the plant and animal books provided to identify the organism. Use the table below to record your observations and data. Include the date, time of day, location, and have someone initial your chart to verify your observation. You should make one entry in your journal every day. Your entry should be similar to the table below:

Date/time/ location/ verification	<u>Organism</u> -	<u>Notes</u> -

**FOOD WEB**

Based upon the organisms that you observe, and capture on film, create a food web in your journal on the last day of the trip illustrating their interactions and the energy flow through the ecosystem. Your organisms must include autotrophs, decomposers, and at least two trophic levels of consumers. Ask your chaperone and guide to help you with this assignment if necessary (ie: to identify what eats what, etc.).

**ESSAY**

The Effects of Man on the Environment.

**This should be based upon your personal observations, as well as conversations with the guides.** You should consider including many of the following topics - agriculture, industry, development, deforestation, land/air/water resources, pollution, bio-diversity, global warming, and man's effects on nutrient cycles. This essay should be written in your journal and should be at least 5 paragraphs long.

# Astronomy

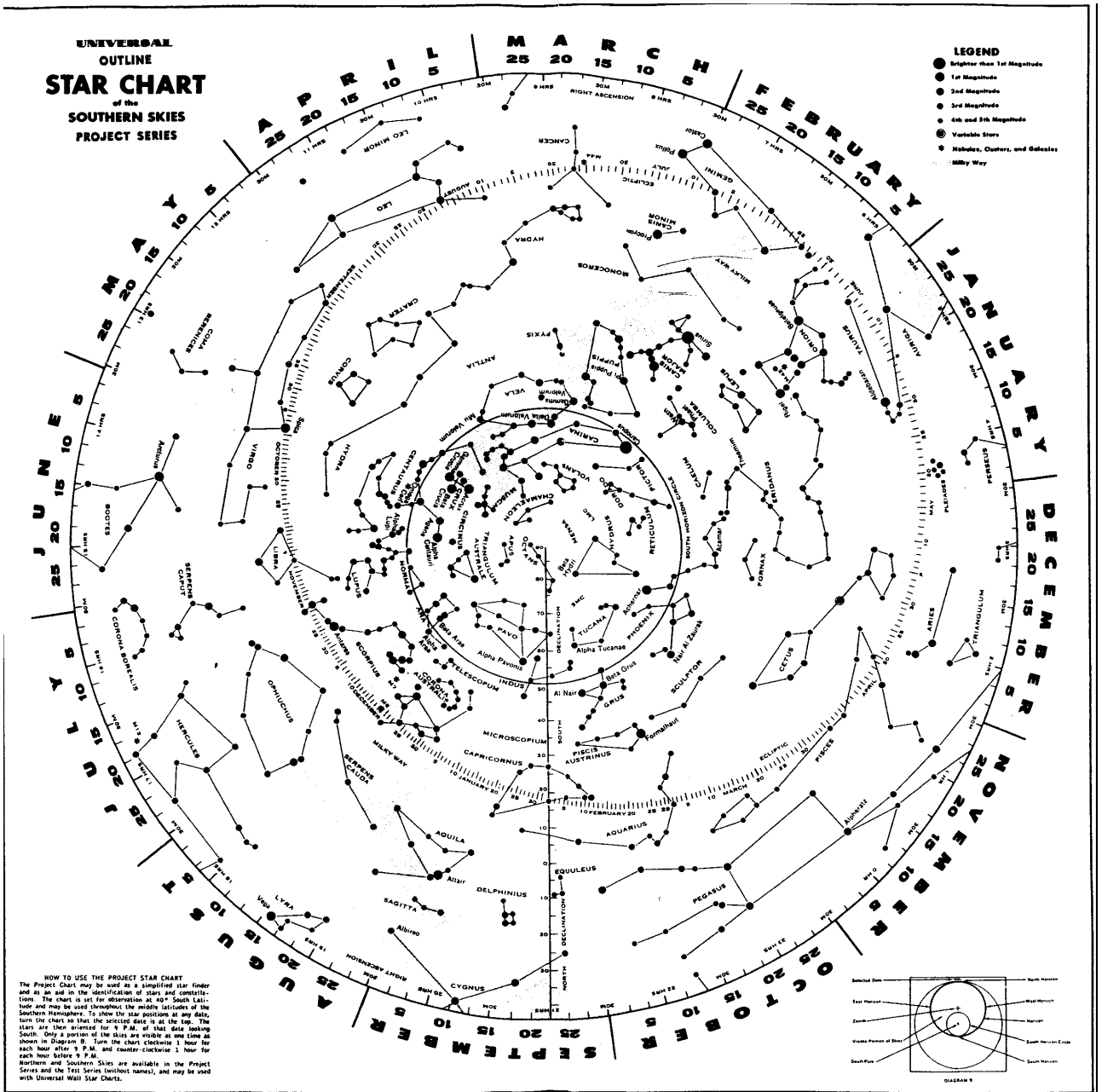
**Directions:** During your stargazing session, answer each of the following questions in your journal on the date you completed your session.

1. Write “Astronomy” as well as the date and time of your observations at the top of a journal page.

On the same page, make a large drawing of the sky for #2-7, and 9 that includes compass directions on each of the horizons (north, south, east, and west):

2. Find the Southern Cross and the pointer stars that point to it. Draw them in their correct orientation labeling their names, compass position, angular height, and the time you drew them.
3. Find 3 other constellations near the Southern Cross. Draw them in their correct orientation labeling their names, compass position, angular height, and the time you drew them. Label any large stars you can see within the constellations (e.g. label the star Antares in Scorpius and Betelgeuse in Orion) and indicate their color
4. Find 3 constellations on the ecliptic. Draw them in their correct orientation labeling their names, compass position, angular height, and the time you drew them.
5. Find 5 other constellations and draw them, labeling their names, angular height, compass position, and the time you drew them.
6. Find and draw the Milky Way. Which direction does it lie in?
7. Do you see any planets? Which ones? Draw them, labeling their color, compass direction, angular height, and the time you drew them.
8. Look at the planets you can see with binoculars. Make a separate drawing in which you show their surface patterns, moons, rings, and so on.
9. Do you see the moon? If so, draw it labeling its compass position, orientation, angular height, and the time you drew it.
10. Look at the moon with binoculars. Make a separate drawing in which you show its maria, highlands, and craters.
11. Do you see any planetary nebulae or star clusters? If so, look at them with binoculars and make a separate drawing of what you see.
12. Describe the positions of one of the constellations you drew one hour after you drew them. How have their positions changed?

Note: To calculate **angular height**, hold your arm out straight and compare the size of the following measuring tools to how high the celestial body you are measuring is from the horizon. Your fist= 10 degrees, your hand with thumb extended in “thumbs up” position= 15 degrees, the width of your little finger=1 degree.



# Social Anthropology

**Directions:** Complete the following activity in your journal on the last day of the trip.

Social Anthropology is a social science that studies how groups of peoples live, work, and co-exist with others. Frequently, one group is compared with another through characteristics such as language or customs. These differences are studied to determine what makes one people different from or similar to others: e.g. Bolivians vs. Canadians, Hopi vs. Apache, British vs. North American, etc.

Use the list below as a guide for your socio-anthropological observations. Which similarities and differences can you observe in the people from La Paz and Rurrenabaque? **In your journal, make charts of or write paragraphs describing your observations on at least 10 of the 16 items listed below. You MUST make charts or write descriptions of the first 3 items:**

1. Feelings and beliefs about their connection to the environment: do people in these cultures feel connected to the environment? How connected do they feel?
2. Materialism: how materialistic are these cultures? How does this affect their decision-making?
3. Conservation of natural resources: as a whole, how do these cultures feel about conservation of natural resources?
4. Art (Art may take many forms; are the forms the same, similar, or very different?)
5. Textiles and clothing (What is worn, what type of material is it made from, is there a reason for the type used?)
6. Agriculture and animal husbandry (Which foods are grown or raised? Which are used for local consumption? Which are sent to market?)
7. Foods consumed
8. Economy and industry (What is produced and manufactured? Which types of facilities are used in this production or manufacturing (ex: homes, factories, etc.)?)
9. Education (Which grade levels do they have in school? Which grade level education do most people obtain? Where are the teachers from? What types of informal education do people obtain?)
10. Shelters and housing (Materials used to build homes, size, number of rooms, etc.)?
11. Settlements in the area
12. Languages or linguistics
13. Medical facilities:
  - Patented: (doctors, hospitals, farmacies)
  - Natural: (curanda, medicine man, shamans, witch doctors, herbs, encantations, etc.)
14. Dental
15. Death
16. What is done with spare time (hobbies, sports, etc.)

# Service

**Directions:** Students should participate in service projects while on the CWW trip. The majority of these projects will involve cleaning up trash or beautification of the area around the ecolodges. After their last service experience, students should finish the questions below in their journal.

1. Listed below are several quotes about service. Pick one and write 3 paragraphs about what it makes you think about in relation to the Alalay service project you participated in.

*“Who has not served cannot command.” ~ John Florio*

*“Life's most persistent and urgent question is, What are you doing for others?” ~ Martin Luther King, Jr.*

*“When we cast our bread upon the waters we can presume that someone downstream whose face we will never know will benefit from our action, as we who are downstream from another will profit from the grantor's gift.” ~ Maya Angelou*

*“The fruit of silence is prayer, the fruit of prayer is faith, the fruit of faith is love, the fruit of love is service, the fruit of service is peace.” ~ Mother Teresa*

*“We are prone to judge success by the index of our salaries or the size of our automobiles, rather than by the quality of our service and relationship to humanity.” ~ Martin Luther King, Jr.*

*“I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.” ~ Mahatma Gandhi*

*“He who lives only to benefit himself confers on the world a benefit when he dies.” ~ Tertullian*

*“If the human race wishes to have a prolonged and indefinite period of material prosperity, they have only got to behave in a peaceful and helpful way toward one another.” ~ Winston Churchill*

*“Act as if what you do makes a difference. It does.” ~ William James*

*“An essential part of a happy, healthy life is being of service to others.” ~ Sue Pattom Thoele*

2. Describe YOUR participation in the CWW service projects (write at least 2 SENTENCES for each question):
  - What was your favorite part of the service project?
  - What was your least favorite part of the service project?
  - Did you give your best effort during the service project?
  - What did you do well during the service project?
  - What didn't you do well during the service project?
  - What could you improve on?
  - What could we all improve on?
3. What is the value of service to others? Why should we help others even if there is no direct reward for ourselves?
4. How can you give service to others in your daily life? How do you plan to do this?
5. What is the MOST IMPORTANT thing you have learned through the service you provided during the CWW service project? Why is this the most important thing?

# Grading Rubric

<b>Student Name:</b>			
<b>Item</b>	<b>Description</b>	<b>Points Possible</b>	<b>Points Earned</b>
Journal	-Does Journal include every section described in the journal assignment for each day of the trip? -Is it neatly written? -Is it well written?	30	
Initiative Games	-Did student participate in initiative games? -Did they make a positive contribution to their team? -Did student answer Initiative Games questions in their journal?	10	
Pampas Navigation Questions	-Did student answer Pampas Navigation Questions in their journal?	5	
Astronomy	-Did student participate during astronomy time? -Did student answer Astronomy questions in their journal?	10	
Wildlife Studies	-Did student participate in Wildlife studies? -Did student complete Wildlife Studies activities in their journal?	10	
Service	-Did student participate in Service projects? -Did student complete Service questions in their journal?	10	
Wilderness Survival/Handicrafts	-Did student complete Wilderness Survival/Handicrafts paragraphs and drawings?	10	
Jungle Navigation Questions	-Did student answer Jungle Navigation Questions in their journal?	5	
Social Anthropology	-Did student answer Social Anthropology Questions in their journal?	10	
<b>Total Points</b>		<b>100</b>	

## Room Assignments for Hotel Los Tucanes in Rurrenabaque

### First Floor

Room	Names
1	Fred Hollingworth, Tim Rose
2	Jessica Delgado
3	Carla Guevara, Camila Inarra, Nina Quiroga
4	Veronica Sotello, Micaela Zubieta, Larisa Chambi
5	Catalina Bertero, Sybill Lewis, Alexandra Blacutt
6	Samantha Suarez, Alexis Cooper, Joanna Reudisueli
7	Vanessa Carrasco, Naomi Mabita, Julia Viana
8	Ramon LeGrand, Julian Sanchez, Fernando Mercado
9	Mauricio Etienne, Han Joo Lee, Eds Toselli
10	Axel Karpovics, Axel Kerksiek, Nicolas Lopez
11	Carlos Chamon, Antonio Nemtala, Mauricio Gonzalez
12	Francisco Romero, Michael Iberkleid, Nathan Blumhorst, Mario Rolon
13	

### Second Floor

Room	Names
1	Marcelo Pacheco
2	Amy O'Toole
3	Malin Martinez, Nicole Lambert, Mari Johnson
4	Yonatan Salmon, Bruno Taborga, Gabriel Hoskins
5	Olivia Feldman, Florencia Iturri
6	Maria Altet, Erika Gamarra