Nicaragua Module

Prior to leaving students will be required to attend at least 4-1 hour lectures where we will be discussing things from the culture, current political climate, safety and rules, etc

Day 1 Flight to Nicaragua, arrive about 12:00pm and travel to finca

Day 2 Orientation to the Finca/Field Station, Jinotepe to e-mail or call parents.

* Students will get a 2 hour lecture and a 4 hour hiking tour of the farm and many of the historical and biological components of the area.
* Additionally students will travel to Jinotepe for 3 hours where we will show them and teach them about some of the local culture/traditions, architecture, etc

Day 3 Lecture and commence projects

* Students will receive a 2 hour lecture about Nicaragua and some of the biological components in the area and country as a whole. Additionally students will receive a 1 hour orientation to their project requirements.
* Students will commence initial research into the projects using the resources we have established on the farm and start to formulate a plan for data collection. This activity is for the remainder of the day which is approximately 5 hours

Day 4 Trip to Masaya National Park, Museum, Volcano and Political Prison

* Students will travel and to learn about the city of Masaya. We will do a tour thru the museum again learning historical and cultural components of the area. We will travel around the Volcano learning about the different habit from the farm. This habit being more of a wet rain forest and the farm displaying a more dry tropical forest. We will also tour the lake and learn about the formation of the islands from the Volcano and the biological components to the lake. 6 hours
* We will travel to a prison used during the Sandinista War. The boy scout of the area will give us a 2 hour of the prison exploring the many level of the underground prison and discussing the workings of it

Day 6 Lecture and Projects, reading

* Students will receive a 2 hour lecture about Nicaragua and some of the sustainability issues the country faces.
* Students will continue to research and collect data for their projects for approximately 6 hours

Day 9 Projects visit to local School/Trip to Mombacho Volcano and National Park

* If possible (some years it is not and we replace with another local activity such as a visit to the orphanage) students prepare food and supplies for the local school children. The students will spend part of the morning learning about how the school system works and the typical day for Nicaraguan children. 2 hours
* Students will receive a 4 hour tour of the Volcano and National Park. They will learn about the geological formations and the history of the volcanoes.
* Students will continue to research and collect data for their projects for approximately 5 hours

Day 10 Trip to the Pacific Ocean, San Juan del Sur

* Students will receive a 2 hour lecture about the Pacific Ocean from a historical perspective as well as a biological one.

Day 11 Course Projects prepare presentation

* Students will continue to finalize their research and prepare their presentations (approximately) 6 hours

Day12 Trip to Masaya market and Native art market

* Students will travel back to the city of Masaya. We will do a tour thru the local market and teach the students about the goods and arts that the natives sell in the market. (4 hours)

Day13 Present research/Reflection

* All students will give their presentations and receive feedback from us. (4 hours)
* Students will talk about and discuss things that about what they have learned and reflect on the differences that exist between our two cultures. Students are directed to focus on the positive attributes of Nicaragua (2 hours).

Day14 Flight to United States, arrive about 3:00p.m in Shreveport

Additional notes:

Even though students are given well over 24 hours to work on projects, students use this time differently depending on their projects. For example some of the students have projects at night studying the diversity of bats, insects, weather, etc. They will use the day to research and read appropriate books, but the collection of data will not take place until the evening. The time I have allotted is a very conservative estimation as the students spend more time in the evenings and when we go into town research and reading about their topics that I have not allocated for.

Examples of Past projects have included but not limited to:

Behavioral studies on leaf cutter ants, monkeys, birds, lizards, etc.

Diversity studies on amphibians, reptiles, mammals, birds, and plants, etc

Sustainability issues related to solar and windy energy, water quality, etc.