

LA SEMANA



2012

La Semana

Camp Program Information

LATIN AMERICAN CULTURE CAMP FOR FAMILIES

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July 30 - August 3, 2012

Hosted by All Saints Catholic Church, Lakeville, Minnesota

CAMP SONG

“Semana de amigos”

by

Nicolas Carter and Victor Zupanc

La semana de amigos	Week of friends
La semana de cariños	Week of love
La semana de amigos	Week of friends
Vamos juntos a celebrar //	Let's celebrate together//
Vamos a bailarun dos tres	Let's dance.....1,2,3
Vamos a cantar..... do re mi	Let's sing.....do, re,mi
Vamos a jugar.....piedra,papel, tijera	Let's playrock, paper,scissors
Vamos a comer.....mmm ¡que rico!	Let's eat....mmm, how delicious!
Vamos a saltar..... Wiiiiiiii!	Let's jump.....Weeeee!
Vamos a correr.....sí, sí, sí	Let's run.....yes, yes,yes
Vamos a dormir.....no, no, no	Let's sleep.....no,no,no
Vamos a gritar.....¡LA SEMANA!	Let's shout.....LA SEMANA!

Que viva, que viva La Semana	Hurray, hurray for La Semana
Que viva, que viva La Semana	Hurray, hurray for La Semana
Que viva, que viva La Semana	Hurray, hurray for La Semana
Vamos juntos a celebrar	Let's celebrate together

De Colombia, Guatemala,	From Colombia, Guatemala,
Venezuela, Paraguay	Venezuela, Paraguay
De Perú, Chile, Bolivia	From Peru, Chile, Bolivia
Vamos juntos a celebrar	Let's celebrate together

De Brasil, Honduras, México	From Brazil, Honduras, Mexico
China, India, Ecuador	China, India, Ecuador
De Panamá, Rusia y Corea	From Panama, Russia and Korea

Vamos juntos a celebrar

Que viva, que viva La Semana
Que viva, que viva La Semana
Que viva, que viva La Semana
Vamos juntos a celebrar

La semana de amigos
La semana de cariños
La semana de amigos
Vamos juntos a celebrar

Let's celebrate together

Hurray, hurray for La Semana
Hurray, hurray for La Semana
Hurray, hurray for La Semana
Let's celebrate together

Week of friends
Week of love
Week of friends
Let's celebrate together

Specialty: Peru!

Buenvenido!

Welcome to the 31st year of La Semana.

We are excited to announce this years specialty country is Peru.

Through out the week campers will har the chance to see, use and appreciate a room full of clothing, toys, housewares, textiles, art, and photography straight from Peru!

On Tuesday campers will learn of the cultural foods of Peru and what it would be like to be at a market in the capital of Lima, having to bid with their given "soles" for food and any other necessities. They will have the opportunities to taste some traditional Peruvian favorites.

Wednesday specialty will be giving campers a look at how we get sweaters and yarn etc from an alpaca or llama. They will have the chance to see and learn the significance of those animals and what they do for the culture and we will have presenter who runs a weaving shop in Peru come and demonstrate what happens from the time a llama is sheared to when it is made into product

Thursday we are excited to have a dance troop from Peru come and share traditional dances as demonstrate some moves for the campers.

Finally, we will be finishing our week with puzzles "murals" of some significant landmarks in Peru, look for these at fiesta!

La Semana's Service Project

Each year, La Semana selects a different beneficiary for a Service Project. The recipient will typically be directly affiliated with or located in the country of our theme for that year. Nominations are only accepted from current camp families and only from the day after camp ends in August each year until January 15th of the following year. The La Semana Executive Committee chooses the winner.

Whoever submits the winning recipient will serve as the liaison between the winning organization and La Semana and will be expected to:

1. Identify the specific need of the organization
2. Draft language for the La Semana website promoting the Service Project recipient
3. Obtain photos for the website
4. Create promotional materials such as posters for display at camp

That person will also enjoy the privilege of representing La Semana in the issuance of a check to the organization (no, we are not sending you to Latin America but will probably just take a picture of you holding the check). Service Project funds are earned through sales of Latin American food sold each day at camp.

The Project for La Semana 2012

Hogar Urpi

Hogar Urpi, an orphanage in Peru, was selected as the Service Project recipient for La Semana 2012. All profit from food sales during La Semana Camp week will be donated to Hogar Urpi. The boys living at Hogar Urpi are learning local crafts, including stone carving and leather work, which may lead to adult vocations.

La Semana Crafts

During the Crafts portion of your camper's day, the children will create handiwork and crafts typical to Central and South America. Each grade will explore crafts that we've planned to be of interest to their age group. Each craft is introduced with some background information on why the craft is important to the culture it is from.

We welcome your comments on the crafts your child brings home. Please share your thoughts with Jennifer Lundeen, this year's crafts chair, or any of the parent volunteers in the crafts room during camp.

Here are some of the craft themes. We encourage you to share this information with your camper as they share their crafts with you.

Pottery and Clay: Pottery is one of the best-known crafts of Central and South America. It began thousands of years ago when people needed pots and dishes. Pottery was first made out of terra cotta or reddish brown clay (directly from the earth). Objects were made by building up rows of coils, or forming a shape out of a lump of clay. Pottery used to be dried by the sun. However, these items were very brittle and did not hold water well. When the Spaniards invaded South America, the potter's wheel and a glazing process (coating the clay with glass) were introduced. Later, baking the pots in stoves, called kilns, hardened the pottery. We can learn about life in earlier times by looking at the designs on the pottery. Scenes included fighting, fishing and farming. Latin American children also make ornaments and toys out of clay.

Decorations: When we think of Latin America, we often think of color! Many brightly colored decorations are used in homes and for celebrations to commemorate historical or religious events. Each country has its own special music and dance. Every town has its own patron saint. Through plays, music and dance, Latinos create opportunities to express their faith or re-enact history. People frequently dress up, wear masks, and join in parades. Christmas is the biggest festival of all.

Metalwork: Metalwork is created extensively throughout Central and South America due to the availability of many forms of metal. Tin punch is a craft done all over Mexico, while items of gold and other metals are found in many parts of South America.

Weaving: No one knows when weaving began in Latin America. Inca legend says the first Incas learned the art from the sun. But there were weavers in South America long before the Incas. Weavers in the highlands of South America used wool from llamas and alpacas, animals

that are like small camels. A smaller animal, the vicuna, is also prized for its wool. In Inca times, only members of the royal family were allowed to wear clothes of vicuna wool. After the Spaniards and the Portuguese arrived in South America, the people also had sheep from which to get wool. Wool for everyday clothes and household furnishings was woven in the natural colors of the wool. Dyes were made from plants and insects to make bright colors for festive clothing and colorful pictures.

Kindergarten Crafts

La Bandere y El Map – Flag of Birth Country and Map Color sheet

To increase the children's awareness and appreciation of their birth country, they will make a flag and color a map.

Un Titere de Una Quetzal – Quetzal Puppet and Color Sheet

The quetzal bird is native to Central America and is the symbol on the Guatemala flag and currency. The children will make a quetzal puppet and will have a page to color with more information about the bird.

Aztec Rattles

The Aztec people of central Mexico used song, dance and music as part of their celebrations and rituals. Rattles were one of the musical instruments and were made of clay, metal and even turtle shells.

Cat Weaving

Big cats such as pumas and cougars were important figures in much Latin American art and legend. The children will be introduced to weaving techniques with this craft.

First Grade Crafts

Una Llama – Llama

The llama is the South American relative of the camel. The children will receive a page to color with more information about the llama, and they will make one from clothespins. The brown "fur" is actually real llama wool and the nose is the South American coffee bean.

Un Alfareria – Clay Pot

The children will make a pot out of red Mexican clay. There is an old Mexican custom that every 52 years all the pottery in the house was broken and the New Year would be started with new pottery. If some of the pottery did not break though the years, it was considered bad luck, so some of it was purposely made more brittle or breakable.

Una Mascara – Mosaic Mask

Masks are constructed for many purposes in Latin America. Stone and metalwork masks were used to commemorate the dead or honor the gods and the people's rulers. The campers will make mosaic masks by gluing colored paper squares onto a mask shape.

Una Mariposa de las Amazonas – Amazon Butterfly

The children will learn about South American butterflies and make butterflies using brightly colored foam, sequins and other decorations.

Second Grade Crafts

Una Flores de Papel – Tissue Paper Flowers

Primarily found in México and the Caribbean Islands, the paper flower is made festive ornament and decoration.

Unos Ornamentos de Archilla – Clay Ornaments

Pottery is a well-known craft of Latin American. Children make small ornaments and toys of clay. The campers will make and paint clay ornaments.

Piñata

The most famous Mexican toy is the piñata. It was originally a clay pot covered with bright decorations and filled with treats for the children. It is used at many festive occasions including birthdays and Christmas. The children are each given a chance to break the piñata with a stick while they are blindfolded. Most piñatas now are made of paper-mâché. Your child will make one with a paper bag.

Ocarinas

The ocarina is a small recorder-like musical instrument from the high Andes and Inca times. Campers will decorate and ocarina and receive a book on how to play, including some songs.

Third Grade Crafts

Mascara de Carton – Paper- Mâché Mask

Masks are an important part of fiestas or festivals. Central and South American people dress up, wear masks, sing and dance to express their faith or re-enact history. The masks can take many shapes, such as the face of a beautiful woman, an animal head, a mythical beast or a religious figure. The campers will design, paint and decorate a paper-mâché mask. This is a 3-day project!

Guatemalan Worry Dolls

In Guatemala, dolls are sometimes made from scrap materials. "Worry dolls" are tiny dolls that children take to bed with them. Before they fall asleep, children tell their worries to the

dolls, one at a time. It is believed that the dolls take away problems while they sleep. Traditionally, about 6 dolls are kept together in a small wooden box. Your crafter will make worry dolls from pipe cleaners and yarn. On the second day of this craft, s/he will decorate a small box to keep their dolls in.

Fourth Grade Crafts

Una Canasta Tejida – Basket Weaving

Weaving has been done in South American since the time of the Incas. The campers will learn the art of basket weaving.

Rain Sticks

Rain sticks were used in ceremonies to bring in the rains. They were originally made by the people of the dessert in northern Chile, and made out of dead cactus with cactus spines hammered through. Small stones added to the inside would make a rain-like sound as the stick was moved.

Un Barrilete – Kite

In Guatemala, there is a village called Santiago Sacatepequez. It's a very small village but a famous one nonetheless because once a year, on November 2, the Day of the Dead, the people of Santiago fly some of the biggest kites in the world. The kites can be as big as 7 meters (23 feet) in diameter and are all made by hand by the people of the village. The people who live in Santiago are the Quiche Maya, descended from one of the greatest civilizations ever known. Among other things, the Maya were great artists who painted brilliantly colored murals and books. Their descendants, who still live in Guatemala and Mexico, are known for the beauty of their handicrafts and weaving. The kites of Santiago, with elaborate designs of brilliantly colored paper, are another form of art made by Maya today.

Barrilete is the Guatemalan word for kite, but there are almost as many different names for kite in Latin America as there are countries. For example, in Paraguay and Brazil it is called a *pandorga*. What is it called in your child's birth country?

Fifth Grade Crafts

Un Anillo para Velas de Lata Perferada – Tin Punch Candle Ring

Metalwork is done throughout Latin America. The tin punch technique uses holes in metal to create the design and allow light to shine through. The campers will be making a ring that can be placed around a candle.

Ojo de Dios – God’s Eye

Ojo de Dios are made by weaving yarn on sticks formed in a cross-like shape. An ojo de dios is a type of paho, a prayer offering used by the Hiuchol Indians of Mexico to convey goodness and obliterate evil. Today it is frequently used for colorful decoration.

Sandpaper Prints

Campers will use sandpaper and crayons to make traditional Inca designs as if painted in ancient times.

Papel Picado – Cut Paper Art

Papel Picado, or cut paper art, is a traditional Mexican craft that dates back to pre-Columbia times. Colorful cut paper art was used for decorations, clothing and banners. On the Dios de los Muertos (Day of the Dead), cut paper art is placed on alters as a welcome.

Sixth Grade Crafts

Un Azulewjo Pintado – Painted Tile

Hand painted designs and scenes on tile, wood or bark are popular in Latin America. They are used for decoration in homes and businesses. A familiar form of wood painting is from Ecuador and usually had a religious theme. Painted tiles can be seen decorating the walls of many restaurants and homes. The 6th Graders will create their own designs or scenes on tiles.

Los Ornamentos de Lata – Tin Ornaments

Central American Indians were introduced to tinsmithing (creating objects from sheets of tin) by the Spanish. Today, bright red roosters, golden suns and gleaming blue angels appear in many Mexican markets. The campers will make ornaments from tin sheets and decorate them with colorful markers.

Molas

The Mola is a detailed fabric craft from the Cuna Indians of Panama. This art is created from several layers of colorful fabric, cut and stitched to make beautiful patterns. Molas most frequently show animal designs, and many villages have their own special patterns. Molas were originally used to decorate the blouses worn by Cuna women. Each camper will make a Mola using layers of felt.

Seventh Grade Crafts

Un Tejido – Weaving

Weaving is the worldwide art of producing fabric for clothing, rugs, decorative and household items. Latin peoples are well known for distinctive styles and types of weaving. Seventh grade campers will weave on a modified Inkle Loom, which is a narrow loom used to make belts, straps, sashes or stoles. Inkle looms are commonly used in Peru, Ecuador and Columbia.

Campers will have the opportunity to make a belt or strap and try their hand at color variations and some simple patterns. These looms are available for purchase for \$35 if your teen wishes to continue weaving. Make checks payable to La Semana.

Trabajo en Cuero - Leatherwork

The early Mexican Indians did leatherwork using deer and jaguar hides. They made thongs for tying things, clothing, seats for chairs, rugs, shields and drumheads. The coming of the Spaniards brought new uses and needs for leather. They also brought new animals: cattle and horses. Leather was needed for saddles, harnesses, carriages, chests, gun holsters, boots, shields and clothing. The tooling of leather is a folk art. In this kind of work, the leather is softened by making it damp. Designs are then pressed into the leather with metal tools and hammers. Sometimes designs are cut from different colored leathers and inlaid, or silver is used to offset the design. Perhaps the finest tooling has traditionally been done on charro or cowboy equipment.

Spanish Language & Hispanic Culture

Spanish language and Hispanic culture is taught through songs, games and simulated situations at camp. Whether the children have no previous Spanish background or are immersion students, they will be provided with the opportunity to learn and improve their Spanish language skills. The purpose of the Spanish program is to have fun while learning the language of the children's Latin American heritage. We do not expect fluency by the end of the week. The objective is to create a positive attitude towards the Spanish language.

Spanish classes are taught by native speakers who share their love of their native countries and their expertise. The 2012 teachers are Carmen Rudin (Guatemala), Claudia Fuller (Guatemala), Raul Arroyo (Mexico) and Paulino Brener (Argentina).

Here are some themes for Spanish for each grade level.

Pre-K and K:

Colors, numbers 1-10, animals (5)

Names, feelings, food

Grade 1:

Nature- the rainforest

Greetings, names, days of the week

Grade 2:

Months, seasons, weather

Grade 3:

Family, action words, question words, Minnesota

Grade 4:

The market – buying things in the market like a tourist
(Food, clothing, souvenirs, how to negotiate prices)

Grade 5:

Continuation of the market

Grade 6:

The restaurant

(Food, ordering, serving)

Grade 7:

The city

(Names of places, directions, talking to the taxi driver or policeman)

2012 PARENT EDUCATION SERIES

MONDAY, JULY 30

9:30 – 12:00pm

Library

A Chance to Grow

Presented by:

Julie Neumann & Becky Aish

At A Chance to Grow, we believe all children are born with innate abilities and that each deserves a chance to grow to his or her highest potential. Our first priority is eliciting the normal course of brain and body development.

ACTG offers many interventions within one building. This includes home based services, developmental optometry and vision therapy, audiology specializing in diagnosing and treating auditory processing disorder, neurotechnology, summer boost up plus, and outpatient rehabilitation services.

In this seminar, we will be discussing the developmental and neurological approach to helping children reach their fullest potentials through building a stronger foundation for learning. Julie Neumann, M, OTR/L- Julie is an occupational therapist in the outpatient setting with experience in the school setting as well. She is also the Summer Boost Up Plus Coordinator and presenter/mentor for the SMART program (Stimulating Maturity through Accelerated Readiness Training). Through all these forms of intervention, Julie focuses on neurological and developmental principles to assist in helping children increase functional abilities in the home, community, and school environments.

Becky Aish -has assisted in the pioneering of brain enhancing techniques to help children with educational and behavioral challenges around the nation as well as adults with similar work, relationship and other emotional related challenges. As the current Director of the Neurotechnology Clinic and an Assistant for the Auditory Clinic at A Chance To Grow (ACTG), she has directly aided students with reading and behavior difficulties in New Visions Academy and other public, charter, and private schools for over 10 years.

Becky Aish graduated in 1998 with a BA in Psychology and BS in Elementary Education from Southwest Minnesota State University. As a licensed teacher, her concentration focuses on special education and reading challenges. . Previous to her employment with ACTG, she had

assisted adults with Developmental Delays with job placement and employment for over 4 years.

Becky has also trained intensively through the Biofeedback Certification Institute of America and is Advanced Certified in the NeurOptimal Neurofeedback System. She has also learned through other biofeedback professionals including the company of Mind Alive, which focuses on the effectiveness of light & sound on the brain. She shares her knowledge about the effects of this technology with other professionals around the country and has assisted over 50 schools in Minnesota in implementing AVE technology in the school system.

TUESDAY, JULY 31

9:30 – 10:30am

Library

*Unlock the Einstein Inside:
Applying Brain Research for Improved Learning Ability*

Presented by:

Baird Johnson & Kelly Sokolowski

Recent brain research has shown that the human brain has an amazing degree of plasticity and that IQ, attention, learning and reading ability can be improved through intensive brain training exercises.

For school age students on up through senior citizens, the results can be dramatic – resulting in better attention, focus, memory, processing speed, reading fluency and more. For international adoptees, it can be particularly effective in overcoming cognitive challenges arising from situations early in their lifetime.

In this seminar, we will explain current scientific brain research, define the core cognitive skills and signs of weakness, explore the foundations behind brain training, demonstrate specific training techniques used to strengthen mental skills, and explain the connection to improved learning, reading ability, attention skills, and academic performance.

Baird Johnson is executive director of the LearningRx brain training centers in Chanhassen, Maple Grove & Vadnais Heights, Minnesota. Baird works day to day with families whose children are struggling with learning difficulties. As a father of a dyslexic child, he tried various tutoring and special education course for her before finding a permanent solution in LearningRx that addressed her underlying cognitive weaknesses and brought her up to grade-level reading proficiency.

Kelly Sokolowski is center director for LearningRx in Vadnais Heights. She was a classroom teacher for the past 15 years in Chicago, Wisconsin, and Minnesota at various levels. She is an ambassador for Medtronic in the neuro-stimulation department and a frequent speaker on the topic. She has three school age children of her own and a passion for helping children succeed in the classroom.

10:45 – 11:45am

Library

Repeat from the above session

WEDNESDAY, AUGUST 1

9:30 – 11:00am

Library

*Brain-Based Strategies for Parenting Adopted Children:
The Nurtured Heart Approach, Energy Based Parenting, and Beyond.*

Presented by:

Jackie Pederson, BSW, LSW

Kathy Oulman

Edith Haenel, MS, LICSW

Do you ever wonder why the harder you try to be effective the less effective you are? Jackie, Kathy, and Edith will teach about how to use our energy effectively in all relationships. They will demonstrate the principle that what we bring to each situation can make a huge difference in our success with our kids and all family members. Being aware of our own energy can be the key to transforming relationships and finding the inner wealth in all people. They have a wealth of experience in working with adopted children and will focus on using this parenting approach with children with adoption issues.

Jackie Pederson, BSW, LSW, has been a social worker in Freeborn County, Albert Lea MN for almost 20 years. She is currently a Family Based Counselor but has also worked several years as a Child Protection Worker. She is a much sought after therapist and speaker in the area. She is extremely knowledgeable in all aspects of the adult/child relationship. Jackie is a Certified Trainer in the Nurtured Heart Approach.

Kathy Oulman is a highly trained foster parent in the North Iowa area. Consistently social workers state that they wish Kathy and her late husband, Steve, could be cloned as foster parents. Kathy is currently raising her six adopted children who have all been diagnosed with attachment disorder. Kathy has never had a child disrupt out of their home. Kathy is a

masterful and creative foster parent who uses these parenting approaches in a way that allows the children in her home to be successful no matter what diagnoses they have.

Edith Haenel, MS, LICSW has been a therapist in private practice for over 20 who specializes in working with children. She has extensive experience in working with adopted children and attachment disorders. She is also a Certified Trainer in the Nurtured Heart Approach. Edith is also highly trained in Experiential Play Therapy and has taught play therapy at the university level. She has worked with children in all settings – in-patient and out-patient, and family based. With Jackie and Kathy she has trained professionals in many different settings - schools, hospitals, clinics, and child care.

11:30 – 1:00pm

Library

Repeat from earlier session

THURSDAY, AUGUST 2

10:00 - 11:00

Library

Birth-family Search and Birth-country Travel

Presented by:

Children’s Home Society; Melissa Mendez , Maxine Walton, MA, LICSW; and Peg Studaker, MSW; as well as a panel of families.

Join in the discussion of how to know if your child is ready to travel to their birth-country or search for their birth-family. We will also talk about the role of Intermediary Services, and expectations for your child, their birth-family and yourself.

11:15 – 12:15pm

Library

Repeat from earlier session

FRIDAY, AUGUST 3

9:30 – 10:45

Library

Family Feeding Dynamics

Presented by:
Katja Rowell, M.D.

Dr. Katja Rowell is a family doctor and childhood feeding specialist with a particular interest in supporting adoptive families who may be struggling with feeding and weight worries and power struggles around food. Described as, “academic but down to earth,” Dr. Rowell helps parents of children who may be “underweight,” “overweight,” picky, feeding therapy “failures,” or food-obsessed. She spoke at the Joint Council on Child Welfare in New York City in April, and her first book, *Feed Me, Love Me: An Adoptive Parent’s Guide to Ending the Worries About Weight, Picky Eating, Power Struggles and More*, will be out this fall. Dr. Rowell is on the advisory panel for the SPOON foundation adoption nutrition website among others. Dr. Katja Rowell will introduce the Trust Model of feeding, which is referenced by the Minnesota International Adoption Clinic and SPOON adoption nutrition. She will start with understanding how a child’s history may affect feeding and growth, explore why some adopted children are more challenging to feed, and why many families find themselves stuck in counterproductive feeding relationships. With this foundation, she will explore how the Trust Model supports a healthy feeding relationship, and good nutrition and growth. She will touch on growth, weight worries, picky eating, catch-up growth, sensory concerns, FASD and more. There will be ample time devoted to audience questions, which will further illustrate how the Trust Model can help your child be happy and healthy. Presentation includes video, stories from families who have been there, and practical and reassuring information to help bring peace and joy back to the family table.

11:15 – 12:30

Library

Repeat from earlier session

LIFE

All grades will have four days of Life and a Music session on Thursday. Parent volunteers will lead the K-3rd grade sessions. Parents are welcome to sit in on their child's class during the Life sessions for grades K-3. Staff from Children's Home will lead the 4th-7th grade sessions. The Life Sessions for grades 4-7 are not open to parents or other visitors.

Kinder. & Grade 1	CELEBRATING DIVERSITY
DISCUSSION	Appreciate each other's similarities & differences
DVD/VIDEO	Mr. Rogers on Adoption - Optional
SONGS	"Mi Cuerpo"
BOOKS	<i>All the Colors of the Earth, Over the Moon, Who's in a Family, We Wanted You</i>
ACTIVITIES – Kind.	Paints and skin color Create a ME book
ACTIVITIES – Gr 1	Self Portraits with tracing bodies Playdough and skin color

Grade 2	CELEBRATING FAMILIES
DISCUSSION	Understand different ways families are created
DVD/VIDEO	Reading Rainbow on Adoption – <u>Through Moon and Starts and Night Sky</u>
SONGS	"Buenos Dias" & "Mi Cuerpo"
BOOKS (Selections vary based on group)	<i>Double Dip Feeling</i> (Cain & Patterson) <i>All the Colors We Are</i> (Kissing & Krutein) <i>Families are Different, My Family</i> (Kinkade) <i>Why am I Different</i> (Simon) <i>Mommy Far, Mommy Near – An Adoption Story</i> (Peacock & Brownell) <i>We Adopted You, Benjamin Koo</i> (Girard & Shute) <i>I Love You Like Crazy Cakes, Families</i> (Kuklin) <i>Happy Adoption Day</i> (McCutcheon & Paschkis)

ACTIVITIES	Family drawing and hand collage Family band
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Grade 3	CELEBRATING INDIVIDUALITY
DISCUSSION	Respect ourselves & others for who we are on the inside
DVD/VIDEO	Oliver Jones Reading Rainbow - Optional
SONGS	"Buenos Dias" & "A Mover La Colita"
BOOKS	<i>The Skin You Live In</i> (Tyler) <i>The Colors of Us</i> (Katz) <i>I am Going to Like Me: Letting off a Little Self-Esteem</i> (Curtis) <i>Whoever You Are</i> (Fox)
ACTIVITIES	Potato games of differences & similarities Personal qualities box Kaleidoscopes

Grade 4	CELEBRATING OURSELVES
DISCUSSION	Reflect on our own life, what makes us unique and similar Discuss teasing and ways to handle it
DVD/VIDEO	Clips from PBS and popular movies
BOOKS	<i>Carolyn's Story</i>
ACTIVITIES	Make life size drawings of our inside and outside selves Create paper chains that represent the unique qualities that make us who we are Create Life Story book with a parent on Friday

Grade 5	CELEBRATING HEROES
DISCUSSION	Discover what it means to be a “hero” in our own lives Panel with teens to talk about ethnicity and adoption issues in their lives
ACTIVITIES	Hispanic heroes Totem Scroll craft to celebrate what makes US heroes Teen problem solving activities

Grade 6	CELEBRATING PRIDE
DISCUSSION	Explore family values, cultural pride and experiences with racism How real is Barbie? Talk about how we are proud of ourselves
DVD/VIDEO	Clips from PBS and popular movies
ACTIVITIES	Teen panel on racism & identity Tangerine exploration of differences & similarities Personal values bead bracelet Team building activities

Grade 7	CELEBRATING CONNECTIONS
DISCUSSION	Discussion on leadership, identity and adoption. Teen panel on racism & identity
DVD/VIDEO	Lifestep Series on Respect by Michael Pritchard
ACTIVITIES	Connection activity & adventures relying on trust, teamwork and communication Graduation ceremony on Friday afternoon

Kitchen Snack Menu and Recipes

Snack Menu for the Week

Monday:	Chocolate Leche Candy Peruvian Caramel Filled Cookies/Dulce de Leche Cookies
Tuesday:	Corn Salad with Queso Fresco/Ensalada de Choclo
Wednesday:	Tropical Mango Smoothie
Thursday:	Peruvian Chicken Quinoa Soup/Caldo de Gallina con Quino
Friday:	Tropical Sherbet

Recipes

Chocolate Leche Candy

Ingredients:

½ Stick Butter

1 – 14oz Can Sweetened Condensed Milk

¼ Cup Milk

5 Tbls Cocoa Powder

1 cup colored sprinkles for rolling

Directions:

Melt butter in small saucepan. Add the condensed milk, the regular milk and the cocoa powder. Stir constantly until the mixture reaches a thick consistency. Remove from heat and cool. Candy is easiest to work with when completely chilled in the fridge.

Put sprinkles in baggie. Butter hands well. With a teaspoon, scoop small portions of the candy (about the size of a large olive) and roll into a ball. Put ball into baggie and completely cover with sprinkles. Place on wax paper in a container with wax paper between layers.

Peruvian Caramel Filled Cookie / Dulce de Leche Cookies

Yield: 30-35 cookies, depending on the size

Cookie Ingredients:

1/2 cup butter, at room temperature (make sure it is pretty soft)
1/2 cup granulated white sugar
4 large egg yolks, lightly beaten
1 teaspoon vanilla extract
1 teaspoon lemon zest, freshly grated
2 cups all-purpose flour
1 cup cornstarch
1/8 teaspoon salt
1/2 teaspoon baking soda
1 teaspoon baking powder
3/4 cup **grated** coconut
1 cup dulce de leche

Directions:

1. Beat butter and sugar until fluffy and creamy. Add egg yolks and mix. Add vanilla, brandy and lemon zest; mix well and set aside.
2. In a separate bowl, whisk together flour, cornstarch, salt, baking soda and baking powder. Add dry mixture to butter mixture and work together with your hands until all is combined and the dough is soft. Do not add any extra flour. **You may wish to add a few drops of milk if the dough appears crumbly.** Cover and chill for 2 hours.
3. Preheat oven to 325°F. Line baking sheets with parchment paper.
4. Working with half of the dough at a time (keep the other half refrigerated)-- on a floured work surface, roll out dough to a thickness of 1/4-inch. Cut into about 1 1/2 inch rounds and transfer to prepared baking sheets. Repeat rolling/cutting with 2nd half of chilled dough. Bake for 12 to 15 minutes or until done. The cookies should be dry but not brown.
5. When cookies are cool, match them up into pairs of like-sizes. Turn one cookie over and spread a dollop of dulce de leche onto the flat part of the cookie. Place its partner on top (flat side down) and gently press so that the caramel comes to the edges. Roll edges in coconut and place on rack to set. Continue with the rest of the cookie pairs.

Filling: Dulce de Leche

Yields 1 ½ cups

Ingredients for Dulce de Leche:

1 can sweetened condensed milk (any size)
boiling water

Directions:

1. Preheat oven to 425 degrees F.
2. Open up the can and pour the sweetened-condensed milk into a pie pan. Cover tightly with foil. Place into a larger pan and pour boiling water in larger pan & around pie plate (level of water should be about halfway up the pie plate). Don't let any water seep up and into the pie plate.
3. Place in oven and bake for 1 hour. At the one-hour point, peel off foil and check for progress. If the mixture has thickened and turned a caramel color, it's done. If it doesn't quite look thick enough or dark enough, cover it up and bake it a little longer (mine took 75 minutes).
4. When the mixture appears to have turned into a nice, thick caramel, remove from the oven. Let sit for a few minutes, and then beat with an electric mixer until smooth.
5. Store in a covered container until ready to use (within a few days). Probably storing in the refrigerator is best, but return to room temperature when ready for recipe.

(Manjarblanco can be found in many US grocery stores under the Nestle label called Dulce de Leche. Look for it in the aisle that sells Latino foods)

Corn Salad with Queso Fresco - Ensalada de Choclo

This salad accompanies many Latin meals. It has a simple lime dressing that allows the fresh flavors of the ingredients to shine. If you can find frozen Andean Choclo corn at your local Latin grocery, it is fantastic in this light, refreshing, and nutritious salad.

Ingredients:

3 cups cooked corn kernels

1 red pepper, finely chopped

1 red onion, finely chopped

8 ounces queso fresco (queso blanco, farmers cheese, or other fresh, unaged white cheese)

3 tablespoons vegetable or olive oil

Juice of 1 lime

2 tablespoons minced cilantro

Salt and pepper to taste

Instructions:

1. Whisk lime juice into oil and season with salt and pepper.
2. Gently toss all ingredients together. Taste and season with salt and pepper as desired.

Serve chilled.

Tropical Mango Smoothie

Yields 2-3 Servings

Ingredients:

½ a Mango, roughly chopped

1 banana

8 strawberries

¾ cup plain yogurt

1 cup of milk

1 cup of ice

Directions:

Place mango and banana in blender along with strawberries, yogurt, milk and ice. Blend until smooth and enjoy!

Peruvian Chicken Quinoa Soup – Caldo de Gallina con Quinoa

Quinoa is native to the Andes Mountains of Bolivia, Chile, and Peru. This crop (pronounced KEEN-WAH), has been eaten for 5,000 years by people who live on the mountain plateaus and in the valleys of Peru, Bolivia, Ecuador, and Chile. Quinoa means "mother grain" in the Inca language. This crop was a staple food of the Inca people and remains an important food crop for their descendants, the Quechua and Aymara peoples who live in rural regions.

Yields 4 – 6 servings

Ingredients:

1 1/2 tablespoons oil

1 small onion, diced small

3 celery stalks, diced small

4 cloves garlic, minced

2 1/2 teaspoons ground aji amarillo*

½ teaspoon ground cumin

1 teaspoon dried oregano

1 1/2 pounds chicken (2 large breasts), skin removed and cut into large pieces

10 cups water

2 teaspoons salt

2 medium potatoes or sweet potatoes, skin on, diced 2" pieces

1-cup quinoa, rinsed

3 carrots, peeled and diced 1" pieces

2 small zucchini, diced 1" pieces

Juice 1/2 lemon

1/2 cup fresh cilantro, chopped

*Aji amarillo is a Peruvian chile with mild to moderate heat. It is standard to Peruvian cuisine and can be found ground in spice stores or in Hispanic markets. Substitute with jalapenos or other chiles.

Instructions:

1. Rinse quinoa well and drain; prepare and measure all other ingredients in advance.
2. In a large, heavy pot or Dutch oven, sauté onion and celery in oil for 3 minutes. Add garlic, aji amarillo, cumin and oregano; sauté 1 minute. Add chicken, water, salt, potatoes and quinoa. Bring to boil, cover and reduce heat to medium. Skim off foam.
3. After chicken has cooked (about 20 minutes), remove it and shred with two forks, set it aside and keep warm. Add carrots to soup and continue to cook for 15 minutes until potatoes are tender but intact and quinoa is fluffy with germs separated. Add zucchini and lemon juice; cook 10 minutes or until zucchini are al dente. Return shredded chicken to pot and heat throughout.
4. Serve hot garnished with fresh cilantro.

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Matt's Auto and Towing of Eden Prairie

Thank you to Matt's Auto and Towing of Eden Prairie ([952-949-2900](tel:952-949-2900)) for generously storing the La Semana supply trailer.

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PLAC, a Twin Cities-based, non-profit, adoptive parents' support group, provides educational and cultural activities to enhance knowledge and pride in the heritage of our children who are adopted from Latin America and our identity as multi-cultural families. PLAC also provides assistance to children in Latin America through fundraising and service projects.

In addition to La Semana, PLAC sponsors a dance troupe for grades 3 through 12, and social and cultural programs for children, teens and families. All PLAC activities are developed and carried out by PLAC members. If you would like to help or be involved in any PLAC activities, please visit our web site at www.lasemana.org or contact PLAC President Judy Long; long_juleann@yahoo.com or 612-724-1083.

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