

Escuela Oficial Rural Mixta

SANTA ROSA CHIVITE

Santa María, Cahabon, Alta Verapaz, Guatemala



Dr. Nicholas Hellmuth
FLAAR Mesoamérica, March 2018



Escuela Oficial Rural Mixta Santa Rosa Chivité

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Escuela Oficial Rural Mixta Tzalamtún

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This was a view crossing the river in September 22, 2017. In that month we visited the school to ask what kinds of materials we could develop for them.

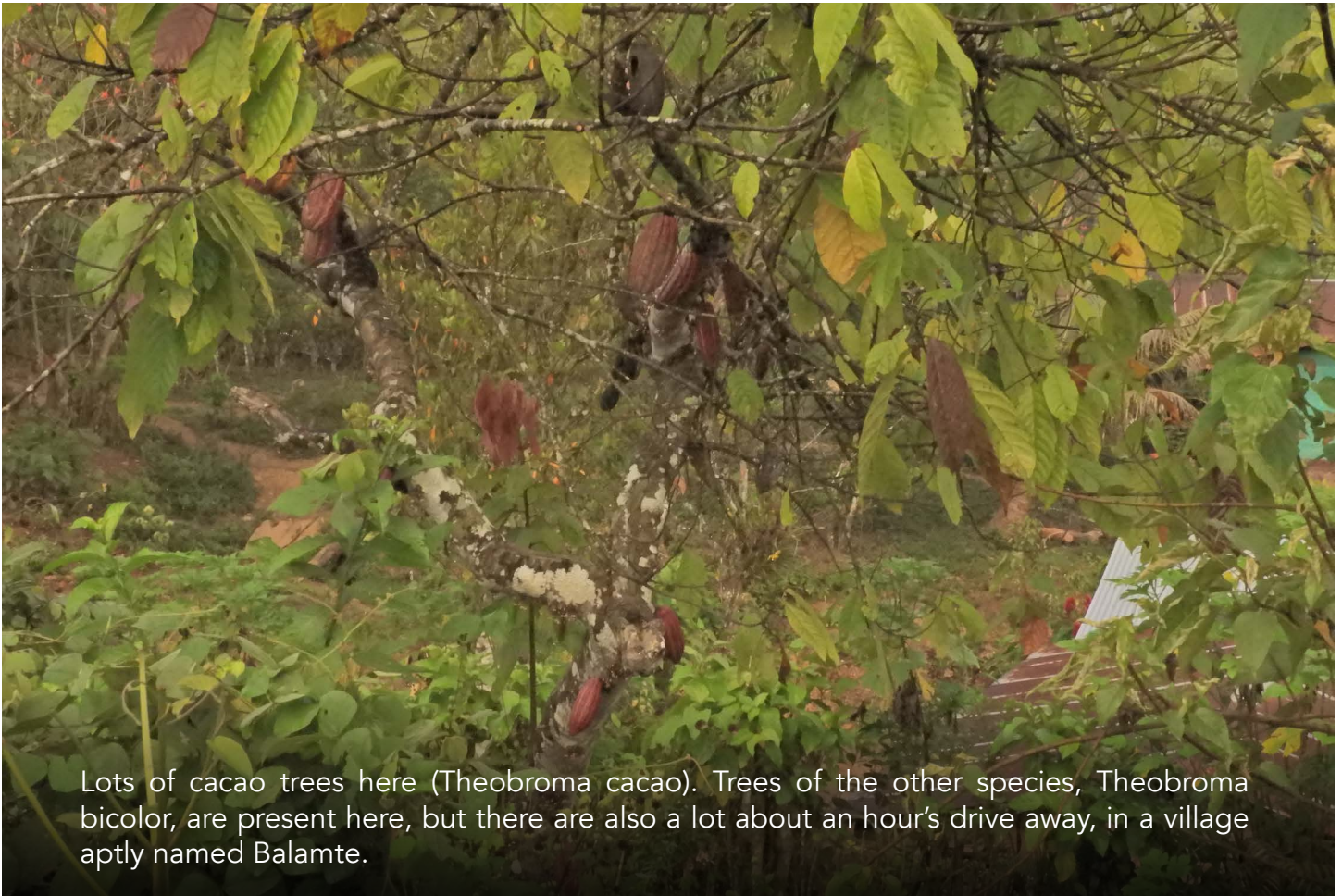
Then we returned in February 2018 with the next generation of material.

The school director and village community leader received our team. The purpose of our visit was to present our project to the teachers of this school, as well as the importance of an integral education that is oriented to the conservation of natural resources.

The visit included approximately 150 children, from first to sixth grade. Characterized by their big smile and curiosity when seeing new things (photographic equipment), the experience was very pleasant, since the same emotion of children and teachers for our work is the same as our team welcomes when they create this type of material.



After crossing the nicely constructed hammock bridge, we hike up a hill to the school. This is all good exercise.

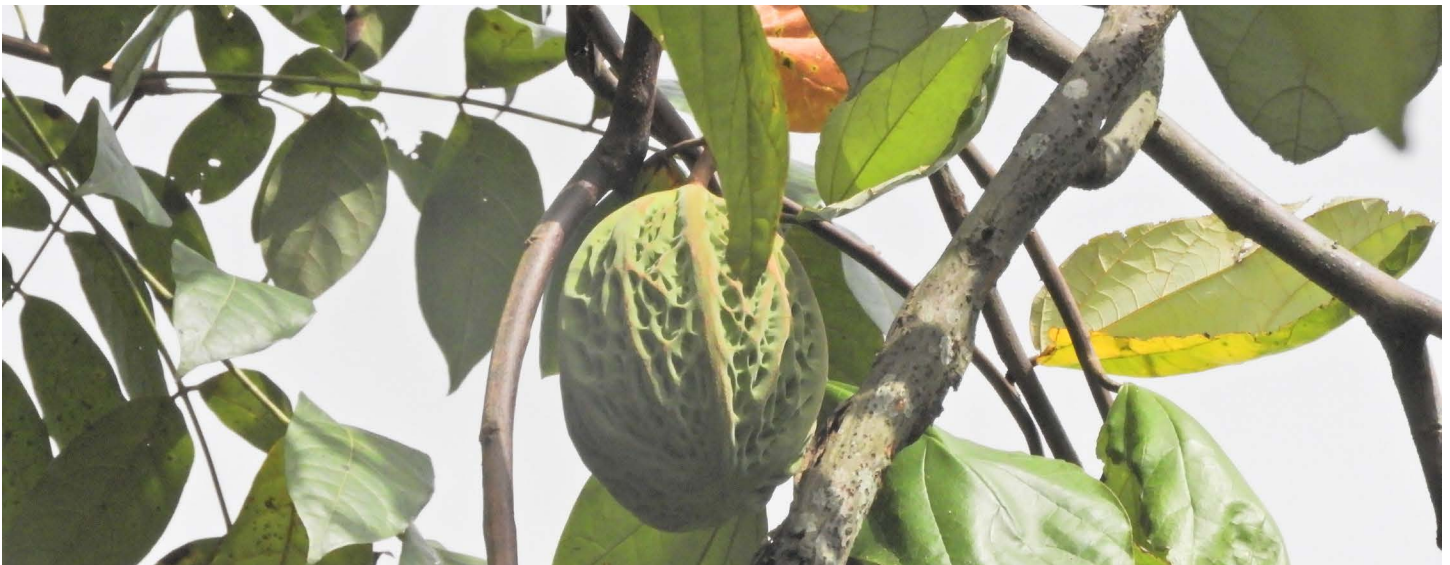


Lots of cacao trees here (*Theobroma cacao*). Trees of the other species, *Theobroma bicolor*, are present here, but there are also a lot about an hour's drive away, in a village aptly named Balamte.

Although most of the cacao trees are "regular cacao" there are also the taller *Theobroma bicolor* trees. Here is a telephoto view of a pod of pataxte.

The pod is like solid wood (almost like solid steel it is so hard). These pods do not rot (if you take care of them). And once dry you can make desk decorations out of them.

Would be good things to offer to visitors.





We are preparing ABC learning posters spelling each letter with a local fruit or vegetable. This is the first edition.

The second edition (which will take another month) will include the name of each fruit or vegetable in Q'eqchi' Mayan, local Spanish, and English. Plus the Genus and species of the plant.

The goal is simultaneously to teach ABC's and also to document which plants are good for your health. These plants can be grown around the people's houses and in their milpa fields.

This nice 5-meter print is from a Teckwin 5-meter UV-curing printer; courtesy of Philippe G. Husni, General Manager, Heliozid Océ Emirates, during SGI expo 2018.



P = Pepitoria, squash seeds; very very good for your health (and easy to grow)

P = Pataxte, Theobroma bicolor, the second species of cacao tree for chocolate.

Q =

R = Ramon, an edible nut more common 100 km to the north in Peten area of Guatemala.

S = Sauco, an edible berry or fruit more common 150 km to the west.

Each of these ABC letters is either a healthy edible fruit, seed, root, or leave; or is a plant that should be protected (no bulldozing entire hills). It is humane to respect the plants and animals which have lived in the region for thousands of years.

Another reason for featuring plants of the Q'eqchi', Pokomchi, Kakchiquel, Quiche areas is to help mothers and grandparents also learn to read ABC.



We create the tri-lingual ABC learning material in many sizes:

- Small size to fit on the desks of students
- Medium size to hang on the wall of the classroom
- And this giant size to let students and teachers see the entire Spanish, Q'eqchi' Mayan and English three-language presentation of ABCDEFG...WXYZ



Here are lots of colors to assist the students to learn all three

1. Languages: their own local Q'eqchi' Mayan language (one of about 21 different Mayan languages of Guatemala)
2. Spanish
3. English

At every school, all the professors say this is the first time anyone has brought them material in all three languages. They get Spanish and English; they Get Spanish and Q'eqchi' Mayan.

But so far no tri-lingual material has been prepared and presented to them.

Plus, FLAAR donates these prints to the schools. In this photo we are presenting this banner to the principal and to the teachers. They will later put it on the walls of the classrooms.





Dr Nicholas is explaining the format of the books that FLAAR has developed for donating to primary school children.

But to print a book for every student, here is where donations would be appreciated. We are open and capable of doing joint projects with any agency or foundation wishing to make a positive impact on teaching material and helping students learn, especially in rural areas.



Here is Dr Nicholas donating the samples to the school teachers.

There is a soccer field at the left at the left, so the fence is helpful to keep the soccer balls from hitting us in the head.

These books were kindly printed by Canon in at a printer trade show in Istanbul. We flew the book samples back to Guatemala and are donating them to the teachers.

What would be appreciated would be to print enough copies for all the students at a total of eight schools: two in Senahu and six in the Cahabon area.





We are also preparing both books and banners (for school classroom walls) on educational material on endangered species of plants and animals.



Here are ABC prints on thick rigid material. The prints are courtesy of Mutoh America. The material is courtesy of Palram.

We like to provide ABC learning material using local native plants and animals.

Our Aspiration to Provide more educational Material to the Escuela Oficial Rural Mixta Santa Rosa Chivite, Cahabon

We would like to provide ABC learning banners but add the name of the plants in three languages: Spanish, Q'eqchi' Mayan, and English. It took several months to do the photography of the avocados, bledo, through zapotes. Now we wish to add the names. These banners can then be put on the walls of the schools.

We would like to have the ABC of fruits and vegetables and edible greens in book format also: and in all three languages. The purpose of doing edible local Mayan foods is to help improve the health of the local people. Junk food and sugary cola has significantly damaged the health (and teeth) of people around the world. Everyone should be allowed to eat what they want, but we wish to assist the Mayan people learn about vitamins, minerals, protein, etc that are in the native plants of Guatemala, Mexico, El Salvador, Honduras, etc.

We also have the ability to prepare books for ages 8 through 12 and 13 through 16, but would need funding. But we have all the graphic designers and Q'eqchi', Pokomchi, and Kaqchiquel-speaking Mayan people to put our material in as many languages as funds are available for.

FrontDesk at FLAAR.org is the e-mail to contact us. Dr Nicholas Hellmuth can be contacted via LinkedIn (though that channel we use mainly for research on printers (of the kind used to print the samples we donate to the students)).



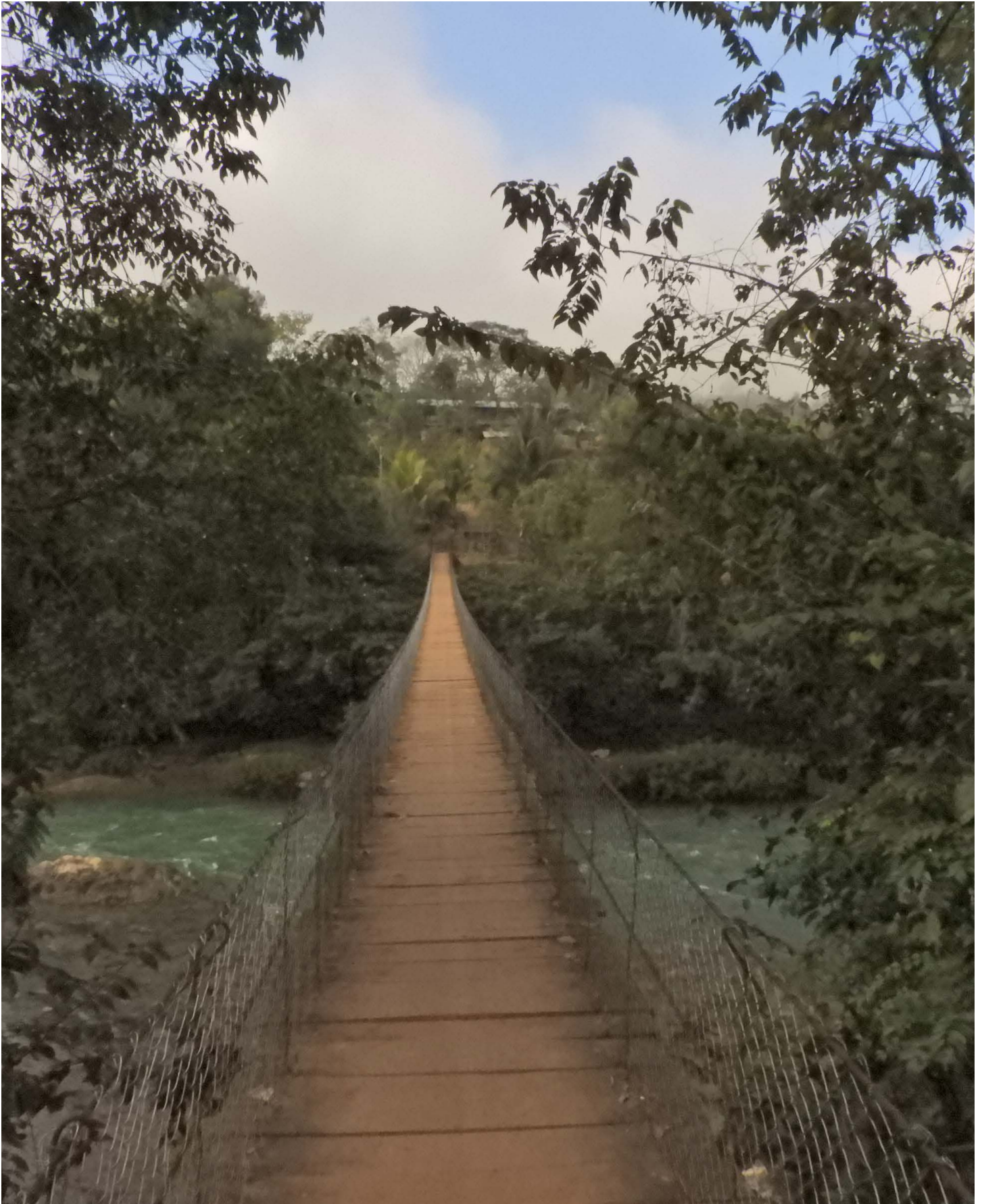
While standing on the hammock bridge, this is your view up the Rio Cahabon.

This is the well built hammock bridge from the road from Cahabon. There are no cars in the villages as there are no bridges for vehicles. It is pleasant to walk through a village with no diesel fumes and no noise from trucks.

In closing, here is a panorama of this beautiful part of the Municipio of Cahabon. The river is photogenic, the hammock bridge is like you see in movies, the people are hospitable and friendly.

Be sure always to have a Q'eachi'-speaking guide with you, and it is best to make an appointment with the local people before you arrive.





However this is the best-constructed and most secure hammock bridge I have walked across.



Here is the view of the river as we leave the village.

For our next visit to the Escuela Oficial Rural Mixta Santa Rosa Chivite, Cahabon

Would be nice to be able to donate Coloring Books

Coloring by color; have a book which teaches all the colors and in three languages: local Mayan, Xinca, or Garifuna language; also Spanish and also English: so three languages as an educational way to learn the names of the colors. Also show which mixture of which colors creates the other colors.

Coloring by shape: squares, circles, triangles are just the start; we would like to show pre-primary students lots of shapes so they can have fun learning. Rather obviously the rainbow is one shape and set of colors which is fun to learn.

Coloring by flowers: Guatemala has so many gorgeous native flowers I always find it sad to see gardens with only plants from Europe, Asia or Africa. 90% of the plants in the ethnobotanical research garden surrounding the offices of FLAAR Mesoamerica are native to Guatemala and surrounding countries. Plus we study flowers in all parts of Guatemala. So we have lots of experience and would love doing flower coloring books for children.

Coloring by fruits: nance is colorful on the outside; zapote is happy orange color on the inside. We at FLAAR Mesoamerica have worked over many years to make a list of all fruits native to Guatemala: fruits available to the Mayan people to improve their health. Many of these fruits are pretty colors inside; a few are pretty colors outside also.

Colorful birds should not be injured or killed with slingshots; birds should be protected. A good way to show the beauty of birds is in a coloring book, starting of course with the National Bird of Guatemala: the resplendent Quetzal.

Colorful butterflies are popular in coloring books around the world. Guatemala has gorgeous butterflies.

Have Moth for color also: since a few moths are dark and some people may judge them as not a favorite insect, in fact there are many moths which are beautiful colors.

Where to natural colors come from? Show achiote and other seeds, flowers that are sources of natural dye colorants (to color and flavor food, and to color traditional Mayan clothing).

Woven patterns on huipil and other traditional Mayan clothing: birds, deer, and geometric designs from Mayan clothing are great subjects for children's coloring books.

Leaf structure, size, and shape. Although most leaves are green there are also leaves that are other colors when young (Ceiba and Cacao trees have leaves with a gorgeous almost golden color). Guarumo tree leaves are gorgeous colors when they burst out of the pod.

Color by numbers: have a complicated design with a number in each segment to suggest to the student what color to utilize.

Colors to help learn about your country: have a map of Guatemala, so students can color each departamento. Have a map of Alta Verapaz, showing each municipio. Let students color each municipio.

Color by personal preference: many world famous artists used spontaneous colors. So good for students to show what colors they prefer.