

## Vacation program - 1st part

The school-cycle here, in Guatemala, is from January to December and ends up with many examinations and graduations. Like every year holidays start in the middle of October and last three months.

For the project that means some additional work, because now a vacation program is offered to the pupils in the morning. Unfortunately, because of the little space, only 40 (of 65) children can take part in this special offer. Since, apart from the court, only one room is available, it is already really tight with 40 children.



The vacation program is divided into three different areas and is led by four teachers. Daily we first start with one hour education ("educación"), then with continue with one hour handycraft ("manualidad") and finally we conclude with physical education ("educación física"). Allan, a freshly graduated physical education teacher, leads (for little salary) with our assistance this lesson. We mainly prepare and lead the first two hours. Sonia, one of the project teachers, helps us to keep discipline and order in the classroom.



Due to the wide age range of the children (5 - 13 years) didactic planning and realisation are not always simple. Besides this we have to procure or produce by ourselves any kind of information and working-material. Thanks to [Jürgen Wahn Stiftung](#) at least we can use the printer in the project now, which was defect for a long time, left in a corner and not repaired because of a lack of money.

In the first three weeks we concentrated our teaching in the culture of Mayas. We were badly surprised about the poor knowledge of the pupils. They do not know much about their own history and culture of this country.

First we taught the kids the four most important indigenous folks: [K'iche'](#), [Mam](#), [Kaqchikel](#) and [Q'eqchi'](#). In addition Tanja downloaded [songs in K'iche'](#) from the Internet and taught one of them to the children with a lot of fun (without any understanding of what we were singing!). Additionally she choreographed a dance. Christian became acquainted with the [Mayas mathematics](#) and taught them. Now lines and points get a completely new meaning.



Further teaching themes were Maya symbols (get to know and copy them), vocabulary in [Q'eqchi'](#) and the chronology of Mayas. Since Guatemala has many ruin places, also these should not get forgiven. Now we hope that the children at least know name and location of the six largest Maya ruins (Tikal, [Copán](#), [Iximché](#), Mixco Viejo, El Ceibal, Zaculeu), even if they will probably never visit them. In "manualidad" we formed chains like the ones that indigenous people was carrying in earlier times. We built animal masks which the Mayas used for their ceremonies.

As highlight of our topic we organized a visit to the "Museo Nacional de Arqueología y Etnología" in the Ciudad. In form of a small booklet the pupils receive

their materials that have been made in the last three weeks.