

The Guide and Ideas to Help Use It Effectively

Since the Guide is made up of six lessons, it can be used in an intense program for about one hour a day over about five days or in a once a week situation for five or more weeks. If only limited time is available, it can be useful to present even one or two lessons of the guide.

Each lesson contains the following sections:

- Background
- Objectives
- Materials
- Vocabulary
- Learning Activities
- Assessment

The Background information in each lesson helps teachers or parents to effectively lead students in the questions and analysis contained in the Learning Activities. Some lessons include a section with notes on further exploration. A separate list of related resources is provided on the Links page.

The recommended grade levels for use of the Guide range from grades three to five. However the content of Lessons 4, 5 and 6 also makes them appropriate for grades 6 to 8. Though the six lessons of the guide build on and relate to one another, a teacher could adjust the content of each lesson according to needs of a particular class. For example, arts and crafts from other countries and cultures could also be used and some of the learning activities applied to them. This guide is designed for use by parents and teachers in the USA and Canada.

The bilingual text of Maya Arts and Crafts of Guatemala/Artes y Artesanías Mayas de Guatemala coloring book helps make it especially useful in multicultural and Spanish language classes. For information on how to purchase the coloring book click [HERE](#).

In a number of the lessons, it is recommended to show students some Maya traditional arts items or items made for Fair Trade. Such items may be purchased on web sites (see Links page) if there is no Fair Trade store nearby. But even if there are no actual examples to show your class, it is possible to use this guide effectively by referring to the drawings in the coloring book, or to facilitate class discussion by using very large photocopies of several of the illustrations in Maya Arts and Crafts of Guatemala coloring book.

The lessons of the guide present a number of learning objectives, but the primary goal is to give context to Fair Trade by relating it to Maya Arts and Crafts. The guide helps students to understand Fair Trade and to learn about Maya culture simultaneously. The final purpose of this guide is to encourage students to have

empathy for Maya artisans and others who benefit from Fair trade, and who without it would often not make a "living wage."

Terms of Use:

For the Teacher's and Parents Guide: Educators and Parents are encouraged to reproduce this Guide for use in the classroom or at home with children. If you use these materials, please email: manderson@igc.org. We welcome your feedback and suggestions for improvements!

For *Maya Arts and Crafts of Guatemala/Artes y Artesanías Mayas de Guatemala* Coloring Book: After purchasing at least one copy of the coloring book, educators may photocopy individual drawings for students in a classroom setting. Those making use of this privilege are invited to consider a contribution of any size toward printing coloring books for children in Guatemala. Checks should be made out to our fiscal sponsor, Rights Action (with Pro Arte Maya written on the memo line). Mail contributions to: Marilyn Anderson, 34 Nicholson Street, Rochester, NY 14620. All checks are forwarded to Rights Action.

Introductory Notes to Teachers and Parents

The teacher's guide and coloring book are designed as tools and resources to help children:

- gain an awareness about handmade Maya traditional arts and crafts, their meaning, importance and how they relate to Fair Trade
- understand the meaning of "handmade" as contrasted with "factory made"
- learn how buying Fair Trade items helps the artisan producers to earn a living wage
- learn about the history and principles of Fair Trade

In schools, the guide and coloring book can be used as part of a social studies segment on Latin America or in World Cultures classes.

The social justice dimension of the guide makes it appropriate for a Sunday school class. Parents can use the guide to supplement schoolwork with home schooling or in still more informal ways according to their discretion.

Arts and crafts from Guatemala and many other countries are increasingly available from Fair Trade sources in retail stores or on the internet. Fairly Traded coffee, bananas, and chocolate are now sold in supermarkets and other outlets more frequently than even a few short years ago.

More and more people understand that we can make the world a better place by buying Fairly Traded items (and union made items as well)! More and more people also understand that buying and selling through enormous retail "super stores" furthers social inequalities and injustice.

Although this guide concentrates on various aspects of Fair Trade and Maya arts and crafts, we hope that you also will investigate other dimensions of Fair Trade, including coffee and chocolate, by going to some of the web sites listed on the Links page or by visiting the Fair Trade Federation website. Many teachers may also want use these resources to go further and help children understand about allied organizations, including cooperatives, NGO'S, unions, issues of child labor and sweatshop production.

Lesson 1 - Maya Arts: What Are They?

Why do Guatemalans use them, and where they are made and sold (Grades 3-5)

Background

Anthropologists say that the Maya peoples came from Asia as long as 12,000 years ago. As the original inhabitants of Guatemala, the Maya have a long history of making many of the arts and crafts seen in the drawings in the coloring book.

Since over many centuries the Maya have made their living as farmers, most of their traditional arts and crafts have been especially useful for people who live and work in the countryside. Using the plants and natural materials found in their environment to make all the things they needed in everyday life, they developed techniques for weaving, twisting ropes, carving stone and still more ways of making things. These ancient craft skills helped the Maya to be self sufficient and enabled them to make their clothing; baskets, bags and nets to carry items and store food; mats for sleeping upon; grinding stones for preparing corn dough for tortillas; pottery for cooking and eating utensils; and many other products.



With fibers from the maguey plant, an artisan from San Pablo La Laguna makes a net such as have been made and used for thousands of years.



Reed mats as made by a man of San Antonio Palopó utilize natural biodegradable materials. Both men and women make this and other kinds of mats.

See pages 11, 12, 15, 17, 18, 19, and 20 in *Maya Arts and Crafts of Guatemala*. Today, many Maya people do not have enough land to grow all their food. This and other reasons prevent the same level of self-sufficiency as among ancient the Maya or even in the recent past.

The hand weaving of traditional clothing is one of the most important arts and crafts of Guatemala. Textiles are such a strong part of culture — the customary beliefs, social patterns, items commonly used by a particular group — that they are considered part of Maya identity, have become a part of "who they are." In fact, the color and beauty of hand woven clothing has come to be considered as one of the most important cultural symbols of the Maya of Guatemala.

In countries where people still wear their traditional clothing, they are often outnumbered by people who dress the same (for example in tee shirts and jeans). It is remarkable that the Maya have retained traditional attire to the extent that they have. Because weaving traditional clothing is time consuming and expensive, it has become impossible for some Maya people wear the traditional huipil and other items which are such an important part of their cultural identity.

See pages 1,7, 8 and 9 that show traditional Maya clothing being worn.

Masks and other kinds of woodcarving comprise a very different aspect of Maya arts and crafts since they are used in traditional dances and plays as well as in religious ceremonies. **See page 24** "A Traditional Mask Carver." Along with their arts and crafts, Maya culture and traditions include many languages, customs, music, plays, stories, traditional medicine, etc.

The arts and crafts shown in the coloring book are generally made in the artisan's home or in a small workshop by family members and friends working together. Often, they are very time consuming to produce and learning the skills to make them requires years of practice. Some Maya towns specialize in making particular crafts such as weaving, pottery, bags or nets. A long list could be made of places that produce different kinds of products. Traditional artisans then sell what they have made in markets or small stores in their own towns and other places. In Guatemala it is the custom to have weekly markets, and such towns as Chichicastenango and San Francisco El Alto have very large markets which attracts thousands of people. **Page 21**, "Making Traditional Leather Sandals," shows a market scene.

Lesson 1 - Maya Arts: What Are They?

Objectives

Help students gain an understanding of

- * what arts and crafts are
- * the importance of arts and crafts in Maya society today and in the past
- * how crafts skills play a role in the daily life of the Maya (i.e. to enable them to weave their clothing, make nets and bags for carrying crops from fields, carve grinding stones for grinding corn, make pottery for cooking food and to eat from, etc.)

Materials

A copy of the *Maya Arts & Crafts of Guatemala Coloring Book*, or photocopies of a different page for each student.

Actual Maya craft items, if available.

Several baskets and small pieces of fabric. See Activity 6 for how to use baskets in learning activities for your class.

Vocabulary

Artist or Artisan: a person who has skills to perform the tasks by hand from start to finish to make pottery, carve wood, weave cloth or make other kinds of useful and pleasing items. (Another word for artisan is craftsman or craftswoman.)

Arts and Crafts: Items made by hand by artisans with dexterity and artistic skill. Such items may be useful to help in daily living or be made for decoration or have religious meaning. Generally, they are made from natural materials and not from plastic.

Culture: Learned and shared patterns of thought and behavior characteristics of a given population, plus the material objects produced and used by that population.

Cultural Symbol: an expression, such as clothing that helps recall the meaning of the customs, way of life, etc. of a particular group

Learning Activities

1. Ask students to list the names of the specific crafts seen in the coloring book. These items are: hand woven wool blankets, backstrap woven textiles, embroidered textiles, hand bags, maguey nets, palm hats, floor mats, decorated

gourds, pottery, tinware, hand carved furniture and small sculpture, hand carved masks, glassware, candles, cut paper decorations, wrist bracelets, and maguey decorations.

2. Make a list with students of which crafts shown in the coloring book could be made in the USA. Talk about why many of the items can or cannot be made in the USA. Some suggested discussion points are: (a.) No one knows how to make them and (b.) The materials to needed make them do not grow in the USA.

3. Pottery making, crochet and floor loom weaving are some crafts done in the USA. The friendship bracelets seen being made by a Maya girl (page 29) can be made by children here in Canada and the USA. Ask if any student ever done this? (see Further Exploration at the end of this lesson).

4. Lead students in a role playing activity: living like the ancient Maya:

- make a list of basic things that are necessary to live (clothing, food, etc.)
- ask them to pretend to "time travel" to the age of the ancient Maya. Ask them about how they lived, grew and prepared food, made their clothing, etc.
- discuss what it means to be self sufficient — to have to grow and make much of what you need to live.

5. Try out carrying a basket as Maya women do. The secret is very simple: a piece of cloth, such as a washcloth, is folded into quarters and placed on her head under the basket or bundle. If something is in the basket to weigh it down, that will also help make it more stable. Almost magically, the basket will not slide off if the child's head if he/she walks with a straight back.

Assessment

Students should be able to

- show good understanding of the uses of arts and crafts shown in the coloring book
- give names of the arts and crafts and express why they have been so important in the lives of the Maya
- talk about the meaning of self-sufficiency

Further Exploration

The book *Technology in the Time of the Maya* by Judith Crosher, contains excellent material about Maya arts, crafts as well as agriculture, etc. and includes several crafts project.

Friendship Bracelets by Laura Torres has excellent detailed instructions about how to make macramé friendship bracelets.

Lesson 2 - Maya Arts in Fair Trade Stores

Maya arts and crafts traditions form the basis and background for production of the items sold in Fair Trade stores (Grades 3-5)

Background

Sometimes tourists visiting Guatemala think the arts and crafts being sold in markets and stores are made for them as souvenirs. Some are, but many others are used by Maya people day in and day out. The useful and beautiful items, as shown in the drawings of the coloring book, are part of the ancient arts and crafts traditions of the Maya people. The craft skills required to make these things have been handed down over centuries from mother to daughter and from father to son and within families and communities.

Such accumulated knowledge forms a heritage that deserves to be valued and saved to pass down to future generations, so that the Maya will continue to have the arts that so enrich their lives. That this kind of artisanal knowledge has disappeared in many other countries only makes Maya arts and crafts heritage all the more important. It also means that there is great urgency that Maya children today continue to have the opportunity to appreciate their arts heritage and to learn how to make traditional



A young girl of Jacaltenango learns how to use the backstrap loom with the help of her older sister.

It is precisely this "accumulated knowledge" that helps Maya artists and artisans to also have the creativity and "know how" to produce some newer kinds of items that are desired in countries outside of Guatemala.

Items that are used both by the Maya as traditional arts and crafts and sold in Fair Trade stores: **see *Maya Arts and Crafts of Guatemala* pages 7, 9, 10, 11, 14, 15, 18, 23 and 24.**

To see items that may be produced by artisan coops for sale to Fair Trade stores and are used very little by Maya people: **see pages 16, 26, 29 and 30.**

Maya arts and crafts are hand-made. This contrasts with craft items that are "factory made" — such as

pottery, embroidery, or masks – which are mass-produced using machines and cost much less than hand-made crafts. You can recognize factory made items because they look exactly alike, a characteristic of machine made things. Hand-made crafts have some difference between items, a characteristic of being hand-made. Sometimes on a piece of pottery you can even see the marks of the hands that made it.

But the Maya could lose their precious craft skills that date back thousands of years, if they are forced, out of economic necessity, to work in the factories which now exist in Guatemala. In fact, many artisans, without opportunity to market their crafts or without land to grow sufficient food for their families, have had to migrate to the USA. Buying Fair Trade items helps to prevent that from happening and aids them to continue making their traditional arts and crafts and to make an adequate living wage.

Lesson 2 - Maya Arts in Fair Trade Stores

Objectives

To help students gain understanding in the following areas:

- why ancient traditional crafts, almost like endangered species, deserve to be valued and not to disappear
- how and why some traditional crafts used by Mayans are sold in Fair Trade stores, how and why other new kinds of crafts are made especially for Fair Trade stores, and how both are different from industrially produced items
- to think about why it is important to continue to make arts and crafts when we live in the age of factory mass production
- how buying Fair Trade items can help artisans to continuing practicing their traditional arts, to earn a living wage, to support their families and to have dignified lives

Materials

A copy of the *Maya Arts & Crafts of Guatemala Coloring Book*, or photocopies of a different page for each student.

If possible, have the following Maya crafts available for children to handle, carry or wear:

- * a huipil
- * a handmade palm hat
- * a carved wooden mask
- * a cloth, crocheted or net bag with carrying strap about 2" wide

For comparison with craft items, have these factory made things on hand:

- * a tee shirt with printed design
- * a baseball cap
- * a plastic or rubber factory made mask
- * a plastic supermarket bag

Vocabulary

Artist or Artisan: a person who has skills to perform the tasks from start to finish to make pottery, carve wood, weave cloth or make other kinds of useful and pleasing items; the items he or she make are called arts and crafts. Other words for artisan are craftswoman or craftsman.

Fair Trade: A system of producing, buying and selling that gives an appropriate amount of money to the maker or producer of items and the owner of the store in which they are sold. Customers pay the amount that gives which gives both the

producer compensation for time, work and materials and the seller a fair return for overhead, shipping, rent, etc. The principles of Fair Trade encourage buying and selling that help create just and sustainable economic systems.

Huipil: The upper garment, similar to a blouse, of Maya women. It is often hand woven with great artistry on the ancient traditional backstrap loom. The distinctive colors and designs of a huipil can identify the town in which they live.

Learning Activities

1. Compare hand made arts and crafts to factory made ones.
 - If available, show students a huipil (Maya women's hand woven upper garment) and compare it with a factory made tee shirt (**or see drawings of women wearing huipils on pages 1, 5, 7, 9 and throughout the coloring book**). A handwoven huipil takes weeks, or months to weave and a tee shirt takes only a few minutes to sew and to decorate.
 - compare a handmade palm hat with a baseball cap (**see page 14**). A hat takes hours to produce and a baseball cap requires a few minutes.
 - compare a Maya hand carved mask (**see page 24**) with a plastic Halloween mask. A hand carved mask takes hours to make and a plastic mask is made quickly with a machine.
 - compare a bag made of cloth, crochet or netting and a plastic supermarket bag.

For each pair of items ask:

- how do they look different?
- which made are made of natural materials?
- which of the items are made of plastic or synthetic material?
- which is more ecological, that is, better for health of our planet: plastic or natural materials?
- does this mean that using crafts made of natural materials has ecological importance? Explain.

2. Give students the assignment to ask their mothers or fathers about any crafts they might have in their home and look to see if their country of origin is stamped on it somewhere. Ask children to also look for:

- Fair Trade labels on craft items
- union labels on factory made items
- company names and country of origin on factory made items

Assessment

Children participating in activities should be able to:

- articulate the different characteristics of hand made and factory or machine made items
- give reasons why using crafts helps the environment
- tell why Maya artisans are helped when they can sell to Fair Traders

Lesson 3 - People in the USA and Canada Buy Maya Arts:

How people outside of Guatemala buy and use Maya arts and crafts and why many want to buy them in Fair Trade stores (Grades 3-5)

Background

People from countries such as the USA and Canada make use of arts and craft in very different ways than the Maya in Guatemala. One reason is that foreign buyers generally are city dwellers and, of course, do not need to carry home crops from fields in baskets and nets as do people who live in rural areas of Guatemala. See *Maya Arts and Crafts of Guatemala*, page 22 for drawing of a man carrying a bundle with a net around it.

In the USA, Canada, and elsewhere, people buy Maya clothing and other crafts because they appreciate beautiful, colorful artisan made work. Often they hang a Maya woven textile on the wall of their home as they would a picture.

In contrast, in Guatemala, many Maya people regularly wear hand woven clothing every day because it is part of their tradition and they are proud of belonging to a particular Maya group. So while beauty is important to them, that is not the only reason they wear it.



A weaver of San Juan Cotzal wears her distinctive elaborately patterned traditional dress.

The masks carved by Maya artisans also serve as an example of the different way Maya people use arts and crafts, as contrasted to US purchasers. Here, buyers put masks on the wall as decorative objects and to recall how rich and unique Maya culture is. On the other hand, in Guatemala, the masks and other carvings of Maya artisans are actually worn to represent the different characters in their traditional dances and plays.

So the mask that is used by a participant in a play in Guatemala has one kind purpose and the mask hung on the wall of someone's home have very different purposes. But the viewers of the mask in each place are affected by the artistry and mystery of them. Maya masks and other traditional crafts communicate

to their owners whether in Guatemala or in far countries lessons about the history, talents, and imagination of Maya people. In this way, these crafts become an instrument of communication between Maya peoples and others throughout the world.

As more and more people in the USA appreciate and learn about arts and crafts in Fair Trade stores and on line and buy them, they can feel good about their purchase as they know that they are helping out individual artisans to earn a living wage to support their families.

Lesson 3 - People in the USA and Canada Buy Maya Arts

Objectives

Children will learn about

- how people in industrialized cultures, such as the one we live in, need and use crafts in very different ways from those living in rural areas of Guatemala
- how and why people in traditional cultures such as in Mayan Guatemala wear different kind of clothing than people in other countries
- how buying from Fair Trade producers and retailers helps artists and artisans in Guatemala

Materials

A copy of the *Maya Arts & Crafts of Guatemala Coloring Book*, or photocopies of a different page for each student.

If possible, show actual Maya arts and crafts purchased in a Fair Trade store. An alternative is to contact Fair Trade producers and distributors for arts and craft catalogs picturing fair trade items, or to visit Maya arts and crafts related websites (see Links page) for images of the items they sell.

Vocabulary

Fair Trade Federation: an association of fair trade wholesalers, retailers, and producers whose members are committed to providing fair wages and good employment opportunities to economically disadvantaged artisans and farmers worldwide. Fair Trade stores: in the USA and Canada belong the to the Fair Trade Federation.

Learning Activities

1. Ask students the following questions:
 - how would they feel about carrying a load on their back as seen on **page 22**?
 - why do people in the USA not carry loads in this manner? How do they carry things?
 - how would children feel about wearing Maya traditional dress?
2. Help students to make lists of items in the coloring book that they and other people in the USA, Canada or other industrialized country outside of Guatemala might especially want to buy (**for examples see pages 12, 9, 10, 14, 18, 24, 26, 29, 30**). Ask why they made their choices.

3. Ask children to make a list of items that people in Guatemala would especially need for everyday life and that Guatemalans would want to buy. Again, ask them why they made their choices.

4. Ask children to give their ideas about the differences in the way of life in the USA, Canada and Guatemala. For example, children in the U.S. and Canada rarely have the opportunity to learn how to make traditional arts such as those shown in Maya Arts and Crafts of Guatemala.

5. Ask children if they have an opinion about, agree or disagree with the following two statements. Follow with discussion.

- Maya people choose to wear their unique traditional clothing because it is part of their culture, gives them a feeling of belonging and a sense of pride in their community. What does this tell us about them?
- Most of us living in Canada and the USA wear clothing that each of us individually choose to wear, and advertising influences us to buy certain items. Discuss what this means about us.

Assessment

After participating in activities and discussion, students should be able to

- articulate why Mayans use arts and crafts in different ways than people in the USA
- discuss and analyze why paying a fair price when crafts are purchased is the right thing to do
- think about what we learn from arts and crafts made by Maya people and indigenous peoples in other countries or made by native people (first nations) of our own country

Lesson 4 - Fair Trade — in Super Stores?

Why you can't buy Fair Trade products in Super Stores (Grades 3-5)

Appropriate for older students (Grades 6-8) without the coloring book.

Background

Arts and crafts sold in Fair Trade stores are made by artisans in time consuming ways which makes them impossible to produce in the big numbers or as cheaply as super stores demand. The latter push all their suppliers to sell to them at the smallest possible amount of profit to the producers. So super store owners go to factory made sources in low wage areas of Central and Latin America, Africa and Asia to buy most of their products.

There are exceptions, for in certain super stores it is possible to buy baskets and some other crafts mainly made in Asia. But in general super stores sell very few hand made items, and sell mostly "mass produced" ones made in large buildings by hundreds of factory workers using machines which enable rapid production.
poster: In Solidarity with the Seamstresses of Guatemala



A poster produced for U.S. GLEP (now U.S. Labor Education in the Americas Project) to support the unionization demands of women workers producing shirts in Guatemala in factories called maquila plants.

Some factories provide adequate conditions for their workers, but if workers must endure a bad working environment, lack union protections and earn low wages, they are said to work in "sweatshop" conditions. Even children toil in sweatshop factories around the world. They earn just pennies an hour and are unable to attend school or play with friends.

In contrast, children who work side by side with their parents making traditional arts and crafts rarely work such long hours they are prevented them from going to school or from having a normal life (*Maya Arts and Crafts of Guatemala*, pages 2 and 6).

Since Fair Trade items are made by hand, they cost more than goods produced in a factory. For example, garments such as the huipil that the weaver wears (*Maya Arts and Crafts of Guatemala*, page 7) and the one that she weaves by hand on her loom can take months to complete. The techniques she

uses for the patterns are so intricate that they cannot be duplicated using a machine loom. Because of this, huipils purchased in Fair Trade stores may cost hundreds of dollars

Although both artisans and factory employees must have patience and manual skill, it is generally true that factory worker jobs are repetitive and that some require little skill. On the other hand, artisans spend years to learn their crafts, work more slowly and unlike factory workers, are able to use their creativity by choosing different colors, patterns, etc.
detail of backstrap loom



By just understanding a little about how artisans produce hand made items, it quickly becomes clear why they cannot be sold in super stores. People who buy in Fair Trade stores will pay more for hand made arts and crafts than they would for factory made things in super stores. But they can be confident that they have they purchased something beautiful and unique and that the artisans who made it receive a living wage which enables them to support their families and to contribute to promoting a sustainable economic system.

A weaver uses her backstrap loom in producing an intricately patterned traditional textile. Such weaving is very "labor intensive" and can take months to complete a short length of cloth.

Lesson 4 - Fair Trade — in Super Stores?

Objectives

- * To help students gain an understanding of the difference between modern factory production, which has as its aim to produce items as quickly and as efficiently as possible, and craft production by artisans.

- * Teach students how workers in factories in Central and Latin America, Asia and Africa often suffer from working too quickly, working too long hours and earning low wages.

- * Give students an opportunity to consider whether the ordinary person in the USA knows how long it takes to produce many craft items and whether this is important to them.

Materials

The *Maya Arts & Crafts of Guatemala Coloring Book*, or photocopies of the pages referenced in Background and Learning Activities sections.

Actual Maya craft items, if available.

Vocabulary

Artisan: a person who has skills to perform the tasks from start to finish to make pottery, carve wood, weave cloth or make other kinds of useful and pleasing items; the items he or she make are called arts and crafts. Another word for artisan is craftsman or craftswomen.

Factory Worker: a person who works, often in a large building (factory) with many other people, using machinery to make pottery or to weave cloth or make other kinds of things, more quickly than an artisan can work. This enables mass production — making and assembling parts of an item rapidly — which at times endangers the health of the worker.

Huipil: the beautiful and generally handwoven garment worn by Maya women in Guatemala and Mexico. To weave a huipil requires artistry, skill and much time.

Sweatshop Worker: A factory employee who suffers bad working conditions, no union protections and who earns very poor wages. sweatshop a factory with the above conditions.

Learning Activities

Using images from the coloring book and the background information for this section, lead discussions with students in the following areas:

1. Ask students for volunteers to tell the class if they think an item shown on a particular coloring book page could be purchased at a super store or in a mall. Answer: Very few are available, with the exception of baskets (**page 15**), wicker furniture (**page 16**) and hand blown glassware (**page 26**).

2. Discuss with students what it is like to work in a factory.

3. Ask students why they think super stores do not sell many hand made crafts? Answer: Even buying at non Fair Trade prices, they would still have to pay too much to the producers. It is much cheaper for such stores to buy factory made products to put on their shelves because of the way factory made items are mass-produced.

4. Discuss with students their opinions whether or not people in the USA or Canada are willing to pay more for a craft item if they know it will give adequate pay to the artisan for the time they spent making it.

5. Make a list of the names of stores that can be called "super stores" and what characteristics they have in common.

6. Ask students to make a list of reasons why many people often shop in "super stores," and then to list reasons why people might make the decision to pay somewhat higher prices for the items sold in Fair Trade stores.

7. If you go to a super store, look at the labels of clothing and other items to see where they were made. Make a list of all the different countries.

Assessment

After class discussions, students should be able to articulate the differences between how a factory worker works and how an artisan works.

Students should be able to talk about the issues of low prices in super stores and to understand that to have such low prices, the factory worker who makes them must them earn a very low wage.

Further Exploration

UNICEF [www.unicefusa.org/child labor](http://www.unicefusa.org/child_labor) to find out about child labor throughout the world

United Students Against Sweatshops www.studentsagainstsweatshops.org

U.S. Labor Education in The Americas Project www.usleap.org

Lesson 5 - Fair Trade is About Being Fair: A short history of the beginnings of the Fair Trade movement for arts and crafts (Grades 3-5)

Appropriate for older students (Grades 6-8) without the coloring book.

Background

Tourists have long visited countries such as Guatemala and admired the handmade weaving, masks, pottery, and other craft items which they purchased as souvenirs to help them to remember their visit. But often they have not wanted to pay the true value of these items. For as long as tourism has gone on, some travelers have bargained with artisans to pay them the very lowest price possible, leaving them with only a small profit or sometimes with no profit at all. Maya women members of a cooperative

Beginning in the late 60's and in the early 70's, changes began in Guatemala, when groups of artisans began to be organized into cooperatives. Such organizations helped their members to obtain fairer prices for their products and to jointly purchase materials needed for production. Working together gave them many economic advantages. Members of religious communities also encouraged the formation of coops. By the 80s, still other individuals from Canada, the USA, and Europe joined in this effort. Some were simply people who appreciated Maya



In the early 70's, Maya women of Jacaltenango established a cooperative to sell the patterned hair ribbons that they produced with the help of a Peace Corps member and a religious group.

arts and crafts but saw the injustice of buyers paying as little as possible for them. A number of these individuals eventually contributed to the founding of Fair Trade Federation.

Apart from the role of individuals and religious groups, the beginning of Fair Trade can be traced to an even earlier time when a number of organizations responded to wars and disasters. As early as shortly after World War II, various organizations, called NGO's or Non-Governmental Organizations, gave

refugees in Europe opportunities to use their craft skills to make items for sale to support themselves. These efforts can be said to have played significant roles in developing the foundation for the Fair Trade movement. Later, similar efforts happened in many parts of the world, from Africa to Asia and Latin America. During the civil war in Guatemala in the 80's, and during the Bosnian war in Europe in the 90's, projects were formed to help market arts and crafts made by war victims and refugees.

Later some of these projects became cooperatives, and now sell to Fair Trade retailers. Today we can see how the organization of Fair Trade and cooperatives often grew together hand in hand, because both had similar goals of helping people to live better lives and earn a just return for their work.



In the 80's, war conditions in Guatemala caused hundreds of thousands to flee. Given shelter in Mexico, Maya refugee women with their children participate in a weaving and craft project. Coops were established to sell what they produced.

Lesson 5 - Fair Trade is About Being Fair

Objectives

To understand the need for organizations such as the Fair Trade Federation, and how it can help artists and artisans receive a more just price for the arts and craft they produce.

Vocabulary

Cooperative: An enterprise owned by and operated for the benefit of its members who use its services. For example, by banding together, the members of a weaving cooperative are able to buy their supplies (thread, yarn, etc.) more cheaply and they are able to sell their products at a better price than if selling individually.

Fair Trade Federation (FTF): A U.S. based association of fair trade wholesalers, retailers, and producers whose members are committed to providing fair wages and good employment opportunities to economically disadvantaged artisans and farmers worldwide. It endorses and promotes US wholesalers, retailers and a number of producers as complying with Fair Trade principles.

Non-Governmental Organizations (NGO's): The term for many kinds of groups and organizations who provide development and humanitarian aid to people in many parts of the world who suffer from environmental disasters, effects of wars or from social inequalities of many kinds.

Learning Activities

1. Role Playing: Bargaining for the purchase of a craft item in a Guatemalan Market. After reading or relating to students the main ideas of the Background information, encourage discussion. Then ask for two student volunteers to act the parts of a tourist and an artisan selling their crafts in a market in Guatemala. The tourist pretends to have a lot of money but still hopes to buy from the artisan at bargain prices.

- What would the tourist say or do to the craft seller to pay the least amount of money?
- How do you think the tourist justifies what they do?
- What would the artisan seller say or do to try to convince the tourist to pay the price he/she asks and give reasons why the item is worth what is asked?

Throughout the role playing, ask the players to contribute their own ideas. Ask students to think about if they have ever bargained for something and to consider if bargaining for a purchase is ever done in Canada and the USA. What do you think would happen if we tried to bargain at the checkout counter at our local super market?

After finishing this activity, give students the a chance to share their opinions about bargaining. Some things to consider are:

- Is bargaining a good way to buy things?
- Does bargaining work in some places and not in others?
- Is a bargainer with a lot of money in a different position than one on a more equal income level with the seller?
- Does the richer buyer have a responsibility to think of the welfare of the seller?

Try to think of still other issues.

2. Discuss with students why we should care about the amount of money earned by artisans, factory workers and farmers who live in other counties and make and grow the things we buy. Explore with students the reasons why promoting a just wage and the creation of a fair trading environment helps to enable artisans, factory workers, farmers and farm workers to earn a adequate dignified living, while at the same time helping to make the world a better and more peaceful place.

3. Find out if you have a Fair Trade store in your community by looking at the Fair Trade Federation website. If there is a store, perhaps you and your class could visit and talk with the owner. Note that sometimes stores are selling arts and crafts items from Fair Trade sources but are not themselves members of the FTF. Other stores sell arts and crafts but do not buy them from Fair Trade sources.

Students could make a list of questions to ask the store owner about the kinds of items offered for sale and their origins. Some examples of questions they could ask are

- why he/she decided to sell particular Fair Trade items
- if they sell items from non-Fair Trade sources, why did they decide to do so?
- how can they find out if an item comes from a Fair Trade producer?

Assessment

After participating in activities and discussions students should be able to articulate why paying a fair price for crafts is the right thing to do.

Students should be able describe bargaining as a way to buy things, and how it can be done in the right way.

Further Exploration

Many sites are listed on the Links page which can students find out more about the Fair Trade Federation and associated FTF stores, as well as about Cooperatives and Non-Governmental Organizations.

Lesson 6 - Fair Trade Works!

Fair Trade Organizations in North America and Europe and their missions (Grades 3-5)

Appropriate for older students (Grades 6-8) without the coloring book.

Background

In the 70's and 80's, Fair Traders started national organizations in Europe, Canada, Japan and the USA, at the same time that they established stores in their home countries. They established policies to pay the arts and crafts producers — generally from Africa, Asia and Latin America — fairly. In England, Wales, Scotland, Ireland and other European counties, the organization Oxfam became a very important force in supporting and promoting the Fair Trade movement through its many stores. With the profits from retail sales and other donations, Oxfam became capable of responding to people suffering from disasters and war and for many years has sponsored aid and development projects throughout the world. It also has many educational initiatives and resources. Still other large Fair Trade organizations exist in most of the countries of Western Europe (see Organizations section on the Links page).



With members in the USA and Canada, the Fair Trade Federation (FTF) has taken on a role pertaining to issues of economic justice rather than humanitarian aid or development projects. This means its mission comprises promoting and screening of wholesalers, retailers and a number of producers as complying with Fair Trade principles as well as networking and educational initiatives.

In the 70s, this cooperative store and warehouse was established. Many of the items they sold were traditional and not designed in a special way for export sale.

As an association of wholesalers, retailers, and producers FTF members are committed to:

- providing fair wages and good employment opportunities to economically disadvantaged artisans and farmers worldwide
- promoting long term relationships between producers and retailers so as to make their relationships ongoing and sustainable
- directly linking low-income producers with consumer markets and educating consumers about the importance of purchasing fairly traded products, which supports living wages and safe and healthy conditions for workers in the Third World

Other efforts of FTF include:

- organizing events for like minded people to meet and share their ideas
- preparing guides on how to do fair trade, such as how to set up a fair trade shop if there is not one in your town

The producers, wholesalers and retailers who are members of the FTF all share a common goal: to create a just and sustainable economic system through fair trade. Although it is true that Fair Trade sales are still a small part of total world commerce, they grow continuously and give hope to countless people who benefit for being paid justly for their products.

An allied organization, the Fair Trade Resource Network, has assumed an important role in the USA to develop and disseminate information and educational materials about the Fair Trade Movement.

In today's world great inequalities exist in living standards, education, health care and wages between poorer nations and richer ones. Inequalities, of course, even exist within societies in countries such as the USA and Canada. Free trade agreements, such as NAFTA (North American Free Trade Agreement), a treaty signed by Canada, Mexico and the USA, promotes Globalization of industries and trade but has not improved the lives of many workers in either the less wealthy nations or in the richer ones. Throughout the world, organizations of cooperatives, labor unions and Fair Trade and Non-Governmental Organizations (NGO's) work different ways but all have the goal to achieve justice and equality for disadvantaged citizens in many places.

In different ways all the above help make the world a better place by:

- supporting worker rights and by providing opportunities to those who are economically disadvantaged or oppressed
- promoting just wages to artisans, farmers and other workers
- efforts to educate the public about the importance to support buying in FTF and cooperative stores and from coop members

- campaigns to encourage patronizing Fair Trade and unionized stores and buying Fair Trade and union made products

There is much more we could tell you about the Fair trade movement and allied organizations, but please explore more by reading books and going to website such as those on the Links page.



This cooperative sells both retail and wholesale. Although the colors and designs are based on traditional models, they produce items such as handbags and table cloths made especially for sale to tourists and for export.

Lesson 6 - Fair Trade Works!

Objectives

To help students understand the need for the Fair Trade Federation and similar other organizations, and how they help artists and artisans receive a just price for the wares they produce.

To put the Fair Trade Federation into a context with other organizations that work in various ways to promote worker rights and a just wage system.

Vocabulary

Cooperative: An enterprise owned by and operated for the benefit of its members who use its services. For example, the members of a weaving cooperative by banding together are able to buy the supplies more cheaply than they need in order to do their work and they are able to sell their products at a better price than if selling individually.

Fair Trade Federation (FTF): an association of fair trade wholesalers, retailers, and producers whose members are committed to providing fair wages and good employment opportunities to economically disadvantaged artisans and farmers worldwide. It promotes and screens US wholesalers, retailers and a number of producers as complying with Fair Trade principles.

Labor Unions: Associations of workers formed to advance their members working conditions, wages, and benefits. Labor unions in many countries represent workers in many kinds of trades, industrial work, crafts, professions and service work. In the USA, the national organization affiliating most unions is called the AFL-CIO. Its counterpart in Canada is the Canadian Labor Congress.

Non-Governmental Organizations (NGO's): Private organizations that sustain many kinds of humanitarian and developmental efforts in both the richer and poorer nations. Funds to undertake these efforts many come from private individuals and foundations.

Learning Activities

1. Discuss with students how the Fair Trade Federation helps promote a just wage and healthy environment for artisan producers.
2. If there is one or more Fair Trade stores in your community, it may be possible to visit it as a class. If it is not possible to go as a group, perhaps one or several students could go to the store with parents and report on what they saw for sale there. Or perhaps a store owner could visit the class and bring some Fair

Trade items. If no Fair Trade stores exist where you live, try looking at some of the websites listed on the Links page.

3. Ask students to investigate other dimensions of Fair Trade, including the sale of coffee and chocolate, by looking for them in super markets and cooperative or organic food stores.

4. Ask students to think of the names of organizations that help people gain other kinds of rights. The NAACP is one such organization. It works to achieve racial equality. Try to name others.

5. Ask what other organizations in addition to FTF, help people to earn a living wage and have healthy working conditions. Some answers include: Labor unions, cooperatives and NGO's. Millions of people belong to unions and cooperatives in the USA and in other countries. Unions especially help promote factory worker on the job safety. NGO's promote health care initiatives, sustainable agriculture and many other kinds of projects.

6. Encourage students to think of the names of some labor unions. Do their parents or friends belong to a union? Can they think of the names of NGO's? Oxfam is one very well known NGO.

Assessment

Students should be able to articulate

- * the mission of Fair Trade movement
- * the different ways that Fair Trade stores help artisan producers
- * what an NGO is and to name some of them