

LESSON 6: CHANGING MEDIA STORIES

Age range: 7-11 years Time: 1 hour

Outline <p>Pupils will look beyond the immediate media coverage of the Haiti earthquake and considers how media stories change over time. After sorting and comparing two sets of headlines, pupils will write their own.</p>		
Learning objectives <ul style="list-style-type: none"> To decide on the context and focus of media texts. To consider how media stories change over time. To explore how Haiti began to recover from the earthquake. To work together logically and methodically to solve a problem. 	Learning outcomes <ul style="list-style-type: none"> Pupils will work collaboratively to sort newspaper headlines into different sets. Pupils will select appropriate language to write headlines for a newspaper article written one year after the earthquake. Pupils will characterise the overall story being told of Haiti one year on. 	
Key questions <ul style="list-style-type: none"> When was this headline written? What makes a good headline? How did coverage of the Haiti earthquake change over time? 	Resources <ul style="list-style-type: none"> Guardian photo gallery 'Haiti then and now'. http://www.theguardian.com/world/gallery/2011/jan/11/haiti-earthquake-one-year-on/#/?picture=370477341&index=19 Assorted headlines. Strips of A3 paper. Background notes for teachers. Slideshow 2 – Stories from Haiti: from 2011. Optional resources <ul style="list-style-type: none"> Haiti news stories. 	
Curriculum links		
England <ul style="list-style-type: none"> Pupils discuss words and phrases that capture the reader's interest. Pupils participate actively in collaborative discussions, initiating and responding to comments. Identify themes and conventions in media texts. Identify how language, structure and presentation of text contribute to meaning. Ask questions to improve understanding. 	Wales Oracy Skills: <ul style="list-style-type: none"> Identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk. Reading Skills: <ul style="list-style-type: none"> Recognise and understand the characteristics of different genres in terms of language, structure and presentation Consider how texts change when they are adapted for different media and audiences. 	Scotland I can: <ul style="list-style-type: none"> Discuss structure, characterisation and/or setting. Recognise the relevance of the writer's theme and how this relates to my own and others' experiences. Discuss the writer's style and other features appropriate to genre. <p style="text-align: right;">ENG 2-19a</p>

Activity Outline

Starter (15 mins)

Haiti then and now

- Ask pupils what disasters they have heard or read about recently (some may mention Super Typhoon Haiyan in the Philippines, for example). Where did they get their news? Discuss how often Haiti is in the news. Why do pupils think that we hear so little about Haiti today? Discuss how the media quickly moves on in the weeks after a disaster as different stories emerge in other parts of the world. In this activity, pupils will be looking at how the media coverage of an event changes over time.
- Tell pupils that one time of year when the international press may remember disaster stories is on the anniversaries of the events. Why do pupils think this is? Now tell them that one year after the Haitian earthquake many newspapers were expressing concern at the slow pace of progress in rebuilding Haiti. In the UK, the *Guardian* published a series of photographs which compared the same parts of Port-au-Prince in January 2010 and January 2011, demonstrating how little had changed. Show pupils the *Guardian* 'Haiti then and now' photo gallery referred to on slide 3 of slideshow 2 – Stories from Haiti: from 2011. Finish by telling pupils that in January 2011 headlines around the world reflected the concern that rebuilding was not happening quickly enough. See Background notes for teachers for further information.
- If you have time, ask pupils to suggest some ideas as to why this might be. Explain that they will revisit this later.

Activity 6.1 (20 mins)

Sorting headlines

- Divide the class into groups of four or five. Give each group a copy of *Assorted headlines* and ask them to cut the headlines up. Tell pupils that some of the headlines are the ones they read in lesson 5, while others are new ones. Ask each group to sort them into two sets: those which they think appeared immediately after the earthquake and those which they think appeared more than six months later. Place the headlines in the appropriate boxes of the *Assorted headlines chart*. If pupils are unable to agree, or are unsure about a headline, they should put it into the 'not sure' box. (**With less time pupils can just use the letters to sort the headings.*)
- As a class discuss the following points:
 - How easy was it to sort the headlines?
 - What are the main differences in the two sets of headlines? Draw out how later headlines are more reflective and questioning (for example by asking what it feels like to be a refugee).
 - Can pupils spot any examples of emotive language being used?
- Point out to pupils that the Haiti earthquake, along with other disasters, was at the forefront of the world's media for a few weeks - however, the coverage of events quickly receded and faded in the memories of many. They are now only covered at times of anniversaries, through more reflective news articles - however, for those affected by disasters, the process of recovery and reconstruction continues for many years.

Activity 6.2 (15 mins)*Writing headlines*

- Based on the headlines they have seen and on the slides from the *Guardian* feature, ask pupils to think of their own headline for a Haitian newspaper one year after the earthquake. They should think carefully about which words to use and remember that headlines try to tell the story in as few words as possible.
- Ask pupils to write their headlines onto a strip of A3 paper so that it can be easily read by others. Share ideas about what kind of language makes a headline effective: for example alliteration, repetition or emotive language. Pupils should then circulate round the classroom and put a sticker on the headline which they feel is most effective.

Plenary (10 mins)

- Ask pupils to read out some of their headlines. Which headlines do pupils think will really grab readers' attention? What has made the headline effective? Can pupils spot some examples of emotive language, repetition or alliteration being used to draw the reader in?
- Add selected headlines to the working wall display.

Further ideas

- Cut up the sentence openings on *Haiti news stories* and ask pupils to match the openers of Haiti news stories with their headlines.



Background notes for teachers

It is possible that this lesson will generate further questions on the issue of disasters and the events that happened in Haiti in particular (such as the outbreak of cholera). These will need sensitive handling. You will find the notes below useful. It is important that pupils understand that there are often no easy answers to such questions.

Haiti's recent history (2010-14)

Although most earthquake survivors did not expect the rebuilding to happen overnight, many still thought too little was done in the first year after the earthquake. Questions were raised about how key groups of people – the Haitian government, international governments and international charities – were coordinating reconstruction.

There was no effective government in Haiti for the first five months following the earthquake and in November 2010 there was a complex presidential election process, which further slowed down the ability of the government to make important decisions about the rebuilding process. In particular, it slowed down decisions about what land could be used to build permanent housing for the thousands of people still in temporary camps. Land distribution in Haiti is an example of the inequality between rich and poor. Disputes between rich landowners and poor homeless people about where to rebuild slowed down the rebuilding process significantly.

Adding to the complexity, the first case of cholera was recorded in October 2010. By January 2013, 632,000 cases had been reported and more than 7,600 people had died. A further 45,000 cases are expected in 2014. Then in November 2012 two hurricanes swept through Haiti, causing 1.5 million people to be affected by poor harvests.

In January 2014 there were still 817,000 Haitians in need of humanitarian assistance and 172,000 people living in the remaining 306 camps, mostly because of arguments over land for new settlements. Food shortages, cholera and the effects of hurricanes contribute to ongoing need for aid in Haiti today.

However, thanks to the determination of the Haitian people and their government, the generosity of the public and governments around the world, notable progress has been made. By January 2014, 89% of people living in temporary camps had left, the number of cholera cases had dropped by half and the abilities of the Haitian authorities to coordinate humanitarian aid in emergencies had improved.

Oxfam continues to work with local organisations to provide opportunities for ordinary people to rebuild and find paid work, placing them in a better position to lift those around them out of poverty. It also reduces the risk of food shortages by working with small-scale farmers and women-led businesses. Oxfam continues to run water, sanitation and health projects to reduce the risk of water borne diseases, such as cholera, spreading. Oxfam staff train teams in disaster preparedness who often visit schools to help pupils practise what they



should do if another hurricane or earthquake hits. Finally, Oxfam continues to strengthen the voice of poorer people, many of whom are women, so that they can have greater say in government decision-making. This work can be complex and challenging but Oxfam sees it as an important part of reducing the future vulnerability of Haitians in times of natural and political upheaval.

For further information about the way in which donors' money was spent in Haiti, follow this link to the BBC article published on January 2013 entitled: 'Why isn't money going to the Haitians?'

<http://www.bbc.co.uk/news/world-latin-america-20949624> (12 January 2013)

Assorted headlines – answers for teachers

Haiti headlines January 2010

- Thousands feared dead as earthquake measuring 7.0 devastates Haiti
- Haiti Earthquake in pictures: The Unimaginable Horror which has torn a country apart
- Haiti reels amid ruin: bodies litter streets as survivors seek aid in vain
- Strong quake rocks Haitian capital
- Haiti's day of devastation
- 'Is anyone coming?' bodies pile up on the streets as army of aid workers try to reach Haiti
- 100,000 gone in 60 seconds: toll could hit half a million
- Hell: half-million feared dead in Haiti quake
- Heartbreak in Haiti
- Ruin, desperation in Haiti: bodies lie in piles; survivors struggle; president says toll is unimaginable

Haiti headlines from six months and afterwards

- Cholera toll in Haiti passes 250, with over 3000 sick
- More than 100 dead in suspected Cholera outbreak in Haiti
- The Shattered Country Where Time Stands Still: Agonisingly slow rebuild means Haiti looks little different a year after the earthquake
- Just 5% of the rubble cleared a year on from Haiti earthquake
- Two years on, lest we forget
- Nearly three years after the devastating Haitian earthquake, is anything being done to help?
- A life in exile – how it feels to be a refugee
- Two years on, half a million still in tents
- Haiti press hails courage, dedication, creativity in aftermath of earthquake
- Return to Haiti three years after the devastating earthquake
- Haiti hopes against hope

Haiti news stories – answers for teachers

Headline	Opening sentence
Haiti hopes against hope	Can election heal a nation ravaged by disaster and disease?
Cholera toll in Haiti passes 250, with over 3000 sick	Doctors are testing for cholera, typhoid and other illnesses in the Caribbean nation's deadliest outbreak since the January earthquake that killed as many as 300,000 people.
Just 5% of the rubble cleared a year on from Haiti earthquake	Nearly a year on from the January 12 disaster which claimed an estimated 300,000 lives, little has been done to clear the debris from its shattered streets
Two years on, lest we forget	The momentum that followed the earthquake has faded. Many of the promises have not been kept.
Haiti press hails courage, dedication, creativity in aftermath of earthquake	Haitians are models of courage, dedication and creativity which, despite structural constraints, have greatly contributed to the reconstruction process.
Two years on, half a million still in tents	Some 358,000 people remain in temporary accommodation with little access to sanitation, health care and education
More than 100 dead in suspected Cholera outbreak in Haiti	Children living in these conditions are extremely vulnerable to events such as hurricanes and outbreaks of diseases.

Assorted headlines

A	Two years on, half a million still in tents
B	The Shattered Country Where Time Stands Still: Agonisingly slow rebuild means Haiti looks little different a year after the earthquake
C	Thousands feared dead as earthquake measuring 7.0 devastates Haiti
D	Haiti Earthquake in pictures: The Unimaginable Horror which has torn a country apart
E	Nearly three years after the devastating Haitian earthquake, is anything being done to help?
F	Haiti reels amid ruin: bodies litter streets as survivors seek aid in vain
G	Return to Haiti three years after the devastating earthquake
H	Strong quake rocks Haitian capital
I	Haiti's day of devastation
J	More than 100 dead in suspected Cholera outbreak in Haiti
K	'Is anyone coming?' bodies pile up on the streets as army of aid workers try to reach Haiti
L	Haiti hopes against hope
M	Two years on, lest we forget
N	100,000 gone in 60 seconds: toll could hit half a million
O	Haiti press hails courage, dedication, creativity in aftermath of earthquake
P	Hell: half-million feared dead in Haiti quake
Q	A life in exile – how it feels to be a refugee
R	Heartbreak in Haiti



S	Cholera toll in Haiti passes 250, with over 3000 sick
T	Ruin, desperation in Haiti: bodies lie in piles; survivors struggle; president says toll is unimaginable
U	Just 5% of the rubble cleared a year on from Haiti earthquake

Assorted headlines chart

<p>These headlines are likely to have appeared just after the earthquake</p>
<p>These headlines are likely to have appeared more than six months after the earthquake</p>
<p>Not sure</p>

Haiti news stories

Headline	Opening sentences
Haiti hopes against hope	
Cholera toll in Haiti passes 250, with over 3000 sick	
Just 5% of the rubble cleared a year on from Haiti earthquake	
Two years on, lest we forget	
Haiti press hails courage, dedication, creativity in aftermath of earthquake	
Two years on, half a million still in tents	
More than 100 dead in suspected Cholera outbreak in Haiti	

Opening sentences	
Doctors are testing for cholera, typhoid and other illnesses in the Caribbean nation's deadliest outbreak since the January earthquake that killed as many as 300,000 people.	Haitians are models of courage, dedication and creativity which, despite structural constraints, have greatly contributed to the reconstruction process.
Some 358,000 people remain in temporary accommodation with little access to sanitation, health care and education.	Can election heal a nation ravaged by disaster and disease?
Nearly a year on from the January 12 disaster which claimed an estimated 300,000 lives, little has been done to clear the debris from its shattered streets.	The momentum that followed the earthquake has faded. Many of the promises have not been kept.
Children living in these conditions are extremely vulnerable to events such as hurricanes and outbreaks of diseases.	