

# LESSON 7: CAPTURING SURVIVORS' STORIES

Age range: 7-11 years    Time: 1 hour

<b>Outline</b> <p>Pupils will explore the role journalists play in gathering news stories and, by taking on the journalists' role of taking notes, will consider the importance of accurate news reporting. They will also write a new 'anniversary' headline based on survivors' stories and compare these to their headlines from lesson 6, drawing out the importance of perspective and viewpoint.</p>		
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>To consider how and why journalists use first-hand interviews when creating news stories.</li> <li>To take accurate and effective notes on a survivor's story they hear.</li> <li>To ask appropriate questions.</li> <li>To identify different perspectives.</li> </ul>	<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Pupils will discuss the importance of including individual survivors' stories when reporting on a disaster.</li> <li>Pupils will take notes on a survivor's story and use these to write a new 'anniversary' headline.</li> </ul>	
<b>Key questions</b> <ul style="list-style-type: none"> <li>How important are the stories of individual survivors when reporting a disaster?</li> <li>How might a survivor's perspective be different from that of our own?</li> <li>What can survivors' stories tell us about longer term recovery from a disaster?</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Slideshow 2 – Stories from Haiti: from 2011.</li> <li>Video 2: Stories from Haiti: 2011-2014.</li> <li>Strips of A3 paper.</li> <li>Katty's and Joseph's stories.</li> <li>Background notes for teachers.</li> </ul>	
<b>Curriculum links</b>		
<b>England</b> <ul style="list-style-type: none"> <li>Pupils retrieve, record and present information from a non-fiction text.</li> <li>Pupils identify the main ideas in a passage and summarise these.</li> <li>Pupils ask questions to improve their understanding.</li> <li>Pupils choose their grammar and vocabulary carefully to enhance the meaning of what they write.</li> <li>Pupils write for different purposes, with their readers in mind.</li> </ul>	<b>Wales</b> <b>Reading Skills:</b> <ul style="list-style-type: none"> <li>Retrieve and collate information and ideas from a range of sources.</li> <li>Consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views.</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>Choose and use appropriate vocabulary.</li> </ul> <p>Range: Pupils should be given opportunities to develop their writing skills through:</p> <ol style="list-style-type: none"> <li>Writing for a range of purposes.</li> <li>Writing for a range of real or imagined audiences.</li> </ol>	<b>Scotland</b> <ul style="list-style-type: none"> <li>I am learning to use language and style in a way which engages and/or influences my reader.</li> </ul> <p style="text-align: right;"><b>ENG 2-27a</b></p>

## Activity outline

### **Starter** (15 mins)

#### *Survivors' perspectives*

- Refer to lesson 6, where pupils explored how UK newspaper articles painted a negative story about reconstruction in Haiti. Remind pupils that the scale of devastation caused by the earthquake was huge. Even in richer countries where there are many more resources available for rebuilding, reconstruction after earthquakes can take years, such as in Kobe, Japan, where rebuilding took more than seven years.
- Point out to pupils that although progress was slow, many people were working very hard. Pupils will be looking at survivors' perspectives on the reconstruction process following the earthquake. Show pupils slides 5-8 of slideshow 2, which highlight just a few of the activities which took place in the weeks and months after the earthquake. Use the slideshow notes to help explain the background to the class.
- Show video 2 which provides further examples of survivors rebuilding their lives.

### **Activity 7.1** (25 mins)

#### *Note-taking*

- Show pupils slides 10 and 11 featuring two survivors of the Haiti earthquake. Do not read their full stories at this point (in Background notes for teachers) but instead briefly introduce pupils to Katty and Joseph using the slideshow notes. Highlight the fact that both these survivors are rebuilding their lives, demonstrating the resilience and determination of the Haitian people.
- In pairs, ask pupils to spend two minutes discussing why, if they were journalists writing about the earthquake, they might want to interview survivors like Katty and Joseph. Point out that personal stories often help readers to empathise with survivors and see the real people behind a news story. Take feedback from the class and talk about how journalists get these personal stories. As you do this, introduce the idea of taking notes when you are interviewing people as a journalist. This is how journalists record the words and events that will bring their stories to life. Taking notes helps them remember details accurately afterwards.
- Explain to pupils that they are going to imagine they are journalists revisiting Port-au-Prince to write an article for the first anniversary of the earthquake. They will need to take careful notes as it is very important that journalists report survivors' stories and views accurately – they have a key role in giving a voice to people who might not otherwise be heard.
- In pairs, ask pupils to call themselves A and B. Tell them they will each be reading a real survivors' story and each be taking notes on a survivors' story as a journalist. Explain that the survivors' stories give background information about life in the camps and some direct quotations of what they said to Oxfam workers. When note-taking, remind pupils that they need to listen very carefully to what hear. Pupils do not have to write down every word, but should focus on the main points.



- Now ask the pupil A to read Katty's story aloud slowly, but without stopping, while pupil B takes notes. At the end, pupil B can ask two or three questions to clarify certain points. Next ask pupil B to read Joseph's story while pupil A takes notes and then asks questions in the same way.
- As a class, draw out the key points of both stories, for example that soon after the earthquake both survivors took steps to return to normal life: Katy worked hard to resume her school lessons and Joseph slowly built up his business again. Then discuss the process of note taking. Were pupils able to get all the information that they needed? What might they do differently next time to improve their note taking? How important is it that journalists take accurate notes?

### **Activity 7.2 (10 mins)**

#### *A new headline*

- Using their notes, ask pupils to write a short headline for their anniversary articles on strips of A3 paper. Remind them that headlines can be made more powerful using alliteration, repetition or emotive language. You might also like to encourage pupils to include modal verbs and adverbs to enhance effect. As in lesson 6, allow pupils to circulate around the room to look at each other's headlines and place a sticker next to the one they find most effective.

### **Plenary (10 mins)**

- As a class, discuss what makes certain headlines more effective than others. Ask pupils if they can spot any common themes.
- Add some of the new headlines to the working wall and compare them with those from lesson 6. What are the similarities and differences? Pupils are likely to see that today's headlines are generally much more positive than those in the previous lesson. Discuss why this is.
- Ask pupils why they think many newspaper headlines focus on negative stories (they grab our imagination and attention more). You could demonstrate this by making two announcements in class, such as how the head teacher has a new coat and how the head teacher has broken their leg. Which do pupils find more interesting? Link pupils' reactions to these examples to the discussion about how it is often the bad or sad stories which sell newspapers.

### **Further ideas**

- With younger or less able children, you might like to read just one survivor's story to them yourself while they take notes.
- Ask pupils to write opening sentences or paragraphs for a newspaper article based on Katty's or Joseph's story.
- Ask pupils to devise a list of five or six questions that they would like to ask Katty or Joseph. Some questions could ask them about their experiences during and immediately after the earthquake. Pupils should think carefully about which questions will provide the



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most useful information since successful interviews are about asking the right questions. As well as factual information (such as the person's age or where they live), it is important to ask them about the interesting details of their lives and how they felt to build empathy. Pupils should avoid questions that will just give a yes/no answer – they are trying to build a conversation with the person they are interviewing.



## **Background notes for teachers**

### **Video 3: 2011-2014**

#### **Transcript**

##### *Moving On*

This film shows just a small part of what has been happening in Haiti since the first year after the earthquake. The stories you will hear and see in this film are of how Haitian people have faced great challenges and overcome them. It has probably helped that Haitian people have a history of not giving up in the face of difficulties.

##### *Development*

Four years after the earthquake that devastated Port-au-Prince, its impact is still being felt. In the Carrefour Feuilles district, where large numbers of people were badly affected by the earthquake, many families are working hard to feed themselves and to rebuild their lives.

The international aid following the earthquake saved countless lives and provided basic services like food and water for millions, but rebuilding the country is complicated and challenging. Much more progress still needs to be made in meeting the long-term needs of the Haitian people.

Like many other international charities, Oxfam stopped giving emergency aid after the first year and is now focusing on rebuilding and working towards long-term and lasting change.

As part of this, Oxfam is helping people earn a living and to develop small businesses as they did before the earthquake. Marie Carole, who ran one of Oxfam's canteens in the first few months after the earthquake, is now running her own shop. Many people have received grants, loans and training to help them run their businesses.

Thanks to the determined effort of the Haitian people and their government and the support of people and governments around the world, life is gradually getting better for survivors: by 2014, 89% of people who had been living in temporary camps had left and the number of cases of cholera had halved. Furthermore, the Haitian government was in a better position to rebuild the country.

##### *Video ends*

Note that many of the featured survivors are women. Oxfam works with men, women and children, but as the majority of the poorest people in the world are women, it often works with them. Oxfam also works in ways which reflect the different needs of women and men. For example many of the survivors who ran canteens in Port-au-Prince during the first few weeks and months after the earthquake were women because they tend to have responsibility for providing food.

**Katty Rebecca Matin, a school pupil***Brief facts*

Katty lost her home and nearly everything in it during the earthquake. She moved to a temporary shelter and showed great determination and resilience in finding ways to continue her school studies even in a camp.

*Full story*

Katty Rebecca Matin dragged her school books in a pillow case from her damaged home after the earthquake struck. Like many others, she moved to a camp where temporary shelters were built with any materials available. Katty stayed at the camp and helped to look after her neighbour's baby for much of the time she would have been in school before the earthquake.

"I love school," said Katty when interviewed by an Oxfam worker. She dug into her pillowcase and pulled out an English workbook. Flipping it open, she listed the words for sister and brother, aunt and uncle, mother and father in near perfect English.

"I like doing homework," Katty added. This is difficult in a camp where there are hardly any quiet corners to work or even any comfortable places to sit. But Katty formed a study group with two friends and for two or three hours a day they focus on their school work. To give the sessions some structure, Katty's mother asked an older student in the camp to help teach the younger ones.

These sessions have helped to pass the time in the camp. But what Katty would really like is for school to start again, so that her dream of attending university and studying science can one day come true.

**Joseph Dessources, a tailor***Brief facts*

Joseph Dessources was a tailor who lost both his home and his business during the earthquake. He showed great determination and resilience in rebuilding his business in the temporary camp.

*Full story*

Joseph Dessources was a successful tailor before the earthquake, supporting his family and employing two other workers. "I used to be able to survive on what I made. The busiest months were September, October, and November — that's when school was in session."

Like many others, Joseph moved to a camp with his family after his home was destroyed in the earthquake. Here they live in a tented shelter. With support from Oxfam, Joseph was able to get a foot-powered sewing machine to replace the ones he lost in the earthquake. He started sewing again. It was a slow process getting a business going in the camp because it was hard for people to find work and make money to buy clothes. "There are no jobs in the camp and that's why there is no money for people to pay."



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However, today Joseph's work is in demand. Within three weeks of getting his machine, he received between 15 and 20 requests for clothes. With the help of his children who cut out the fabric, he can make two or three school uniforms a day. "I can't really charge the same price I did in Port-au-Prince because we're all in a difficult situation here." But with a growing business, Joseph can support his family again.

## Katty's story

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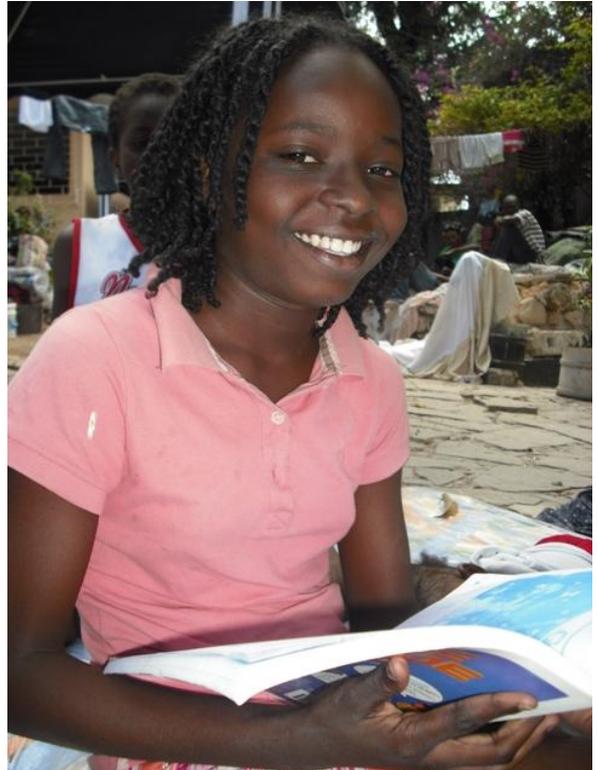


Photo credit: Coco McCabe/Oxfam

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Photo credit: Tony Adamson/Oxfam

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