

LESSON 9: REBUILDING

Age range: 7-11 years Time 1: hour

Outline <p>Pupils will memorise some short facts about earthquake survivors and, in character, introduce themselves to their classmates. As they introduce themselves to each other, they will discover the great variety of stories of survivors in the first two years after the earthquake - the many ways in which they helped each other rebuild their lives and communities. They will also learn how organisations such as Oxfam support this process.</p>		
Learning objectives <ul style="list-style-type: none"> To be able to speak clearly and give well-structured descriptions. To listen carefully to others. To be able to work in groups of different sizes and build on the contributions of others in conversation. To become familiar with the variety of ways in which Haitians have rebuilt their lives after the earthquake. 	Learning outcomes <ul style="list-style-type: none"> Pupils will introduce themselves to their classmates in the role of an earthquake survivor. Pupils will identify and share ways in which survivors rebuilt their lives. Pupils will find out how the role of organisations like Oxfam change over time following a disaster. 	
Key questions <ul style="list-style-type: none"> How can I convey my information clearly to others? What are others telling me? How have survivors rebuilt their lives after the Haiti earthquake? 	Resources <ul style="list-style-type: none"> Slideshow 2 – Stories from Haiti: from 2011. <i>Introducing survivors 1, 2, 3, 4</i>, each copied onto different coloured paper or card and then cut into separate cards. Optional resources <ul style="list-style-type: none"> <i>Helping the community.</i> 	
Curriculum links		
England <ul style="list-style-type: none"> Pupils participate actively in collaborative discussions, improvisation, and role play. Pupils retrieve and present information from a non-fiction text. 	Wales Oracy Skills: <ul style="list-style-type: none"> Listen and view attentively, responding to a wide range of communication. Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register to engage the listener. Range: <ul style="list-style-type: none"> Using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate. Reading Skills: <ul style="list-style-type: none"> Retrieve and collate information and ideas from a range of sources. 	Scotland <ul style="list-style-type: none"> I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. <p style="text-align: right;">ENG 2-03a</p>

Activity outline

Starter (10 mins)

Survivors' needs

- Show pupils slide 16 of slideshow 2. One photograph was taken in the days immediately after the earthquake and the other nearly two years later. As a class, discuss what different needs people might have two weeks after disaster and two years later. Ask pupils to consider how these needs may change. For example, in the early days after the earthquake in Haiti people needed clean water, blankets, food and shelter. Later on, it was important that families could begin to earn their own living again. This would allow them to buy or grow their own food and send their children to school again.

Activity 9.1 (30 mins)

Introduce me

- Tell pupils that they are now going to look at some photographs of more people who survived the earthquake. Explain that the survivors featured in this lesson were all people with whom Oxfam worked, but that Oxfam was just one charity among many who worked alongside the Haitian people. Other international charities, the Haitian government and international governments also worked to meet the short term and then the longer term needs of Haitian people.
- Give each pupil an information card introducing earthquake survivors with a short biography and photograph. The cards are organised in sets of four and are colour coded. Pupils should read the biography and memorise two or three facts about this person. They should then find someone else in the classroom with the same colour card and, without looking at their card, introduce themselves in character. If they get stuck they can refer to the card but they should put it away before they continue talking.
- Then ask these pairs of pupils to find their matching pair with the same colour cards and, again without using the cards, they should take turns to introduce their new partner to the other pair. Ask pairs to join with a different-coloured pair and introduce themselves again. Through this process, pupils will become familiar with a range of activities that Haitians have undertaken in order to rebuild their lives after the earthquake.
- Select pupils to share some examples with the class.

Activity 9.2 (10 mins)

Survivors rebuilding

- Show slides 17-23. Discuss the ways in which Haitian earthquake survivors worked to help themselves and those around them. Ask pupils also to think about the role that charities like Oxfam play. Help pupils to understand that in any disaster it is the survivors themselves who do most of the work to rebuild their lives, but that charities like Oxfam can help give people the lift they sometimes need to start doing this. Through this, survivors are able to lift others around them too.

Plenary (10 mins)

- Remind pupils about the discussion from the starter about how survivors' needs change as time passes. Their immediate needs after the earthquake were for essentials like food, clean drinking water and blankets to stay warm. Over time survivors need longer term help that would help them to rebuild their lives, for example by enabling them to earn their own money.
- Ask pupils how far they think these needs were met after the earthquake. Refer back to pupils' learning in lessons 6-8. Remind pupils that the headlines in newspapers in the months and years after the earthquake were often very negative about what was happening to rebuild Haiti. Do pupils feel that these headlines are telling the whole story or just part of Haiti's story? Pupils may offer a range of opinions here but the point to emphasise is that the stories in the press form only one element of Haiti's multiple stories.

Further ideas

- Place pupils in groups of four with their *Introducing survivors* cards and a *Helping the community* sheet. Ask them to list briefly the ways in which survivors were rebuilding their lives and then to list all the things they were doing to help their communities recover from the earthquake.
- Select pupils to 'hot seat' being an earthquake survivor two years after the earthquake and select 'journalists' to ask their questions. Encourage 'survivors' to use all they have learnt about survivors' stories so far to inform their answers. Afterwards ask the pupils how they felt about being interviewed. Did they think their characters would have liked the opportunity to share their thoughts and experiences with others, or would they have found the questions intrusive?

Introducing survivors 1



Photo credit: Richard Eugene/Oxfam

Delise

I am Delise. I am growing vegetables in my backyard. My family eats most of the vegetables and we sell the rest. The entire family helps me as they saw the good results from the first harvest! We plant the vegetables in old car tyres.



Photo credit: Jane Beesley/Oxfam

Melissa

I am Melissa. When I was living at a temporary camp after the earthquake I took part in some of Oxfam's activities to help children stay healthy. There were songs, games, plays, films and radio programmes. I went to some art sessions. You can see me holding the picture I painted of an earthquake-proof house because my house was destroyed.



Photo credit: Jane Beesley/Oxfam GB

Marie Therese

I sell charcoal, fried food and bread. I also help with the rubbish collection project. The streets used to be very dirty and there was rubbish everywhere. Today people are sweeping and clearing the streets. It's good for us because the children don't catch illnesses from the rubbish. I have six children.



Photo credit: Jane Beesley/Oxfam GB

Renel

My name is Renel. I am a baker. Oxfam gave me a loan so that I can bake more bread. Before I was doing this, people had to travel a long way to buy bread. Now that I am earning money again I can send my children to school, buy clothes and give money to others.

Introducing survivors 2



Photo credit: Jane Beesley/Oxfam GB

Saintelus

I am Saintelus. When I was living at a temporary camp after the earthquake I took part in some of Oxfam's activities to help children stay healthy. There were songs, games, plays, films and radio programmes. I have made a model house with a health slogan: "Wash your hands after going to the toilet."



Photo Credit: Jane Beesley/Oxfam GB

Esline

I am Esline. I live in Corail Camp with my two-year old daughter, my mother, and my nephew. My husband died in the earthquake. I am President of the water committee for one part of this very large camp. I have been trained by Oxfam to make sure that we have clean water and toilets in order to stay healthy.



Photo credit: Jane Beesley/Oxfam GB

Enock

I am Enock and I work at the Fabhris factory. We produce peanut butter, biscuits, cakes and a local drink. We also train others to bake and to make sandals. We existed before the earthquake, but everything we had was destroyed. Oxfam gave us a loan to start up again and now fourteen of us work here.



Photo credit: Jane Beesley/Oxfam GB

Marie Carole

I run a community canteen. Oxfam gave me some money to buy food and cook for 80 of the most vulnerable people my area. I made a small profit which I used to restart the shop that I lost in the earthquake. I know I'm not alone in this fight. It's just amazing: I'm back on my feet!

Introducing survivors 3



Photo credit: Caroline Gluck/ Oxfam

Bazile

I am Bazile. I have five children. My shop was destroyed in the earthquake but I got some money from Oxfam which meant I could restock the shop and make it even bigger. My children have gone back to school and university and I have joined a class so that I can learn to read and write properly.



Photo credit: Jane Beesley/Oxfam GB

Dimy

I am Dimy. I had a barber's shop in Delmas but the earthquake destroyed it all. I still had my equipment, so started work again in a tent. I also repair electrical items and sell drinks. Oxfam lent me money so that I can employ other barbers. I try to keep the prices as low as possible because so many people cannot afford a haircut.



Photo credit: Richard Eugene/Oxfam

Noel

I am Noel. I am growing vegetables in my backyard. I grow mainly Swiss chard and carrots. When my family and I want to eat other vegetables, I exchange them with other city gardeners who are producing different vegetables. During the first harvest, my children were reluctant to help me, but now that they have seen the food that we grow they do it with pleasure."



Photo credit: Jane Beesley/Oxfam GB

Kenebye

I am Kenebye. I am a dressmaker. I lost my house and my workshop in the earthquake. Oxfam gave me some money to set up this space for my business. I've also been able to have some of my sewing machines repaired. I am back in business!

Introducing survivors 4



Photo credit: Abbie Trayler-Smith/Oxfam

Catolin

My name is Catolin. I am an agriculture student at Fondwa University. I work with the Oxfam city gardens project to improve the way seeds grow and how well young plants survive. Our success means that more families are able to grow their own food.



Photo credit: Caroline Gluck/Oxfam

George Jean-Jacques

I am George. I am a public health promoter for Oxfam. Here I am showing a poster at a school about the importance of washing hands after going to the toilet to prevent the spread of diseases.



Photo credit: Jane Beesley/Oxfam GB

Cherestal

I am Cherestal. Oxfam lent me money so that I could finish building a shop, the Toto boutique. They also gave my wife, Lucia, and I good business advice. We work hard and we try to sell what people need. I have built a seat outside my shop for people to rest.



Photo credit: Ana Caistor Arendar/Oxfam

Ernasia

I am Ernasia. I work with a group that keeps the toilets in my camp clean and healthy. Oxfam gave us the materials to build the toilets. We charge families a very small amount to use them. We use this money to buy clean water which is put into a big plastic tank for people to drink. Having clean water and toilets means people stay healthy.

Helping the community

Based on your conversations with other 'survivors', list as many ways as you can that survivors helped other survivors in the community around them. Continue on the back if you run out of space!

Name of survivor	How they were rebuilding their lives	How they helped the community
Marie Carole	Saved up money to open a shop...	Provided hot food for other survivors...