

STUDENTS REBUILD CURRICULUM

Live from the Field: Haiti

What is the role of schools in rebuilding after disasters?



“Men anpil, chay pa lou”
[Many hands make the load lighter.]
- Haitian Proverb

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SCOPE AND SEQUENCE

STUDENT REBUILD INTRODUCTION:

Objective: to provide educators with an overview of project scope and to set goals and expectations accordingly

- **Overview of the Curriculum and Project Scope**
Includes Course Structure, Education Standards, Learning Objectives and Outcomes, and Pre and Post Program Evaluation
- **Project Preparation**
Setting expectations for project outcomes

MODULE I: (RE) INTRODUCTION TO HAITI: STUDENT CULTURAL EXCHANGE

Driving Question: Why is learning about Haiti through the eyes of its youth important in understanding school reconstruction?

- **Activity 1-Country Profile: Haiti**
Provides general background information of Haiti
- **Activity 2: Haitian Youth Culture**
Introduction of Haitian youth popular culture
- **Activity 3: Life in Tent Camps**
Understanding life in tent camps as a reality for many Haitians, post- earthquake
- **Did You Know?: 35 Seconds**
A brief video to highlight an interesting fact about the effects of the earthquake
- **Cultural Experience: Haitian Food**
Exploring a cultural aspect of Haiti
- **Investigate and Learn: Haiti in Focus**
Module 1 culminating project
- **Global Philanthropy 101: Philanthropy vs. Charity**
Defining philanthropy to promote a culture of young philanthropists

MODULE II: EMERGENCY EDUCATION

Driving Question: What is the importance of emergency/post-catastrophe/conflict education in school reconstruction?

- **Activity 1: Education in Haiti- Past, Present, & Future**
Develop understanding of current educational structure in Haiti
- **Activity 2: Haitian Education System**
Understanding the importance of education
- **Activity 3: Emergency Education**
Identifying immediate responses to education in emergency situations
- **Did You Know? School Statistics**
Facts that tell the story of the earthquake's devastation to the Haitian education system
- **Cultural Experience: Haitian Art**
Exploring a cultural aspect of Haiti
- **Investigate and Learn: Writing an Op-Ed**
Module 2 culminating activity

- **Global Philanthropy: Fundraising 101**
Creating SMART Goals to achieve philanthropic goals

MODULE III: UNDERSTANDING SCHOOL RECONSTRUCTION IN HAITI: A PROCESS IN THE MAKING

Driving Question: What is the process to rebuilding schools in Haiti?

- **Activity 1: To Build or to Rebuild?**
Discuss the dilemmas in working with schools looking to rebuild after the earthquake
- **Activity 2: Priorities in Design: Passive Cooling**
Explore climate conditions in Haiti and discuss low-energy techniques
- **Activity 3: Designing a Haitian School**
Students will take what they've learned from this and preceding modules to design a basic school for Haitian students.
- **Cultural Experience: Haitian Vernacular Architecture**
Explore traditional Haitian architectural styles and building techniques
- **Investigate and Learn: Materials for Haiti**
Finding materials to build buildings with is harder than you may think.
- **Global Philanthropy: Brainstorming Fundraising Ideas**
Ideas for creative fundraising

MODULE IV: HAITI TODAY- THE WAY FORWARD

Driving Question: How can young people across the globe understand their role and work together in helping to rebuild Haiti's future?

- **Activity 1: Exploring the History of Haiti International Relations**
Overview of history between Haiti and US/Canada
- **Activity 2: Helping Hands in Haiti: Exploring the efforts of International NGOs and the Haitian Diaspora**
Exploring how the international community is aiding Haiti in its reconstruction efforts
- **Activity 3: The Haitian Political Landscape**
Understanding the political role in reconstruction
- **Did you know?** Michaëlle Jean, Governor General of Canada
- **Investigate and Learn: Building Haiti's Economy**
Module 4 culminating activity
- **Global Philanthropy: Sharing your wins!**
Sharing fundraising wins and ideas with peers via studentsresbuild.org

STUDENTS REBUILD: HAITI

INTRODUCTION

Students Rebuild is a grass roots campaign founded in response to the devastating earthquake in Haiti. It combines a \$500,000 matching challenge grant from the Bezos Family Foundation with Architecture for Humanity's international design and reconstruction expertise and Global Nomads Group's worldwide network of students and educators.

But, it's much more than a quick-fix fund-raising effort. It's an opportunity for young people to see how they are connected to the global community while learning about the real challenges of rebuilding after disaster. Through interactive video, conversations with building professionals and live connections to Haitian students, challenge participants will learn first-hand how people can work together in the aftermath of a devastating earthquake to rebuild communities and lives.

Your challenge: Create a team to raise money – which will be matched dollar for dollar, up to \$2,500 per team – to rebuild schools in Haiti.

Your opportunity: Create a team to help us rebuild better, safer schools in Haiti now.

Stay connected through interactive video, live webcasts, and more with building professionals and Haitian students.

Learn first-hand how people can work together in the aftermath of a devastating earthquake to rebuild communities and lives.



We're in this for the long run. We'll be here for Haiti, and for other great causes of need, as well. Will you be here with us?



| PREPARING FOR THE LESSON PLAN | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| SUBJECTS Social Studies, History, Sustainable Development | ESTIMATED TIME 2-3 class periods per module. |
| THEMES Global Development, Sustainable Communities, | MATERIALS Specified per module |
| <p>This lesson plan offers secondary students the opportunity to learn about current social issues and hot topics while providing a platform to discuss the way these issues impact their lives every day. They also motivate students to work collaboratively by sharing ideas, values and beliefs; and use activities, reading materials, and supplemental resources to support youth during their topic research and investigation. Teachers will review learning objectives and outcomes and select a discussion topic(s) that fits with the existing curriculum, lesson plan and/or project.</p> <ul style="list-style-type: none"> • The lesson plan is divided into four modules and additional activities: <ol style="list-style-type: none"> 1. Students Rebuild Introduction 2. Module 1: (Re) Introduction to Haiti - Student Cultural Exchange 3. Module 2: Education in Haiti 4. Module 3: Understanding School Reconstruction in Haiti - A Process in the Making 5. Module 4: Haiti Today - The Way Forward 6. Students Rebuild Debrief • Each section includes 2-3 activities to support learning of module topic. • An Investigate and Learn activity is offered at the end of each module to supplement the learning experience. The purpose is to further engage students in the module topic through implementing project-based learning methodology. • A Global Philanthropy 101 is found at the end of every module. This section will help students become young philanthropists by learning how to set fundraising goals, offering fundraising tips, and understanding the importance of embracing the culture of philanthropy. • Did You Know and Cultural Experience subsections are found throughout the curriculum to provide interesting facts and information about Haiti. • This curriculum is suitable for all Students Rebuild participants. • Participants in the interactive videoconference programs will have additional activities focused on preparing for the dialogue indicated by Ω. Please note; all Ω will be mandatory. | |

COURSE STRUCTURE

This curriculum is designed for all Students Rebuild participants to help foster meaningful interactions with their Haitian peers.

Students Rebuild participants are encouraged to use this lesson plan to complement the following activities:

- Interactive Videoconferences
- Live-Streaming of Videoconferences
- Live Field Webcasts
- Engaging other participants through your Team Page via studentsrebuild.org

Ω Each module will be aligned to a videoconference session to prepare your students for an interactive discussion. As a best practice, teachers should cover the respective module prior to the videoconference session.

COURSE EVALUATION GUIDELINES

Students Rebuild is interested in receiving feedback about our curriculum and program- how we can improve, and what program features can be added or remain the same. To accomplish this, please follow these simple guidelines as we evaluate and assess program sustainability:

- Students and teachers will be asked to complete pre- and post-program online surveys and/or questionnaires.
- Teachers are encouraged to participate in the evaluation of videoconferences to share their views, comments, and suggestions for program improvement.
- GNG may select teachers or students to participate in special evaluations, as needed.

Ω The Students Rebuild Videoconference Program via Global Nomads Group is valued at \$1200 (\$300/session). However, program fees will be waived and this program will be FREE for participants who complete our pre- and post- program evaluations.

STUDENT Pre-Program Survey : <http://www.surveymonkey.com/s/WY73L3M>

TEACHER Pre-Program Survey: <http://www.surveymonkey.com/s/ZPGCYHG>

Learning Objectives

- Learn about the culture and history of Haiti
- Understand the importance of education in the developing world
- Develop analytical and research skills
- Draw inferences about the relationship between education, poverty, and reconstruction
- Engage students in long-term philanthropy

Learning Outcomes

- Develop a deeper understanding of the world by learning about Haiti
- Foster a desire for students to become active participants in global recovery and reconstruction efforts, as well as philanthropic efforts
- Discuss critical world issues such as global health, access to education, poverty, and disaster relief
- Create SMART goals to reach fundraising goal

EDUCATION STANDARDS

Consider the national standards as you prepare:

The Students Rebuild: Haiti program is aligned with these National Educational Standards:

EDUCATION FOR SUSTAINABILITY - STUDENT STANDARDS

EfS Standard 1 - Students understand and are able to apply the basic concept of sustainability (i.e.: meeting present needs without compromising the ability of future generations to meet their needs). They develop an understanding of the historical context in which the definitions, concepts, and principles of sustainability and sustainable development have emerged over time.

- **1.1 Intergenerational Responsibility**
 - Intergenerational Equity

EfS Standard 2 - Students recognize the concept of sustainability as a dynamic condition characterized by the interdependency among ecological, economic, and social systems and how these interconnected systems affect individual and societal well-being. They understand and experience their connection to and interdependence with the natural world.

- **2.1 - Interconnectedness**
 - Systems Thinking
 - Cradle-to-Cradle Design
- **2.2. - Ecological Systems**
 - Respect for Limits
 - Respect for Nature
 - Tragedy of the Commons
 - Environmental Justice
 - Biomimicry
 - Urban Design/Land Management
 - Natural Capital
- **2.3 - Economic Systems**
 - Poverty
 - Ecosystem Services
 - Alternative Indicators and Indexes of Progress
 - Globalization
 - True (or Full) Cost Accounting
 - Triple Bottom Line
 - Micro Credit
- **2.4 - Social and Cultural Systems**
 - Human Rights
 - Social Justice
 - Multilateral Organizations
 - International Summits, Conferences, Conventions, and Treaties
 - Global Health
 - Appropriate Technology

- Governance

EfS Standard 3 - Students develop a multidisciplinary approach to learning the knowledge, skills, and attitudes necessary to continuously improve the health and well-being of present and future generations, via both personal and collective decisions and actions. They understand and can describe their vision of a world that is sustainable, along with the primary changes that would need to be made by individuals, local communities, and countries in order to achieve this.

- **3.1 - Personal Action**
 - Accountability
 - Lifelong Learning and Action
 - Personal Change Skills and Strategies
- **3.2 - Collective Action**
 - Local to Global Responsibility
 - Community-Based and Societal Level Decision-Making
 - Public Discourse and Policy
 - Organizational and Societal Change Skills and Strategies

ENVIRONMENT AND SOCIETY

- Standard 14: How human actions modify the physical environment.
- Standard 15: How physical systems affect human systems.
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

GEOGRAPHY STANDARDS- HUMAN SYSTEMS

- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.
- Standard 10: The characteristics, distributions, and complexity of Earth's cultural mosaics.
- Standard 11: The patterns and networks of economic interdependence on Earth's surface.
- Standard 13: How forces of cooperation and conflict among people influence the division and control of Earth's surface.

NATIONAL SCIENCE CONTENT STANDARDS, CONTENT STANDARD F:

As a result of activities in grades 9-12, all students should develop an understanding of:

- Personal and community health
- Population growth
- Natural resources
- Environmental quality
- Natural and human-induced hazards
- Science and technology in local, national, and global challenges

K-12 SERVICE LEARNING STANDARDS FOR QUALITY PRACTICE

Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service learning experiences with guidance from adults.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

ALL GNG PROGRAMS ARE ALIGNED WITH THE U.N. MILLENNIUM DEVELOPMENT GOALS:

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a Global Partnership for Development

Ω Educator Professional Development: An Introduction to Students Rebuild

Overview

The goal setting worksheet below provides you with the opportunity to create a framework for integrating Students Rebuild into the classroom. Goal-setting enables you to define what is important as an educator and serves as a point of reference to keep you on track throughout the project. For a successful project, goal-setting allows you to build on successes and improve in areas that need attention. This worksheet should be completed prior to the Educator Introduction session.

What's Most Important?

List the 3 goals you wish to achieve from this program.

1. _____
2. _____
3. _____

What Skills Are Important?

List 3 skills you wish students to learn as participants of Students Rebuild.

1. _____
2. _____
3. _____

What Will I Learn?

List 3 things you wish to learn from your colleagues.

1. _____
2. _____
3. _____

What Will I Share?

List 3 things you will share with your colleagues.

1. _____
2. _____
3. _____

Young Philanthropy

One aim of Students Rebuild is to engage students to become young philanthropists.

My students will _____

Ask Students A Driving Question?

As enthusiasm over Haiti wanes, the public's commitment to the region may decrease. Students Rebuild is in it for the long haul as we rebuild safer, stronger, and permanent schools in Haiti.

What motivational tag line will you create to keep your students engaged with the year-long project?

My tagline is _____

What Makes This Relevant?

Explain why Students Rebuild relates to your existing subject goals. How does it enhance your curriculum?

Students Rebuild relates to my curriculum because

Student Introduction to Students Rebuild

OVERVIEW

The activities below will help students determine their goals and expectations for their participation in Students Rebuild by assessing what students already know about Haiti. Students will be expected to complete the worksheet, and be prepared to share their thoughts and comments from the worksheet during the interactive videoconferences (IVCs).

Ω COURSE DIAGNOSTIC – KNOW/WISH/LEARN (KWL) CHART

TIME

1 Class Period, Optional Take Home Assignment

MATERIALS

Notebook, blackboard

Instructions

In this section, students will assess what they already know about Haiti and what they wish to learn. Ask students to individually create a KWL chart in their notebook. Please reference the box below. Students should first work on this individually, then collectively discuss what they know about Haiti as a classroom, what they already **Know**, and what they **Wish** to learn, and what they have **Learned**.



Ω Students in the videoconference will be sharing their charts with one another during the introductory vc.

KWL CHART

| What do I know about Haiti? | What do I wish to learn about Haiti? | What did I learn about Haiti? |
|-----------------------------|--------------------------------------|-------------------------------|
| | | |

1. Introduce students to Haiti by doing the first part of a KWL chart (please reference box below) on the board. Begin by asking students to complete column 1: What do I know about Haiti? Provide about 2 minutes for students to record their ideas.

Sample questions include:

- Where is Haiti?
- What language do they speak?
- Who is the political leader (President)?
- What type of government is in Haiti?

2. Make a brief statement such as: "While Haiti is located far from the United States, it is a country in the Western hemisphere that we hear about frequently in the news. Because of this, learning as much as we can about the country, its people, and the political issues connecting the United States and Haiti is important." Keeping that in mind, complete column 2 of the KWL chart: "What would I like to learn about Haiti?" By providing a statement such as this, students will begin to see the importance of knowing about and understanding information related to Haiti and other foreign countries.

3. Explain to students that later in the lesson they will be coming back to the KWL chart to discuss if what they knew was correct and to see if they were able to learn everything they wanted to know before the activity began.

4. Use the basic information provided below so that students get an understanding of the geography, people and political issues related to Haiti.

5. Take time to discuss the answers to the study guide and encourage students to add details to their answers as you discuss each item.

6. Complete the final column of the KWL chart (What I have learned).

SETTING EXPECTATIONS

Ω Answer the following questions.

1. Is Haiti relevant in my life? Why or why not? Why should I care about Haiti?

2. What do I wish to learn about Haiti? How will I plan to learn this information?

3. How do I plan to become involved with Students Rebuild? If I am already involved, what am I doing as part of the Students Rebuild project at my school?

MODULE 1: CULTURAL AND HISTORICAL BACKGROUND OF HAITI

Why is learning about Haiti through the eyes of its youth important in understanding school reconstruction?

Overview

This lesson plan outlines the cultural/historical/social overview of Haiti and provides students with a background on life in pre- and post-earthquake Haiti: Including: Geography, Colonialism, Religion, People/Culture, Government and Economy.

In this module, you will find:

- **Activity 1-Country Profile: Haiti**
Provides general background information of Haiti
- **Did You Know?: 35 Seconds**
A brief video to highlight an interesting fact about the effects of the earthquake
- **Activity 2: Haiti Youth Culture**
Introduction of Haitian youth popular culture
- **Activity 3: Life in Tent Camps**
Understanding life in tent camps as a reality for many Haitians in Port-au-Prince, post-earthquake
- **Cultural Experience: Haitian Food**
Exploring a cultural aspect of Haiti
- **Investigate and Learn: Haiti in Focus**
Module 1 culminating project
- **Global Philanthropy 101: Philanthropy vs. Charity**
Defining philanthropy to promote a culture of young philanthropists

ACTIVITY 1: Country Profile - Facts & Overview

Time: 1-2 Class Periods, Optional Take Home Assignment

Materials: Appendix A-D, Notebook, blackboard, Internet, discussion space, materials needed for presentations (paper, marker, printer, etc)

Instructions:

In the following activity, students will study Haiti's geography, people and culture, government/political systems, economy and the challenges that the country faces. Students will research the aforementioned topics and share their knowledge with the class through group presentations.

Educators are encouraged to review Appendix C: Haiti Background Information sheet (pg.25) and Appendix D: Haiti Fact Answer Key (pg. 26) to become familiar with the topic.

1. Divide the students into four groups and assign each group to one of the subtopics:
 - Geography
 - People and Culture
 - Government/Political Systems
 - Economy
2. Distribute group topic assignments (Appendix A) and Facts about Haiti Worksheet

(Appendix B).

3. Groups will follow instructions on topic assignment sheets to complete their group research. Students should use the Facts about Haiti worksheet to guide their research.
4. Each group will present their research to the class. Concurrently, students will use the Facts about Haiti worksheet to take notes on presentations
5. After the presentations, lead the class in a discussion about the activity as provided at the bottom of Appendix B: Facts about Haiti.
6. **Optional:** place the posters around the classroom, so that the class can refer back to them throughout their study of Haiti

RESOURCES

Students can refer to the following resources to conduct their research:

- [CIA World Factbook](#); [BBC News: Haiti Country Profile](#)

DID YOU KNOW...

It only took 35 seconds to change the country of Haiti forever?

By the time you've finished this sentence 35 seconds will have passed.

The following 18 minute video, by Morgan Freeman, is a compelling video that captures the story of the Haiti National Palace - before, *during*, and after the Quake that has forever changed the landscape of this country and its people. Additional commentary and interviews of President René Préval are featured.

<http://vimeo.com/11086636>



Thirty Five Long Seconds.

ACTIVITY 2: Haiti Youth Culture

Time: 1-2 class periods depending on in-class or take-home assignments

Materials: Internet, Notebook, access to library

Instructions:

In this activity, students will compare and contrast Haitian Youth Culture to that of their own. Students should engage in independent research to complete the following chart.

Ω Students can use this activity as a guide to create questions they may want to ask their Haitian peers about daily life and culture.

| | US/ CANADA (Choose One) | HAITI |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|
| <p>MUSICAL INFLUENCES What kind of music do you listen to? Which artists are popular amongst your peers right now? Who are your personal favorite artists?</p> | | |
| <p>TV SHOWS/MOVIES What television shows do you like to watch? What movies do you like to watch? Who are the famous actors and actresses?</p> | | |
| <p>ART What do you consider art? Who are some of your favorite artists?</p> | | |
| <p>FOOD What foods are popular amongst youth? What do you like to eat? What's the "strangest" thing you have ever eaten?</p> | | |
| <p>ACTIVITIES What activities do you do outside of school with your friends? Where do you hang out?</p> | | |

ACTIVITY 3: Life in Tent Camps

Time: 1-2 class periods depending on in-class or take-home assignments

Materials: Internet, Notebook, access to library

Instructions:

In this activity, students will discover everyday life in post-quake Haiti. As a result of the earthquake, 1.5 million people have been displaced and makeshift 'tent cities' have been created in and around Port-au-Prince. Students should review the following articles, videos, and photos.



- [Haiti Sights and Sounds](#) – *Global Nomads Group, You Tube* (1m)
Haiti sights and sounds after the earthquake.
- [Swanie-](#) *Global Nomads Group, You Tube* (6:52)
Three months after the earthquake, a Haitian high school student returns to downtown Port-au-Prince to visit what remains of her home and to speak to the people most affected by the disaster; the poor.
- [Post-Quake Haiti: Tent City Suburbs-](#) *Huffington Post*
Op-ed piece by Richard Morse, discussing the conditions of Haitian Tent Camps
- [A Service Economy In Haiti's Tent Cities](#) – *The NY Times: The Lede Blog*
An overview of Haiti's Tent Cities. In addition, watch the two videos on the blog post.
- [In Pictures: Life After Haiti Quake](#) - *BBC*
BBC Photo Slide Show

Encourage students to reflect on the guiding questions provided and to share their perspectives in groups of 4-5 students. After 20-30 minutes, regroup class and have a general discussion:




- How does the backdrop of Haiti compare to your community? How is it different?
- What are your initial reactions after watching the videos and reading the articles? What surprised you?
- What do you think are the biggest challenges tent city residents face? What population do you think is most vulnerable and why?
- Refer to the video, *A Service Economy in Haiti's Tent Cities*. What does it tell you about physical infrastructure and societal organization in the tent camps?
- How has everyday life been impacted in Haiti? How has it affected shelter, public health, the spread of disease, and existing challenges in the country?
- What steps are necessary to rebuild a community that has been destroyed? How long do you think it will take Haiti to recover from the earthquake?
- What similar events have occurred in the US and your own community, and how are recovery efforts there different than in Haiti?

CULTURAL EXPERIENCE: Haitian Food

Haitian food is often lumped together with other Caribbean islands as "Caribbean cuisine." However, Haiti maintains an independently unique flavor in its culinary creations. Unlike its Spanish-influenced counterpart, the Dominican Republic, Haitian cuisine is based on Creole and French cooking styles. Strong pepper flavoring in many dishes also sets Haitian food apart from the other islands.

In general, the average Haitian diet is largely based on starch staples such as rice (which is locally grown), corn, millet, yams, and beans. However, wealthier residents can afford meats (usually pork and goat), lobster, spiced shrimp, duck, and sweet desserts such as French-influenced mousse and pastries.

Haiti's tropical Caribbean climate allows for tropical fruits such as avocados, mangoes, pineapples, coconuts, and guava to grow in abundance. Such fruits are often used to make refreshing fruit juices. Other popular beverages include shaved ice topped with a fruity syrup, Juna (a locally produced orange squash drink), and even sugarcane. Both adults and children enjoy chewing on the stalks to extract its sweet juice¹.

| Haitian/Creole Cuisine | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Bannann Peze <i>Twice Fried Green Plantains</i> This deep fried side dish is the essential accompaniment to "griot" or may be served with any other meat or poultry</p> |
|  | <p>Griot <i>Fried Pork Chunks.</i> A Haitian tradition that is always a crowd pleaser.</p> |
|  | <p>Riz National <i>Rice and Beans.</i> The most popular Haitian rice dish and an excellent companion for any main dish.</p> |

¹ <http://www.foodbycountry.com/Germany-to-Japan/Haiti.html>

INVESTIGATE AND LEARN: Haiti In Focus

Time: 1-2 class periods depending on in-class or take home assignments

Materials: Internet, Notebook, access to library

Instructions:

Students will choose and research a specific topic to create a project that will showcase what they have just learned. Students can choose to create poetry, song, artistic pieces, 3-D models, etc. This activity can culminate into a public show to raise awareness about Haiti's challenges and fundraise for Students Rebuild.

Choose a topic from the list below and complete the assignment as directed. Encourage students to be innovative and create an eye-catching final product.

ENVIRONMENT

Earthquake: research the science behind the earthquake and make a 3-D model of Haiti that shows how and where the earthquake occurred. Illustrate where the major damage and tent camps are concentrated. Attach a written explanation of the seismic waves that caused the quake, the physical damage it caused, and a list of disasters on a similar scale around the world.

Deforestation: research deforestation in Haiti, explain the position of all stakeholders in the issue and write an editorial expressing your own opinion. Create a poster detailing the positions of all stakeholders (including Haitians that burn charcoal, environmental activists, farmers, politicians, etc.) and explain the argument that each uses to justify their actions. Then decide your own opinion, and write an editorial arguing for what you believe should happen next.

Public Health: research and write a profile of Paul Farmer and his organization, Partners in Health (PIH) (www.pih.org). Use varied sources to explain some of the challenges that the organization has faced and how it has overcome those challenges. Highlight PIH's community-based, holistic approach to health and how it is different from other organizations in Haiti.

Resources:

Deforestation: [Haiti Earthquake, Deforestation Heighten Landslide Risk](#) - National Geographic
 Public Health: [Country Without A Net](#) – The New York Times

CULTURE

Kanaval: Carnival is annual joyous celebration on the streets of Haiti, with dancing, singing and a massive parade, held a week before the Catholic holiday of Lent. Research the history of Carnival and write an article for your local paper about the event as if you had actually attended.

'Tap-taps:' buses in Haiti, called 'tap-taps,' are covered with brightly painted designs and are often stuffed to the brim with dozens of people. Research the history of tap-taps and examine existing designs, including the different artistic styles and symbolism that are used. Make a model of a tap-tap with your own creative, thoughtful design, along with a short essay explaining the meaning of your composition.

Music: research how music in Haiti has evolved over time and write a song inspired by your findings. Record your song and write an essay about how it was influenced by Haitian music. Explore the history of Haitian music, instruments used, popular musicians and the connection

between politics and music.

Resources:

Music: [Haiti's Enduring Creativity](#) – The NY Times; [Haitian Music](#) – National Geographic

Tap-Taps: [Anatomy of a Tap-Tap](#) – www.StudentsRebuild.org

EARTHQUAKE RESPONSE

Poetry: using newspaper and magazine articles about the 2010 earthquake, cut out words to make a 'found poem' about the disaster. Research Haitian poetry and use it as inspiration.

Tent Camps: research the different types of relief efforts in the tent camps in Haiti and highlight the three organizations that you feel are doing the most effective work. Make a poster with the key information from each and explain why you believe they should be supported.

Journal Response to Photos: Survey photos taken by journalists after the earthquake, choose one of a teenager in a tent camp and write a journal entry as if you were the subject of the photo. Write a response from the point of view of the teenager in the photo.

Resources:

Photography: [Documenting Haiti: Port au Prince in Photos](#) – GlobalPost

Ω Global Philanthropy 101: Philanthropy vs. Charity

Time: 1 class period and beyond

Materials: Paper, pen, appendix C, (internet optional to visit website)

Have you considered the difference between the term *charity* vs. *philanthropy*? Is there a difference between the two terms? If so, what do you think is the difference between the two?

The Merriam Webster™ dictionary defines the two terms as follows

Philanthropy vs. Charity

| | |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Philanthropy</i> is goodwill to fellowmen; especially active effort to promote human welfare.</p> | <p><i>Charity</i> is generosity and helpfulness especially towards the needy and suffering; or aid given to those in need.</p> |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|

Can you give examples of philanthropy and examples of charity?

The difference between charity and philanthropy are in the motivation behind our good deeds. As we embark on this upcoming Students Rebuild adventure- ask yourself what your motivation is- and be as honest as possible.

Please visit the teams' section of the Students Rebuild website to see some examples of creative philanthropy in action, from Youth Rock the Rebuild in California (<http://youthrocktherebuild.com/>) to a Texan school's creative way to celebrate the prom while helping their Haitian friends in the process (<http://studentsrebuild.org/hockaday-school-raises-3315>).

While charity creates an established, dependent relationship between the giver and the receiver, philanthropy seeks to empower and enable sustainability. It seeks a solution rather than a temporary fix. Being involved in philanthropy means you choose to learn and engage in the group or society you are extending your hand out to. The relationship should be mutually beneficial.

As your Haitian peers give you their perspective on daily life, culture, education, and the surrounding issues, grab onto the stories that personally speak to you. While there are multiple reasons for giving- self-satisfaction, guilt, gratitude, etc., we hope you find their personal stories as your source of motivation. Philanthropists give because they recognize as one who is often in the position who is given much, giving back feels as though, simply put, it's the right thing to do. So hang on to the words from your newly found Haitian friends as you create goals and fundraisers for their school reconstruction.

Let's challenge the way we think about giving- it's more than a feel good act of service, but it's the creation of a partnership with your Haitian peers, working towards building a sustainable global community together!

Appendix A: Country Profile Activity - Subtopics

Instructions: Refer to Module 1: Activity 1- Country Profile (p.15-16) Cut out each section below and distribute to the four groups.

1. Geography: Draw a map of Haiti and include a geographical profile.

Include: full name of the country, the capital city, location, area, climate and terrain.

Key questions:

- What facts do you find surprising?
- Based on Haiti's geographical location, does Haiti lie on any fault lines that would make it susceptible to earthquakes?
- Given its location, what (if any) other natural disasters could potentially be problematic?
- How would other natural disasters affect Haiti?
- What type of industry do you think can flourish as a result of Haiti's geography?

2. People/Culture: Create a profile of the people and culture in Haiti.

Include: population, urban population, population growth rate, percentage of population in urban areas, major languages, religions, median age, literacy rate of males and females.

Key questions:

- What does the urban population tell you about the development of Haiti?
- Many Haitians practice a combination of Catholicism and Voodoo. What is Voodoo, and how does this unique combination play a role in their cultural identity?
- What are the differences in the French and Creole languages?
- Compare the population of Haiti to the population of your home state. Is the ratio between people and land area similar in proportion?
- What does the literacy rate tell you about education in Haiti?
- What does the population growth rate and median age tell you about the demographics of a country?
- What facts do you find surprising?

3. Government/Political System: Make a timeline of the history of Haiti's government,

with the dates of key changes in leadership and pictures of important leaders.

Include: key dates in its colonial history, foreign interventions and political transitions.

Key questions:

- How is Haiti's government set up?
- How is it similar/different from the American/Canadian government?
- What is the relationship between the US and Haiti? Canada and Haiti?
- How will the instability of Haiti's political system affect the country's recovery?

4. Economy/Poverty: Provide an overview of Haiti's economy and make a hypothetical budget

for a month in the life of the average Haitian (in US dollars).

Include: monetary unit in Haiti, main exports, GDP per capita, average income in Haiti, average price of food goods, housing and other things.

Key questions:

- What is the Haitian economy based on?
- What is remittance and what role do they play in Haitian society?
- How much does the average Haitian make and/or live on per day and per year? Compare this to how much the average American makes and/or lives on per day. If you made as much as the average Haitian per year, how would you allocate your resources?
- What do the main exports tell you about Haiti's economy?

Appendix B: Facts about Haiti¹

Instructions: Fill in the missing facts.

Full name:

Population:

Urban Population:

Capital city:

Area:

Major languages:

Major Ethnic and Linguistic Groups:



Major religions:

Median Age:

Life expectancy:

Population Growth Rate:

Infant Mortality:

Maternal Mortality Rate:

Major Infectious Diseases:

Monetary unit:

Main exports:

GDP Per Capita:

Percentage of population living under poverty line:

Percentage of Literate Adult Males:

Percentage of Literate Adult Females:

Percentage Population With Access To Safe Drinking Water:

Climate and Terrain:

From CIA World Factbook

Q Discuss:

Encourage students to reflect on the following guiding questions and to share their perspectives in groups of 4-5 students. After 20-30 minutes, regroup class and have a general discussion:

- What facts did you find most surprising about the population of Haiti? Least surprising?
- What does population growth rate tell you about the demographics of a country? Infant mortality rate? Median age?
- Compare the population of Haiti to the population of your home state. Is the ratio between people and land area similar in proportion?
- What major infectious diseases do you predict to rise as a result of the quake?
- What do the main exports tell you about Haiti's economy? What type of industry do you think can flourish as a result of Haiti's geography?
- Identify the GDP of both Haiti and your own country. What does this number tell you? Do you think there is a correlation between the wealth of a nation and the emigration/immigration patterns of the country?
- What does the literacy rate tell you about the education of Haiti?

Appendix C: Background Information for Educators

Geography: Haiti occupies a 1/3 of the island of Hispaniola, which it shares with the Dominican Republic, its neighbor to the East. Roughly a third of the land is arable, but two-thirds of Haitians rely on agriculture for their livelihood. As a result, much of the forest has been cleared for agriculture and food production, which has led to soil erosion. Deforestation has made Haiti particularly vulnerable to flooding from the powerful tropical storms that sweep through the island.

People/Culture: Both French and Creole are cited as official languages. However, there is a huge wealth gap between the Creole-speaking black majority, most of whom are impoverished, and the French-speaking minority, 1% of whom own nearly half of the country's wealth. The majority of the population is Catholic, similar to much of Central and South America. However, roughly half of the population also practices Voodoo, which is influenced both by Haitians' West African past and Catholicism. It is based upon the performance of rituals that respect spirits and deities, and the reverence of ancestors.

History of government/political system: During the 18th century the Western portion of Hispaniola was a French colony, while the Eastern portion was controlled by Spain. In 1791, the African population revolted, eventually gaining control and becoming the second colony in the Americas to gain independence, as well as the first African republic. The country was politically unstable until 1957, when Francois Duvalier was elected president. He presided over a term rife with corruption, human rights abuses, censorship and overall insecurity. His son Jean-Claude Duvalier took over in 1971 and ruled until fleeing the country in 1986, leading to further instability. Jean-Bertrand Aristide, a former Roman-Catholic priest, took over in a presidential election in 1991, but was subsequently overthrown in a violent military coup. Three years of military rule was ended by the intervention of a US-led UN peacekeeping force, followed by the reinstatement of Aristide and the 1995 election of Rene Preval, a political ally of Aristide, to the Presidency. Aristide took over again in 2000, but in February 2004, violence spread in reaction to his government's suppression of opposition party leaders. Groups opposed to Aristide seized control of cities and towns throughout the country, causing Aristide to resign in exile to South Africa. A US-led peacekeeping force, authorized by the UN Security Council, intervened to oversee the installation of an interim government. Preval was elected president again in 2006, promising that Aristide would not be allowed to return to Haiti and that he would focus upon rectifying social inequities and creating jobs.

Economy/Poverty: Before the 1791 revolution, the colony benefited from lucrative sugar and coffee plantations. However, the country's economy is currently languishing, reliant upon foreign aid to survive, including debt relief by the UN and IMF. While its neighbor, the Dominican Republic, flourishes due to tourism, a growing economy and political stability, Haiti remains the poorest country in the Western hemisphere. Food riots, political instability, violence and earthquakes have made it impossible for businesses and the economy to grow and have prevented foreign investment and tourism. The lack of jobs has led many Haitians to seek work in the United States and elsewhere, both legally and illegally. Hundreds of thousands of Haitian immigrants have fled to nearby Dominican Republic. Almost a million Haitian youths are expected to come of age in the next five years, facing a dearth of jobs, widespread environmental degradation and a lack of basic infrastructure. Since 2008, about 8,000 peacekeepers from the UN Stabilization Mission in Haiti (MINUSTAH) maintain civil order. In response to the 2010 earthquake, the international community promised billions of dollars in aid, but reconstruction efforts have slowed and the economic outlook for the country remains bleak.

Past, present and future challenges for Haiti: In August and September 2008, four earthquakes swept through Haiti, wiping out the country's food crops, damaging irrigation systems and leaving huge economic damages in their wake. In January 2010, another earthquake of even greater enormity struck. At a magnitude of 7.0, the country's worst in 200 years, the quake left government buildings, shanty homes and over 3,000 schools in ruins. The United Nations estimates that the quake destroyed over 105,000 homes and damaged 208,000 others, mostly in the capital city of Port-au-Prince. Reconstruction efforts, initially optimistic due to the outpouring of foreign aid, have stalled due to what aid organizations have claimed is political corruption. Though short-term relief has been successful (for example, over half a million plastic sheets for cover have been distributed, and have proven vital in the tropical rains), they are not sufficient in the long term. The earthquake devastated Haiti's economy, left thousands homeless and worsened the country's already dire public health.

APPENDIX D: Facts about Haiti Worksheet1 (Answer Key)

Full name: Republic of Haiti

Population: 9,203,083

Urban Population: 47% of total population (growth rate of 4.5% each year)

Capital city: Port-Au-Prince

Area: 27,750 sq km (roughly the size of Maryland)

Major languages: French and Creole (both official)

Major Ethnic and Linguistic Groups: Black – 95%
Mulatto (mixed) and White – 5%

Major religions: Christianity

Roman Catholic – 80%

Protestant – 16%

None – 1%

Other – 3%

Note: roughly half the population practices voodoo

Median Age: 20.5 years

Life expectancy: 61.38 years (180th out of 224 countries in the world)

Population Growth Rate: 1.84%

Infant Mortality: 58.07 deaths per 1,000 live births

Maternal Mortality Rate: 680 deaths per 100,000 live births

Major Infectious Diseases: diarrhea, hepatitis A and E, typhoid fever, dengue fever, malaria

Monetary unit: 39.75 gourdes (HTG) per US dollar

Main exports: apparel, manufactures, oils, cocoa, mangoes, coffee

GDP Per Capita: \$1,300

Percentage of population living under poverty line: 80%

Percentage of Literate Adult Males: 54.8%

Percentage of Literate Adult Females: 51.2%

Percentage Population With Access To Safe Drinking Water: 50%

Climate and Terrain: tropical, mostly rough and mountainous

From CIA World Factbook, UNICEF and World Food Programme



MODULE II: EMERGENCY EDUCATION

What is the importance of emergency/post-catastrophe/conflict education in school reconstruction?

Overview

This module will promote the importance of emergency/post-catastrophe/conflict education as a key element to development through gaining background knowledge of Haiti's education system and its key role in rebuilding Haiti's future.

In this module you will find:

- **Activity 1: Education in Haiti- Past, Present, & Future**
Develop understanding of current educational structure in Haiti
- **Did You Know? School Statistics**
Interesting facts that tell the story of the earthquake's devastation to the Haitian education system
- **Activity 3: Emergency Education**
Identifying immediate responses to education in emergency situations
- **Cultural Experience: Haitian Art**
Exploring a cultural aspect of Haiti
- **Investigate and Learn: Writing and Op-Ed**
Module 2 culminating activity
- **Global Philanthropy: Fundraising 101**
Creating SMART Goals to achieve philanthropic goals

ACTIVITY 1: Education in Haiti - Past, Present, & Future

Time: 1 Class Periods, Optional Take Home Assignment

Materials: Notebook, blackboard

Instructions:

In this activity, students will learn information about the current state of education in Haiti.

- [Haiti's School Problem](#) – *NY Times Video* (4:39)
The earthquake that leveled much of Port-au-Prince left Haiti's already fragile educational system in shambles. A few schools have reopened, but class remains out of reach for most students.
- [Many Haiti schools 'not ready'](#) - *BBC News Video* (1:44)
Schools are re-opening in Haiti's capital for the first time since the earthquake, which killed more than 200,000 people in January.
- [With Haitian Schools in Ruins, Children in Limbo](#) – *NY Times article*
“Thousands of schools in and around this devastated capital could remain closed for months or never reopen, according to Haitian and [United Nations](#) education officials...”

Students should take half a class period to review the articles, videos, and photos. Encourage students to reflect on the guiding questions provided and to share their perspectives in groups of

4-5 students. After 20-30 minutes, regroup class and have a general discussion.

- What were your initial reactions after reading the articles and viewing the video clips?
- What did you find most surprising? Least surprising?
- Discuss the differences and similarities between education in Haiti and the US/Canada.
- What would you identify as the most challenging factor for Haiti in rebuilding their education system?
- What are some solutions to the challenges faced by those continuing their studies in tents?

ACTIVITY 2: Haitian Education System

Time: 1 Class Periods, Optional Take Home Assignment

Materials: Notebook, blackboard

Instructions:

Haiti's education system is quite different from that of the United States. It is based mainly on the French Education system. The organizational structure of the Haitian educational system, resulting from the 1979 Bernard Reform, consists of a fundamental level of 9 years divided into three cycles, a secondary level of 4 years which leads to a diploma, and a higher education level of variable durations (3-5 years for the license, 2 years for the masters, and 6-7 years for the doctorate). Unlike in the United States where most schools are public and free of cost, most in Haiti are private and quite costly. Due to weak state provision of education services, **private and parochial schools account for approximately 90 percent of primary schools**, and only **65 percent of primary school-aged children are actually enrolled**. At the **secondary level, the figure drops to around 20 percent. Less than 35 percent of those who enter will complete primary school.**

Though Haitians now place a high value on education, few can afford to send their children to secondary school and primary school enrollment is dropping due to economic factors. One way to alleviate economic problems in Haiti is to provide a good education so that everyone may prosper and the country will thrive off of a well-educated society. However, in order for education to reach everyone, they must be able to afford Haiti's expensive education system. Everything leads back to education and poverty: a vicious cycle.

For more information, please see: <http://haitieducation.info/profile.asp>

Discussion Questions:

- What do you think the advantages of Haitian education are, when compared with your own system of education in the U.S. or Canada? The disadvantages?
- Since we take education for granted in the U.S. and Canada, what would you do if you could not attend school, due to availability and costs?
- Why is it important to learn about the education system in Haiti?

Now compare and contrast Haiti's education system to the education system in your community, then your home country. Fill out the remainder of the work sheet.

| Education Systems | | | |
|----------------------------------------------|---------------------------|-------------------|------------------------------------|
| | My Local Community | My Country | Haiti |
| # of Private Schools; # of Public Schools | | | 90% of primary schools are Private |
| Educational System | | | Based on French Education system |
| Requirement to enter University (college) | | | |

Did You Know...

- ❖ 90% of the universities in Haiti were destroyed by the quake.²
- ❖ There is estimated to be 1.4-1.6 million truck loads of rubble.
- ❖ According to the UN, only 10 percent of the schools in Port-au-Prince were functional as of February 1st and about 40 percent in the southern port city of Jacmel and other localities.³
- ❖ The University of Port-au-Prince mourned 150 students who lost their lives in January's earthquake

ACTIVITY 3: Emergency Education

Time: 1 Class Periods, Optional Take Home Assignment

Materials: Notebook, blackboard

Instructions: In this activity, students will learn about the immediate response to education in the aftermath of the quake. Below are three videos that feature various areas of education affected by the quake and some of the temporary solutions taking place.

▪ **GROUP #1 – HOW WOULD YOU SPEND YOUR TIME IN A TENT?**

["Camp for Haiti Kids"](#) - GNG YouTube (3:46)

Synopsis: The Haiti earthquake destroyed many children's homes and schools. World Hope International has built day camps and provided trained psychologists and social workers to aid the Haitian children's recovery.

▪ **GROUP #2 – WHAT WOULD YOU PULL OUT OF THE RUBBLE?**

["Moving Forward: St. Pierre College"](#) - GNG YouTube (5:11)

² ² INURED, The Challenge for Haitian Higher Education: A post-earthquake assessment of higher education institutions in the Port-au-Prince metropolitan area (March 2010) 2.

³ ³ UN News Centre (February 1, 2010).

<http://www.un.org/apps/news/story.asp?NewsID=33635&Cr=haiti&Cr1>

Synopsis: 90% of Haiti schools were destroyed by the earthquake. CHF International has donated trained personnel and equipment to help with the need for demolition and rubble removal. All over the country, students are waiting to return to school.

▪ **GROUP #3 – WHAT ABOUT HIGHER EDUCATION?**

[“The Collapse of the University System in Haiti”](#) - GNG YouTube (4:43)

Synopsis: The January 12th earthquake destroyed 28 universities and killed 6000 college students. In this clip, students who survived gather to express their opinions on the collapse of the university system.

CULTURAL EXPERIENCE: Haitian Art

Haitian art is characterized by cheerful, brightly colored paintings. Most Haitian artists are self-taught and have not been formally trained, and as a result have developed a style distinct from the mainstream art world. Their style is often described as ‘naïve,’ ‘folk,’ or ‘instinctive,’ since it is usually not influenced by European or American art. Many contain themes of Afro-Catholic spirituality, Haiti’s voodoo tradition and scenes from daily life, such as fruits and vegetables as seen in the market.

Haitian art often has symbolic meaning and imagery. As a result of years of political oppression, some artists express their political frustrations through fables in their art. Animals are often used to symbolize people. For example, a red rooster often represents Aristide, a Haitian leader, and the blue and red colors of the Haitian flag often represent his Lavalas party.



In recent years, Haitian artists who do not have the ability to purchase traditional artistic materials have taken to utilizing materials from everyday life. The resulting pieces transform unconventional materials such as metals and trash into beautiful works. One school of artists makes stunning pieces out of recycled oil drums.

Unfortunately, many museums and art galleries were damaged in the quake and countless pieces were irreperably destroyed. The Episcopal Holy Trinity Cathedral, famous for its colorful murals, lies in rubble. Haiti’s main art museum, Centre d’Art in Port-au-Prince, suffered extreme damage. However, efforts are underway to restore as many damaged pieces as possible. The Smithsonian Museum in the US is leading the effort to rebuild the Centre d’Art and recover Haiti’s artistic heritage.

Learn more about Haitian artists here: <http://www.haitianartist.com/>

Photos (from top): Sam Fentress, Richard Fleming,

INVESTIGATE AND LEARN – Writing an Op-Ed

Time: Take home assignment

Materials: Internet, Notebook, access to library

Instructions:

Students will write an op-ed that informs, argues and convinces the reader to take action on a specific topic regarding education in Haiti. Through this exercise, students will practice writing skills, create a convincing argument, and develop a point of view.

Steps for Writing an Op-Ed:

1. Brainstorm a list of challenges about Haiti you find most intriguing.
2. Determine which facet of Haiti's recovery you are most interested in and research the issue. Focus your research on information directly relevant to the topic. Explore varied sources such as newspapers, publications of international organizations and non-profits, magazines, government studies, books, interviews, videos, journal articles and press releases.
3. Create an outline. Break down your op-ed into three sections: the topic, its relevancy, and the solution. Use facts, statistics, studies and quotes to support your case (make sure to cite all information from outside sources). Then re-state your claim and offer a call to action with specific steps that you think need to be taken.
4. Write a rough draft. Sum up your argument in one or two sentences so that your reader immediately knows your stance regarding the topic.
5. Ask your friends or parents to review and edit the piece. Have as many people read the draft as possible.
6. Revise, revise, revise. Break up the class into groups of three for a peer editing session. Look for grammatical errors and a logical flow of the overall argument and structure. Use clear and persuasive language.
7. Submit your final draft, keeping in mind that successful Op-Eds are usually 750 words or less.
8. **Optional:** submit your op-ed to your local paper for publication.

Tips for Writing an Op-Ed:

- Keep your language simple. Your reader is probably unfamiliar with the topic, so make sure your language is clear. Only provide the minimum amount of information necessary to support your case.
- Know your audience. Op-eds can be directed towards any stakeholder, including political leaders, non-governmental organizations or everyday people.
- Make your opinion clear. Remember that an op-ed is different from a typical article in a newspaper: instead of trying to write without bias, it is explicitly trying to convince the reader to take on the author's opinion.
- Limit your piece to 750 words or less. Newspapers have limited space so be concise and succinct in your argument. Each paragraph should be 2-3 sentences.
- Make every word count. Try to use more action verbs, instead of adjectives and adverbs, because they weaken your writing.
- Recognize other viewpoints. Think about all the different perspectives involved in the issue and acknowledge the pros and cons of the action plan you are suggesting.
- Keep your writing exciting. Use colorful examples, facts or personal anecdotes to support your points—show rather than tell. Use an attention-grabbing title. Your personal voice should come through.

Example- [Finishing Haiti's Unfinished Work](#), Jean-Max Bellerive & Bill Clinton

Ω Global Philanthropy 101: Setting & Achieving Goals

Time: 1 class period and beyond

Materials: Paper, pen, appendix C, (internet optional to visit website)

Instructions:

As we approach the end of Module 2, the overall question looming should be “NOW WHAT? How do I create a Students Rebuild Team and fundraise to reach our goal? How much time, effort, and money will be needed to create a fundraising event?” This activity will provide students with tools and guidance to become successful, young, global philanthropists.

Feasibility is crucial and it is important to see what works and what doesn't before you begin to plan your event. SMART goals will help you create Specific, Measurable, Attainable, Realistic and Timely goals. Students will also learn what a SMART goal is and how to apply that to your fundraising event.

1. Review The 1 2 3's for Creative Fundraising for Students Rebuild (found on www.studentsrebuild.org)
2. As a class, go over the steps to fundraising (use these [Fundraising Tips](#) on the Students Rebuild website to gain a better understanding and creative ideas for fundraising)
3. Review the SMART goal chart and focus on setting [SMART](#) goals for your Students Rebuild team. Feasibility is crucial and it is important to see what works and what doesn't before you begin your event. SMART goals will help you create Specific, Measurable, Attainable, Realistic and Timely goals.
4. Students will now create their Students Rebuild Team. Students are highly encouraged to use Appendix [x] to create SMART goals as a tool to fundraise.
5. Keep these questions in mind when filling out your own SMART goals chart:
 - What was the event?
 - What were they raising money for specifically?
 - How much money were they planning on raising?
 - Did they need volunteers?
 - How was the event funded?
 - How did they publicize it?
 - How much time did it take to organize the event?
 - What materials did they need?
 - Were any permits needed?
 - How much time did it take to plan the event?

Key Words to Fundraising:

Publicity – creating awareness around the event; a marketing strategy.

Logistics – these are the small things that you normally might not consider such as: permits, space, volunteers, registration sheets, etc.

Measureable goal – a statement that includes exactly how much money you are planning to raise (your fundraising goal) and how much time it will take to reach that goal (exact time frame).

| What is a SMART Goal? | |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific | Goals should be straightforward and emphasize what you want to happen. Specific is the What, Why, and How of the SMART model. WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build, etc. WHY is this important to do at this time? What do you want to ultimately accomplish? HOW are you going to do it? (By...) Ensure the goals you set are very specific and clear. For example, instead of setting a goal to lose weight or be healthier, set a specific goal to lose 2cm off your waistline or to walk 5 miles at an aerobically challenging pace. |
| Measureable | Choose a goal with measurable progress, so you can see the change occur. What will you see when you reach your goal? Be specific! “I want to read 3 chapter books of 100 pages on my own before my birthday” shows the specific target to be measured. “I want to be a good reader” is not as measurable. Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. |
| Attainable | Goals that you set which are too far out of your reach you probably won't commit to doing. A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you. For instance, if you aim to lose 20lbs in one week, we all know that isn't achievable. But setting a goal to loose 1lb and when you've achieved that, aiming to lose a further 1lb, will keep it achievable for you. |
| Realistic | Realistic, in this case, means “do-able.” It means the skills needed to do the work are available and that the project fits with the overall strategy and goals of the organization. A realistic project may push the skills and knowledge of the people working on it but it shouldn't break them. Devise a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are at the moment. A goal of never again eating sweets, cakes, candies and chocolate may not be realistic for someone who really enjoys these foods. For instance, it may be more realistic to set a goal of eating a piece of fruit each day instead of one sweet item. You can then choose to work towards reducing the amount of sweet products gradually when this feels realistic for you. |
| Timely | Set a timeframe for the goal: for next week, in three months, by 8 th grade. Putting an end point on your goal gives you a clear target to work towards. If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now. Time must be measurable, attainable and realistic. |

MODULE III: UNDERSTANDING SCHOOL RECONSTRUCTION IN HAITI: A PROCESS IN THE MAKING

What is the process in rebuilding schools in Haiti?

Overview

In this module, students will learn about the issues, constraints and techniques to designing, building and rebuilding schools in Haiti.

In this module you will find-

- **Activity 1: To Build or to Rebuild?**
Discuss the dilemmas in working with schools looking to rebuild after the earthquake
- **Cultural Experience:** The vernacular architecture of Haiti
Explore traditional Haitian architectural styles and building techniques
- **Activity 2: Priorities in Design: Passive Cooling**
Explore climate conditions in Haiti and discuss low-energy techniques to working with them
- **Activity 3: Designing a Haitian School**
Students will take what they've learned from this and preceding modules to design a basic school for Haitian students.
- **Investigate and Learn:** Materials for Haiti
Finding materials to build buildings with is harder than you may think.
- **Global Philanthropy:** Brainstorming Fundraising Activities

ACTIVITY 1: To Build or to Rebuild?

Time: 1 Class Period

Materials: Notebook, Internet, Appendix Handout

Instructions: In this activity, students will learn about the dilemmas in working with schools looking to rebuild after the earthquake. In groups, review the site reports and blog narratives for one of the schools presented below. As a class, discuss considerations in building vs. rebuilding schools and preferences for going forward with each of the projects. Do the recommendations make the most sense?

▪ **JUDY'S SCHOOL, MONTROUIS**

<http://openarchitecturenetwork.org/node/7208>

<http://studentsrebuild.org/blog/528/judys-school-montrouis.html>

Overview: Despite only being two years old, this school was very poorly built and must be demolished. Perhaps the foundations can be salvaged. What else could be salvaged?

▪ **INSTITUT FOYER DU SAVOIR, PORT-AU-PRINCE**

<http://openarchitecturenetwork.org/node/7791>

<http://studentsrebuild.org/blog/480/charrettes-good-shepherd-school-pele.html>

Overview: This school was on rented land and must move to a site owned by the school. What can move with it? What could happen to the old school/site?

- **GROUP #3 – ECOLE LA DIGNITÉ, JACMEL**

<http://openarchitecturenetwork.org/node/7216>

<http://studentsrebuild.org/blog/498/la-dignité.html>

Overview: École La Dignité was not affected by the earthquake, but as the only free private school in Jacmel, their interest in expanding their secondary school program with additional classrooms means a terrific opportunity for some of the poorest residents of the area. Is it OK to include Dignité as part of the Reconstruction program? How do we determine who to help when education is in such short supply everywhere in Haiti?

CULTURAL EXPERIENCE: Haitian “Vernacular” Architecture

“Vernacular” architecture refers to an architecture developed in a specific area over many generations and is specially suited to that area’s climate and culture. Vernacular can refer to antebellum plantation houses of the southern states as much as to nomadic yurts of Mongolia or the many variations of adobe buildings in the drier parts of the world.

There are many regions in Haiti that have developed their own vernacular architecture. In the countryside, there are more modest structures built from whatever is close to hand. Simple wood frames can hold a woven grass wall very well. It is easy to build and very light and encourages air passing through the building and cooling the occupants. Another common material is a simple mud mixture. Thatch roofs are common, and exhibit the typical roof construction before corrugated tin roofs came along.



Urban Haitian vernacular architecture—especially in the cities of Jacmel and Port-au-Prince—was a very ornate half-timber framing called “Gingerbread.” The structure was taken from the French colonial era and, with its cross-braced wood members looks reminiscent of medieval construction. It’s the same principal, only modified to Haitian climate and culture, providing color, balconies for shading and towers for ventilation.



Gingerbread construction was prominent in cities up until the popular spread of concrete block structures in the 20th Century. The elegant and expensive urban style was replaced by the cheaper, faster and more fireproof block system that quickly became ubiquitous in Port-au-Prince.

Read more on the discussion of Haitian vernacular architecture:

<http://studentsrebuild.org/blog/347/strength-vernacular-pan-de-bois.html>

http://www.bukisa.com/articles/270501_is-haitis-vernacular-architecture-worth-investigating

Photos (from top): earthfast pole house with woven infill panels (under construction); mud hut with thatch roof; gingerbread house; typical haitian concrete block house

ACTIVITY 2: Priorities in Design: Passive Cooling

Time: 1 Class Period

Materials: Notebook, Appendix handout or projection or digital pdf, Internet

Instructions: In this activity, students will discover climate conditions of Haiti and architectural techniques adapted to them. Passive cooling is an architectural technique that minimizes energy demand and maximizes spatial comfort. Especially in most places in Haiti, where grid electricity is unavailable or unreliable, passive techniques can make buildings less dependent on electricity (if it's needed at all)!

Investigate the passive design concepts below, along with several ways they are employed in building design, and discuss how they might be applied to Haitian schools. Can all concepts work together? If not, which ones should be used? Have students imagine being in a hot, un-air conditioned room and what makes them feel better and learn.

Haiti is a Caribbean nation and so the climate there is hot and humid throughout the year, with a rainy/storm season from May to October. Hot, humid climates are hard to make comfortable, as perspiration is less likely to evaporate from the skin and cool one's body as it's supposed to. Fortunately, there are several techniques for encouraging comfort and coolth.*

*Just as warmth is an important factor to designing buildings in colder climates, “coolth” is a goal for comfortable living in tropical buildings with no mechanical (air conditioning) systems. Coolth is a measurable concept, but for the purposes of our exercise, it’s important simply to know it exists and should be highly sought after in Haitian school design.

▪ **PASSIVE VENTILATION**

Encouraging air movement is one way to cool one’s body—moving air can help moisture on the skin evaporate and cool a person. Getting air to move through a building depends a little on how windy the site is. Generally, however, openings on opposite sides of a room encourage air movement through the space.

You don’t need a windy site to expel hot air. Since hot air rises, openings to the top of a space can let it escape, and be replaced by cooler air coming from openings in the bottom of a space. Sometimes pipes in the ground bring in air which is cooler than surface air.

▪ **SOLAR GAIN**

The sun is as much a producer of heat as it is of light. Buildings can employ some techniques to either avoid direct sun exposure (where heat is “gained” in the building) or deflect it.

Shading elements, such as canopies or trees can prevent direct sun from hitting the envelope or interior of a space. Bright colors, especially white, can reflect sun off of a building instead of absorbing it, like the color black does. The mass of material absorbing the sun also makes a difference—see below.

▪ **THERMAL MASS**

The “mass” of a material can store heat. This is an important and useful attribute for certain climates. In the desert, massive thick walls absorb and store heat during the day and radiate it into the living spaces during the cold night. In hot humid climates, however, mass is less useful in this regard. Buildings in Haiti would benefit more from light, airy materials—so long as they can withstand hurricanes!

Did You Know...

- ❖ Very few building materials are manufactured in Haiti. Almost all of them must be imported.
- ❖ Due to decades of deforestation, Haiti has very few trees left to make lumber with. Even young trees are harvested for flexible poles or to be made into charcoal for cooking.
- ❖ Concrete blocks, an abundant material in Haiti, are notoriously poorly made and are one of the causes for the destruction wrought by the earthquake. Manufacturers often skimp on the more expensive concrete ingredients, such as cement and quality aggregate.
- ❖ Rubble cannot be used in making new blocks. Any blocks made are only as strong as their weakest ingredients, meaning recycled blocks would be no better than the old, weak ones.

ACTIVITY 3: Design a Haitian School

Time: 1 Class Period

Materials: Notebook, Appendix D handout or projection/digital pdf, Internet, scissors, glue, pencils and blank paper

Introduction: Students will take what they've learned from this and preceding modules to design a basic school for Haitian students. Following review of Appendix D, students may want to discuss their thoughts on Haiti's school system and climate needs.

Learning Objectives: To understand the needs and possible solutions specific to Haitian students and teachers by exploring architectural design.

Guiding Questions:

- Based on what's been discussed so far, what differences do you see in how Americans and Haitians learn and what different things would they need in a pleasant learning environment?
- What surprised you most about the factors that affect building in Haiti? Which factor do you think is most important/critical?
- How do Haitian customs and traditions affect their education?

Procedure: Have students collect their thoughts on the differences between North American and Haitian schools and formulate a comparative list on the chalkboard—including needs of students in both places. Cross reference this list with the program supplied in Appendix D. What is missing? What should be added?

1. Break students into small groups and assign them one of the three schools mentioned in Activity 1.
2. Access their respective Open Architecture Network pages to download and print site plans and program.
3. Have student teams draw a PLAN for their assigned school using the provided program as a starting point.
4. If there's time have students look at SECTIONS and ELEVATIONS of the school.
5. Students should respond to the following questions:
 - What do you think would be needed to encourage air to move?
 - How does air get into and through a space?
 - How much enclosure do you need for students to be able to use for each of the spaces?
 - How different would each kind of space need to be from one another?

After a 45 minute sketching session, have a reconvening discussion of ideas. The students may then take their notes to develop their designs at home. Designs and concepts may be discussed on a videoconference with members of the Architecture for Humanity Haiti team.

INVESTIGATE AND LEARN: BUILDING MATERIALS FOR HAITI

Time: 1 class period and homework

Materials: Internet, Notebook, access to library

Introduction: Finding construction materials in Haiti is harder than you may think. The US and

Canada are privileged to have the infrastructure, knowledge and resources to build with just about anything imaginable. Haiti, however, suffers from some incredible restrictions that limit material options to what is inexpensive and close at hand.

There are several options for how to build structures in Haiti—each building system (i.e., concrete block, wood frame, earth block, etc.) has its pros and cons. For each system there are considerations that determine how useable it could be. How much does a system cost? How much is imported? How much special skill is needed to build? Is the material fire resistant? Is it resistant to hurricanes/earthquakes? Is it easy to move? Etc.

Instructions: Student groups are paired with a building material to research online for information about how it works and how it can be used in Haiti. Appendix E provides a list of materials and series of attributes to be researched.

The following class, students can compare notes and discuss the relative virtues and downsides to building materials and their potential uses in Haiti.

Ω Global Philanthropy 101: Brainstorming Fundraising Ideas

Time: 1 class period and beyond

Materials: Paper, pen, appendix C, (internet optional to visit website)

Instructions: Create your own fundraising event! In the previous three modules, you’ve all learned about Haiti as a country, culture, and society. You’ve seen the importance of education, learned about the international relations, and explored the Haitian culture. Now that you have the information, it’s time to focus on fundraising.

In Module I, you learned about Haitian culture, more specifically food, music, sports and art. Take the information you’ve learned throughout this curriculum thus far.

- Form groups of 4-5 students and choose a topic from the following list:
 - **Food** – Create an original Haitian dish! It can be one of the recipes listed in Module I or one you’ve researched on your own. Make a few different dishes or create some Haitian snacks. Write a short essay (3-4 paragraphs) including the recipe, all the ingredients, and why this dish is specific to Haiti (what ingredients grow there in Haiti compared to what grows in the U.S.). In your essay, include a paragraph explaining exactly where the money you raise will go and what it will be used for. Then, sell them at a bake sale and charge a small fee to raise money for rebuilding schools in Haiti.
 - **Music** – Create a small music ensemble and learn a Haitian song or dance. Write a short essay explaining the steps you took to learn the piece, what makes it special to Haiti, and why you chose that piece in particular. In the essay, discuss the Haitian styles and techniques, instruments, and dance moves in the piece and its popularity amongst Haitian youth. Remember to include a paragraph explaining exactly where the money you raise will go and what it will be used for. Perform the song or dance to an audience and charge an admission fee to raise money for Haiti.

- **Sports** – Go back to Module I and watch the [Haiti Soccer](#)⁴ video if you haven't already. Seeing how much of an impact a sport can have on a country, do further research on soccer or another sport of choice in Haiti. Research how the team came about, who their coach is, how popular the sport is, and why it is so important to Haiti. Compare and contrast that to a similar (if not the same) sport in the United States. For example, compare soccer in Haiti (if that's the sport you are choosing) to soccer in the United States. Write a short essay about the sport in Haiti and the United States. Then, form a team and hold a tournament. In the essay, explain how you're going to fundraise at the tournament. Charge a small fee for admission or sell merchandise to raise money – make shirts or paint soccer balls to sell. Be sure to include where the money you raise is going to go and what it will be used for in Haiti.
 - **Art** – Create an original art piece using Haitian techniques and styles or recreate a Haitian art piece. Write a short essay illustrating why you chose to create an original piece or recreate a Haitian art piece and explain in detail all the Haitian styles and techniques you used to create the piece. In your essay, include a paragraph explaining exactly where the money you raise will go and what it will be used for. Then, either set up a mini gallery or exhibit on Haitian art and show off your piece to an audience and charge a small admission fee or create a few pieces and sell them at a low price to raise money for Haiti.
- After choosing a topic, fill in the column 'You Try!' in Appendix C with your fundraising event. Make sure you've touched on all the steps and include all details. For step 2 (Build a team), you may use an existing club or organization in your school with permission from the instructor such as a vocal jazz group or dance team if you are focusing your event on music, a home & careers class if food is your topic, your school's soccer team if you're choosing sports, or art class if you chose art as your topic.
 - When your group has finished filling out the chart, have your teacher view it to double check the logistics and/or approve permission to work together with another teacher or instructor from another class or organization. After you've had your chart reviewed and everything is in place, you can put your fundraising event into action.
 - As a class, choose one fundraising activity that the various groups have come up with and implement it. Which group's fundraising event is feasible? Which do you think will raise the most money? Which would attract the largest crowd? Vote on one event and then work as a class to actually go forward with the plan. Maybe even take two ideas and form it into one. Have a bake sale at the sporting event/music event/art event.

After you've completed your fundraising event, write a small essay with your group reflecting on your event. What worked and what didn't? Why? How much money did you raise? Did you reach your intended audience? Did you reach your goals and objectives? Compare that number to your goal amount. What could you have done differently to raise more money (focus more on awareness or change your SMART goal)? What have you learned from this fundraising event that will help you towards your next fundraising event.

⁴ <http://myayiti.com/2010/05/videoe60-haiti-soccer-espn-com/>

APPENDIX F: Haitian School Program

Architects work with programs-lists and sizes of spaces or rooms needed in a building. A program for a typical American school includes all the classrooms, a library, a gymnasium, music rooms, bathrooms, administration, etc. Haitian schools aren't much different, although their space needs are more modest, and more flexible.

Haiti schools typically serve 300-400 students (how big is your school?). There are two standard types of rooms for learning—general classroom and laboratory (for computer and science courses). Classrooms can hold up to 50 students-how much bigger would a Haitian classroom have to be than your homeroom? Haitian schools also have a library and a couple administration offices, and bathrooms. Athletic spaces are provided outside (although they should be shaded!).

For climate reasons (discussed in Activity 2 of this Module), Haiti school buildings typically line their classrooms in a row, with outdoor corridors. This allows children to pass between the classrooms outside and makes the rooms more conducive to passive cooling.

Following is a basic program for a school. Programs do not discuss how spaces/rooms should be organized and may not cover all of the needs the students would have. It is the architect's job to make a school as comfortable and sensible as possible.

INTERIOR

9 Classrooms (Medium)
Library (Large)
Dining Hall (Very Large)
Boys Washroom (Small)
Girls Washroom (Small)
Administration spaces (Large)

EXTERIOR

Walkways
Multipurpose Courtyard (Very Large)
Basketball Court (Large)
Water Fountain (Very Small)
Fence

APPENDIX G: Haiti Material Data Chart

Wood Frame

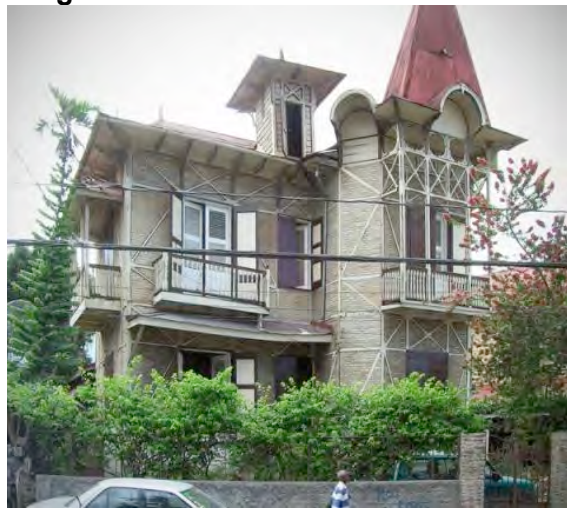
Cost/Availability:
Strength:
Skill needed:
Fit to climate:

Concrete Block



Cost/Availability:
Strength:
Skill needed:
Fit to climate:

Gingerbread



Cost/Availability:
Strength:
Skill needed:
Fit to climate:

Steel



Cost/Availability:

Strength:
Skill needed:
Fit to climate:

Adobe/Earth Block



Cost/Availability:
Strength:
Skill needed:
Fit to climate:

Bamboo



Cost/Availability:
Strength:
Skill needed:
Fit to climate:

Straw bale

Cost/Availability:
Strength:
Skill needed:
Fit to climate:

Recycled materials/"Earthships"



Cost/Availability:

Strength:

Skill needed:

Fit to climate:

MODULE IV: HAITI TODAY - THE WAY FORWARD

How can young people understand their role in helping to rebuild Haiti's future?

Overview

This module will provide a broad overview of global philanthropy and who is participating in the global philanthropic world. You will also see what it means to fundraise and why it is so important for us to fundraise for Haiti's schools. Fundraising activities will be included to gain a better understanding of how to form a fundraising event step by step. Also included are tips on how to begin your fundraising activity, what you should focus on, and how to go about your fundraising events.

In this module you will find:

- **Activity 1: Exploring the History of Haiti International Relations**
Overview of history between Haiti and US/Canada
- **Did You Know?** Michaëlle Jean, Governor General of Canada
- **Activity 2: Helping Hands in Haiti: Exploring the efforts of International NGOs and the Haitian Diaspora**
Exploring how the international community is aiding Haiti in its reconstruction efforts
- **Activity 3: The Haitian Political Landscape**
Understanding the political role in reconstruction
- **Activity 4 (Optional): The Haitian Economy**
- **Investigate and Learn: Building Haiti's Economy**
Module 4 culminating activity
- **Global Philanthropy: Sharing your wins!**
Sharing fundraising wins and ideas with peers via studentsresbuild.org

ACTIVITY 1- Exploring Haiti & US/Canadian Relations

Time: Take-home assignment

Materials: Appendix H: Haiti-US timeline, Appendix J Haiti-Canada timeline

Instructions:

In this activity, students will study the timeline as provided in Appendix H and Appendix J to gain an overview of US- Haiti and/or Canadian-Haiti relations. Study the respective timeline, depending on which country your school resides in. Students will play a jeopardy game as provided below.

1. Draw the diagram below on the board.
2. Separate the class into two teams, sitting on opposite sides of the room.
3. Flip a coin to determine which team gets to play first.
4. A member of the winning team should pick a category and a point value.
5. Read out the answer to the corresponding cell on the answer chart. Students must guess the answer in the form of the question. You may want to set a time limit for the

- amount of time each student has to answer.
6. If the student is correct, award their team the corresponding point value. Have a student keep a running tally of each team's score on the board. Erase the point value after the question has been answered.
 7. Repeat the process and alternate questions between each team until you have run out of point values. Whichever team has the most points at the end wins.
 8. *Optional:* provide the winning group with a prize.

| Jeopardy Game: Haiti-US Relations | | | | |
|-----------------------------------|-----------|-----------|-----------|--------------|
| 1803-1862 | 1867-1957 | 1958-1992 | 1994-1996 | 1996-Present |
| 10 | 10 | 10 | 10 | 10 |
| 20 | 20 | 20 | 20 | 20 |
| 30 | 30 | 30 | 30 | 30 |
| 40 | 40 | 40 | 40 | 40 |
| 50 | 50 | 50 | 50 | 50 |

**A power point version of this game can be found online at www.studentsrebuild.org and as an additional resource provided in this curriculum packet.*

DID YOU KNOW...**Michaëlle Jean is the first black Governor General of Canada (of Haitian descent) and the third woman to hold the post**

Appointed in September 2005, the Governor General represents the Canadian monarch, Queen Elizabeth II. Because the queen is shared with 15 other nations and primarily lives in the United Kingdom, the Governor General carries out most of the royal duties in Canada. As Governor, Jean wants her position to be a place where dialogue prevails and where the words of citizens are heard.

Michaëlle Jean was born in Port-au-Prince and grew up in Haiti. At age 11, her family moved to Canada, fleeing the repressive regime of dictator Francois Duvalier. For the first few years, they lived in an apartment in a basement in Montreal, then moved on to Thetford Mines, Quebec. Jean attended the University of Montreal, studying Italian and Hispanic languages and literature, as well as other universities for her graduate degrees. She is fluent in French, English, Spanish, Italian, Haitian Creole, and can read Portuguese.

Jean became a reporter, filmmaker and broadcaster for Radio-Canada in 1988. Throughout her 16-year career in journalism, she hosted and anchored numerous news programs, including her own show, *Michaëlle*, which featured in-depth interviews

with leading experts and enthusiasts.

During her appointment, Jean has focused on protecting female victims of violence and fostering national dialogue and unity between all racial, linguistic, cultural, and gender groups. As part of that effort, she launched an online chat with Canadians, creating a website called "Citizen Voices: Breaking Down Solitudes," where users could engage each other in discussion forums and prominent individuals could post blog entries. In 2006, she traveled throughout five African countries on state visits to encourage women's rights. Recently, the Governor General was presented the 2009 United Nations Development Fund for Women (UNIFEM) Canada Award for her outstanding efforts in advancing gender equality.

When she finishes her five-year term as governor in October 2010, Michaëlle plans to serve as a special envoy to Haiti for the United Nations Educational, Scientific and Cultural Organization (UNESCO), with an aim to fight poverty and illiteracy and raise international funds for the country's recovery.

Source: *The Governor General of Canada*
<http://www.gg.ca/document.aspx?id=41>

ACTIVITY 2: The Haitian Diaspora

Time: 1-2 class periods depending on in-class or take home assignments

Materials: Internet, Notebook, Appendix K

Vocabulary:

Diaspora, Remittance, Emigrate, Immigrate

Instructions:

In this activity, students will learn about the Haitian Diaspora - the Haitian population living outside of Haiti - and the relationship that exists with their homeland through remittances. A **remittance** is when an immigrant sends money to his or her home country. Remittances hold great importance to Haiti, making up 26% of the country's GDP. Students will think critically about the role of remittance, immigrations, and Haiti's economic stability.

1. Introduce students to the term *Diaspora*.
2. Refer to Appendix [X]. State the following, "Millions in the Haitian community live outside the Haitian border. [List some of the most striking statistics from Appendix [X]."
3. Ask the students to point out various geographical locations on a world map.
4. Conclude with the statement, "Although Haiti is a small, seemingly distant country, the Haitian Diaspora lives in many countries around the world. Do you think a relationship between their new homeland and adopted homeland exists? If yes, how?"
5. Introduce students to the concept of *remittance* - where a foreign worker transfers money from their host country to the home country. Students should read the article then click on the "hot spots" on the interactive map to see how money is being transferred around the world.
 - [**Payback: Remittance in NYC**](#) - *Global Post*
In "Payback," immigrants in New York City from Ghana, Haiti, Kosovo Albania, Mexico, Yemen, Pakistan and China describe what's it's like to live in two worlds. (Most relevant to Haiti is the 110th street hotspot).
 - [**How to Rebuild Haiti: Remittances**](#) - *Inter-American Development Bank (2:25)*
FOMIN, the U.S. government and the micro-finance institution FONKOZE join forces to keep the remittances flow into the country.
6. Students should now study Appendix E and answer the following questions.
 - What is the relationship that exists between the Haitian Diaspora and the country's economy?
 - Why do you think much of the population has emigrated out of the country?
 - Why do you think the US, the Dominican Republic, and Canada have the highest number of Haitian immigrants? What opportunities do these adopted homelands provide to the local Haitian economy?

ACTIVITY 3: The Haitian Political Landscape

Time: 1 class period

Materials: Internet, Notebook, Blackboard, pen, access to library

Instructions: In this activity, students will compare and contrast their country's political system with that of Haiti's. Fill in the table provided below with the correct keywords.

Follow the steps listed.

1. Divide the classroom into groups of five. Each group will receive a topic and define all of the keywords as a class.
2. Fill in your country's column first. Place all keywords that describe your country's political system in its column.
3. After you've completed filling in your country's column, do the same with Haiti's column. Please refer to the following websites for additional keywords that pertain to Haiti:

[CIA World Factbook - Haiti](#)

[Embassy of Haiti in DC](#)

[U.S. Department of State Background Notes on Haiti](#)

Keywords

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Types of government:</p> <ul style="list-style-type: none"> • Democracy • Authoritarian • Oligarchy • Confederation • Unitary Government • Federal System • Monarchy • Constitutional Monarchy • Dictatorship • Junta • Totalitarian • Republic | <p>Principles of government:</p> <ul style="list-style-type: none"> • Nation-state • Sovereignty • Citizenship • Allegiance • Territory • Public policy |
| <p>Government documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • The Constitution • Bill of Rights • Articles of Confederation | <p>Departments and Dimensions:</p> <ul style="list-style-type: none"> • Executive • Legislative • Judiciary • Congress • Senate • House |
| <p>Other:</p> <ul style="list-style-type: none"> • Appointed • Elected • President • Prime Minister | |

4. After filling in the table, circle all the words that appear in both columns so you can see the similarities and differences of each country's political system. As a class, read through all of the similarities.
5. Discuss the differences between the political systems. Use the following questions to our discussion:
 - Are any of these differences surprising to you?
 - What did you find the most intriguing about Haiti's government system?
 - Were there more or less differences than you expected?
 - Do you see any benefits to the differences in Haiti's political system?
 - Compared to your country's political system, are there any limitations in Haiti's political system?
 - How will the political system in Haiti impact the reconstruction process in Haiti?

Table of political systems:

| US | CANADA | HAITI |
|----|--------|-------|
| | | |

ACTIVITY 4: The Haitian Economy (Optional)

Time: 1-2 class periods depending on in-class or take-home assignments

Materials: Internet, Notebook, Appendix K, Appendix L

Instructions:

In this activity, students will learn the basics of Haiti's economy to further understanding its role in the global economy. Students will compare and contrast Haiti's Gross Domestic Product* (GDP) to understand the country's economic performance and development. Students will also learn how international aid is contributing to Haiti's development.

*GDP is not the sole measurement for a country's economy. The purpose of this activity is to provide a broad understanding of Haiti's economy to understand its role in the larger global economy.

1. Define the following terms:

- a) GDP
- b) Import
- c) Export
- d) Goods
- e) Services
- f) Trade deficit
- g) Stake Holder

2. Refer to Appendix [x], study the GDP graphs and answer the following questions:

- a) What information does the GDP graphs provide? What does this tell you?
- b) In the Haiti graph, which year has the lowest GDP? The highest? What historical events happened during the lowest and highest years? Do you think those events affected the economic progress?
- c) How does the US/Canada's GDP differ from that of Haiti's?
- d) Can you draw any similarities between the two economies?
- e) What do you predict will happen to Haiti's GDP fro 2010? 2015? 2025?
- f) It has been predicted that the impacts of the Earthquake will affect Haiti's GDP by 10-20% (<http://www.bloomberg.com/apps/news?pid=newsarchive&sid=aSMTe1TZFBUQ>). Identify a historically large-scale natural disaster in the US. Was the national GDP affected? Do you think Haiti's outcome will be the same?
- g) What factors will pose as a challenge to its economic recovery?

3. Study the following chart.

Leading Imports and Exports for Haiti (2008)

| Imports \$2.1 billion (2008) | Exports \$491 million (2008) |
|--------------------------------------|------------------------------|
| Food (Rice, Wheat, Meat and Poultry) | Apparel |
| Manufactured Goods | Oil |
| Machinery and Transport Equipment | Cocoa |
| Fuel | Coffee |
| Pharmaceutical Preparations | Mangoes |

4. Then, read Appendix K: Haiti Trade, Exports and Imports

5. Answer the following questions-

- a) What does the article mean by “trade deficit”?
- b) What relationship does trade create between the two countries?
- c) From the list above, refer to the article and identify Haiti’s main exports. Which country receives the majority of Haiti’s main exports?
- d) Who is Haiti’s biggest import partner?

INVESTIGATE AND LEARN: BUILDING HAITI’S ECONOMY

Time: 1-2 class periods depending on in-class or take home assignments

Materials: Internet, Notebook, access to library

Instructions:

In this activity, students will role-play an international donors’ summit to study the growing importance of Haiti’s role in the global stage. It is predicted the earthquake will set back Haiti’s 2010 GDP by 10-20%. How will the international community respond? This activity cultivates student knowledge of the challenges and incentives for Haiti to foster and develop diplomatic relations with the international community.

1. Divide the class into 5 groups, appointing each group to represent the following aid donors/stake holders:
 - a. Dominican Republic
 - b. US
 - c. Canada
 - d. France
 - e. China

2. Use the worksheet as provided in Appendix M to research the respective country's relationship to Haiti, including:

- current relief involvement
- diplomatic relations
- committed/promised aid
- historical ties

Each group should present a minimum of four relevant facts to represent their country. Suggested resources are available via Appendix M that will assist students in defining their nations' position.

3. After each group completes their research, an international donor's summit will be held, presenting the fictitious "Treaty of Haiti" (the name can be changed). This treaty will forgive Haiti of all its shares of internationally owed debt taken on by and divided by the 5 countries above. Each group should argue why or why not they would sign the treaty based on their national interests. Encourage the class to evaluate the "pros and cons" in formulating their nation's position.

Ω Global Philanthropy 101: Share your wins!

INSPIRE YOUR STUDENTS REBUILD PEER TEAMS- DON'T FORGET TO SHARE YOUR WINS ON WWW.STUDENTSREBUILD.ORG!

Fundraising efforts have ranged from a school-wide walkathon, a pajama day, "Hoops for Haiti," and an art sale, to bake sales and car washes.

More than 200 participating students circled the playground more than 2,750 times for a playground lap-a-thon! Students also raised much-needed funds by forgoing corsages at their winter dance, donating what they would have spent on flowers. And, more than 50 young musicians performed an all-day "[Youth Rock the Rebuild Concert](#)" that raised more than \$10,000.



| APPENDIX G: US-HAITI TIMELINE ⁵ | |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YEAR | EVENT |
| 1803 | The French Empire, led by Napoleon, sells the Louisiana Territory to the US. The newly weakened French strong hold in the region contributes to Haiti's waged war for independence against the French. |
| 1804 | Haiti gains independence from France, becoming the world's first black-led republic. |
| 1820 | Northern and Southern Haitian regimes were unified as one Haiti . |
| 1843 -1858 | Haiti sustained numerous regime changes defined by severe political and economic chaos. In many occasions, the Republic of Haiti fell into near anarchy, with a lack of system in place to uphold enforceable law. |
| 1862 | Haiti officially receives US diplomatic recognition . |
| 1867 | The Constitution of 1867 facilitated a period of temporary economic and political stability. Haiti began to develop its local economies with the establishment of its sugar and rum industries outside of its capital, Port-au-Prince. This briefly set a positive example for economic growth within Latin America. |
| 1911 | This year denoted the end of Haiti's short-lived period of prosperity . Revolution broke out and brought 6 different presidents, all of who were forced into exile or killed. |
| 1915 | The US begins its 19-year military occupation of Haiti in hopes to bring stability to the region, while also satisfying US national interests, i.e., economic opportunity, US investment, etc. |
| 1934 | The US withdraws its physical military presence from Haiti , still however, maintaining control over Haiti's external finances until the year 1947. |
| 1957 | President François Duvalier aka "Papa Doc" takes office and leads Haiti into another period of instability, including: political violence, government corruption, extreme classism and utilizing unfounded forms of legitimacy. i.e., Vodou. |
| 1958-1971 | Mass emigration of the upper class and well educated ensued , provoked by Duvalier's classist policies of Haiti's intelligentsia. Many of the emigrants relocated to either the US or Canada. |
| 1990 | Jean-Bertrand Aristide is elected into office . The elections were overseen by international observers and deemed free and fair. |

⁵ <http://www.state.gov/r/pa/ei/bgn/1982.htm#relations>
<http://www.un.org/en/peacekeeping/missions/minustah/background.shtm>

| | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1991 | A military coup led to another de-facto military regime to come to power, which pushed Aristide into exile and brought about the mass exodus of many Haitian citizens. |
| 1991-1992 | The United States Coast Guard interdicts over 40,000 Haitian refugees. |
| 1994 | Under the Clinton Administration, and in cooperation with the United Nations and Organization of American States (OAS), US forces prepared to enter Haiti for Operation Uphold Democracy . |
| 1995-2002 | Aristide was restored as president and served his last term in office. In 1996, the presidency was handed over to then, political ally, Rene Préal. Political unrest and civilian insecurity ensued. Human rights conditions vastly deteriorated. |
| 2002 | The OAS recognized Haiti's growing violations of human rights and established the OAS Special Mission. It worked with the Haitian government on plans to develop and strengthen Haiti's democratic institutions in security, justice, human rights and governance. |
| 2004-2009 | In 2004, The United Nations Stability Mission in Haiti (MUNISTAH) was established and serves as the largest international presence within Haiti to date, largely supported by US involvement. |
| 2010 | The January 12th Earthquake has devastated previous efforts to maintain stability and growth in Haiti. The international community and the US in particular must review new strategies to rebuild a successful and long-standing Haitian state. |

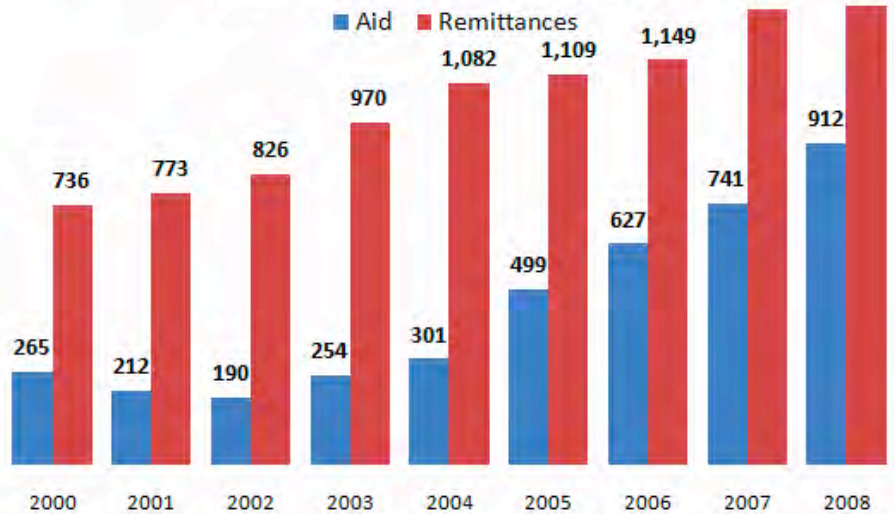
| APPENDIX H: CANADA-HAITI TIMELINE ⁶ | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YEAR | EVENT |
| 1700-1800 | The first records of immigration trends from Haiti to Quebec were tracked. Both colonies were under French rule and served as an extension of France herself. |
| 1804 | Haiti gains its independence from France and boasts the title of being the first black-led republic in the world. |
| 1826 | Haiti was excluded from the hemisphere’s first official meeting of regional independent states in Panama. Haiti was still regarded as a rogue nation that lacked political diplomacy. |
| 1862 | The international community begins to recognize Haiti as a sovereign nation. |
| 1900-1945 | Relations between Canada and Haiti begin to strengthen between the French speaking elites within both countries. French Canadians replaced French and Belgian missionaries in Haiti, taking over the influence of Haiti’s catholic community. |
| 1954 | Canada and Haiti officially establish diplomatic relations, appointing a “Chargé d’Affaire” (Ambassador) to the Canadian Embassy in Haiti. |
| 1950-1970 | High influx of the wealthy, educated Haitian elite immigrate to Quebec. This particular demographic of immigrants made for a smooth transition into the francophone communities within Canadian borders. |
| 1970-1990 | The pattern of immigration shifted drastically from the Elite French speaking Haitian class to the middle-lower Creole speaking Haitian class. Canadian immigration policy also became stricter due to a higher mobility of Haitian migrants into Canada, namely Quebec. Quebec holds 90 percent of the Haitian-Canadian population. |
| 1987 | In 1987, the Haitian Constitution was approved. However, it was suspended a number of times due to martial coups, political instability, government illegitimacy and deplorable civil rights conditions. First, June 1988 – March 1989, then October 1991 – October 1994, then officially reinstated constitutional rule in May 2006. |
| 1988-1994 | Canada signed the Free Trade and NAFTA agreements, aligning much of its |

⁶ <http://canadahaitiaction.ca/canada-haiti-history>,
http://www.canadainternational.gc.ca/haiti/engagement/whole_of_governmentpangouvernementale.aspx,
http://en.wikipedia.org/wiki/Canada%E2%80%93Haiti_relations

| | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>international policy with the US, bound by bilateral/multinational doctrines. In 1989 Canada became a member of the Organization of American States (OAS).</p> |
| <p>1994-present</p> | <p>Haitian- Canadian relations have shifted to international intervention. Canada's priorities for Haiti targets to establish Prosperity, Security and Democratic Governance. Canada also plays a large role in the U.N.'s efforts to establish stability within the region through the United Nations Stabilization Mission in Haiti (MINUSTAH). Lastly, through Foreign Affairs and international trade, Canada's Stabilization and Reconstruction Task Force (START), strives to sustainably integrate Haiti into the global economy.</p> |

APPENDIX K: The Haitian Diaspora

Public aid and private remittances to Haiti
(million \$, inflation-adjusted)



The graph above compares total foreign aid from governments to "remittances," mainly money sent home by Haitians living abroad. Sources: [DAC Table 2a](#), [World Bank](#). Figures are adjusted for inflation, into dollars of 2008.

Where the Haitian-born lived in 2000

| Country | Number |
|--------------------------|-----------|
| Haiti | 7,639,056 |
| United States | 428,332 |
| Dominican Republic | 87,537 |
| Canada | 54,142 |
| Guadeloupe | 30,611 |
| France | 21,941 |
| French Guiana | 19,768 |
| Bahamas | 17,081 |
| Cuba | 14,192 |
| Germany | 9,597 |
| Martinique | 9,492 |
| Pakistan | 9,020 |
| Kuwait | 4,328 |
| Netherlands Antilles | 3,209 |
| Russian Federation | 2,682 |
| Uzbekistan | 2,103 |
| Jordan | 1,935 |
| Turks and Caicos Islands | 1,667 |
| Venezuela | 1,648 |
| Rest of world | 28,504 |

The table above shows that in 2000 (the last time censuses were taken in many countries), 57% of Haitian natives living abroad lived in the United States. Sources: [Migration DRC](#), [U.S. Census Bureau International Database](#).

APPENDIX L: Haiti Trade, Exports and Imports⁷**Haiti Trade, Exports and Imports**

Inappropriate economic policies and political tensions for a long period of time have led to Haiti's economic stagnation and continued deficits in international trade. The US is Haiti's main trading partner in both exports and imports. Haiti's trade deficit is partly offset by international aid and the remittances from Haitians working overseas. The poorest nation in the Western Hemisphere, Haiti's inadequate infrastructure makes it highly dependent on imports from the US and other nations. Haiti's international trade accounted for 22.5% of its GDP in 2008.

Haiti Balance of Trade

Traditionally, Haiti has reported high levels of trade deficit due to significant import of food and raw materials. The country, devastated by a series of natural disasters, relies heavily on international aid, both monetary and food. Haiti's balance of current account stood at -\$566 million in 2009, as compared to -\$611 million in 2008.

Haiti Exports

The country's exports for the year 2009 stood at \$524 million, as compared to \$490 million. The major items exported by Haiti include apparel, oil, cocoa, coffee and mangoes. Nearly 70% of these exports are destined to the United States with another 9% going to the Dominican Republic and 3% to Canada. Cotton apparel, clothes made from wool and household goods dominate Haiti's exports to the US.

Haiti Imports

Haiti's imports have declined marginally from \$2.107 billion in 2008 to \$2.023 billion in 2009. Major items being imported by Haiti are food, manufactured goods, machinery and transport equipment, fuel and raw materials. The US is Haiti's biggest import partner and accounts for over 30% of Haiti's imports. Haiti's other import partners are the Dominican Republic at 23.3%, Netherlands Antilles at 10.6% and China at 4.5%, according to the 2008 estimates. Rice and wheat, along with other food items, constitute the main items of import from the US.

Haiti Trade: Relations with the US

⁷ <https://www.cia.gov/library/publications/the-world-factbook/geos/ha.html>
http://import-export.suite101.com/article.cfm/haitis_top_imports_exports
http://www.economywatch.com/world_economy/haiti/export-import.html
<http://www.indexmundi.com/haiti/exports.html>
http://www.indexmundi.com/haiti/exports_commodities.html
<http://www.indexmundi.com/haiti/imports.html>
<http://www.indexmundi.com/map/?v=89>
http://www.indexmundi.com/haiti/imports_commodities.html

Apparel exports play a key role in trade relations between Haiti and the US. The growth of Haiti's apparel industry and its exports have been driven by the US economic engagement under the Haitian Hemispheric Opportunity through Partnership Encouragement (HOPE) Act of December 2006. The act provided tariff free access to the US market for certain types of Haitian made apparel and other articles. These preferences have been extended to 2018 by HOPE II, passed in October 2008.

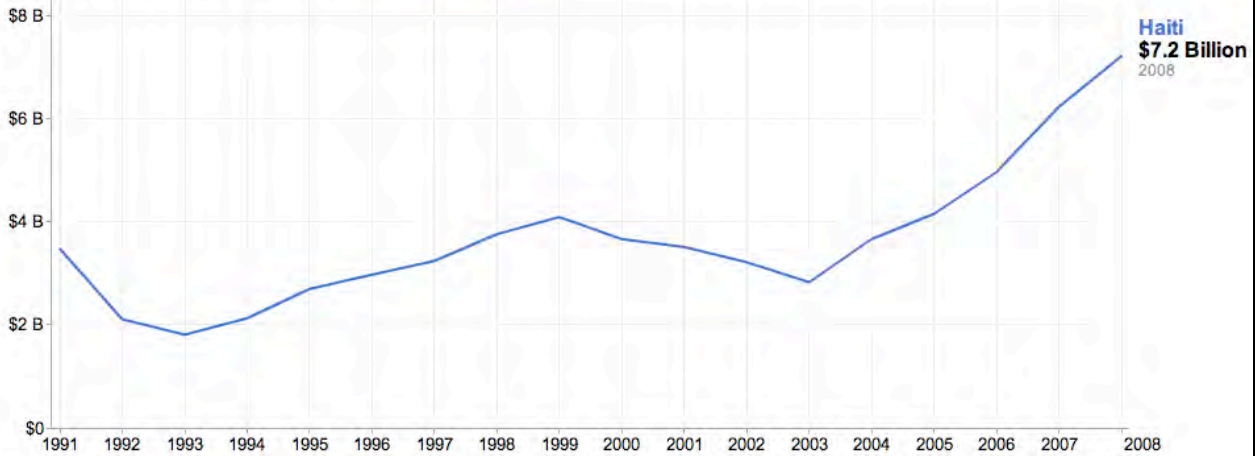
Article: http://www.economywatch.com/world_economy/haiti/export-import.html

APPENDIX M: GROSS DOMESTIC PRODUCT, BY COUNTRY

HAITI GDP GRAPH

Gross Domestic Product

GDP in current U.S. dollars. Not adjusted for inflation. [More info »](#)

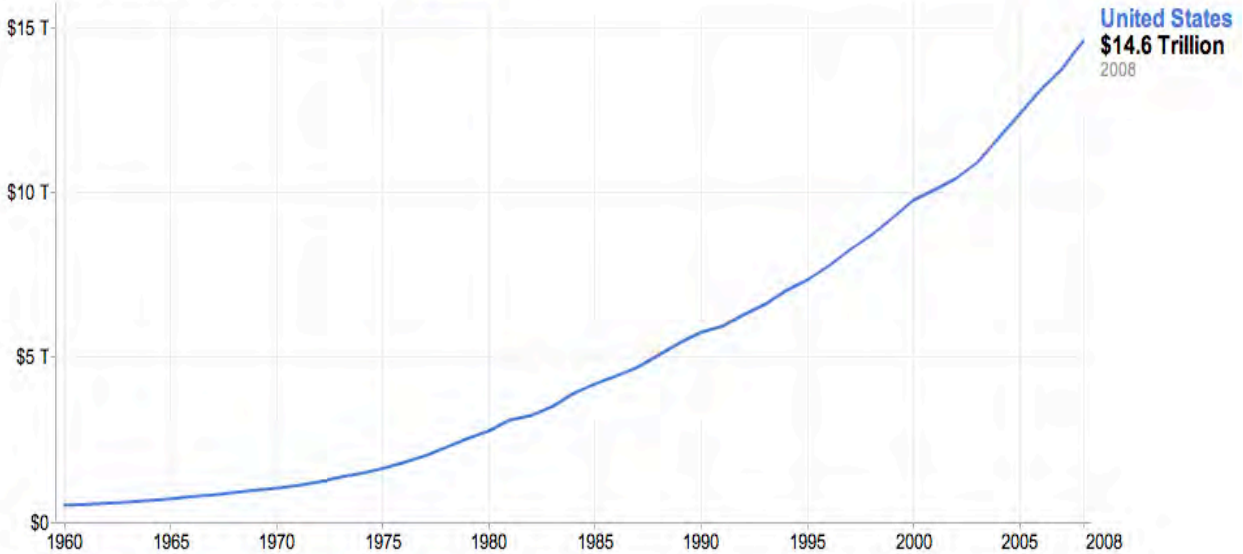


Data source: [World Bank, World Development Indicators](#) - Last updated June 15, 2010

US GDP GRAPH

Gross Domestic Product

GDP in current U.S. dollars. Not adjusted for inflation. [More info »](#)



Data source: [World Bank, World Development Indicators](#) - Last updated June 15, 2010

APPENDIX N: TREATY OF HAITI

| | Canada | Dominican Republic | United States | France | China |
|--------------------------------------------------------------------------------|--------|--------------------|---------------|--------|-------|
| Committed/PI edged Aid | | | | | |
| Historical ties to Haiti | | | | | |
| National Interest in investing in Haiti | | | | | |
| Current Diplomatic Relations | | | | | |
| Current Projects and international participation on the ground in Haiti | | | | | |

APPENDIX P: Resources for Mock Summit

Haiti

<http://www.haiti.org/>

<https://www.cia.gov/library/publications/the-world-factbook/geos/ha.html>

US

<http://www.state.gov/r/pa/ei/bgn/1982.htm>

<http://www.wsws.org/articles/2010/jan2010/pers-j15.shtml>

Canada

<http://canadahaitiaction.ca/canada-haiti-history>

http://www.canadainternational.gc.ca/haiti/engagement/whole_of_government-pangouvernementale.aspx

France

http://www.diplomatie.gouv.fr/en/country-files_156/haiti_473/france-and-haiti_2641/index.html

<http://www.info-france-usa.org/spip.php?article1499>

China

<http://www1.voanews.com/english/news/China-Sends-Aid-to-Quake-Stricken-Haiti-81465187.html>

<http://english.peopledaily.com.cn/90001/90776/90883/7017854.html>

<http://www.china-embassy.org/eng/xw/t656985.htm>

http://www.haitiaction.net/News/HIP/3_17_8/3_17_8.html

<http://chinatrade.foreignpolicyblogs.com/2010/01/29/china-in-haiti-preparing-the-chinese-people-for-a-greater-role-on-the-world-stage/>

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