



# SCIAF PRIMARY SCHOOLS TEACHERS' RESOURCE – LENT 2011



**SCIAF**  
Scotland's aid agency  
[www.sciafyouth.org.uk](http://www.sciafyouth.org.uk)

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## SCIAF's WEE BOX, BIG CHANGE APPEAL 2011

This resource for primary schools focuses on SCIAF's work in Haiti, looking at both the emergency work SCIAF was involved in after last year's earthquake, and also the long-term development work we believe is crucial to lifting people out of extreme poverty.

This resource can develop the knowledge, understanding and skills of learners and can help provide opportunities to broaden learning experiences. It builds upon the four capacities of Curriculum for Excellence and includes aspects of each of the following experiences and outcomes:

### Aims of the activities in this resource:

- To encourage empathy for and understanding about the lives of people in Haiti
- To understand two different aspects to SCIAF's work – aid and development
- To understand why earthquakes occur and the damage they can do
- To understand why disasters, like earthquakes, are so devastating especially for poorer countries
- To understand how SCIAF changes lives around the world

Health & Well Being	Literacy	RC R. Ed	Expressive Arts	Social Studies	Technologies
1-15a; 2-15a	1-04a; 2-04a	1-06b; 2-06b	1-03a; 2-03a	2-01a	2-02a
1-16a; 2-16a	1-05a; 2-05a	1-11a	1-04a; 2-04a	1-04a; 2-04a	1-03a; 2-03a
1-17a; 2-17a	1-06a; 2-06a	1-14a; 2-14a	2-05a	2-06a	1-03b; 2-03b
1-27a; 2-27a	1-10a; 2-10a	1-20a; 2-20a		2-07a; 2-07b	
1-33a; 2-33a	1-20a; 2-20a;	1-21a; 2-21a		2-08a	
2-34a	1-22a; 2-22a	2-21b		3-11a	
	1-23a; 2-23a	1-24a; 2-24a		2-12a	
	1-24a; 2-24a			2-14a	
	1-25a; 2-25a			2-15a	
	1-26a; 2-26a			1-16a	
	1-28a; 2-28a			2-16b	
				2-19a	
				1-20a; 2-20a	
				2-21a	
				3-19b	

Please tell us what you think of this resource, how you use it in your school and any other suggestions or feedback you have. **Email:** [youth@sciaf.org.uk](mailto:youth@sciaf.org.uk)

# HAITI EXPLORED



Christopher Columbus “discovered” Haiti in 1492, after landing near to where the modern day city of Cap-Haitien is situated, and claiming the island for Spain calling it ‘Hispaniola’. The eastern side of Hispaniola would eventually become the Dominican Republic and the western side Haiti. Columbus described the island as “the most beautiful in the world.”

In the 17th century France formally claimed control of the western side of the island (Haiti) calling it Saint-Domingue. By the 18th century this French colony was producing vast amounts of cotton, tobacco, sugar and other commodities which were being taken to Europe. Haiti became one of the most precious and richest parts of the French empire and eventually was producing about 40% of all sugar and 60% of all coffee used in Europe. All of this was possible through the large numbers of African slaves who were taken to the colony.

At the end of the 18th century a revolt began amongst the slaves which eventually saw them overthrowing their French rules. Haiti became independent in 1804.

Haiti continued to prosper in the 19th century. However in the 20th century things began to change significantly - Haiti's prosperity and relative stability began to change, through a mixture of outside interference (including occupation by the United States for nearly 20 years) dictatorship, violence and natural disasters.

In 1957 Dr François Duvalier, known as Papa Doc, became President of Haiti. Papa Doc Duvalier, and his son (and successor), Jean-Claude Duvalier, Baby Doc, led Haiti for much of the 2nd half of the 20th century under extremely repressive and corrupt regimes which saw thousands murdered and the country's economic decline deepen. During a visit in 1983 Pope John Paul II condemned the ruling regime of Baby Doc which sparked a popular rebellion among the people and ultimately led to Duvalier resigning.

Sadly the situation in Haiti has not improved with violence and instability continuing. Today, Haiti is a country facing many different challenges. Labelled as the ‘poorest country in the Western hemisphere’, with 70 - 80% of its population living below the poverty line. Severe deforestation has significantly added to the country's problems, particularly in rural areas and last year the country was hit by a devastating earthquake.

## HAITI – THE FACTS

<b>Population:</b>	10,188,200
<b>Size:</b>	27,750 km <sup>2</sup> .
<b>Capital:</b>	Port-au-Prince
<b>Life expectancy:</b>	61.7 years
<b>Poverty ranking:</b>	145/169
<b>GDP per capita:</b>	\$1,040
<b>Literacy rate:</b>	52.9%
<b>Languages:</b>	Only 1% of Haitians are French-speakers and they tend to be the wealthy elite. Most Haitians speak Creole which is a mixture of West African languages and French.
<b>Religion:</b>	Christianity (mainly Catholic) and Voodoo. Voodoo is a mixture of beliefs, many stemming from the African slaves that arrived in Haiti centuries ago.
<b>Currency:</b>	Gourde

Source: Human Development Report, 2010

# 12TH JANUARY 2010

Haiti has been described as one of the most disaster prone countries in the world. Over the years, the country has been battered by disasters and thousands of Haitians have lost their lives in natural disasters including, hurricanes, storms and floods.

At 4:53pm on Tuesday 12th January 2010 a major earthquake, measuring 7.0 on the Richter scale hit Haiti, just 10 miles south-west of the capital city, Port-au-Prince. The earthquake lasted for just 37 seconds but claimed more than 230,000 lives and left around 1.5 million people homeless.

## Haiti before the earthquake:

- More than 70% of people in Haiti were living on less than \$2 per day.
- 86% of people in Port-au-Prince were living in tightly-packed slums.
- Half the people in Port-au-Prince had no access to latrines and only one-third had tap water.



## Impact of the earthquake:

- Over 230,000 dead.
- Over 180,000 homes damaged or destroyed meaning 1.5m people made homeless.
- 19 million cubic metres of rubble and debris in Port-au-Prince.
- Nearly 5,000 schools have been damaged or destroyed.

Source: Disasters Emergency Committee

*"I was lucky I didn't lose any of my family. It was very frightening. I was watching television when it happened, and I ran outside. There were so many dead people and everyone was crying, screaming and bleeding. I've never seen anything like it in my life. It has traumatised me. Every time I sleep, I think of the 12th of January."*

- Adams (20 yrs), earthquake survivor.



# SCIAF'S WORK IN HAITI

Even before the earthquake last year, Haiti was one of the world's poorest and least developed countries, with the vast majority of the population living in extreme poverty.

SCIAF has been working in Haiti since 1987 and is involved in both emergency/humanitarian aid and long-term development projects.



## Emergency/Humanitarian aid

When there is a major disaster, like the earthquake in Haiti, SCIAF provides emergency or humanitarian aid, like food, clean water and medicines. In the early stages the priority is saving people's lives.

Since the 12th of January 2010, SCIAF has been working along with our partner, Caritas Haiti, to assist earthquake survivors. Caritas Haiti is part of Caritas Internationalis, the global network of Catholic aid agencies. There is a Caritas in almost every country in the world and SCIAF is Caritas Scotland. The Caritas network enables SCIAF to respond immediately after an emergency.

The funds raised by SCIAF's supporters in Scotland have been used in Haiti to provide food, water, kitchen utensils, hygiene kits, emergency shelters, showers, latrines and cash-for-work programmes (where people do work, like clearing away rubble, and are provided with a small wage).

Clean water and sanitation in the overcrowded refugee camps in Port-au-Prince are incredibly important. Thanks to SCIAF, Marlene and daughter Neika (pictured left), whose home was destroyed in the earthquake, can collect safe drinking water in their camp.

## Long-term development work

SCIAF works in partnership with local people and organisations in Haiti and 15 other countries in Latin America, Africa and Asia.

Even before the devastating earthquake, food was a major problem for Haitians, with more than 40% of children suffering from stunted growth due to malnutrition.

SCIAF works in several areas of Haiti helping families to have a lasting source of food and income. A goat will provide a family with as much as 12 pints of fresh milk a week which can be sold for cash. Droppings can be used as organic fertiliser as well. The goats help with food, school fees and medical fees.



Check out the 2011 WEE BOX DVD-ROM for more info on how SCIAF is changing people's lives in Haiti, including video clips, day in the life stories, school assembly suggestions and much more. All the resources on the DVD-ROM can also be found at [www.sciafyouth.org.uk](http://www.sciafyouth.org.uk)

# WHO IS MY NEIGHBOUR?



## Step 1

Ask your pupils if they know what the letters SCIAF stands for?

- S cottish
- C atholic
- I nternational
- A id
- F und

## Step 2

Provide pupils with a brief reminder of SCIAF by explaining the following.

SCIAF is the official international aid and development agency of the Catholic church in Scotland. SCIAF provides aid (help) to people regardless of their religion in Haiti and other countries in Latin America, Africa and Asia. SCIAF is motivated by the example of Jesus Christ.

## Step 3

Read to pupils the parable of the Good Samaritan, Luke 10:25-37.

Lead a discussion with pupils:

- What was Jesus' answer to the question – "Who is my neighbour?"
- Who are our neighbours?
- How do we follow Jesus' message in our everyday lives?
- Considering the example of Jesus, ask pupils to explain in their own words why we should be concerned with what happens to the people of a distant country like Haiti.



## Step 4

Introduce pupils to the concept of solidarity, which means that we are all connected, we are one human family.

When we truly embrace our call as family, we seek ways of loving, supporting and helping all the members of our global community.

*"Solidarity.. is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary it is a firm and persevering determination to commit oneself to the common good, that is to say, to the good of all and each individual, because we are really responsible for all."*

- Pope John Paul II



## Step 5

Lead a discussion with pupils:

What are some ways that people in Scotland showed solidarity with the people who were suffering after the earthquake in Haiti?

What ways can we stand in solidarity with people in Haiti now and in the future when the country is no longer in the news?

Ask pupils to design a poster which conveys the message of solidarity and global community or ask pupils to write a prayer for their global neighbours around the world.

# THE HAITI EARTHQUAKE 2010

**Earthquakes are the shaking, rolling or sudden shock of the earth's surface. They are the earth's natural means of releasing stress. More than a million earthquakes, mostly very minor, occur each year – about 90% of them occur in the area surrounding the Pacific Ocean.**

## The Haiti 2010 earthquake

The earthquake on Tuesday 12th January 2010 in Haiti, which measured 7.0 on the Richter scale, was the largest recorded in Haiti since 1770. The earthquake only lasted for 37 seconds but claimed more than 230,000 lives and left around 1.5 million people homeless.

The impact of the earthquake on Haiti was greater than it would have been had the quake struck a more 'developed' country because of the poor and vulnerable position the country was already in. It is people who already live in poverty who suffer most from disasters because they are already very vulnerable. For example:

- their houses may not be built of the best quality materials;
- they may live on steep hills prone to landslides or riverbanks prone to flooding because they cannot afford good land;
- they have nothing to fall back on – if they lose their crops because of a drought or flood they can't afford to buy any food.



## Key words

**Epicentre** – the point on the earth's surface directly above the source of the earthquake.

**Seismic waves** – the energy created by the quake travels in waves from the Epicentre, where they are strongest. The waves can shake or even destroy buildings.

**Richter scale** – the measuring scale for how strong an earthquake actually is. Each one-point increase on the scale indicates ten times the amount of shaking.

### Richter scale:

- 4 – Minor earthquake
- 5 – Moderate earthquake
- 6 – Strong earthquake
- 7 – Major earthquake
- 8 – Great earthquake

## Activities:

**Maths:** Discuss with pupils how earthquakes are measured on a Richter scale. Invite them to research 5 earthquakes, finding out what each earthquake measured on the Richter scale. The information can then be presented in a graph and the results discussed by the class.

**Geography:** Give pupils a blank world map and invite them to mark in the countries where major earthquake has occurred over the last 10 years and the impact the earthquake had on the country.

**English:** Pupils can prepare a news report (writing a script for a TV news report or writing an article for a newspaper) on a major earthquake and how it has affected the people of the country.

# WHAT'S THE BEST WAY TO HELP?

## PUPIL WORKSHEET

Imagine you work for SCIAF and are responsible for the aid and development work to help people in countries like Haiti.

**Short-term, emergency aid** – to help people survive a disaster, like the earthquake.

**Long-term, development work** – to ensure that people will be able to provide for themselves and their families into the future.

Look at the items below and divide them into two columns: items that people need in the **short-term** and those they need in the **long-term**.



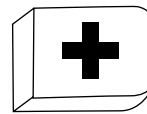
Shelter



Cups & pans



Food parcels

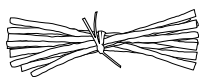


Medicines

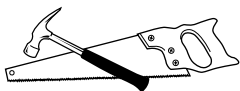


Clean water

Short Term Aid	Long Term Development



Materials for new houses



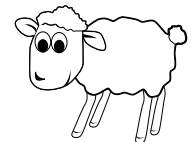
Tools



Seeds



Blankets



Sheep

Marlene and her daughter Neika lost their home in the earthquake in Haiti. Marlene also lost her business and her source of income (money). Now living in an overcrowded camp in Port-au-Prince, access to clean and safe water is essential, so that diseases don't spread. Thanks to SCIAF, their camp has a water bladder, and Marlene and Neika don't have to worry about drinking dirty water, or having to find the money to buy clean water.



**£12 SUPPLIES A FAMILY WITH SAFE DRINKING WATER**



**SCIAF**  
Scotland's aid agency

Even before the devastating earthquake, food was a major problem in Haiti. More than 40% of children suffered from stunted growth due to malnutrition. SCIAF provides families like Pierre's with seeds, tools and training so they can have a lasting source of healthy food. "We now eat a lot more vegetables, like carrots, leeks and cauliflower."

– Pierre



**£85 FOR SEEDS, TOOLS AND TRAINING**



**SCIAF**  
Scotland's aid agency

# THE IMPORTANCE OF FOOD

SCIAF's long-term development work in Haiti focuses on helping people to help themselves by doing things like:

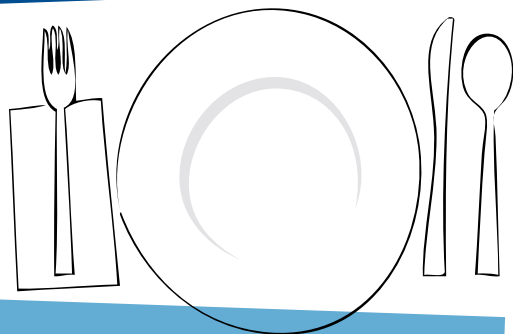
- Helping farmers to grow bigger and better crops to sell
- Creating jobs where workers can earn money to feed their families
- Lending a little money to local people to start a business or improve their land



## Step 1

Ask pupils about food:

- What do you most like to eat?
- Why do you like that food?
- When do you eat it?
- How do you eat it?



## Step 4

'What happens if someone does not have enough food?' Look back to the brainstorm in Step 2 and ask the pupils to imagine what would happen if someone did not have enough food e.g. you get tired or sick, are not able to learn and do not grow properly.

## Step 2

Ask the question – 'Why do we need food?' and allow pupils to brainstorm on the whiteboard. The following responses may help to get them started: to grow; to be able to concentrate and learn; to keep healthy etc.

## Step 5

Explain to pupils that after the earthquake in Haiti people needed food aid to survive. Also explain that availability of food was already a problem in Haiti before the earthquake because of the extreme levels of poverty that existed.

## Step 3

Ask the pupils – 'What types of food does the body need?' They may know that we should eat five portions of fruit and vegetables every day or that we get protein from meat, which we need to grow.

Explain to pupils that everyone around the world, whether they are young or old, male or female, needs to eat good food if they are to stay healthy.



# SCIAF'S WORK AROUND THE WORLD

## PUPIL WORKSHEET

Find out how SCIAF is changing lives around the world. Read the story of the Felix family (below) and also look at the Real Life stories section of the SCIAF Youth website - [www.sciafyouth.org.uk/youth/stories](http://www.sciafyouth.org.uk/youth/stories) and find out about the lives of Constance, Keyri and Kun .

### Meet the Felix family from Haiti

If you take a close look at your WEE BOX this year, you will see the Felix family, from Mombin Crochu, in the north-east of Haiti.



Living in a rural part of Haiti, the family rely on growing enough food to eat and sell. However, years of soil erosion and deforestation in Haiti means that the quality of soil has deteriorated and farming has become extremely difficult.

Due to the generosity of supporters in Scotland, the Felix family has been part of one of SCIAF's long-term projects in Haiti for several years and has received tools, training, seeds and animals.

Mr. Felix told us: *"We have been taught organic composting techniques, and to weed the fields and not burn them, which we used to do before. We also now use pineapples as "living barriers" – we plant them around our crops - to prevent soil erosion. We have a better harvest now, the soil is richer. We can grow cassava, yams, bananas, sugar, coffee, groundnuts, sweet potatoes and beans."*







As well as the farming training, the Felix family recently received a cow, which will help them by providing milk to drink and to sell for extra money. They will also be able to sell the calves, which will help with school fees for all the children.

Now complete the 'SCIAF's work around the world' table (below).

### SCIAF'S WORK AROUND THE WORLD

Check out [www.sciafyouth.org.uk/youth/stories](http://www.sciafyouth.org.uk/youth/stories) for info on Constance, Keyri and Kun.

Person	Problem	How SCIAF helped
 <b>Felix family</b> (Haiti)		
 <b>Constance</b> (Zambia)		
 <b>Keyri</b> (El Salvador)		
 <b>Kun</b> (Cambodia)		

Once you have completed your research write a paragraph on **"How SCIAF makes a BIG change in peoples' lives"** including:

- Briefly describe one of the people you studied
- Highlight the problems they faced
- Describe how SCIAF helped or is helping with those problems

# SUPPORT FROM SCIAF



## Book a school visit

If you're interested in hearing more about SCIAF's inspiring work around the world, get in touch with us to arrange a talk at an assembly or to individual class or year groups. Email: [youth@sciaf.org.uk](mailto:youth@sciaf.org.uk)



## CPD

SCIAF offers free CPD on a range of issues including; global citizenship, fair trade, faith and development, the work of an aid agency and more.



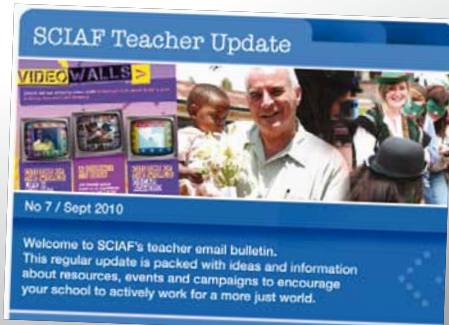
## [www.sciafyouth.org.uk](http://www.sciafyouth.org.uk)

Add SCIAF's youth website to your favourites or bookmark list and get your hands on great classroom resources including presentations, factsheets, and a lot more.



## Become SCIAF's School of the Week

Send us pictures and some info about all your exciting SCIAF activities and we'll showcase your school on our youth website. Email your info to: [youth@sciaf.org.uk](mailto:youth@sciaf.org.uk)



## Teachers' ebulletin

SCIAF now produces a quarterly teachers' e-bulletin which will keep you up-to-date with resources, events and activities. Visit [www.sciafyouth.org.uk/signup](http://www.sciafyouth.org.uk/signup) to find out more.

# SEVEN REASONS TO SUPPORT SCIAF

- **SCIAF is Scotland's leading aid agency** and is the official international aid and development agency of the Catholic Church in Scotland.
- **SCIAF is committed to helping the poorest of the poor** – regardless of religion.
- **SCIAF doesn't give handouts; we give a hand up. We CHANGE LIVES** by supporting long-term projects that help people to escape from crushing poverty.
- **You can trust us to use your donations effectively.** SCIAF has over 45 years of experience and is a member of the Fundraising Standards Board.
- **SCIAF can respond immediately to disasters around the world** through our membership of Caritas Internationalis – the global network of Catholic aid agencies dedicated to ending poverty, which operates in 165 countries.
- **As well as providing practical support, SCIAF is passionate about challenging the underlying causes of poverty.** We work at the highest level to pressure those in power to take decisions that help, not harm, the world's poorest people.
- **We invest in educating people in Scotland** – by informing them about the issues affecting people living in poverty and by encouraging them to take action. SCIAF's education programme empowers people in Scotland to see themselves as global citizens.

## CONTACT US

John Sharp, SCIAF's Schools Officer  
will be happy to help.

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