



SCIAF SECONDARY SCHOOLS TEACHERS' RESOURCE – LENT 2011

**WEE
BOX**
**BIG
CHANGE**
9th March - 21st April 2011

SCIAF
Scotland's aid agency
www.sciafyouth.org.uk

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SCIAF's WEE BOX, BIG CHANGE APPEAL 2011

This resource for secondary 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.

The resource has been designed for use across departments and curricular disciplines. Suggestions on how to use this resource in the RE, Modern Studies and Geography classrooms have been specifically highlighted within these notes.

Many of the suggested activities could also be used to support citizenship activities throughout the school.

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:

Health & Well Being	Literacy	RC R. Ed	Expressive Arts	Modern Languages	Social Studies	Technologies
3-05a/4-05a	3-02a/4-02a	3-01a/4-01a	3-03a/4-03a	3-11a/4-11a	3-01a	3-04a
3-08a/4-08a	3-03a/4-03a	3-02a/4-02a	3-14a/4-14a		3-04 a/c	4-03 b
3-09a/4-09a	3-08a/4-08a	3-10a/4-10a			4-04a/c	4-04a/4-20b
3-13a/4-13a	3-09a/4-09a	3-13a/4-13a			3-05a	
3-14a/4-13a	3-10a/4-10a	3-20a/4-20a			3-06a/b	
3-14a/4-14a	3-22a/4-22a	3-21a/4-21a			3-08a/4-08a	
3-28a/4-28a	3-24a	3-23a/4-23a			4-09a/b	
3-32a/4-32a	3-29a/4-29a	3-24a/4-24a			4-12a	
					3-15a	
					3-16a/4-16b	
					3-17b/4-17b	
					3-19a/b	
					4-20b	

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**

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 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 rulers. Haiti became independent in 1804.

Haiti continued to prosper in the 19th century. However in the 20th century things 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

Population:	10,188,200
Size:	27,750 km ² .
Capital:	Port-au-Prince
Life expectancy:	61.7 years
Poverty ranking:	145/169
GDP per capita:	\$1,040
Literacy rate:	52.9%
Languages:	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.
Religion:	Christianity (mainly Catholic) and Voodoo. Voodoo is a mixture of beliefs, many stemming from the African slaves that arrived in Haiti centuries ago.
Currency:	Gourde

12TH JANUARY 2010

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:

- 230,000 dead.
- Over 180,000 homes damaged or destroyed meaning 1.5 million 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, and one of the world's biggest humanitarian organisations. 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).

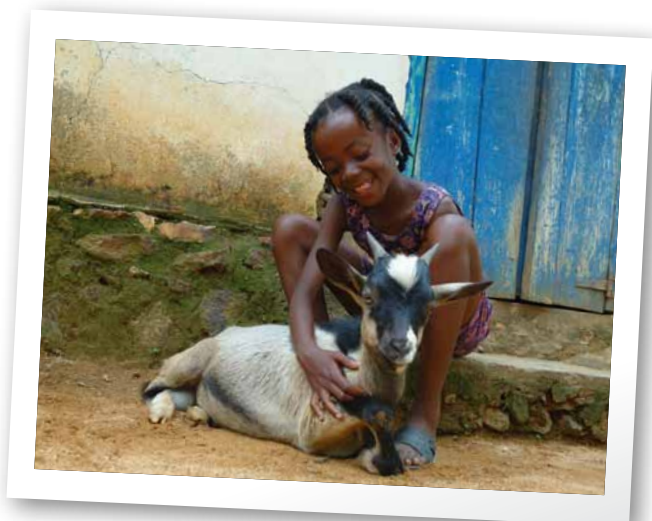
Clean water and sanitation in the overcrowded refugee camps in Port-au-Prince are incredibly important. SCIAF has been funding the supply of safe drinking for people, like Marlene and her daughter Neika (pictured left), living in the camps.

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 earthquake, getting 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. One way of doing this is by providing families with goats. 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. Pierre, from central Haiti told us: *"The goats help with food, school fees and medical fees. We were delighted to receive them. The children are very happy."*



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

The new video clips (on the DVD and available online) are a great accompaniment for many of the activities in these notes. This symbol  indicates where suitable videos are available.

RELIGIOUS EDUCATION



Check out the following video clips
– WEE BOX, Caritas Haiti interview, Haiti Reflection

Provide a brief introduction to SCIAF by explaining the following.

SCIAF is the official international aid and development agency of the Catholic Church in Scotland. SCIAF works in Haiti and in other countries in Latin America, Africa and Asia, helping people regardless of their religion, to overcome conflict, hunger and disease.

SCIAF is motivated by the example of Jesus Christ and its mission and work are grounded in principles which are rooted in the social tradition of the Church. Acting as a guide to what a just and fair world might look like, many of these principles are shared across religious and cultural boundaries and express values that are common among people who seek to work for true justice and lasting peace.



Activity: Who is my neighbour?

Considering the teaching of Jesus (e.g. read the parable of the Good Samaritan, Luke 10:25 - 37) and the principles on page 7, ask students to explain why we should be concerned with what happens to people living on the other side of the world in Haiti. Which principles apply in this situation?

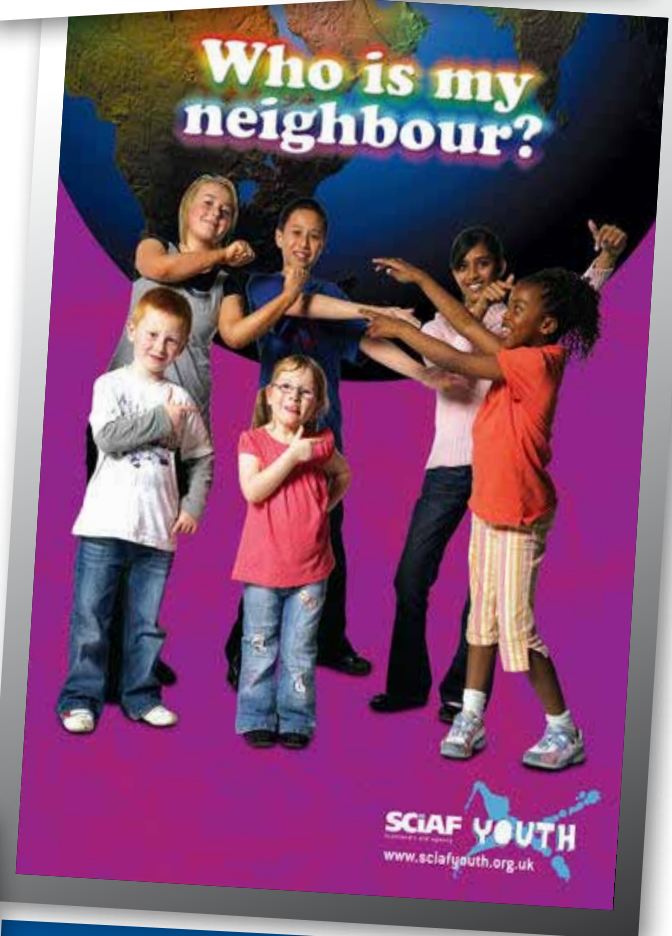
Of particular importance to SCIAF is the principle of **solidarity** - we are all part of one human family whatever our national, racial, religious, economic or ideological differences.

Solidarity lifts up a vision that we are all connected, that we are one human family. When we truly embrace our call as family, we seek ways of loving, supporting and helping each other.

Questions:

What are some concrete ways that we could show solidarity with the people who suffered in the wake of the earthquake in Haiti?

How can we remain committed to living and acting in solidarity with the people of Haiti after the initial relief efforts are finished and their story is no longer on television or in the newspapers?



"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

The building blocks of SCIAF's work around the world...

STUDENT HANDOUT

HUMAN DIGNITY

Created in the image of God, all human life is sacred and has a dignity that comes directly from our creation.

RIGHTS AND RESPONSIBILITIES

Everyone has basic rights. As well as rights we also have duties and responsibilities to respect the rights of others and to work for the common good.



THE COMMON GOOD

Life is not just about ourselves, people exist as part of a community. So we have to think of the good of our whole community, both locally and globally, because the welfare of each person is connected to the welfare of others. No section of community should be excluded.



SUBSIDIARITY

This is about levels. A higher level of government or organisation should not do what can be done better at a lower level by people who are closer to the problem and have a better understanding of the issue.

SOLIDARITY

We are all part of one human family, whatever our national, racial or religious differences. In our interconnected world, 'loving our neighbour' also includes our global neighbours.



PEACEBUILDING

We are all called to be peacemakers, building a culture of peace based on justice, which is central to the message of the Gospel.



OPTION FOR THE POOR

In every economic, political and social decision, more concern must be given to the needs of the poorest and most vulnerable.

STEWARDSHIP

We should look after all our resources, including the planet, making sure that everyone can use the resources fairly.

Consider how you can put these principles into action today.

Consider how you would describe these principles in your own words or design a poster for each principle.

MODERN STUDIES

/ GEOGRAPHY



Check out the following video clips
– WEE BOX, Caritas Haiti interview, The Felix family

The type of aid we see on the TV or read about in the newspapers is usually emergency or humanitarian aid. Emergency aid can be food, water, medicine, shelter and sanitation - usually after disaster strikes, like the earthquake in Haiti, these are the essentials that people need to survive.

We see and hear much less about long-term development work which is more about helping people in developing countries to help themselves. It includes things like:

- training farmers to grow better crops and make more money in Haiti.
- helping villagers with water storage and irrigation systems in Ethiopia.
- helping to build peace in places affected by conflict and war like Rwanda and Burundi.

SCIAF, working in 16 countries in Africa, Asia and Latin America, mainly supports long-term development projects. But we also provide emergency aid, most recently in Haiti and Pakistan in 2010.

Activity: Aid in the news

Ask students to study and complete the worksheet activity on page 9 – 'Aid in the news'.

Follow up activity:

In groups of 2 or 3 students should prepare a presentation on the subject - 'Aid for Haiti'.

A possible structure might be:

- The different types of support for Haiti and why they are different.
- The roles of different 'actors' like the UN, nation states, non-governmental organisations/aid agencies like SCIAF.
- Problems preventing aid getting through.
- Positive and negative sides to media reports on aid.
- A conclusion to sum up the points you've made and some recommendations.



Activity: Aid debate

International aid is a big issue. Encourage students to discuss some of the issues surrounding aid.

Walking debate

Label the room with AGREE and DISAGREE on opposite walls. Invite the students to gather in the middle of the room. Read out a statement without discussing it further and ask students to move to the position they are happy with, which can range from strongly agree to strongly disagree. Standing in the middle, for example, suggests that the student is undecided.

Without talking to one another, ask a few students to express their opinion on the statement. Offer students the chance to adjust their position after some opinions have been given and ask them why they moved. It is important that students do not talk unless asked, so that opinions are listened to and respected.

The statements:

- Not all aid is good aid.
- Nowadays, times are hard here so we can't afford to help other countries.
- The best way to help hungry people is to send food.
- The best way to help the hungry is to teach them to grow more food.
- If there's a cholera outbreak send in a team of doctors.

Follow up activity:

ANGRY HAITI FARMERS PROTEST AS FREE U.S. RICE COMES IN TO HAITI

Encourage students to find out what this newspaper headline is all about.

Hold a class debate on: "It is more important to reduce poverty around the world than to raise money for disaster relief."

Activity:
Aid in the news

Look at these news headlines

**JULY 2010: ONLY 3 COUNTRIES
HAVE KEPT CASH PROMISES
TO HAITI**

**MARCH 2010: UN PLEDGE
£6.3 BILLION FOR HAITI
EARTHQUAKE SURVIVORS**

**US SENATOR COBURN
BLOCKS \$ BILLION HAITI
EARTHQUAKE CASH AID**

**JULY 2010 CANADIAN
ARCHITECTS IN HAITI RE-BUILD
- 'WE HAVEN'T HAD A DIME YET'**

**'CELEBS' - CLOONEY, DI CAPRIO,
LANCE ARMSTRONG RAISE \$ MILLIONS
FOR HAITI**

**SCIAF WORKING IN HAITI
SINCE 1987 - MEANS BETTER
CROPS FOR FAMILIES**

**PRESIDENTS CLINTON
AND BUSH RAISE CASH
FOR HAITI AFTER VISIT**

**US MEDIA KEEP QUIET ABOUT
CUBAN AID TO HAITI**

Remember headlines don't tell the whole story, but:

- Which headline or headlines are about emergency aid?
- Which headline or headlines are about development work?
- Which tends to get more headlines? Why?
- Which headlines suggest well-known people support people living in poverty? Why is their support important?
- Which headlines might give Haiti encouragement?
- Which headlines might worry people in Haiti?
- Which headline suggests that politics in America might affect aid to Haiti?
- Which headline suggests that the media don't always tell the whole story?

Activity:
What if it happened here?

Imagine that the earthquake had hit us in Scotland and not Haiti. If there was an earthquake here what problems might we have, thinking about our basic needs.

Basic needs	Problems caused by an earthquake	Solutions
Food		
Water		
Shelter		
Electricity		
Health Care		
Money		

HINTS:

- The earthquake has destroyed many shops as well as other buildings.
- Water is carried in pipes below ground. So ...?
- Many of the people the rest of us rely on (doctors, teachers, police etc) died or were badly injured in the earthquake.

GEOGRAPHY



Check out the following video clips
– Introduction to Haiti, Haiti Reflection

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

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.

Hispaniola, the Caribbean Island that Haiti shares with the Dominican Republic, sits along the border between 2 large tectonic plates – the North American plate and the Caribbean plate. Two major fault lines run through Haiti – the earthquake last year occurred on the Enriquilla-Plantain Garden fault that runs through the south of the country.

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 epicenter, 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.



The impact of the earthquake on Haiti was greater than it would have been had the quake struck a developed country because of the poor and vulnerable position the country was already in. In disasters, it is people who already live in poverty who suffer most 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.

Activity: Developing countries and disasters

Ask students to identify the countries where a major earthquake has occurred in the last 10 years and research the impact the earthquake had on the country. The aim of this activity would be to establish that disasters, like earthquakes, have a bigger impact on developing countries.

Students 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 country's people.



STUDENT WORKSHEET

Activity: SCIAF's work around the world

Research 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 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 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 also 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.





Mr. Felix's eldest daughter, Dieudline (23 yrs) explains *Life is hard in Haiti... there are problems with having enough food and sending children to school. Being involved with this project has helped us a lot."*



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 for info on these people

Person	Problem	How SCIAF helped
 Felix family (Haiti)		
 Constance (Zambia)		
 Keyri (El Salvador)		
 Kun (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

WHOLE SCHOOL, INTERDISCIPLINARY ACTIVITY

Under Curriculum for Excellence schools are being asked to create innovative, effective and challenging learning experiences for their young people – which can involve interdisciplinary work.

Scenario: We would like to encourage your school to prepare an earthquake survival plan. Everyone in the school will need to work together as a team to ensure your community is ready. We've sketched out a plan below for an earthquake disaster day but you'll need to adapt it for your local circumstances.

ICT

- Monitor the severity of the earthquake.
- Set up communications equipment systems to get important messages out to survivors.

Geography/ Environmental Studies

- Identify the areas most at risk from an earthquake and aftershocks.
- Set up equipment in key areas to monitor risks.
- Coordinate disease prevention in the aftermath of the disaster.

Modern Languages

- Rescuers will need to be briefed on key phrases in French and Creole.
- Instructions for key emergency equipment may also be in a different languages, like Spanish, German etc

Science

- Survivors will need purified water and oral rehydration salts.
- Water samples will need to be tested & equipment sterilised.

Modern Studies/ History

- Develop an emergency aid strategy outlining the role of the UN, national government, NGOs like SCIAF and local community groups.
- What is the best type of aid in this situation and what lessons can be learned from how previous disasters were handled?
- What types of development work are needed to reduce vulnerability to future disasters?

Earthquake disaster day

English

- Set up a communications hub to coordinate emergency activities and inform those at risk.

Technology

- People will need to make rafts, boats, floats and stretchers.
- They'll need to secure and strengthen structures to withstand the force of the earthquake.

PE

- Getting aid to people in need is a highly physical activity - people will need to climb ropes and overcome obstacles to get to safety.
- Awareness of life-saving techniques and first aid is essential.

Religious Education/RME

- How do human rights fit in to how people are treated after an emergencies, like an earthquake?
- What is the role of the Church/faith groups in response to disasters?

Art/Drama/Expressive Arts

- Design signs to guide people to refugee camps and explain (particularly to children) the importance of sanitation and hygiene.
- Students should role-play as casualties and as people who have lost their homes.

Maths

- Logistics and statistics - quantify numbers affected by the earthquake and quantities of aid required in different areas of the country.
- Calculate the quickest way to get vast quantities of aid to those in need in such a large country.

Home Economics

- Develop high-energy nutritious food aid for earthquake survivors.
- Develop a health and hygiene action plan to minimize disease and prepare homes for return.

Music

- Prepare music for broadcast on emergency radio.
- Play to survivors in refugee camps.

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



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.



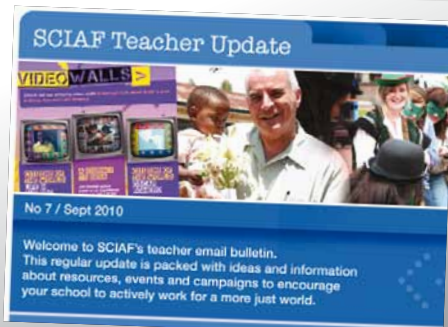
www.sciafyouth.org.uk

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



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 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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SCiAF
Scotland's aid agency

www.sciafyouth.org.uk

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