

HAITI

ELEMENTARY LEVEL

Rebuilding Haiti Activity

- **Purpose:** the purpose of this activity is for students to gain an understanding of development, specifically sustainable development. It is an opportunity for them to discuss sustainable ways to rebuild Haiti and get the country back on its feet.
- **Instructional method(s):** teacher instruction, class discussion.
- **Differentiated Instruction:**
 - Students read “The Lorax” by Dr. Seuss independently
- **Estimated time:** 30 minutes
- **Steps:**
 1. Sit at the front of the class and ask the students to come and sit around you.
 2. Explain that they will be hearing an important story called “The Lorax” by Dr. Seuss. Ask students to listen carefully to the message of the story as you read.
 3. When the story is complete, ask the following reflection questions:
 - What did the “far end of town” look like at the beginning of the story?
 - What were the Once-ler’s goals? How did he use the natural resources of the area? Do you agree with his choices?
 - What were the Lorax’s concerns? Did these concerns come true?
 - What did the “far end of town” look like at the end of the story? Why did this happen?
 - What could the Once-ler have done differently to avoid this destruction?
 - After learning his lesson, the Once-ler says that “unless someone like you cares a whole awful lot, nothing is going to get better. It’s not”. What does this mean?
 - The Once’ler offeres different solutions on how to rebuild the land, what are these solutions? What would their impact look like?
 4. Once the students have discussed the story, apply these learnings to the situation in Haiti. Explain to the class that this story covers a very important development issue facing a place like Haiti today, this issue is sustainable development.
 5. Based on what they have learned from “The Lorax,” ask the class if they can define sustainable development? Write suggestions on the board.
 6. Explain that sustainable development is development that lasts well into the future and allows a community to flourish on its own, through on its own abilities. It also meets the needs of the present without compromising the ability of future generations to meet their own needs. Ask, why were the Once’lers’ choices not sustainable? What could the Once’ler have done differently to make his choices sustainable?
 7. Divide students into groups of four and provide each group with a sheet of chart paper.
 8. Have each group create with the following headings:
 - Education
 - Leadership training
 - Clean water programs
 - Employment
 - Environment
 - Government



9. Ask students to think about Haiti and what needs to be done in the following areas to strengthen the country, establishing sustainable development. Encourage students to brainstorm as a group, writing point form notes in their chart.
10. After groups have completed their charts, hold a class discussion around sustainable development in Haiti. Ensure that students have a sound understanding of this topic.