

**Dear Educator,**

This week, **Operation Change** takes you and your students on a humanitarian adventure to Haiti, where the team helps some of the many thousands whose lives were shattered by the massive earthquake that struck their country nearly five years ago.

Your students can view this first episode in the documentary series at [OperationChange.com](http://OperationChange.com), where they can also sign up for an Operation Change Passport and earn points for exploring and sharing the rich content on the site.

We have provided a reproducible classroom activity sheet to help you make this episode of **Operation Change** part of your class plans. Have students complete the "Fact Check" quiz on the activity sheet to learn more about Haiti and its people. Then use the discussion questions to examine some of the social issues brought to life in this episode, and to brainstorm with students how they can help address similar issues in their own community.

**Operation Change** offers you a unique opportunity to add a service learning dimension to your social studies curriculum. We encourage you to share this opportunity with other social studies teachers at your school, and we look forward to receiving your comments on this learning program through our feedback form at [ymiclassroom.com/operationchange](http://ymiclassroom.com/operationchange).

Sincerely,



Dr. Dominic Kinsley  
Editor in Chief  
Young Minds Inspired



# OPERATIONCHANGE

## TARGET AUDIENCE

This program is designed to supplement the social studies curriculum for students in grades 9-12.

## PROGRAM COMPONENTS

- This one-page teacher's guide.
- A reproducible student activity sheet for the Haiti episode of **Operation Change**.
- YMI microsite at [ymiclassroom.com/operationchange](http://ymiclassroom.com/operationchange), for additional resources and to send feedback on this program.

## TOUR THE OPERATIONCHANGE.COM WEBSITE

Begin your **Operation Change** humanitarian adventure by introducing students to the [OperationChange.com](http://OperationChange.com) website:

1. Click the green "Get Started" button on the homepage to show students how to sign up for an Operation Change Passport, so they can earn points for exploring and sharing content on the site. As you tour the site, have students notice how points are awarded for watching videos, viewing photo galleries, and clicking links to learn more. Also show students the "Top Explorers" leaderboard on the homepage, and explain that they can climb the ranks to become a Top Explorer every time they visit the site. (You may want to create your own in-class leaderboard to encourage student exploration of the site and reward top explorers.)
2. Click "About Us" for a video that explains the **Operation Change** mission and profiles of the **Operation Change** team members.
3. Click "The Series" to give students a preview of the places they will visit with the **Operation Change** team over the coming weeks.
4. Click one of the buttons under the description of the Haiti episode to launch the "Story Mode" content panels. Pause the video to show students how they can click the Story Mode tabs for background on the history and geography of Haiti (globe tab), information about the people and organizations featured in the episode (people tab), videos that provide an in-depth or behind-the-scenes look at topics presented in the episode (play-button tab), **Operation Change** team member blogs about their experience in Haiti (dialogue tab), and multimedia content on Haitian culture (masks tab).

5. Explain to students that additional Story Mode content will appear alongside the video player on this page as they watch the episode, providing them with background facts and commentary.
6. Click "Causes" to show students a roster of some of the non-profit organizations that **Operation Change** has worked with in countries across the globe. Students can click the "Learn More" link to view multimedia content on the work of each organization, or use the "Click Here" link to visit the organization's website.
7. Complete your tour of the website by clicking "Exclusive Videos" to show students a quick way to browse the Story Mode videos for different featured episodes.

## HOW TO USE THIS PROGRAM

1. Distribute photocopies of the student activity sheet to your class. Point out that the URL for viewing the Haiti episode of **Operation Change** is provided at the top of the sheet. Then review the activity to help prepare students for this learning experience.
2. Students will complete Part 1, "Fact Check," at home after they have watched the episode and explored the Story Mode content. Review the answers to this quiz in class the next day, and provide time for students to challenge one another with the Fact Check questions they have developed on their own.
3. Part 2, "Mission Assessment," guides students through some of the issues presented in the episode. These discussion questions are designed to prompt critical thinking by encouraging students to consider the broader implications of specific incidents within the episode. Encourage students to expand the discussion by citing additional incidents in the episode as well as facts they have gathered from the Story Mode content. Also provide time for students to pose their own questions for discussion.
4. Students will complete Part 3, "Change Your Perspective," by working in small groups to brainstorm ways they can build on what they have learned from **Operation Change** to empower people in their own community and help them overcome challenges in their lives. Encourage students to start with ideas for taking action in small ways that can be multiplied by working together. Remind them of the **Operation Change** slogan: "Alone we can't do much, together we can change the world." Have students share their group's ideas in a class discussion.



# OPERATIONCHANGE

## OPERATION CHANGE MISSION TO HAITI

- PART 1** Review the answers to the Fact Check quiz, asking students to cite where in the episode or the Story Mode content they found each fact.
- 1-b Haiti is located on an island in the **Caribbean Sea**. (This fact can be found under the Location tab in the Story Mode content.)
  - 2-a Approximately **279,000** people are still displaced in Haiti due to the 2010 earthquake. (This fact can be found in the Story Mode content that displays alongside the episode at 27:30.)
  - 3-c There are approximately **800,000** Haitians in need of hearing care. (Tani Austin provides this fact during the episode at 28:37.)
  - 4-a Pikliz is a **Haitian food**, a spicy coleslaw made with cabbage, vinegar, carrots, onion, peppers, and spices. (This fact can be found in the Street Foods video under the Videos tab in the Story Mode content.)
  - 5-b Haitians say souke (shake) and vole (jump up) during the annual **Kanaval** celebration leading up to Mardi Gras. (This fact can be found in the Learn More section of the short article on Carnival under the Culture tab in the Story Mode content.)

- PART 2** Use these talking points to guide your students' discussion of the Haiti episode. Allow time for students to share the topics they have formulated for discussion.
1. Students will find the theme "structures create structure" repeated in many episodes of **Operation Change**. The example of Fritz-Robert Pierre Saint, who moves from the street to his first home, dramatizes how the physical shelter and domestic organization (bedroom, kitchen, balcony, etc.) of this structure create a feeling of security and social organization within his family. Similarly, Josette Louis' new home, which affords more space and a better location, seems to create a new sense of independence and opportunity within her

family, most evident in the Josette Update video found under the Videos tab in the Story Mode content. Other structures seen in the episode create social structure and strengthen social relationships in more obvious ways: the We Advance clinic provides the starting-point for a healthcare network within the neighborhood and the center-point for a network of trust; the Apparent Project workshop creates an economic structure within the community, drawing people together as they perform different parts of a common task; the Le Bergerie Kindergarten provides a structured environment for the children who attend school there and a source of hope for their families. Extend this discussion by asking students how structures in your community — churches, shopping centers, the high school football field — create structure for the people who live there.

2. Use the Apparent Project video under the Videos tab of the Story Mode content to help students recognize the broad social impact of artisans creating artworks for an international market. In the video, Shelley Clay, CEO and Director of the Apparent Project, explains how the money these artisans earn has an immediate impact on the health and well-being of their children, how the work skills they learn translate into life skills that make them better equipped to succeed in society, and how even a simple task like making beads from cereal boxes can provide different types of work for many different people. Have students extrapolate from this example to imagine how the money and the sense of personal dignity represented by a single cereal box bead reach out from the Apparent Project workshop into the surrounding community, creating additional jobs as the artisans purchase goods and services, creating social networks as all these economically empowered people take their children to school or meet in the neighborhood, creating political interests as people realize that trade and fiscal responsibility are essential to maintaining the international

market for cereal box bead jewelry. A thought experiment like this can help students understand what Donna Karan really means when she says that a job can "create a country."

3. Have students debate the benefits of developing solutions for the big problems compared to just doing something to solve a specific problem. Remind them of Maria Bello's observation near the start of the episode (2:45-3:00) that much of the money that poured into Haiti following the earthquake was diverted into the planning and administration of programs that never actually reached the people in Haiti's most devastated communities. Remind them also of Bill Rancic's hope (27:00-27:11) that the new home he is building for Josette will "inspire the entire block to get transformed." Ask students to describe how this might happen; or how the home Steven Sawalich provides for Fritz could improve life for others who now live on the street; or how President Martelly moves his nation closer to a system of universal public education by creating just one public school. Students will likely realize that change started by solving one specific problem is a very slow and potentially wayward process, but one that accomplishes real change at every step along the way and grows stronger as more people repeat the process on their own.

- PART 3** Have students work in small groups to brainstorm ways they can build on what they have learned to launch a humanitarian adventure in their own community. To get started, students might look for parallels to the social challenges they saw in the Haiti episode — homelessness, violence, poor education, poor hearing — and research local organizations they could work with to help people overcome these challenges. Have students share the results of their brainstorming in a class discussion.



## OPERATION CHANGE MISSION TO HAITI

JOIN THE MISSION AT [OPERATIONCHANGE.COM/EPISODE/HAITI](http://OPERATIONCHANGE.COM/EPISODE/HAITI)

The **Operation Change** team travels to Haiti, where many thousands are still struggling to recover from the earthquake that devastated their country in 2010. The team meets actress and activist Maria Bello and fashion designer Donna Karan, who are working to help Haitians rebuild their society, and together they provide hearing aids to some of the hundreds of thousands of Haitians in need of hearing care. In Jacmel, on Haiti's southern coast, the team partners with entrepreneur Bill Rancic and the non-profit organization World Wide Village to build a new house for a family whose teenage son died just after the earthquake. And in Port-au-Prince, Haiti's capital, team member Steven Sawalich helps a single father who lives with his children on the street, providing him with a home for his family, money for his son's education, a job, and hope for a better life.

### PART 1: FACT CHECK

As you watch this episode of **Operation Change**, keep an eye on the Story Mode content that displays alongside the video player. Then, after watching the episode, explore the Story Mode content in depth. Use what you learn to answer these questions about Haiti and Haitian culture.

- Haiti is located on an island in the:
  - Mediterranean Sea
  - Caribbean Sea
  - Gulf of Mexico
- Approximately how many people are still displaced in Haiti due to the 2010 earthquake?
  - 279,000
  - 197,000
  - 72,000
- Approximately how many people in Haiti are in need of hearing care?
  - 500,000
  - 800,000
  - 1,000,000
- What is *pikliz*?
  - a Haitian food
  - a type of jewelry
  - a Haitian dance
- When do Haitians say *souke* and *vole*?
  - during Voodoo rituals
  - during Kanaval
  - when playing dominoes

Now come up with your own question to test your classmates' knowledge of Haiti.

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### PART 2: MISSION ASSESSMENT

Every **Operation Change** mission shows how people can make a difference by working together. Use these discussion questions to explore what happens when people work together in different ways during the Haiti episode. Add an example of your own in the space provided.

- The **Operation Change** team helps build a new home for one Haitian family and finds a first home for another. How do physical structures like homes help create social structure (family dynamics, customs, social class, etc.) in a community? What are some other physical structures that you saw in the episode? How do they help create social structure and strengthen personal relationships?
- Donna Karan says that the jobs provided by organizations like her Urban Zen Foundation and the Apparent Project will "create a country" in Haiti. Do you think she is imagining a country of jewelry makers? How does the work of Haitian artisans make work for other Haitians? How does it change lives for the workers themselves and for the members of their community? What kind of country do you imagine these artisans could create?
- Steven Sawalich says, "If you look at the problems of Haiti as a whole, you can be overwhelmed and not know where to start...I want to stop looking at the overwhelming problem and just start doing something." Do you agree with this approach? When you "just start doing something," are you ignoring the big problems? Think about what Steven does for Fritz, what Bill Rancic does for Josette, and what President Martelly does when he opens just one public school. How can solving one specific problem help change a whole society?

Your example:

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### PART 3: CHANGE YOUR PERSPECTIVE

You've seen how the **Operation Change** team helped start a chain reaction of change in Haiti. Now take a look at yourself and your community. What can you do to make a difference? Are there organizations like We Advance or World Wide Village that need volunteers? Are there people like Fritz or Josette that you could reach out to in your own community to provide a helping hand? Talk with your classmates about ways you can "just start doing something" to make change happen where you live. Use this space and the back of this worksheet to brainstorm your own ideas.

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