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Empowerment Unit Plan for Haitian Restavek Children

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EMPOWERMENT UNIT PLAN FOR HAITIAN RESTAVEK CHILDREN

by

ASHLEY CRAIG

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Elementary Education
in the College of Education and Human Performance
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Abstract

Restavek, French for "one who stays with", is a word used to describe child slaves in Haiti. These children are given away by their parents at a young age because of financial hardships or for hopes of life in the urban areas to be better than life in the rural areas. The Restaveks, far from their family and anyone they know, end up as slaves without access to education, healthcare, and sometimes food. As a result, many of these children suffer from malnutrition, abuse, and illnesses. The majority of Restaveks are young girls. In the communities, they are shunned and seen as the outcasts or burdens on society.

This paper presents Restaveks, an empowerment education curriculum, and the Haitian education system as a whole in order to create a week-long unit plan to empower and encourage these children. The goal of this curriculum is to empower 8-12 year old Restavek girls to assist them in creating a positive self-image and to allow them to work toward a better life. By providing education and empowerment to these girls, the system of slavery could be ended, and all people would be seen as equals.

Dedication

For all the Restaveks who do not have access to education,
For the organizations in Haiti who work long days with little recognition,
And for Estephania, the Haitian girl who inspired me to make education a priority for all.

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Chapter 1: Introduction

When visiting Haiti for the first time, I remember the shock I felt when walking out of the airport to a mass of people who were begging me for money or to help me with my bags. They called me “blan”, or white, and reached to touch my skin. These brief moments before jumping into the car made me realize the desperation of the country I was about to be working in. I knew in that moment I needed to help these people. Even though I have been at least yearly throughout my college career, I was never able to figure out a way to help a need that was so great. Three years later, I was watching a *Half the Sky* documentary featuring Haitian child slaves in the large cities (Kristoff, 2015). As the documentary was playing, I was thinking back to all of the children who hung back in the crowd, or were dressed more poorly than the other children in the group. I could vividly remember a girl in particular who would not come play with us one day. I also remembered a group of boys picking on a very malnourished boy who was carrying two large water pails. Making connections with my personal experiences in Haiti and what I had viewed in this powerful documentary, I realized these children were more likely than not Restaveks.

Restavek, in French, translates to “one who stays with”. These children are often brought to larger cities or more urban areas by a parent in hopes of them receiving an education or food. Restavek children are brought to their relatives in larger cities, others may be sold for their services because their family cannot afford food, or the child has been orphaned. The government does not provide many services because of its own financial instability. Families

turn to domestic servitude because they cannot afford to feed their children, and hope they will be better off with other family members or living in the city (Bourdeaux, 2015). Without access to their parents, these children become slaves. They have little chance to receive an education. They are often malnourished and look unfit for the work they are being forced to do. (Janak, 2000). Sadly, in urbanized areas of Haiti, like Port-au-Prince, Carrefour, and Cap Haitien, there are several hundred Restaveks between the ages of 4 and 15. They are responsible for household duties such as cleaning, cooking, emptying chamber pots, fetching water, delivering messages, buying groceries, and any other business their caregiver may ask of them. When I realized that life for these children was solely to please those in charge of them, and that they were never given a fair chance at an education, I felt compelled to action. These children do not deserve the abuse they receive. From the many experiences I have had in Haiti working with Haitian children, I realized that education for these children was the greatest need. I plan to create an educational unit to empower and educate Haitian children, particularly Restaveks, which can be easily accessible, especially in areas that are densely populated with these children. An educational unit on literacy and empowerment for educating these Restavek children, ultimately creating a better future for Haiti, is my passion and the topic of this thesis.

Chapter 2: Background

Little research on Restaveks exists. When I searched the internet for organizations who work with these children to free them, only three came up. With over 3,000 nonprofit organizations in Haiti, clearly not enough is being done to help these children. Only 4% of the organizations extend their work out of the Port-Au-Prince area, and ironically, a very high proportion of children who are Restaveks live in Port-Au-Prince (Mills-Scofield, 2013). I know that all children deserve to be given the opportunity to be successful, and with the right resources, they could be. The following information highlights a small number of the nonprofit organizations that provide aid to Haitian children in need, along with a short synopsis of current Haitian educational practices.

The Jean R. Cadet Restavek Organization

The Jean R. Cadet Restavek No More, Inc. is a nonprofit, nonpartisan organization dedicated to ending child slavery in Haiti. This group focuses on raising international awareness, conducting national sensitizing campaigns in Haiti, and developing and implementing elementary and secondary school curriculum that empowers Haitian children to work together to end child slavery. The organization also helps the Restavek children enter school and teach other children how domestic servitude is wrong, no matter what their society tells them (Cadet Organization, 2010). Cadet grew up as a Restavek, and in his biography, *Restavek: From Haitian Slave Child to Middle Class American*, he discussed how he would not be allowed to play with the other children in the village. He would have to wake up around 3 or 4 o'clock in the morning and wash the car, make breakfast, and assist in getting the children off to school.

Then he would do household chores, including washing chamber pots, fetching water, doing dishes, and anything else his caretaker could think of for him to do. He also would not be allowed to sleep until everyone else in the house was home and in bed. He was required to sleep on a cardboard box underneath the kitchen table. Having been a Restavek, Cadet notes that these children often have very low self-esteem and struggle with severe psychological issues (Cadet, 1998).

About 300,000 children grow up as Restaveks in Haiti. These children grow up without love and affection. They are not valued, and in turn, they often value nothing when they become adults. They are usually illiterate and have little means to support themselves or a family. Throughout their childhood, they were often abused and neglected, causing emotional disturbances and making life very difficult for them. Communities in Haiti are aware of who these children are, and how life is difficult for them. It has become an accepted norm to treat these children in such a horrific way that there is little offer of hope or redemption for them (Boudreaux, 2015).

Respire Haiti

Respire Haiti's mission is to encourage, education and empower Restaveks, orphans, and vulnerable children. Respire has built a 14-classroom school to serve the community. The school never turns children away, even if they are unable to pay the school fees. Respire believes in using local workers to continue to pour resources into the community and the help the economy of the local area. Respire Haiti school consists of 70% Restaveks. The team partners with the

community to teach Restaveks and the caregivers for the Restaveks how to correctly treat children and to value all forms of life (Boudreaux, 2015). For extreme situations, Respire Haiti built the Kay Liberte A house, which is a safe house for Restaveks to live in when there is not another option. Respire's founder, Megan Boudreaux began a feeding program, and always made sure she had plenty of food for the Restaveks to eat. She has dealt with several incidents to assist with protecting children who are in vulnerable situations. For example, an orphanage in Port-au-Prince she began working with was withholding the money sent to the organization for the children. After several visits to the orphanage, she saw a little boy who was consistently sick and seemed to have no hope of recovering in the orphanage. Mrs. Boudreaux began caring for him in her home and the manager called to offer to sell her the child. She knew this was illegal, but also knew that if she returned the child he would be sold to someone else or end up extremely sickly. She contacted the International Justice Mission and began to collaborate in a plan to prove the orphanage was not abiding by the laws. The collaboration with the International Justice Mission did not end up working out, but she knew the manager was still receiving large amounts of aid from American organizations. She began calling and working with the organizations sending him aid. After several conference calls with various organizations, she convinced them to stop sending aid to the orphanage because it was not being used for what he had promised. In another incident, she saw a Restavek child and began inviting her to come over for a good meal and to take a bath once a week. Eventually the little girl began to open up to her and tell about the horrors of the people who were caring for her. The caregivers ended up kicking the little girl out, and Megan adopted her. While Mrs. Boudreaux is just one member of this

organization it is evident that the organization stands behind their mission in saving the oppressed children in any way they are able to (Boudreaux, 2015).

Haitian Education

As a whole, very little research on the education system in Haiti exists. Every time I have been to work with nonprofits, I always ask about the education for primary students. Haitian people tell me the government does not require children to attend school, and there are very few if any public institutions for schooling. The government only funds about 10% of schooling in the nation. That's only 2.5% of the overall GDP (Richardson, 2014). This results in most schools being privately run and therefore parents pay the cost to attend. According to the CNSA (Coordination Nationale de La Securite Alimentaire), 80% of people are at the poverty line, which is living on less than two dollars a day, and 40% of people are considered extremely poor, which is defined as living on a dollar or less a day, many people do not have the ability to send their children to school (Echevin, 2014). Haitians, on average, only received 4.9 years of schooling and only 29% of the population has attended secondary school. Half of the teachers in public schools do not have basic qualifications, and 80% of the teachers had no pre-service training to teach (<https://www.usaid.gov/Haiti/education>).

Children are expected to help with household duties or get jobs to help with the family at a young age. In both public and private schools, if a child misses too much school or is unable to pass benchmark assessments, they are kept in the same grade, no matter what age they are. This often discourages the children from attending school because of feelings of inadequacy and

discouragement ensues. The schools that I have worked in are very strict. Students are given morning lessons, go home for lunch, and come back for afternoon lessons. These lessons are all lecture based, and students are required to memorize parts of the lesson verbatim in order to succeed. Students are often publicly humiliated if they do not know the material. Teachers are very strict and do not allow students to cause disturbances in the classroom (Cadet & Luken, 2011).

Empowerment Education

Nelson Mandela (1993) said, “Education is the most powerful weapon which you can use to change the world.” (<http://db.nelsonmandela.org/>). When you consider this powerful quote and the topic of this thesis, it comes to mind that Restaveks are an oppressed people group, with little access to change their lives. Giving people the education they need to improve their lives and meeting the psychological needs they may have due to the lack of respect and abuse they have received is a necessary part of empowerment education. This is necessary because these children are not only lacking educational opportunities, but the strong basis of family, which based on Maslow’s Hierarchy of Needs, a child needs to feel safe before any education can successfully take place (Maslow, 2007).

When looking at Restaveks, who are not treated as an equal human in the eyes of Haitians, the idea of creating a unit of study that helps them feel like they have control over their educational future seems impossible. However, all over the world, there are empowerment education practices taking place for women, impoverished people, and oppressed people groups

(Noureen, 2015). The U.S. government is taking part in the education of Haitian children as well with literacy programs being developed for first through third graders, sexual health practices being taught, and implementing curriculums to assist the children to be contributing members to the economy and to help stabilize Haiti's future (<https://www.usaid.gov/Haiti/education>). These programs show growth in self-confidence, economic stability, and mental health. With all of the schools in Haiti charging or requiring sponsors for the children, there is very little chance for a Restavek to attend. The mounting challenge of creating a unit of study that will empower the Restaveks, while still allowing them to complete housework, and be of no charge seems daunting.

While the idea of creating a unit of study to implement with Restaveks living in impoverished conditions in Haiti seems daunting, this has been done around the world with other similar populations like the Pakistani women (Noureen, 2015), and with further research can be done to positively benefit this population. I propose creating a unit of study to teach basics of reading and literacy while empowering the students to take control of their education.

Chapter 3: Literature Review

This section of the thesis focuses on background information for Haitian education, Restaveks, and empowerment education. It displays how the Haitian education system is set up. It also answers how empowerment education has been implemented in the past to provide hope and education to an oppressed people group. The goal of this review is to help create an empowerment education unit of study that would be able to be feasibly implemented in Haitian society without causing more distress in the life of a Restavek.

Overview of Restaveks

The placement of Restaveks is hard to determine, because they are allowed to leave at any point in time, they cannot legally be considered slaves by the United Nations. They, however, often choose not to, as they have nowhere else to go. Parents are also not forced to put their child into the Restavek system, but they do because it seems like the best opportunity for the child. Families who have little money for food or live far from schools may send their children to relatives in the city in hopes their children receive a better chance at life. The system stems from Sub-Sahara Africa and Asia, where the opportunity was given to poor families to have extra help, and the Restavek has an opportunity for a hot meal and education. The Restaveks are usually placed with someone the family knows and trusts. Restavek children are twice as likely to be female, and less likely to be enrolled in school than all other Haitian children (Haydocy, Yotebieng, & Norris, 2015). For the curriculum I am targeting 8-12 year old female Restaveks who have not attended school in the past.

Medical clinics set up in Haiti, run by Americans, evaluate Restavek neglect cases. In one case, a caregiver brought her three children to the clinic to be seen for checkups. The first two children were nourished and developing at a normal rate, however, the third child was substantially smaller than she should have been, wore dirtier clothes than the other, and the caregiver was reluctant to give any information about her past to the medical workers. The child was also less engaged with the clinicians, was anemic, and found to be malnourished. The case studies evaluated by the clinic demonstrate the neglect of Restaveks compared to other children in the house or of the same peer group (Engel, Derby, Kapadia, Chery, & Bhatt, 2010).

With 40% of the Haitian population under fifteen and half of Haiti's families headed by single women, there is little hope for a family to stay together. The financial burden to raise four or five children on about \$250 a year is almost impossible. Many families turn to the Restavek system in these situations because there are few other options presented to them. Due to their extensive 10-14 hour workday, most Restaveks face health issues such as malnutrition, chronic respiratory problems, and skin conditions. Psychologically, Restaveks often face issues with self-esteem. This stems from the abuse received sexually, emotionally, and physically. This also comes from the inability to contact their biological family, and never truly feeling loved, or a sense of belonging, by their host family. The Restavek can be beaten for contacting anyone in their biological family, which often forces them to be tied to their host families for life. Orphanages are all around Haiti, however, in one year less than 100 American families were allowed to adopt Haitian children. This presents another problem of how to care for all the

children if 40% of the population is under 15, and there are not enough caregivers to provide for them (Andrews, 2004).

Without schooling, Haitian women have on average 6.4 children versus the 4.7 the urban women who have had access to schooling have. This contributes to the Restavek system because women are unable to care for the children they have and must entrust them to family or friends who make promises to send the children to school in return for household chores. The Restavek system describes the state of the nation- a state of despair that robs people of self-determination. Government interventions have been ineffective because even though laws have been passed, few are being enforced. The problem stems even further with about 2,500 children being trafficked into the Dominican Republic every year. One Restavek couple claims they keep Restaveks for as long as they can control them. They even have enough money to hire help, but chose not to because that person would have a choice and an attitude towards working that a Restavek does not. One school in Port-au-Prince that is free for Restaveks assists the children in cases of abuse and hope to reunite them with their birth families. They do surprise visits to the caregivers of the Restavek children to ensure they are being treated properly, but the children still receive abuse in their placements. However, in sixteen years they have not been able to reunite any children with their birth families. This stems from many different factors, such as the family being unable to pay for the child to stay with them, or being unable to locate the family (Kennedy, 2014).

Overview of Haitian Education System

The people are skeptical of the government due to past corruption, and having only 10% of the schools financed by the government, make implementing an educational system in Haiti extremely difficult (Richardson, 2014). A large amount of non-profit and for-profit organizations have come into Haiti and opened schools. Some of these include Respire Haiti, The Jean R. Cadet Restavek No More foundation, and the Society of Providence United for the Economic development of Petion-ville. National exams are given to assess student's knowledge and grant them entrance into the universities. Even the top universities in Haiti are experiencing trouble in rebuilding from the earthquake in 2010. With only 10% of the nation's faculty holding masters or PhD degrees, the access to knowledge is not readily available to those who are seeking it (Cooper, 2010). About 15% of teachers at the primary level have a teaching certificate, while around 25% of teachers have never even attended secondary school, or past grade 5 (Education for All, 2007). This could be largely attributed to the lack of government oversight because of the lack of money the government is putting into the educational system.

Due to the fact that Haiti does not have a large national educational system, children do not receive a consistent education if they switch schools because there are no set standards for schools to abide by. Students do have to take benchmarks in order to pass certain grades, but in different areas of the country, these benchmarks differ as well. Many students do not make it past primary school because they are forced to work or their families are unable to afford schooling for them. Specific schools that are set up may allow for programs to accelerate older students who have not been in school before to complete two grade levels in one school year. Many

schools are not considered 'real' or 'legitimate' unless the students have uniforms, which is one of the reasons school costs are so high to begin with (Boudreaux, 2015).

Overview of Empowerment Education

In psychology, the word empowerment means “a process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situation” (Bogo & Wayne, 2013). The words options, choice, control and power are all key elements in empowerment. Empowerment is also intentional and well thought out; it allows an individual to feel as though they have control over their environment and the situation (Noureen, 2015).

Through empowerment education, teachers are able to equip students to cope with difficult situations they are living in. Empowerment education helps students learn basic skills that they may not have been exposed to in their home. Even though empowerment is not something that can be measured through assessments, equipping youth with the power to persevere, it will boost confidence and lead to a positive change (Shellman, 2014). It also shows students they are able to exceed above and beyond what is being done to them. Through empowerment education, an oppressed people group will be able to receive a quality education, become literate, and have higher chances of getting a job to become self-sustaining, and contributing members of society (Noureen, 2015). Self-reliance, or self-efficacy, is a key factor in the success of empowerment education. Self-reliance extends past the idea of someone being able to provide for themselves, but to the idea of a person being able to questions and understand

things that are going on around them that may be considered the norm (Blaak, Marit, Openjuru, & Zeelan, 2013). Oftentimes, this is understood as the ability to think critically.

In South Africa, as an effort to make gender equality a reality, new curriculum was created and tested. The curriculum focused on the impacts of poverty, age, and worldviews to promote empowerment in women. One component in this curriculum is to celebrate nation-building and cultural heritage. This allows students to take part in holidays, such as Women's Day, and celebrate together as a community. This allows for learning to extend outside of a written curriculum and allows the community to celebrate together. This curriculum, however, is not aiming to show the differences in gender and equality between men and women, rather creating an environment where they are equal. This is vital when it comes to policy making and promoting change in communities (Simmonds, 2014).

Social disorganization is the idea that a community is unable to come together around common goals and chronic problems. Change has to start in the community these children are being raised in. There are three major proponents to a community becoming empowered. Intracommunity empowerment, which is the residents' belief about their community, social cohesion refers to the bonds in the neighborhood, and collective efficacy is the residents' beliefs and actions they can work together to achieve common goals. With a close knit community desiring change, empowerment can occur (Aiyer, Zimmerman, Morrel-Samuels, & Reischl).

Based on Freirean pedagogy, work has been done by empowering students through Theatre Arts education and by utilizing the knowledge of elders in the community to teach

literacy. This work was done in an Aboriginal area of Australia and in Jamaica. A large part of Freirean pedagogy is questioning how education can contribute to societal change, especially in areas of the world that education has not always been easy to access. The study in Jamaica was done through the Theatre Arts, where students were working together through the arts to understand and challenge the political borders that had been created. This can be implemented in a Restavek curriculum, if it was in a school where Restavek children were with other Haitian children to teach the importance of valuing all human life. In Australia, they focused on the adults of the community to record and preserve stories, while learning to read and teaching their children to read. This also demonstrates the importance of culture and preserving history to the children, and gives the elders a chance to make education personal, meaningful, and connect to society as a whole. Although this would not work on a large scale, it could work in Haitian villages where Restaveks live, because many stories are told and passed on from generation to generation similar to how they are in Aborigine Australia (Hickling-Hudson, 2014).

Another empowerment educational curriculum was created in the Nunavut Territory, Canada. It was formed through the work and coming together of Nunavut locals and researchers. This was focused on preserving the culture and the integrity of the people in this area. Before this curriculum was created, the feedback from the people was that their children were receiving diplomas from the south and not being taught how to survive, but now they are being taught both how to survive and educational content in an integrated form, so they have more options for their future after they have completed schooling (Aylward, 2009). This related back to the Freirean work done in Aboriginal Australia in preserving the culture and relying on the information from

the people. In both areas, this educational curriculum was effective. For Restaveks, this can be done by taking Haitian stories and translating them into the curriculum, so the education is meaningful to the society. It can also be done in teaching the children a more effective way to do chores, so they are still able to do the work that is required of them by their caregivers while attending school.

In Turkey, work was done to demonstrate the importance of human rights and how they can be implemented in society through an educational curriculum. During surveys, the most common answers to questions about real life events had to do with the USA not believing in basic human rights. For example, a student said the US did not help the blacks after Katrina hit. This is important, because if the Haitian children believe the same thing, then they may not respect the education they are receiving, therefore making all of the time and effort useless. Students also commented they were being treated like babies and not being told the harsh realities of the world (Çayır & Bağlı 2011). This assisted me in writing the educational curriculum because the curriculum needed to be upfront and honest with the students, to develop the respect needed as a teacher.

In the past researchers have noted that formal schooling alone does not foster social change. Ira Shor states, “Knowledge is the power to know and understand, but does not give the power to do or change.” So now the question of how do we empower these young girls, who are in a situation resembling slavery? By providing groups of girls who are able to get together and talk and be supported as an individual and a group, research shows important changes in

behavior and attitudes arise. While education is needed to take action, the education alone does not prove effective to empower women. Rather it is based on three domains: agency, structures, and relationships. Working through these three domains proves most effective to reach and empower the population being targeted (Stromquist, 2015). Looking at these domains and the time constraints of a one week unit, my main focus was on relationships to be empowered.

Another empowering women's curriculum, Yes I Can!, was developed and implemented in the United States among Latina women to raise self-esteem and teach about domestic violence. Two dimensions of self-esteem are illustrated, the first being competence, and the second being worth. By addressing both of these roles, women are able to see how they perceive and value themselves as women, and the different roles they identify with in their lives. By focusing on culturally relevant topics, the curriculum is better received. After the curriculum had ended, the participants were contacted after a year and asked about their perception of themselves and self-esteem since the group had ended. Twelve of the fourteen women said they felt improvement in self-esteem. This is important because even though the curriculum was short, a positive effect was had on the participants (Marrs & Fuchsel, 2014).

The empowerment educational curriculum for Restaveks can be shaped from looking at the already existing Haitian education system and Restaveks. In understanding how little education the students receive as Restaveks, the curriculum will need to include elements of literacy and basic alphabet skills. In reviewing other empowerment curriculum studies, the importance of community and relationships is emphasized to be the most important aspect in this

curriculum. The existing ideas students have of Americans, and the cultural differences between America and Haitians has shaped this curriculum to be a better fit for the students who are participants.

In the following Chapter 4, the procedure for creating a unit plan for Haitian Restavek children will be provided. Then, Chapter 5 will outline the unit plan in its entirety including all the lessons to be implemented. The lessons plans are based on empowerment, emotions, relationships, and literacy.

Chapter 4: Research Topic and Methodology

The goal of my research was:

1. Create an empowerment education unit of study for 8-12 year old Restavek girls that can be implemented in a Haitian village.

Methodology

In order to complete a one week unit plan on basic literacy and empowerment for Haitian Restaveks, lesson plans were created spanning a one week time frame. Having researched other successful programs such as the work done in South Africa, I included basic elements that have proven to be successful in these units of study (Simmonds, 2014). For example, I included basic literacy skills of the alphabet and writing and identifying their own name. They also include lessons on empowerment in self-esteem, personal hygiene, relationships, emotions and safe places. I used research based materials such as the Girl's Safety Toolkit and other curriculums that have been created for oppressed people groups to develop this unit plan (Davey, 2014). For empowerment materials, I drew from title 1 school curriculums and psychology materials to develop a curriculum that would be beneficial to the students who are oppressed and in abusive situations. For personal hygiene and body image materials, the Fifth Standard provides many resources about hygiene and health. I drew information from their standards and lesson plans and adapted it for Restavek children. When I created the lessons, I kept in mind the limited resources that are provided in a Haitian village. The activities require supplies that can be brought over to Haiti, purchased in Haiti, or used from the natural world. The content will need to be translated

to Haitian Creole, so the students are able to understand the lessons and successfully complete the assignments. The lesson plans also implement Gardner's multiple intelligences theory, such as music, movement, and using nature as a resource, as this was effective amongst Haitian Students in New York schools (New York City Board of Education, 1997). Most of the assignments are given verbally, as these children may come into the school with no literacy skills. The curriculum is designed for female students who are 8-12 years old.

At the beginning of the week, pre-assessments are taken (see Appendix B). At the end of the week, assessments are examined to chart students' growth. With this data, the one week unit can be evaluated as effective or non-effective in the Haitian school setting. This program will occur at no cost to students who do not regularly attend school because of financial hardship or other extenuating circumstances. Ideally, when this program is implemented a bilingual English/Creole teacher will teach because the curriculum was written in English then translated. This allows for a deeper understanding of the content by the teacher, and for the students to understand the material in their native language.

The following chapters provide the lesson plans, materials, and conclusions for this unit plan. The unit plans is inclusive with a pre and post assessment, standards, and all the materials needed to implement this in a Haitian classroom.

Chapter 5: Curriculum

The Empowerment Unit Plan for Haitian Restavek Children follows. All of the materials are included, along with standards and objectives for every lesson. The goal of this unit plan is to empower and provide basic literacy skills to Haitian Restavek children in villages in Haiti.

Standards

The following are standards for the empowerment educational curriculum created for 8-12 year old Restavek girls.

Self Esteem

1. Demonstrate understanding of positive self-esteem.
2. Examine meaning of self-esteem.

Emotions

1. Identify different types of emotions and what causes them.
2. Identify coping strategies with emotions.

Social relationships

1. Identify different types of relationships.
2. Demonstrate understanding of healthy and unhealthy relationships and appropriate behaviors for each.
3. Identify a good listener and good listening strategies.

Safety

1. Identify safe and unsafe places in the community.
2. Examine characteristics of safe and unsafe places.

Hygiene

1. Demonstrate understanding of importance of good hygiene.
2. Show knowledge of using different hygiene products such as toothbrush, toothpaste, and soap.

Literacy

1. Identify letters of alphabet.
2. Write one's name.

When implementing this curriculum, keep in mind the area that the children will be meeting in. From my experience, this will have to occur in a local nonprofit organization's building.

There are very few community infrastructures that the government has built to allow schooling to take place. Take into account the safety levels of the area it will be held in. Make sure the children have a secure pathway to and from the meeting location and are able to get home before dark, without people harassing them (*Girl Safety Toolkit*).

Before beginning the unit, a pre-assessment is given to the girls. This will be used to guide the lessons for the week and inform instruction. If the majority of the girls are illiterate, give a verbal assessment. Be sure to make note of the students who the assessment was read to

and students who were able to take the exam as it was written. The assessment is scored as correct or incorrect and is out of 8 points.

Empowerment Unit Plan

The following is the Empowerment Educational Plan for 8-12 year old Restavek girls. Daily schedules are located in Appendix A and allot for four hours of activity. Days 1-5 will begin with an icebreaker; suggestions for these are located in Appendix C. The icebreakers are used to encourage the girls to become familiar with one another, and to make school become a safe place where trust is built. All of the necessary materials for the lessons are located in Appendix D. The Girls' Safety Toolkit (2014) was used as a basis for several lessons and ideas. Using my prior knowledge from being in Haiti, and activity suggestions from this toolkit, I adapted lessons to fit the target group of 8-12 year old Restavek girls.

Day One

Introduction to the Program

Explain to students their goals for the week are to learn about self-concept, social relationships, good hygiene, and literacy. Introduce yourself, where you are from, and why you have chosen to work with them for the unit. Ask if anyone has questions or concerns about the program and make sure to emphasize the educator is there to support the students.

Ice Breaker

See Appendix C

Safe Place Activity (Adapted from Girl Safety Toolkit)

Objectives:

Students will be able to identify safe and unsafe places.

Students will be able to examine characteristics of safe and unsafe places.

These objectives will be met by the student being able to describe a safe place in the closure activity.

Materials Needed:

Pictures of different areas of the community (enough sets for every pair of girls)

Chart paper

Markers

Precut extra paper

Activity:

1. Hand out pictures of areas in the community to each pair of girls.
2. Girls sort pictures into safe places and unsafe places.
3. Ask, “What are common traits of all the places that are unsafe?” Make a list of what is said on the board.
4. Ask, “What are common traits of all the places that are safe?” Make a list of what is said on the board.
5. Give opportunity to draw other places in the community and identify whether they are safe or unsafe.

6. Create a map of the area as a whole group. Put all the places that have been drawn on the map.
7. Identify areas of the community that may seem generally safe or generally unsafe.
8. Talk about different times of the day and if the safety of the area changes.

Closure:

Ensure that the girls know the location of the school is a safe place while the program is taking place and staff is there. On nights and days without the program, the school may not be safe anymore. This will allow for more educational opportunities, according to Maslow, if a child feels safe she is more likely to learn. Ask students to tell you how they would define a safe place.

Self-Perception Activity 1

Objectives:

The student will be able to demonstrate understanding of a positive self-esteem.

This objective will be met by the student being able to define self-concept in the closure activity.

Materials:

Pencils

Crayons/Colored Pencils/Markers

Notebooks for each girl

Activity:

1. Create a definition of self-concept with the students. Ask them to describe what they think it is, and then guide their thinking to create the definition. Write it on the board and repeat it several times to allow the students to understand the definition.
2. Ask students to write a description or draw a picture to answer, “How do you view yourself?”
3. Give ample time to complete then ask if anyone would like to share their responses. Since this is a personal assignment, allow for students to volunteer, and do not call on them to share.

Closure:

Review the definition the students created to define self-concept.

Positive Self-Concept Lecture 1

Objective:

The student will be able to demonstrate understanding of positive self-esteem.

This objective will be met by the completion of the positive mantra assignment in the closure activity.

Discussion starters:

1. How do you think the president of Haiti would view himself?
2. How do you think an American would view herself?

3. How do you view yourself?

Discuss the differences in their answers, and ask why there is a difference in the way all three view themselves. If they seem to have a negative view of themselves, ask them why they look down on themselves more than they think the President of Haiti would look down on himself. Have the students create small groups to discuss the different ways they could view themselves in a more positive nature, be sure to facilitate the group discussions. Bring the group back together and compile a list on the board of the ways they can view themselves and challenge them to change their thinking on how they see themselves.

Closure:

Create a mantra or promise all the girls can sign to say they will view themselves in a more positive nature. Ensure the girls who get a copy of this by the end of the week, and the girls who are not literate understand what is being said, and how important it is to promise themselves they will think positively.

Healthy Relationships 1

Objective:

The student will be able to identify a healthy and an unhealthy relationship.

This objective will be met by the student's completion of defining a healthy and unhealthy relationship in the closing assignment.

Activity:

1. Ask students what they think a healthy relationship is, write responses on the board.
2. Ask students what they think an unhealthy relationship is, write responses on the board.
3. Have two students come and act out a healthy relationship and how it looks based on the traits already discussed.
4. Talk about how an unhealthy relationship can affect their perception of self, and different methods that can be used to prevent that.
5. Pair students up and have them talk about the healthy relationships they have in their lives. If students feel comfortable, encourage them to talk about the unhealthy relationships in their lives as well.
6. Ask the pairs to come up with solutions to change unhealthy relationships to healthy relationships.
7. Come together as a group and discuss the solutions to the unhealthy relationships.

Closure:

Have girls write or draw an example of a healthy and unhealthy relationship that they have in their life.

Hygiene 1

Objective:

The student will be able to demonstrate understanding of good hygiene.

This objective will be met by the student naming one good hygiene practice and giving their own definition of hygiene in the closure.

Lesson:

1. Ask pairs of girls to create a definition for hygiene.
2. Write definition the class agrees upon on the board.
3. Ask girls what types of illnesses they have experienced, and if they believe there were ways to prevent the illnesses.
4. Talk about hand washing, and the importance to prevent the spread of chloera.
5. Talk about tooth brushing, and the importance to prevent different types of mouth illnesses.
6. Have students write or draw different hygiene practices they already participate in.

Closure:

Ask students to define hygiene in their own words and give one good hygiene practice.

Alphabet 1

Objective:

The student will be able to identify letters of the alphabet.

This objective will be met by the student being able to identify letters of the alphabet in the closing assignment.

Materials:

Items that begin with every letter of the alphabet (in Creole)

Lesson:

1. Hold up an item and ask students what letter it begins with. If most students know continue this process, if most students do not know, teach the letter of the item, then write the alphabet on the board and ask students to repeat it.
2. Have students copy down alphabet and repeat it. Repeat the alphabet several times. Play a song and sing the alphabet.
3. Ask students to identify the first letter of their name.

Closure:

Ask students to repeat alphabet. Make note if they needed assistance, their written alphabet, or any other resources to succeed at this.

Review/Closing Activity

During this time, ask students if they have any questions. Review briefly all the material discussed throughout the day. If there was an activity unfinished, students can complete it during this time. Different games can be played such as four corners with different hygiene products, musical chairs where the ABCs are sung, charades of healthy and unhealthy relationships, etc. This is built in because many Haitians live on 'island time' and may be late in the morning, so this can be used to catch up students that are late or to allow students to develop deeper friendships with one another using discussion questions and review items.

Day Two

Ice Breaker

See Appendix C

Self-Perception Activity 2

Objective:

The student will be able to identify positive self-esteem characteristics.

This objective will be met by the student naming positive traits about themselves.

Materials:

Paper

Pen

Colored pencils/Crayons/Markers

Activity:

Students stand in a circle. They are given paper and pen to write down three characteristics they like about themselves. Encourage these to be about themselves and not things they are interested in. They also write down a characteristic they like in the person to their right. Everyone goes around and says what their three characteristics they like about themselves are, then the one characteristic they like about the person to their right. Students return to their seats, then chose the one word they like the most about themselves. They create a poster describing that word.

This can be a picture or a sentence. They then share their poster with the group.

Closing:

Students talk about how it felt to share their positive trait and how these positive traits can promote personal well-being.

Journal Reflection

Students can write, draw, or verbally explain the following prompt.

What are the characteristics you possess that assist you when things get hard? What are characteristics you wish you possessed? How can you attain them?

Empowerment Activity 1

(Adapted from *University of Illinois Extension*)

Objective:

Students will be able to identify positive self-esteem characteristics.

This objective will be met by the student discussing how they can find good traits in everyone.

Activity:

1. Students are grouped into teams of 3.
2. Each team is given a bag of articles.
3. A person from the team pulls out an item. The team examines the item.
4. The group then discusses the following:
 - a. Think of a way in which your object is like a person.
 - b. List two things that make your object beautiful.
 - c. Name three ways your object can be useful to you, your friends, or your family.
 - d. Name four reasons why you love your object.
 - e. Tell three things that you can do that would make your object feel good about itself.

5. The groups then select one item and share their answers with the class.

Closure:

Discuss how students were able to find qualities in their objects that resembled people, and how it is easy to find good traits in everyone if they look for them.

Healthy Relationships 2 (Adapted from *Healthy Relationships*)

Objective:

The student will be able to differentiate between healthy and unhealthy relationships.

This objective will be met by the student being able to describe a healthy relationship in the closing assignment.

Materials:

construction paper

tape

Activity:

1. Give every student a strip of construction paper.
2. Have every student write down the name of someone they have any kind of relationship with. It can be friend, sibling, mom, aunt, etc.

3. If the students feel as though the person's name they put is a healthy relationship, have them tape their paper to one chain. If the student feels as though the person's name they put is an unhealthy relationship, have them tape their paper to a different chain.
4. Compare the length of the two chains.
5. Students who have names in the healthy chain side can share characteristics in that relationship that makes the relationship healthy.

Closure:

Review characteristics of a healthy relationship. Display how when there is a chain of healthy relationships more people are attached on, but when there is a chain of unhealthy relationships no one can connect.

Hygiene 2

Objective:

Students will be able to demonstrate understanding of good hygiene.

This objective will be met by the student's naming how they can encourage good hygiene among one another.

Materials:

Hygiene cards- See Appendix D

Lesson:

1. Students partner up.
2. Students are given the hygiene cards and act out what is written.
3. Discuss the importance of the different tasks on the cards and act them out so the students can see what it looks like.
4. Ask students:
 - a. Is it important to practice good hygiene every day?
 - b. Do you think the drinking water is clean or dirty? How can you make it clean?
 - c. What are some of your personal hygiene practices?

Closure:

Ask students how they can encourage one another to practice proper hygiene daily.

Alphabet 2

Objective:

Students will identify letters of the alphabet.

This objective will be met by the student writing the letter in the sand in the closing activity.

Materials:

Sand

Plate or bowl for every student

Activity:

1. Students will be given paper plates or bowls.
2. Sand will be poured into the paper plates or bowls for every student.
3. Students will have a couple minutes to examine the sand and how it feels, along with drawing with their finger in it.
4. A letter will be written on the board or said by the teacher. The students will then write that letter into the sand and say the name of it.

For students who are more advanced challenge them to write their names, or other classroom items they see.

Closure:

Students will take charge, going around the room, every student will say the first letter of their name and the entire class will write it into the sand, along with the letter being written on the board.

Review/Closing Activity

Have a sheet of paper with every student's name on it. Every student in the class can write one positive saying or draw a positive picture describing the name that is on the top of the paper. The students will be given these papers to take home to remember they are important and cared about by their classmates.

Day Three

Ice Breaker

See Appendix C

Self-Perception Activity 3

Objective:

The student will be able to identify emotions.

This objective will be met by the student drawing each emotion.

Materials:

Paper

Colored pencils

Emotion labels- See Appendix D

Activity:

1. Give each student emotion labels.
2. Instruct the student to draw the how each emotion looks.
3. Talk about what causes each of these emotions.
4. Instruct the students to draw the causes for every emotion on their paper.
5. Give students an opportunity to share their paper.

Closure:

Ask students to identify which of the causes is beyond their control, and which causes they can control.

Journal Reflection

What is one thing you would like to accomplish in your life? What steps will you have to take to reach that goal?

Allow students to share their entries if they would like to.

Empowerment Activity 2

Objective:

The student will be able to demonstrate the meaning of self-esteem

This objective will be met by the student talking about ways to have positive self-esteem.

Activity:

1. Ask students what they think self-esteem is.
2. List all the definitions of self-esteem given on the board.
3. Come up with a definition as a class.
4. Talk about ways to keep positive self-esteem.
5. Split students into groups of four and have them complement each other and say thank you to the compliments.
6. Each group will act out one of the compliment scenarios that were presented.

Closing:

Ask students how they felt giving and receiving compliments.

Hygiene 2

Objective:

The student will be able to explain the importance of personal hygiene.

This objective will be met by the student drawing a picture of one advantage to good hygiene.

Materials:

Chart paper

Markers

Cleanliness Handout

Activity:

1. Ask the students what needs to be taken care of on their bodies.
2. Create a chart to match the handout in Appendix D
3. Have students give answers to fill in as much of the chart as possible. Discuss different consequences of bad hygiene and good hygiene.
4. Discuss:
 - a. What diseases can be caused by dirty hands and feet?

- b. Can good personal hygiene make a person feel better about herself?
- c. How does a person feel when they do not practice good hygiene?

Closure:

Have students write down or draw a picture of one advantage to good hygiene. Post these pictures in the classroom for the students to see.

Alphabet 3

Objective:

The student will be able to identify letters and their names.

This objective will be met by the object found to match the letter they were given.

This objective will be met by the student writing their name and drawing an animal to match the letters of their name.

Start by singing ABCs as a review from the day before.

Activity:

1. Assign every student a letter
2. Allow the student to collect items around the classroom that starts with that letter
3. Have them present their findings.

Materials:

Alphabet Cards- See Appendix D

Activity:

1. Pair the students up.
2. Give each pair a set of alphabet memory cards, only include half the alphabet at a time.
3. When the student finds a pair, they have to say the letter name out loud, then they can keep the pair.

Memory cards can be printed or created on white paper or index cards if a printer is not accessible.

Activity:

1. Give students a white piece of paper.
2. Instruct students to write their names large on the center of the paper.
3. Instruct the students to draw an animal for every letter in their name. For example, Beth would have a bear, elephant, tiger, and horse.
4. Encourage students to present their artwork to each other.

Review/Closing Activity

Take time to review any questions the students may have from the day. Encourage discussion about self-esteem, relationships, and hygiene.

Have students write questions and comments on strips of paper to put in a box to review the next day. This allows you time to prepare to answer their questions.

If there are no questions or more activities are needed, have students draw a picture of their partner. They are to sign their pictures to demonstrate understanding of how to write their name. The partner will then pick out 3 characteristics they see in the picture they like.

Day Four

Ice Breaker

See Appendix C

Self-Perception Activity 4

Objective:

The student will be able to identify fear and how to face it.

This objective will be met by the student being able to list a fear and naming one way to face it.

Activity:

1. Make a list of things that you are afraid of.
2. Choose one item that a student wrote and write it on the board. Have students brainstorm ideas on how they are able to handle the fear presented.
3. Discussion Questions:
 - a. Facing this fear is a chance for me to?
 - b. What are the positive outcomes in facing this fear?

4. Have students chose one of their own fears and brainstorm how they are able to handle the fear. The students then answer the discussion questions independently.
5. The students share their responses in pairs.

Closure:

Ask the students: Why is it important to face your fears?

Journal Reflection

Students can choose what they want to write about. A couple ideas are:

- a. What is something you are good at doing?
- b. What is something you would like to invent?
- c. Ten interesting things about you are...

Empowerment Activity 3

Objective:

The student will be able to identify positive and negative thoughts.

This objective will be met by the student marking their paper with the green and red marker for positive and negative thoughts.

Materials:

Head picture- See Appendix D

Activity:

1. Students will write or draw items they often think about.
2. With a red utensil, they will put an X over all the negative items.
3. With a green utensil, they will put a check mark over all the positive items.
4. For an entire day they will keep track of how many times they think about positive and negative things.

Closing:

Have students make predictions about how many positive and negative thoughts they think they will have in a day.

Alphabet 4

Objective:

The student will be able to identify letters.

This objective will be met by students marking their bingo cards.

Materials:

Bingo Boards

Bingo markers

Activity:

1. Sing the ABCs from the day before.

2. Review items in the classroom that were chosen for certain letters from the activity the day prior.
3. Have students raise their hands if you call out the letter their name starts with.
4. Pass out Bingo Boards.
5. When a letter is called, all students must repeat the letter and mark it if they have it on their card.
6. The first person to get every letter in a row on the card wins bingo!

Hygiene 3

Objective:

The student will be able to observe how good hygiene impacts overall health.

This objective will be met by the completion of the hygiene worksheet.

Materials:

Scale

Tape Measures

Hygiene Worksheet- See Appendix D

Activity:

1. Pair students up, pair an older girl with a younger girl to help with understanding this material.
2. Give students tape measurers and survey forms.
3. Students take each other's heights and record it.
4. Students take each other's arm circumference, neck circumference, and waist circumference and record it.
5. If a scale is available, they can weigh each other.
6. They will look at each other's hair to see if there are any bald spots or thinning.
7. They will examine each other's eyes to see if they are yellowing.
8. They will look at each other's faces for unusual swelling or other abnormalities.
9. Look at the mouth for any dryness or cracking.
10. The students can record all of this data by drawing a picture or writing notes.
11. If there are any students that appear to have any abnormalities, they can discuss the vitamin deficiency they may be experiencing and solutions to the problem.

Discuss the importance of watching out for one another in hygiene and health practices. Make an accountability system for the students to know who they can rely on to help them with their hygiene and health questions. If possible, get in contact with a local clinic to address medical needs the students may have.

Review/Closing Activity

Answer all questions and comments from the previous day.

Play review games, such as musical chairs, four corners, jeopardy, etc.

Day Five

Ice Breaker

See Appendix C

Self-Perception Activity 5

Objective:

The student will be able to identify a good listener.

This objective will be met by the list of good listener traits.

The student will be able to identify the qualities good listeners possess.

This objective will be met by creating the scenarios.

Materials:

Index cards

Activity:

1. Have students brainstorm a list of what they think a good listener is.
2. Split the students into groups of four.
3. Students create scenarios they have experienced may experience in the future in discussions with a friend. For example, a friend approaches and asks to talk about how

another friend hurt their feelings. What would the girl do in that situation? What is the best way to listen and help?

4. Switch scenario cards between groups. Have the groups act out the situation on the card. Students act it out as a bad listener, then as a good listener. Encourage the students to use listening and questioning strategies to be a good listener.
5. After the charade card is complete have the students reflect on which scenario they would rather be confronted with and whether they were more comfortable talking to the friend that was a good listener, or the friend that was a bad listener.
6. Discussion questions:
 - a. When acting as the good listener, should you reveal what the person is telling you to others?
 - b. What is an experience you have had with a bad listener? How did that make you feel about your problem?
 - c. What is an experience you have had with a good listener? How did that make you feel about your problem?
7. Students can present one of the charade situations and how being a good listener can help their friend, or how being a bad listener can hurt their friend in that situation.

Journal Reflection

“How do you view yourself?”

This prompt will be used to look at the way the girls view themselves after this week long curriculum compared to the response they gave on day one.

Journal Review/Material Review

Before beginning the review, discuss how many positive and negative thoughts the students had in one day. Allow them to reflect on when they would think positive and when they would think negatively.

Cover all material. Give students a chance to ask questions about the material. Play games like Jeopardy, Do You Want To Be A Millionaire?, or relay races.

Assessment

Give the post assessment. Same as the pre assessment, if the student needs the assessment read to them or to give answers verbally, allow for that, just be sure to make notes of all the accommodations made. Be sure to record their answers from day 1 and day 5 in their journals before allowing the girls to take their journals. Look at the growth in scores from the pre-assessment and post-assessment. This will evaluate whether the curriculum was effective in teaching the standards.

Celebration

Give all the girls a diploma and have a party celebrating health, empowerment, and self-esteem. Have every girl speak about a characteristic they like in themselves and in another girl in the group. Encourage the girls to stay friends and to help one another. Allow girls to take all

materials home and encourage them to share their knowledge with any of their friends and family members.

Chapter 6: Conclusions and Educational Implications

Concluding Remarks

This empowerment curriculum has been derived from several other curriculums that have proved effective in empowering students who are oppressed. The foundational element of the entire curriculum is relationships between the Restaveks and the educational volunteers. When the Restaveks form relationships between each other, they have an accountability and encouragement system. The relationship between Restaveks and educational volunteers displays to the Restaveks that they are valued and important. Coming from a background where they are often forgotten about and disregarded, this gives the girls an opportunity to develop a positive self-concept. If this educational curriculum was implemented, I do believe it would be effective. It would need to be altered to cater the needs of the class presented, but the activities promote learning about self-esteem, hygiene, literacy, emotions, social relationships, and safety.

Educational Implications

Now that I have researched the empowerment education of Haitian Restaveks, I plan to create the programs for my trips to Haiti with Restaveks and the promotion of acceptance of Restaveks into the community as key point. In my next trip to Haiti, I am planning all of the programs being done, and am using this information to guide my instruction and activities.

Dr. Spalding has provided extensive feedback on the curriculum. She suggested incorporating community resources and using assessments to guide instruction. This type of educational curriculum would have to take place in a local nonprofit, which would require

partnership with the community. The curriculum also requires writing implements and journals or composition notebooks. These will, ideally, be donated to reduce cost of the program. In the past, I have been successful in receiving donations of all the items I needed to implement programs in Haiti. Asking community professionals, schools, and large cooperation for donations gives them an opportunity to give back, and reduced the overall cost.

My research was limited because I was unable to perform this unit. However, I plan to take this unit with me and show it to organizations I partner with in Haiti, in hopes of the ability for it to be implemented. From my experience in working with children in Haiti, I believe these activities would be well received and be effective in promoting empowerment upon Restaveks. I often begin programs with icebreakers, and the children always love getting to know the volunteers, as well as each other. The celebration will be vital for the students to know the volunteers are there to celebrate their successes, and to assist them as they grow older. It would be ideal for the group who implements this curriculum to have a full-time representative living in Haiti. This allows for the community to recognize the organization and become more comfortable with the Americans who come to work with them.

This thesis provides a unit of study on topics that are desperately needed in the educational system in Haiti. It is unique in its nature, and can be implemented with minimal resources. This is especially important in Haiti, as there are few resources to draw from.

Next Steps

The next step for this curriculum is to be translated to Haitian Creole. Ideally, it would be taken to a Haitian village with a high amount of Restaveks and implemented. It is my hope that this unit of study will positively impact Haitian Restaveks; specifically females aged 8-12. Based on the first implementation and the results, I plan to add to this unit and make modifications as needed.

Appendix A: Daily Schedules

Day one schedule: (Four hours of activity, Break not included)

15 minute introduction to the program

20 minute Ice Breaker activity

45 minute Safe Place Activity

20 minute Self Perception Activity 1

20 minute Positive Self-Concept Lecture 1

-Break-

30 minute Healthy Relationships 1

30 minute Hygiene 1

30 minute Alphabet 1

30 minute Review/Closing Activity

Day two schedule: (Four hours of activity, Break not included)

20 minute Ice Breaker Activity

40 minute Self Perception Activity 2

15 minute Journal Reflection

45 minute Empowerment Activity 1

-Break-

30 minute Healthy Relationships 2

30 minute Hygiene 2

30 minute Alphabet 2

30 minute Review/Closing Activity

Day three schedule: (Four hours of activity, Break not included)

20 minute Ice Breaker Activity

40 minute Self Perception Activity 3

15 minute Journal Reflection

45 minute Empowerment Activity 2

-Break-

30 minute Hygiene 2

60 minute Alphabet 3

30 minute Review/Closing Activity

Day four schedule: (Four hours of activity, Break not included)

20 minute Ice Breaker Activity

40 minute Self Perception Activity 4

15 minute Journal Reflection

45 minute Empowerment Activity 3

-Break-

30 minute Alphabet 4

60 minute Hygiene 3

30 minute Review/Closing Activity

Day five schedule: (Four hours of activity, Break not included)

20 minute Ice Breaker Activity

40 minute Self Perception Activity 5

15 minute Journal Reflection

15 minute Journal Review

30 minute Material review

-Break-

Final assessment

Celebration

Appendix B: Pre and Post Assessment

Name: _____

1. What does the word hygiene mean?

2. How do you write your name?

3. What does self-esteem mean?

4. What is an example of a safe place?

5. What letter does your name start with?

6. What is this used for?



7. What is a characteristic of a place you feel unsafe?

8. How do you view yourself?

Appendix C: Ice Breaker Activities

Groups and lines- students line up in a particular order or gather in groups based on something they have in common. To implement this in a classroom with Restavek children, it would be best to stick to favorite colors, color of the shirt they are wearing and steer clear of how many siblings or favorite foods.

Name game- students clap twice then hit their knees twice while saying “this is the name game” then they proceed to say their own name followed by someone else’s name. This allows for the group to become more familiar with the names of each other and gives students who enjoy rhythm and music a chance to express themselves.

Ball of string- A student starts with the string and says a fact about herself. The string is passed to someone who has that in common. After all the students get a chance to hold onto the string the students can see the commonalities and things that are in common between them.

Do you love your neighbor?- Set up a chair for every person that’s participating. One person will stand in the middle and go to a participant. They stand with face to face, the person in the middle says “Do you love your neighbor?” The person who is being asked says, yes especially those who have _____. Whoever is sitting in the circle that has what they person says will get up and switch chairs. Another person will now be in the middle and the game continues on.

Electric Fence- set up an area 15’x15’ with a rope about 4’ from the ground. Tell the students there is a fence from the ground to the top of the rope and they cannot touch it. Everyone has to get out of the box. This allows for the students to work together to devise a way out of the box and rely on one another.

Appendix D: Lesson Resources

Community Places Cards*





*These are examples based on the areas that I have worked in Haiti. Ideally, you will create your own picture cards of the area you are working to implement this activity in. If accessing pictures is unavailable, have the girls draw out the places they know in the area and decide if they are safe or unsafe.

Hygiene Cards

Brush your teeth	Wash your face
Wash your hands	Wash your hair

Emotion labels

Happy	Scared
Tired	Sad
Content	Embarrassed

Cleanliness Handout:

Parts of the Body	Uncleanliness leads to:	Cleanliness leads to:
Face		
Hair		
Body (legs, hands, torso)		
Fingernails/Toenails		
Teeth and Mouth		

Alphabet Memory Cards

A

A

B

B

C

C

D

D

E

E

F

F

G

G

H

H

I	I
J	J
K	K
L	L

M

M

N

N

O

O

P

P

Q

Q

R

R

S

S

T

T

U

U

V

V

W

W

X

X

Y

Y

Z

Z

Head Picture



Bingo Boards

ABC Bingo				
P	C	I	U	D
S	B	F	Q	H
W	O	FREE Free Space	R	V
X	M	A	Y	G
J	K	L	T	Z

ABC Bingo

O	Z	V	N	H
Y	U	W	G	I
A	F	FREE Free Space	E	K
Q	D	T	R	X
C	P	J	S	B

ABC Bingo

S	B	Q	X	V
N	O	C	K	H
D	U	FREE Free Space	E	L
J	P	W	G	Z
A	Y	R	F	M

ABC Bingo

B	C	A	F	E
X	O	D	Z	R
N	I	FREE Free Space	M	J
L	S	H	U	P
Y	Q	K	V	T

ABC Bingo

N	W	E	Q	H
M	R	Y	L	I
P	K	FREE Free Space	A	S
F	X	J	D	G
V	O	Z	U	T

ABC Bingo

F	E	R	U	L
Z	O	S	H	I
A	X	FREE Free Space	V	N
K	B	Y	W	T
P	D	G	Q	J

ABC Bingo

Z	F	P	E	Q
W	M	L	B	S
I	X	FREE Free Space	K	D
R	Y	H	T	G
A	V	O	U	J

ABC Bingo

Z	L	A	F	I
V	Q	Y	C	E
O	K	FREE Free Space	D	U
H	B	X	N	G
J	P	T	S	W

ABC Bingo

O	G	M	R	B
N	U	I	Y	T
J	W	FREE Free Space	H	Z
Q	K	E	X	C
P	A	V	D	F

ABC Bingo

U	C	A	L	H
F	B	W	S	I
V	T	FREE Free Space	P	Y
N	M	O	G	J
Q	X	K	D	R

ABC Bingo

Z	C	E	H	P
F	T	I	G	Y
W	K	FREE Free Space	X	M
J	O	L	U	D
V	A	B	Q	S

ABC Bingo

C	L	O	T	W
Q	I	N	S	K
H	X	FREE Free Space	B	Z
V	P	D	R	U
A	G	M	F	E

ABC Bingo

O	T	Q	E	H
S	D	K	A	Y
M	R	FREE Free Space	J	C
P	N	Z	V	L
F	G	B	X	U

ABC Bingo

Q	T	R	Z	F
Y	U	G	N	W
K	J	FREE Free Space	M	I
P	A	O	E	C
X	B	H	S	L

ABC Bingo

U	W	K	F	X
L	I	H	Y	N
C	R	FREE Free Space	E	Q
T	G	S	A	M
Z	D	V	P	O

ABC Bingo

Z	C	F	U	Y
T	K	V	A	B
J	L	FREE Free Space	O	Q
D	M	H	R	I
P	S	N	X	G

ABC Bingo

W	L	P	Q	J
H	Y	D	C	X
Z	S	FREE Free Space	V	A
U	B	G	K	F
O	M	R	T	N

ABC Bingo

J	S	L	U	B
Z	T	M	H	P
A	C	FREE Free Space	R	V
O	K	Y	E	I
G	F	D	Q	N

ABC Bingo

G	Y	X	K	V
F	L	Q	R	T
O	P	FREE Free Space	Z	A
J	C	W	E	D
S	H	B	N	M

ABC Bingo

K	G	B	E	H
Y	J	F	Z	C
A	N	FREE Free Space	O	S
L	Q	T	V	P
X	I	D	W	R

Hygiene Worksheet

Name: _____

Height: _____

Weight: _____

Arm circumference: _____

Hair:

Eyes:

Face:

Mouth:

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