AI stories from Haiti

Haiti country edition • Classroom and community reading



Two imagined local cases for readers to discuss. Each turns on a choice someone can make when a tool gives an answer that needs checking.

The bridge in the second sentence

At a practice radio session in Bonbon, Lise read a short message in Haitian Creole. Her younger cousin heard it through the classroom speaker and drew the bridge he thought she meant. Lise looked at his picture. It was the bridge near his aunt’s house. She had meant another one.

The original notice named both the locality and the bridge. The shortened version had dropped the locality from its second sentence. They carried both scripts to the teacher playing the duty officer. She cleared a new practice recording.

Lise played it to the next class without showing the drawing first. This time the children could tell her which place the notice concerned and when it would expire.

> **Discuss.** Why did Lise test the second recording with listeners who had not seen the drawing?

The crate that came back

A market trader in Haiti’s South department sent crates with a driver who had printed a suggested route the night before. The driver returned with one crate still aboard. The suggested crossing had been blocked, and the buyer had gone home before he arrived by another road.

At the next market the trader asked to see the time beside the crossing report. The map had none. She and two drivers wrote down what each had seen, where they had turned and when. The route editor checked the reports before changing the map.

The following week a buyer asked for an early delivery. The trader showed him two routes, each with its last check, and agreed on a time she could defend.

> **Discuss.** Which details would help another driver decide whether the report is still useful?