



2012 Educator's Guide

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Table of Contents

Lesson Plans

Madagascar	1
Grades 1-3	2
Grades 4-6	3
Grades 7-8	4
Grades 9-12.	5
Vietnam	7
Grades 1-3	8
Grades 4-6	9
Grades 7-8	10
Grades 9-12.	11
El Salvador	13
Grades 1-3	14
Grades 4-6	15
Grades 7-8	16
Grades 9-12.	17
Zambia	19
Grades 1-3	20
Grades 4-6	21
Grades 7-8	22
Grades 9-12.	23

Evaluation.inside back cover

Online Resourcesorb.crs.org

Bonus Lesson Plans: India

- Grades 1-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Featured Country Videos and Slideshows

Lenten Prayer Eggs

Stations of the Cross

World Awareness Quiz

Recipes

Weekly Reflections

And more!

“For I was hungry..whatever you did for one of these least brothers of mine, you did for me.”

This year’s theme for Catholic Relief Services’ Operation Rice Bowl, “For I was hungry,” reminds us that when we serve our brothers and sisters in need, we also serve Jesus. This Lent, we answer the call to serve the “least of our brothers and sisters” through Catholic Relief Services’ Operation Rice Bowl. Since 1975, Operation Rice Bowl has offered Catholics in the United States a way to connect with our brothers and sisters around the world.

This Lenten season, CRS invites Catholics to **pray** with their families and faith communities; **fast** in solidarity with those who hunger; **learn** about our global community and the challenges of poverty overseas; and **give** sacrificial contributions to those in need.

Operation Rice Bowl Educator’s Guide

This *Educator’s Guide* is designed to help you share, through the lens of Catholic social teaching, information about our world community and the realities faced by many in our global family. The lesson plans bring to life the personal stories of the people whom Catholic Relief Services assists around the world. Your students will learn how they can change our world through the traditional Lenten practices of prayer, fasting, and almsgiving.

Online Resources

Visit orb.crs.org and download this *Educator’s Guide* with bonus lesson plans for India, videos, Stations of the Cross, additional classroom activities, and much more!

CRS Education: Going Global with Youth

CRS Education: Going Global with Youth (education.crs.org) is a gateway to lesson plans, activities, prayer services, and more opportunities to look at global issues through the lens of Catholic social teaching.

Thank you!

Thank you for participating in Operation Rice Bowl during the 2012 Lenten season. CRS thanks the following educators who prepared the lesson plans and resources for this *Educator’s Guide*:

Kristin Rupprecht	Grades 4-6
Laura Gremett	Grades 7-8
Barbara Ballenger	Grades 9-12

The “Facts to Consider” for each country are from CRS Technical Resources (www.crsprogramquality.org). If you would like data related to each country, please visit www.hungerreport.org.

Madagascar

CATHOLIC RELIEF SERVICES' AGRICULTURE PROGRAMS in Madagascar and around the world help farmers in the poorest communities improve their harvests using environmentally-sensitive techniques that preserve the land for future generations. These programs reflect the Catholic social teaching principle Care for God's Creation.

My name is Suzy Razafindrafara and I am a farmer in Madagascar. A few years ago, CRS and its partner Caritas Antsirabe came to our village and told us about a new way to plant rice called the System for Rice Intensification. When I heard it, the idea sounded a little crazy. How could using less water and fewer seeds bring a larger harvest? My neighbors laughed at me for trying it. But when my fields yielded one and a half times more rice than theirs, no one laughed anymore. Instead, people in the village asked me to teach them the new method too.



Photo by Sara A. Fajardo/CRS

This new way of planting requires more work. We used to flood our fields to get rid of the weeds, but we learned that this damages the roots of the rice plants. Now we weed by hand, a task that takes four people two whole days to complete. The extra work is worth it. Before CRS came to our village, my family was only able to grow enough rice to feed ourselves for about ten months. Now our rice crop lasts the whole year. We often have extra rice to sell, which helps us pay for our children's school fees. Sometimes we even have enough money to buy little luxuries, like a battery powered television set. Now every farmer in my village is using this new planting method, and we are all enjoying better harvests.

CATHOLIC SOCIAL TEACHING FOCUS:

Care for God's Creation

We are called to be good stewards of what has been entrusted to us. Through protecting the environment in which we live, we respect the goodness of nature, a gift God has given.

In Madagascar, CRS uses the System for Rice Intensification to help farmers save water, take care of the land, preserve the nutrients in the soil, and maximize crop yields. These practices promote environmental stewardship, long-term sustainability and respect for the goodness of God's creation.

Facts to Consider

- Farming is the primary economic activity for the majority of people in the world's poorest countries.
- Agriculture employs three-fourths of the Malagasy population.
- The System for Rice Intensification uses a less-is-more approach to rice cultivation:
 - Seeds are transplanted earlier (12-15 days into their growth).
 - Seeds are planted one-by-one rather than in clusters of six.
 - Seeds are planted in 10x10 inch square patterns for easier weeding.
 - Composting and manure are used to replenish nutrients in the soil (vs. synthetic fertilizers).
 - Less water is used – the traditional practice of flooding rice fields rots root systems and deprives rice plants of much needed oxygen.

Objectives

- Students will learn about the Catholic social teaching principle, Care for God's Creation.
- Students will learn about farming in Madagascar and how farming impacts all of our lives.

Materials Needed: world map, four copies of the Activity Sheet (orb.crs.org), markers or crayons, poster board, scissors, tape, bible

Discussion (15 minutes)

1. Locate Madagascar on a map.
2. Explain to students that we are called to care for God's creation as part of our Catholic faith. We can protect the environment by respecting nature and the gifts God has given us.
3. Read Suzy's story to the students. Discuss the story and answer any questions students might have.
4. Ask students how Suzy and her village have cared for God's creation.

Activity (20 minutes)

1. Divide students into 4 groups. Give each group an Activity Sheet, markers, poster board, scissors and tape.
2. Explain to students that after hearing and discussing Suzy's story, they are going to design their own farm that reflects their care for God's creation.
3. After cutting out the images on the Activity Sheet, students should develop a story and a collage that reflects their farm. They can use words and drawings to help tell the story.
4. After 15 minutes, invite each group to post their collage and briefly explain one way their farm reflects the principle of Care for God's Creation.

Closing Prayer/Reflection (10 minutes)

1. Gather students in a circle and ask each student to name his/her favorite part of creation.
2. Read Genesis 1:11-12.
3. Pray: *God of creation, thank you for the gifts of the earth which bring food to our tables. We pray that people who are hungry may have more food on their tables. Amen.*

Links to Other Subjects

- **Science:** Ask students to research what farmers need to grow good harvests. What prevents farmers from having a good harvest?

**If you only
have 10 minutes...**

Complete Discussion #2-4.

Objectives

- Students will understand the Catholic social teaching principle, Care for God's Creation.
- Students will learn how they can become better stewards of God's creation, by living out this principle in their own lives.

Materials Needed: one copy of Madagascar story per student, one Activity Sheet (orb.crs.org) per student, pens or pencils, paper, poster board, markers, tape, bible

Discussion (20 minutes)

1. Read the story of Suzy Razafindrafara.
2. Explain the CST principle, Care for God's Creation, and discuss how CRS demonstrates this principle in the story.
3. Discuss how we can exhibit this principle in our daily lives.
4. Distribute the Activity Sheets and give students time to complete them.

Activity (20 minutes)

1. Ask the class to brainstorm a list of ways in which their own families could be better stewards of God's creation every day. Record the list on the board.
2. Divide the class into small groups.
3. Assign each group one idea from the list and ask them to make a poster illustrating this idea.
4. Hang the group posters in the hallways of the school, bringing awareness about Care for God's Creation to the entire school community.

Closing Prayer/Reflection (5 minutes)

1. Ask for a volunteer to read Genesis 2:15.
2. As a class, read the following prayer together: *Loving God, You have given us a beautiful home and have asked us to care for it. Help us to remember that we are the earth's caretakers and to be respectful and loving to all elements of Your creation. We ask this in Your name. Amen.*

Links to Other Subjects

- **Science:** Ask students to research ways that water can be conserved in farming and present their findings to the class.
- **Math:** Set a price for selling a specific quantity of rice. Ask students to calculate the income from selling that given quantity, and then the income from selling 1½ times that quantity. Expand to include daily, weekly, monthly and yearly incomes, comparing quantities from Suzy's original planting method and her more efficient methods after the help of CRS.

**If you only
have 10 minutes...**

Complete Discussion #1-3.

Pray the Closing Prayer/Reflection.

Objectives

- Students will learn the value of good farming practices, including the benefits to the environment and society.
- Students will become familiar with the Catholic social teaching principle, Care for God's Creation.

Materials Needed: world map, one copy of Madagascar story per student, sticky notes, flipchart paper, markers

Discussion (10 minutes)

1. Ask students to locate Madagascar using an online map or other available source.
2. Ask students to read the story of Suzy Razafindrafara and show the Madagascar video (orb.crs.org).
3. Discuss some of the biggest concerns for the people of Madagascar.

Activity (30 minutes)

1. Work alone or in pairs.
2. Using the sticky notes and flipchart paper, compose an idea map of Madagascar. Provide background information on Madagascar, or have students research the country online so they can include information about the country, the people, the landscape, the economy, the religions, pictures, etc.
3. Have groups share their work with the class.

Closing Prayer/Reflection (5 minutes)

1. Post this prayer on the board for all to see or hand out copies to each student.

If you GIVE me fish, you have fed me for a day. If you TEACH me to fish, then you have fed me until the river is contaminated or the shoreline seized for development. But if you teach me to ORGANIZE, then whatever the challenge, I can join with my peers and we will fashion our own solution.

2. How is this prayer pertinent to the situation in Madagascar? How does this relate to the Catholic social teaching principle Care for God's Creation?

Links to Other Subjects

- **Math:** Compare the size of Madagascar with your own state or with the United States. How does it compare in population? Landmass? Etc.
- **Social Studies:** Learn about the geography, economy, environment, and culture of Madagascar.

If you only have 10 minutes...

Complete Discussion #2.

Discuss the improved farming method in Madagascar and why it is such a valuable system.

Complete the Closing Prayer/Reflection.

Objectives:

- Students will explore how the Catholic social teaching principle, Care for God's Creation, is helping people to rise out of poverty in Madagascar.
- Students will learn how the Catholic community in the United States is addressing poverty in Madagascar through the work of Catholic Relief Services.

Materials Needed: chalkboard, open space, one copy of Madagascar story per student, bible, one *Rice Bowl/Lenten Calendar* per student

Activity (20 minutes)

1. Explain that today the class will examine our Christian call to care for the earth, with a special concern for those who are most vulnerable to environmental changes and degradation.
2. Invite students to complete the following statement: "We would be able to take better care of the environment if..." Record the students' answers on the board.
3. Pick one or two responses and ask the class to line up on a continuum for each of the following questions:
 - How well do you think this would help the earth's environment? (Line up on a continuum from **Very Little** to **Very Much**)
 - How easy would this be for you to implement? (Line up on the continuum from **Impossible** to **Easy**)
 - Would you do it? (Line up on the continuum from **Definitely Not** to **Definitely Yes**)
4. Ask a few students along each continuum to explain why they chose to stand at that spot. Present the following reflection questions.
 - Do your responses change when the wellbeing of others is involved?
 - How are we called to respond as Christians, not only to the health of the earth, but also to the effects of the climate and environmental issues on the world's poorest and most vulnerable citizens?

Discussion (15 minutes)

1. Ask the students to read the story of Suzy Razafindrafara. Ask the following discussion questions:
 - What was the solution to rice production in Suzy's community? What did she find difficult about the solution? What made it possible for her to implement it?
 - How do the actions of caring for the earth and caring for the community work together in this story?

Continued on next page...

**If you only
have 10 minutes...**

Complete Discussion #1.
Complete the Closing Prayer/
Reflection.

Closing Prayer/Reflection (10 minutes)

Leader Creator of the Universe, You promised us that You would love, cherish and nurture our world, setting the rainbow above us as a reminder of your covenant of care. But we know that a covenant requires mutuality. As your children, we are your hands and feet in caring for the gift of Your creation. As we seek to understand the environment and the needs of those affected most severely by its changes and threats, grant us your wisdom, your generosity and your spirit of gentle action to bring hope and healing to our planet and its people. We pray in Jesus' name. Amen.

Reader 1 Genesis 9:8-15

Reader 2 Mark 1:12-15

Leader: The response is: Lord, Make us a sign of Your kingdom.

We pray for the poor of the world, especially for the people of Madagascar who seek to rise out of poverty, that they may receive the help and support they need for a bright and hopeful future. Let us pray...

We pray for Suzy and her community members as they learn new ways to plant crops and to care for each other and the earth. Let us pray ...

We pray for the wisdom and the will to change our own practices so that we take better care of the earth and its people. Let us pray ...

Conclude by reciting the Lenten Prayer (located on the *Rice Bowl*) together as a class.

Links to other subjects:

- **Math and science:** Have students calculate their eco-footprint using an online footprint calculator.
- **Religion and Social Justice:** The Catholic Church in the United States is actively involved in combating climate change. Find more lesson plans and resources on the Catholic Coalition on Climate Change website.

Vietnam

CATHOLIC RELIEF SERVICES' EDUCATION PROGRAMS IN Vietnam and around the world support and promote quality education for all people. Schools in Vietnam often lack resources to serve students with disabilities. The Inclusion of Vietnamese with Disabilities (IVWD) program trains parents, school leaders and teachers in Vietnam to work with the children and help each child achieve his or her potential. This program reflects the Catholic social teaching principle Dignity of the Human Person.

My name is Quyt and I live in central Vietnam. My daughter Thuan is 10 years old. She has cerebral palsy and can't walk or move easily. When she was young, I was frustrated and often cried. I wanted my daughter to learn, but she wasn't strong enough to go to school. Then Catholic Relief Services invited me to a meeting for parents who have children with disabilities. I learned how to exercise Thuan's muscles and teach her to eat on her own. I wrote the alphabet on the wall near Thuan's bed so she could learn it.



Photo by Laura Sheahan/CRS

CRS sent a tutor to our house to help with Thuan's education. In the beginning, Thuan could not even hold a pen. Now, she writes math problems, poems, and much more. Thuan's tutor is amazed at how well she is doing. Still, we face challenges each day, so CRS helped us organize a local parents' association. We share advice on caring for our children, celebrate accomplishments, and comfort each other through difficulties. Without CRS, Thuan might not be able to read or write. I am so proud of my daughter—she is very smart.

CATHOLIC SOCIAL TEACHING FOCUS:

Dignity of the Human Person

All humanity has been made in the image of God. Through our actions we must express that each person is precious and that the lives and welfare of all people are priorities.

In Vietnam, CRS supports the Inclusion of Vietnamese with Disabilities program, which provides access to quality education to children with disabilities who may otherwise not have received education at all. The program recognizes the inherent dignity and uniqueness of each person and demonstrates that quality education must be a priority for all people.

Facts to Consider

- When working with children with disabilities, CRS intensively engages the entire community to provide a web of support.
- Stakeholders include teachers, local officials, community leaders and organizations, schools, social service providers, and the children's parents and peers.
- Teachers receive education and training in identification, early intervention, and inclusive methodologies to help students with disabilities succeed in the classroom.
- CRS works to make sure that advancements in inclusive education are institutionalized in provincial education departments.
- Inclusive education practices are now being used in schools and communities in all provinces of Vietnam.

Objectives

- Students will learn about the Catholic social teaching principle, Dignity of the Human Person.
- Students will reflect on the importance of going to school.

Materials Needed: map, one Activity Sheet (orb.crs.org) per student, pencils, markers or crayons, bible

Discussion (15 minutes)

1. Locate Vietnam on a map.
2. Read Quyt's story and answer any questions students might have.
3. Explain to students that we are all made in the image of God and that our actions should express our care for every person. This is the Catholic social teaching principle, Dignity of the Human Person.
4. Ask students: How did Quyt's actions express a respect for her daughter's dignity? How does Catholic Relief Services respect the dignity of all people?

Activity (25 minutes)

1. Give each student an Activity Sheet.
2. Give students 15 minutes to prepare their responses.
3. Ask each student to share his/her answer to question #4. Write the responses on the board. Compare the students' responses with Thuan's experience.
4. Close the activity by sharing with students how they have a different life and live in a different country than Thuan, but they have many similarities as well.

Closing Prayer/Reflection (5 minutes)

1. Gather students in a circle.
2. Read Psalms 78:4-7.
3. Pray: *Loving God, thank you for the gift of education. We are thankful for the opportunity to attend school and learn new things every day. We ask that You help children all around the world and give them the chance to go to school like us. Amen.*

Links to Other Subjects

- **Social Studies:** Discuss Vietnamese geography, culture, food and religion.

**If you only
have 10 minutes...**

Complete Discussion #2-4.

Objectives

- Students will understand the Catholic social teaching principle, Dignity of the Human Person.
- Students will gain a basic understanding of how CRS upholds the dignity and respect of each person and how each of us should live out this principle in our own lives.

Materials Needed: simple puzzles (one per group), blindfolds (one per group), pens or pencils, one copy of Vietnam story per student, one Activity Sheet (orb.crs.org) per student, bible

Activity (15 minutes)

1. Divide students into small groups.
2. Provide each group with a puzzle. Blindfold one member of each group.
3. Ask the groups to assemble their puzzles, and explain that each member must contribute to the assembly.
4. As the groups work on their puzzles, take note of how each group includes the blindfolded student.

Discussion (25 minutes)

1. Discuss the puzzle activity. Ask each blindfolded group member to describe his/her experience. Was that person included? Did that person get frustrated? How did the other members react and/or include that person in the activity.
2. Read the story of Quyt.
3. Explain the CST principle Dignity of the Human Person.
4. Discuss how this principle is demonstrated in the story of Quyt through the work of CRS. How does the principle relate to the puzzle activity?
5. Ask the class to brainstorm how they can instill this principle in their school and at home.
6. Distribute Activity Sheets and ask the class to work independently. Review the answers.

Closing Prayer/Reflection (5 minutes)

1. Ask a volunteer to read Genesis 1:27.
2. Pray the following together: *Creator God, You have made us in Your own image and likeness. Help us to remember to treat each person with dignity and respect and make them feel welcomed in our community. We ask this in Your name. Amen.*

Links to Other Subjects

- **Art:** After reading Quyt's story, provide the students with art supplies to make cards or pictures for children with disabilities.
- **English:** Read the story of Quyt and ask the students to write about a time that they did not include someone in an activity, why they did not include that person, and what they could do differently in the future.

**If you only
have 10 minutes...**

Complete Discussion #2-5.

Pray the Closing Prayer/Reflection.

Objectives

- Students will understand the Catholic social teaching principle, Dignity of the Human Person.
- Students will learn about some of the challenges facing families in Vietnam.

Materials Needed: world map, one copy of Vietnam story per student, internet access, poster paper, markers, scissors, glue or tape

Discussion (15 minutes)

1. Ask students to locate Vietnam using an online map or other available source.
2. Ask students to read the story of Thuan and Quyt and show the Vietnam slideshow (orb.crs.org).
3. Discuss some of the biggest concerns for Quyt and her family.

Activity (25 minutes)

1. Divide class into groups of four.
2. Create a poster advertising the value of and need for education in Vietnam. Use the internet to find pictures, captions, etc. Print and post information on the poster paper. Consider the benefits of education and why should education be made available to all people.
3. Share/hang posters in the classroom. View and discuss the students' work.

Closing Prayer/Reflection (5 minutes)

1. Post this prayer on the board for all to see or make copies for each student.

To have hope

Is to believe that history continues open

To the dream of God and to human creativity.

To have hope

Is to continue affirming

That it is possible to dream a different world,

Without hunger, without injustice,

Without discrimination.

To have hope

Is to be a courier of God

And courier of men and women of good will.

(Excerpt from *Prayer without Borders*, Catholic Relief Services, 2004)

Links to Other Subjects

- **Religion:** Find examples from the Bible that support the CST principle, Dignity of the Human Person. In what ways are we supporting this principle today?
- **Social Studies:** Learn about the geography, economy, environment, and culture of Vietnam.

If you only have 10 minutes...

Complete Discussion #2-3.

Discuss the need for education and why it is important.

Create an ACROSTIC poem using the word VIETNAM to describe issues/concerns facing the country.

Objectives

- Students will understand the Catholic social teaching principle, Dignity of the Human Person.
- Students will learn about CRS' work empowering families to educate children with disabilities in Vietnam.

Materials Needed: one copy of Vietnam story per student, bible, one *Rice Bowl/Lenten Calendar* per student

Discussion (15 minutes)

1. Explain: We are going to look at how CRS builds capacity in schools in Vietnam. Capacity building is a specific term that means providing a group or community with the underlying resources and education they need in order to have stable lives, meet their needs and develop to their full potential. Oftentimes, families who lack education and resources have no choice but to keep children with disabilities out of schools.
2. Read the story of Quyt and Thuan.
3. How does CRS' education programming in Vietnam promote the Catholic social teaching principle, Dignity of the Human Person?

Activity (20 minutes)

1. Explain: Today we are going to look at our call as followers of Jesus to respect human dignity. We will examine how Catholic Relief Services respects human dignity among young people with disabilities in Vietnam, by ensuring that these children are able to attend school. The program recognizes the inherent dignity and uniqueness of each person and demonstrates that quality education must be a priority for all people.

2. Divide the class into four groups. Assign each group one of the following special needs.

- If you could not see...
- If you could not walk...
- If you could not hear...
- If you could not use your hands...

Note: Be sensitive to the presence of special needs in your classroom. A student may not want to be put on the spot to discuss his or her personal abilities. Make sure students receive scenarios that are out of their regular experience. If they want to discuss their personal experiences, this may come up naturally in the discussion.

3. Ask each group to answer and discuss the following questions. Have one student in each group take notes:
 - What people would you depend on in order to succeed at school, and what could they do to help you?
 - What tools, technologies or resources would you need to succeed?
 - How likely are you to receive this help in our community? (Are systems in place to help you succeed?)
4. Invite the students to share their responses in the large group. Write the answers on the board under the following headings: People, Technology, Community Strength.

**If you only
have 10 minutes...**

Complete Discussion #2.
Complete the Closing Prayer/
Reflection.

Continued on next page...

Closing Prayer/Reflection (10 minutes)

Leader Lord Jesus, when You were transfigured on the mountain, Your followers saw You as You really are. For a moment, much of what they knew of You was gone. Gone were the limits of Your humanity – the dirt from the road, the fatigue, the sorrows and frustrations. They saw You as God sees you – a beloved child, standing between Moses and Elijah, the law and the prophets. Help us to listen to You as You call us to receive each person as a beloved child of God. We ask this in Your name. Amen.

Reader 1 Mark 9:2-10

Leader The response is: Lord, help me to listen.
When people around me suffer in silence ...
When You come to me as a stranger in need
When I am part of groups or systems that exclude ...
When You call me to follow in your footsteps ...

Conclude by reciting the Lenten Prayer (located on the Rice Bowl) together as a class.

Links to other subjects:

- **Geography or Social Studies:** Discuss the role of international relief and development agencies, such as CRS, in helping people in different countries and cultures.

El Salvador

CATHOLIC RELIEF SERVICES' WATER AND SANITATION projects in El Salvador and around the world help bring clean water to families and communities. Clean water means better health, especially for young children. These projects reflect the Catholic social teaching principle Rights and Responsibilities.

My name is Irzan Bladimir, and I'm in the fifth grade at Centro Escolar El Escalón, an elementary school in Honduritas, El Salvador. People have to travel for more than an hour off the main road to get to Honduritas. Water is scarce. There are twelve people living in my house, and we do not have running water. Until last year, our school of 88 students had no bathrooms. We had a toilet outside, but my classmates and I wouldn't use it because the concrete seat was loose and we were afraid we would fall.



Photo by Silverlight for CRS

Everything changed when CRS helped build a water tank, two bathrooms (one for boys and one for girls), and a sink with five faucets for washing hands at our school. Now our bathroom has water and light, it's spacious, it's better. Our teacher taught us about the importance of washing our hands and not wasting water. Now my classmates and I don't get sick as often. Before, our water tasted like mud. Now it tastes better, it has no flavor.

CATHOLIC SOCIAL TEACHING FOCUS: **Rights and Responsibilities**

We must take responsibility to protect the rights of all people. These rights include the right to life, food, shelter, education, and employment, along with political and cultural rights.

In El Salvador, CRS supports the Mi Cuenca project to bring clean water to families and communities. Clean drinking water leads to better health, and clean water for irrigation leads to healthier and safer foods. Safe food and water are fundamental rights that must be protected for all people.

Facts to Consider

- Effective water management allows communities to sustain or even improve the quantity and quality of their water sources, which means higher crop yields and healthier animals.
- Water scarcity imposes special hardships on women, who must retrieve and carry water for back-breaking distances. CRS projects that bring water to villages and urban areas free women from that burden and permit them to work at other productive or income-generating activities or spend time with their families.
- CRS works to increase access to sustainable safe water in directly targeted schools and communities.
- CRS' project "Mi Cuenca," which means "My Watershed," seeks to improve the ability of rural communities to cope with water-related problems and ensure access to safe water sources.

Objectives

- Students will learn about the Catholic social teaching principle, Rights and Responsibilities.
- Students will learn about the importance of clean water.

Materials Needed: map, one copy of the Activity Sheet (orb.crs.org) per student, pencils, markers or crayons, bowl of clean water, bowl of dirty water, bible

Discussion (15 minutes)

1. Locate El Salvador on a map.
2. Read Irzan Bladimir's story and answer any questions students might have.
3. Tell students that we have a responsibility to help others and make sure they have the basic necessities they need to live. These are called rights. This is the Catholic social teaching principle, Rights and Responsibilities.
4. Ask students: What does every person need in order to live? What happens if someone doesn't have one of these necessities?

Activity (25 minutes)

1. Give a copy of the Activity Sheet to each student. Allow 10 minutes to complete it.
2. Ask students to share their answers to question #2 with the class.
3. Gather students around the bowls of clean and dirty water. Ask them to imagine they could only use the dirty water. Could they do all the things they needed to do using dirty water? How would their lives be different?

Closing Prayer/Reflection (5 minutes)

1. Gather students in a circle around the bowl of clean water.
2. Read Isaiah 55:1.
3. Pray: *Gracious God, thank you for the gift of clean water. We are grateful to have water at school and at home. We pray for people around the world who do not have clean water. Help them find the resources to bring water to their homes and schools. Amen.*

Links to Other Subjects

- **Math:** Have each student count the number of glasses of water they drink each day. Calculate how many glasses they drink in a week, month, and a year.

**If you only
have 10 minutes...**

Complete Discussion #2-4.

Objectives

- Students will understand the Catholic social teaching principle, Rights and Responsibilities.
- Students will gain an understanding of how Catholic Relief Services helps provide basic rights, such as clean water, to people throughout the world.

Materials Needed: one copy of El Salvador story per student, one Activity Sheet (orb.crs.org) per student, pens or pencils

Discussion (15 minutes)

1. Read the story of Irzan Bladimir.
2. Discuss the Catholic social teaching principle, Rights and Responsibilities, and how it relates to the story.
3. Discuss how CRS demonstrates this principle in the story?
4. Discuss the importance of clean water.
5. What are some other basic rights of all people?

Activity (25 minutes)

1. Ask the entire class to list ways they use water in their homes. Write the list on the board.
2. Go through each item on the list and discuss what would happen if they did not have access to clean water or any water at all. What would the consequences be?
3. Show the El Salvador featured video (orb.crs.org) to the class.
4. Distribute the Activity Sheets and ask the students to complete them.

Closing Prayer/Reflection (5 minutes)

1. Pray the following prayer: *Loving God, everyone is deserving of basic human rights – life, food, shelter, education, employment, as well as political and cultural rights. It is our responsibility to protect these rights. Enable us to work to ensure these rights for all Your people. We ask this in Your name. Amen.*

Links to Other Subjects

- **Science:** After reading the story of Irzan Bladimir, ask students to research methods of water purification and write two paragraphs on their findings.
- **Social Studies:** Ask students to research the lack of clean water in Central American countries. Provide each student with a map on which they should label each Central American country and the percentage of people without access to clean water in that country.

**If you only
have 10 minutes...**

Complete Discussion #1-3.

Pray the Closing Prayer/Reflection.

Objectives

- Students will understand the Catholic social teaching principle, Rights and Responsibilities.
- Students will learn the value of clean water and healthy habits in El Salvador.

Materials Needed: map, one copy of El Salvador story per student, flipchart, construction paper, pens or markers

Discussion (15 minutes)

1. Have students locate El Salvador using an online map or other available source.
2. Have students read the story of Irzan Bladimir and show the El Salvador video (orb.crs.org).
3. Discuss some of the major concerns for the people of El Salvador. Why do you think CRS has chosen El Salvador this year as an ORB featured country? What Catholic social teaching principle is being addressed?

Activity (25 minutes)

1. Write the poem format provided below on flipchart paper so the whole class can see it. Students will use the format to write a poem that describes the situation in El Salvador and their need for clean water.

Option: Use pictures from the internet and information gathered from orb.crs.org to decorate the poems.

- **Line 1:** Hope
- **Line 2:** If hope were a color, it would be [e.g., blue].
- **Line 3:** As [e.g., shimmering] as a [e.g., bright, clean lake].
- **Line 4:** If hope were a taste, it would be just like _____.
- **Line 5:** If hope were a feeling, it would be _____.
- **Line 6:** As _____ as a _____.
- **Line 7:** If hope were a smell, it would be _____.
- **Line 8:** As _____ as a _____.
- **Line 9:** If hope were a sound, it would be _____.
- **Line 10:** As _____ as a _____.

2. Ask each student to share his or her poem with the class.
3. Display all of the poems around the classroom for students to view.

Closing Prayer/Reflection (5 minutes)

1. Make a class prayer chain for El Salvador. Give each student a strip of colored construction paper. Ask them to write a short, simple prayer for the people of El Salvador. Combine the strips of paper into one long chain and display the chain in the classroom.

Links to Other Subjects

- **Social Studies:** Explore the geography, economy, environment, and culture of El Salvador.

**If you only
have 10 minutes...**

Complete Discussion #2.

Complete the Closing Prayer/
Reflection.

Objectives

- Learn about CRS' efforts to bring clean water to rural communities in El Salvador.

Materials Needed: one copy of El Salvador story per student, water pitcher, one small cup per student, bible, one *Rice Bowl/Lenten Calendar* per student

Discussion (15 minutes)

1. Explain: Today we're going to explore the Church's teaching on rights and responsibilities. All people have the right clean, safe water. Without water, human beings cannot survive. Polluted water is the source of many debilitating, and often fatal, diseases. In our community, we have resources to keep our water clean and accessible. But this is not the case in many communities throughout the world that struggle with poverty, limited resources, and a lack of basic infrastructure. Catholic Relief Services is helping communities in rural El Salvador to develop the capacity to have water that is accessible and clean.
2. Has anyone in this class ever been in a situation where safe drinking water was not easily available? What did you do? (Note: You might prompt students by asking if anyone has ever gone backpacking and had to haul water, visited another country where they had to drink bottled water, or had their water shut off because of a power loss or construction?)
3. What would your life be like if these instances were normal and not exceptions? How would your daily life be different?

Activity (20 minutes)

1. Explain: Communities form around water sources because they are the source of something that we all need: water. They "inextricably link us." Whether or not we realize this, access to clean water – or lack of access to it – shapes our lives as individuals and communities, and it is a significant factor in whether people have healthy and sustainable lives. We're going to look at how this issue affects one community in El Salvador.
2. Read the story from El Salvador.
3. Discuss:
 - Why do you think CRS focuses on schools as one place to improve water quality and access to clean water?
 - How is the right to water connected to the right to education?
 - How does CRS' involvement in this program reflect the Christian call to protect basic human rights? How are we called to take responsibility to protect and ensure these rights?

Continued on next page...

**If you only
have 10 minutes...**

Complete Activity #2.
Complete the Closing Prayer/
Reflection.

Closing Prayer/Reflection (10 minutes)

In preparation: Fill a clear pitcher with water – enough for everyone in the class to have a drink. Provide each student with a small cup. Invite everyone in the class to stand in a circle with their cups.

Reader 1 John 4:5-14.

Leader Lord Jesus, in our community, clean water is everywhere. It flows through our pipes and from our taps. Bottles of it fill our shelves. We need not walk for it, dig for it or haul it. It is available to us each and every day. Bless this water that we have before us. Let it remind us of the gift of Your life-giving waters. These waters empower us to hear the cry of the poor as You have heard it. It prompts us to respond to our brothers and sisters in need as You respond – with hope and healing, life and love.

Pour water into each student's cup.

Leader Jesus, we first experienced the great power of Your life-giving water through our Baptism. In Eucharist, we witness the mingling of water and wine that becomes Your precious blood. This water is now a part of us. Let it strengthen us to serve You better, and let us never forget the power of Your living water that sustains us. We pray this in Your name. Amen.

Conclude by reciting the Lenten Prayer (located on the *Rice Bowl*) together as a class.

Links to Other Subjects

- **Social Studies:** Invite students to learn about water in their own communities. Define watershed. Find out what watershed supports your school or community. How many groups are working to protect it? How healthy is it? How does your family get its water? A well? A municipal water system?

Zambia

CATHOLIC RELIEF SERVICES' MICROFINANCE PROGRAMS in Zambia and around the world help people in the poorest communities earn more money to support their families and set aside savings for the future. Community groups provide loans that help members start small businesses to earn better incomes. These programs reflect the Catholic social teaching principle of the Dignity of Work and Rights of Workers.

My name is Joyce Namate Malunda and my two daughters and I live in Mongu, Zambia. For me, life has always been hard. I have a small farm, but can't grow enough food to feed my family. My house is small and doesn't keep out the wind and rain. I was very happy when CRS came to our village and helped us to start a Savings and Internal Lending Community (SILC).

The members of my SILC group are all people who have known and trusted each other for a long time. We meet every two weeks, and each member brings a small amount of money she has saved to put into our community bank. Members can also request small loans. The group votes on whether or not to give the loan and decides how much time the person should have to pay it back. When members pay back their loans, they also pay a little interest, which increases the amount of money in our community bank. With the loan I received, I was able to open a small grocery shop in the market. I earned enough money to move my family into a better house, and now I can buy good food and pay my daughters' school fees. Hunger and poverty will soon be a story of the past for us.



Photo by Richard Lord for CRS

CATHOLIC SOCIAL TEACHING FOCUS:

Dignity of Work and Rights of Workers

The ability to work and earn a living is a right of all people. All workers have the right to a fair wage, to organize themselves, and to work in good conditions.

In Zambia, CRS supports Savings and Internal Lending Communities (SILC) that provide people with the credit and savings to start or expand small businesses. SILC promotes the dignity of work by establishing conditions which empower workers to enter into the marketplace and earn a living.

Facts to Consider

- The majority of the population in Mongu, Zambia lives at the subsistence level, with 84% of people in the Western Province living in poverty.
- Savings and Internal Lending Communities (SILC) is a methodology developed by CRS to target the poorest of the poor who lack access to formal financial services and who are often overlooked by major microfinance institutions.
 - 15-30 group members meet 2-4 times per month to save money in a collective fund.
 - The fund gradually grows larger, allowing the group to provide small scale loans.
 - Members can use loans to develop business activities or for consumptive purposes.
 - Members also have access to a "social fund" that provides interest-free loans for social services, such as funerals, school fees, and medical treatments.

Objectives

- Students will learn about the Catholic social teaching principle, Dignity of Work and Rights of Workers.
- Students will learn what it takes to start a small business.

Materials Needed: map, one copy of the Activity Sheet (orb.crs.org) per student, pencils, tape, markers, one poster board per student, bible

Discussion (15 minutes)

1. Locate Zambia on a map.
2. Read Joyce Namate Malunda's story and answer any questions students might have.
3. Tell students that we all have the right to work and earn a living. This is the Catholic social teaching principle, Dignity of Work and Rights of Workers.
4. Ask students: Why do people have a right to work? How does earning a fair living change people's lives? How has Joyce's life changed?

Activity (25 minutes)

Part One:

1. Give each student a copy of the Activity Sheet. Explain that the class is going to start a business.
2. Ask the students to imagine they are in Joyce's position. They don't have a lot of money but would like to open a business to support their family. What business should they open? What do they need to open the business? Record the students' answers on the board.

Part Two:

1. Divide students into groups of four. Give each group a poster board and markers.
2. Briefly recap the story about Joyce in Zambia.
3. Ask each group to make a poster that will help Joyce advertise her grocery shop in the market.
4. Display the posters around the room.

Closing Prayer/Reflection (5 minutes)

1. Gather students in a circle. Ask students to reflect on whether it's hard or easy to open a business.
2. Read Deuteronomy 24:14-15.
3. Pray: *Dear God, we know that in our community, in our country and around the world, there are people who do not have jobs. Please help them to find work so that they can provide food, clothing and other things that their families need. Amen.*

**If you only
have 10 minutes...**

Complete Discussion #2-4.

Objectives

- Students will understand the Catholic social teaching principle, Dignity of Work and Rights of Workers.
- Students will gain a basic understanding of how Catholic Relief Services promotes the Dignity of Work and Rights of Workers through programs such as Savings and Internal Lending Communities (SILC).

Materials Needed: one copy of Zambia story per student, one Activity Sheet (orb.crs.org) per group, index cards for each group, pens or pencils, extra paper for the bank, bible

Discussion (15 minutes)

1. Read the story of Joyce Namate Malunda.
2. Explain the principle Dignity of Work and Rights of Workers and discuss how it is reflected in the story through the work of CRS. Highlight the SILC program mentioned in the story.
3. Discuss whether our society supports (or does not support) the Dignity of Work and Rights of Workers. Why or why not?

Activity (25 minutes)

1. Write the following information on four index cards before the start of class.

CARD 1:	CARD 2:	CARD 3:	CARD 4:
Grocery Store	Clothing Store	Pet Shop	Flower Shop
Start Up: \$200	Start Up: \$200	Start Up: \$300	Start Up: \$100
Weekly Income: \$150	Weekly Income: \$100	Weekly Income: \$100	Weekly Income: \$75
Loan Payment: \$20/week	Loan Payment: \$20/week	Loan Payment: \$30/week	Loan Payment: \$10/week

2. Divide the students into small groups. Give each group an index card with an assigned business and an Activity Sheet to fill out together.
3. Discuss how this activity was similar to the story of Joyce Namate Malunda. How does the community bank (SILC model) uphold the Dignity of Work and Rights of Workers?

Closing Prayer/Reflection (5 minutes)

1. Read Matthew 20:1-16.
2. Pray the following prayer: *Loving God, everyone is deserving of the dignity of work and has a right to fair pay. May we work to protect and ensure this right throughout the world. We ask this in Your name. Amen.*

Links to Other Subjects

- **Math:** Give each student basic income and expense figures for a small business and calculate net weekly, monthly and yearly profit after supply costs, loan repayment, etc.
- **Art:** Ask students to design posters to advertise the small business for which they have just received a loan.

**If you only
have 10 minutes...**

Complete Discussion #1-2.
Pray the Closing Prayer/Reflection.

Objectives

- Students will learn about the Catholic social teaching principle, Dignity of Work and Rights of Workers.
- Students will learn about microfinance programs and what these programs can do in poor communities.

Materials Needed: map, one copy of Zambia story with “Facts to Consider” per student, computer, internet access, projector

Discussion (10 minutes)

1. Locate Zambia on an online map or other available source.
2. Have students read the story of Joyce Namate Malunda and show the Zambia slideshow (orb.crs.org).
3. Discuss some of the major concerns for the people of Zambia. Why do you think CRS has chosen to feature Zambia this year in Operation Rice Bowl?

Activity (30 minutes)

1. Divide class into small groups.
2. Using the “Facts to Consider,” as well as articles, pictures, and books, students will have 30 minutes to develop a PowerPoint presentation that explains microfinance and how CRS is supporting it in Zambia. Students may research online and provide pictures and links to video clips or informative websites. Include reasons why we should support this concept (e.g., referencing Catholic social teaching).
3. Email your work to the teacher.
4. Have each group share their work with the class using a projector.

Closing Prayer/Reflection (5 minutes)

1. Pray the following prayer: *Lord Jesus, in images of farming and rural life, you announced your gospel to the poor. We pray for rural men and women, especially for those who work hard in the fields. [...] Bless the daily efforts of farmers and farm workers. Let all recognize the dignity of their labor.* (From *Prayer without Borders*, Catholic Relief Services, 2004)

Links to Other Subjects

- **Math:** Compare the size of Zambia with your own state or the United States. How does it compare in population? Landmass? Etc.
- **Social Studies:** Learn about the geography, economy, environment, and culture of Zambia.

**If you only
have 10 minutes...**

Complete Discussion #2.

Pray the Closing Prayer/Reflection.

Objectives

- Students will learn how CRS' microfinance work in rural Zambia is upholding the Dignity of Work and the Rights of Workers.

Materials Needed: one copy of Zambia story with “Facts to Consider” per student, bible, one *Rice Bowl/Lenten Calendar* per student

Discussion (15 minutes)

1. Ask the class for a show of hands:
 - How many of you have ever pooled your money with others to buy something?
2. What did you buy and who was it for? (Gather some examples) What are some of the risks we take when we pool our money? How can we trust the people with whom we are working?
3. Explain: Today we're going to look at how forming small, local banks can be one way that people in poverty can begin to change their economic circumstances.

Activity (20 minutes)

1. Read aloud the story of Joyce Namate Malunda.
2. Discuss the “Facts to Consider” and the concept of microfinance.
 - How does the community raise money for its bank?
 - How does it ensure trust and responsibility for its money?
 - How does the group decide who gets a loan?
 - How does this approach respect the dignity of the group members? How does this approach differ from other ways that a worker might get the money he or she needs to become more economically successful?

Closing Prayer/Reflection (10 minutes)

Reader Mark 12:41-44

Leader Lord Jesus, help us not only to grow in our generosity – in our ability to give from our own want – but also to grow in our need of You. Help us to recognize that we are empty and alone without the love of others, and without the love of You.

The response is: Generous God, help us to give out of our want.

Lord God, we want a world where people have what they need to live happy, safe and productive lives...

Lord God, we want a world where resources are distributed fairly ...

Lord God, we want a world where we can share what we have so that all may benefit...

Lord God, we want to be more like You ...

Conclude by reciting the Lenten Prayer (located on the *Rice Bowl*) together as a class.

Links to Other Subjects

- **Social Studies:** Check out the website One Hen found at <http://www.onehen.org/> for a microfinance simulation game. While the website is based on a children's book, this simulation game does make microfinance understandable.
- **Math:** Consider dividing the class into groups and assigning each group a business idea. Instruct the groups to research the start-up costs, projected income and loan repayment rates for this business endeavor. Calculate the profits of the business on a weekly, monthly, and yearly basis.

**If you only
have 10 minutes...**

Complete Activity #2.

Complete the Closing Prayer/
Reflection.

Evaluation

Thank you for incorporating CRS' Operation Rice Bowl into your Lenten observances. Please help us to improve future resources by completing this evaluation. You may submit this evaluation through the mail or online at orb.crs.org.

1 What grade do you teach? _____

2 I teach in a: (circle one)

Parish religious education program

Catholic school

Other: _____

3 Our class used resources in: (circle one)

English

Spanish

Both

4 Our class used resources and information from the: (circle one)

Printed Booklet

Website

Both

5 Please rate the resources you used this Lent.

	NOT HELPFUL			VERY HELPFUL		
Lesson Plans	1	2	3	4	5	Not Used
Catholic Social Teaching Focus	1	2	3	4	5	Not Used
Facts to Consider	1	2	3	4	5	Not Used
If you only have 10 minutes	1	2	3	4	5	Not Used
Videos	1	2	3	4	5	Not Used
Lenten Prayer Eggs	1	2	3	4	5	Not Used
World Awareness Quiz	1	2	3	4	5	Not Used
Coloring Pages	1	2	3	4	5	Not Used
Stations of the Cross	1	2	3	4	5	Not Used

6 How effective was the Educator's Guide in introducing Catholic social teaching to your students? (circle one)

Very Effective

Moderately Effective

Not Effective

7 Are there any additional resources that you would find useful or would like to see provided for Operation Rice Bowl?

8 Please share any other comments, best practices, or suggestions you have about Operation Rice Bowl.

Thank you for participating in Operation Rice Bowl 2012 and for taking the time to complete this evaluation!

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PARISH/SCHOOL NAME

PARISH/SCHOOL ADDRESS

CITY STATE ZIP

PLACE
STAMP
HERE

CATHOLIC RELIEF SERVICES
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FOLD HERE

tear out