



# 2015 Educator's Guide

## DEMOCRATIC REPUBLIC OF CONGO SPOTLIGHT



Schoolgirl from the village of Tourbey, Niger

Download the  
**CRS Rice Bowl app!**



[crsricebowl.org/app](http://crsricebowl.org/app)



### **This Guide Includes:**

Lesson Plans for Grades 1-3, 4-6 and 7-8:

- Democratic Republic of Congo (online only)

Find this resource and everything you need to bring Lent into your classroom at [crsricebowl.org/schools](http://crsricebowl.org/schools).

## A 10-MINUTE PRAYER SERVICE

preparing for Lent

Introduce students to CRS Rice Bowl at the beginning of Lent with this short activity.

if  
you  
only  
have  
**10**  
minutes

### Setup:

Pass out CRS Rice Bowls and give students time to assemble them. They should keep the enclosed Lenten Calendars handy for this activity.

### Leader:

Before beginning his ministry, Jesus went into the desert and prayed. He didn't eat or drink; he used this time to focus on his relationship with God. Today, we too are called to focus on our relationship with God during the 40 days before Easter, a time known as Lent. Catholics do three things to grow closer to God during Lent: **pray**, **fast** and **give** to those in need. Prayer, fasting and giving are the three pillars of Lenten spirituality.

### Reader 1:

The first pillar of Lent is **prayer**. We pray to ask God for guidance on how to live our lives. In our prayer, we also thank him for the gifts he has given us, and we pray for those who have less than we do. During Lent, we can make an extra effort to pray each day.

*Invite students to find the Lenten prayer on the side of the CRS Rice Bowls and read it aloud together.*

*Invite students to look at the daily reflections on their Lenten calendars and encourage them to read these at home with their families.*

### Reader 2:

The second pillar of Lent is **fasting**. Fasting means we give something up.

We do this to help us recognize the difference between wants and needs. Choosing to live without something we like reminds us that everything we have is a gift from God. Another aspect of Lenten fasting is not eating meat on Fridays.

*Invite students to look at the meatless recipes on the Lenten Calendars and encourage them to try some of these with their families at home.*

### Reader 3:

The third pillar of Lent is **giving** to those in need. When we give to those who have less than we do, we honor Jesus' call to serve our neighbors and we share the gifts we have been given. This Lent, we will meet people from other countries who we can help through our gifts to CRS Rice Bowl.

*Invite students to look at the stories and pictures on their Lenten Calendars. Encourage them to read these stories at home with their families.*

### Leader:

We pray that the stories, recipes and prayers from CRS Rice Bowl will help us grow closer to God during this season of Lent. As we begin our 40-day journey, we ask God to bless these CRS Rice Bowls and to strengthen us throughout this holy time. Amen

to end Lent

## PRAYER SERVICE

This prayer service can be used as a closing ceremony for CRS Rice Bowl.

### Leader:

During this Holy Week, we remember that Jesus endured the suffering and pain of Good Friday in order to give us eternal life with God. He loved us so much that he sacrificed, or gave up, his life for us so that we may live forever in God's kingdom. During Lent, we have imitated Christ's love for us by giving up things we enjoy and making sacrifices for the good of others.

### Reader 1:

We **prayed** to thank God for the gifts he has given us, and asked for guidance to use our gifts to help our brothers and sisters throughout the world.

### Reader 2:

We **fasted**, or gave up something that we did not need, to help us remember what was really important: our relationship with God. We fasted with our brothers and sisters who do not have enough to eat each day.

### Reader 3:

We **gave** to our CRS Rice Bowls so that our sacrifices can help the poor around the world and in our own community.

### Leader:

During Lent we followed six Stories of Hope from people we are helping through CRS Rice Bowl. Let's send our prayers to them and to all people in need. The response will be, "Lord, hear our prayer."

### Reader 1:

We pray for Gertruda in Tanzania and for Habibou in Niger, that they may find meaningful work that allows them to provide for their families.

We pray to the Lord.

### Reader 2:

We pray for Melvin in Nicaragua and Hamuli in the Democratic Republic of Congo, that their farms stay healthy and their harvests are abundant enough to provide for their families.

We pray to the Lord.

### Reader 3:

We pray for Taniou's family in Lebanon and those in our own communities without a home, food or livelihood.

We pray to the Lord.

*Invite students to bring their CRS Rice Bowls forward to a common collection space.*

### Leader:

As we end our Lenten journey, we pray that these, our Lenten sacrifices, may be an offering of solidarity and a promise of continued work on behalf of the poor and vulnerable. As good stewards of your many gifts, may we always remember to love our neighbors as ourselves, and that wherever we feed the hungry, give drink to the thirsty or clothe the naked, we are encountering the risen Christ.

We ask this through Christ our Lord.

Amen

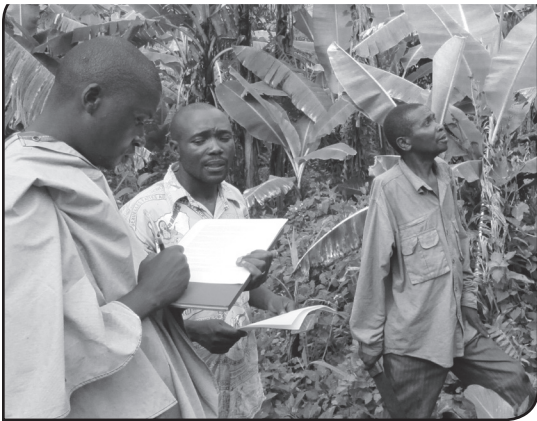
## DEMOCRATIC REPUBLIC OF CONGO

country spotlight

### Catholic social teaching focus: Call to Community

Human beings are social by nature. We, like the early disciples, are called to come together as a community, whether that community is in our classroom, workplace or family.

For downloadable photos, visit



Hamuli works with other banana farmers to remove the banana wilt disease from his plantation in the North Kivu province of DRC. CRS is helping farmers whose livelihoods have been affected by the disease work together to keep their plants healthy and disease resistant.

Photo by Jean Paul Cigulube/CRS

### Facts to consider

- The DRC has seen nearly 20 years of internal violence. The government reports more than 967,000 internally

displaced people in the province of North Kivu, where Hamuli and his family live. This violence is one factor contributing to food insecurity and high levels of malnutrition.

- The banana wilt disease, or Banana Xanthomonas Wilt, spreads rapidly and affects the crops of up to 80 percent of banana farmers in some parts of the country.
- The banana wilt disease is characterized by wilted leaves on the affected plant and rotting of the male bud, which ultimately leads to the death of the plant.
- CRS works with 380,000 vulnerable banana and cassava farmers in the DRC to introduce food-production and disease-mitigation activities.

### Hamuli's story

When banana trees die, Hamuli Kahati has nothing to sell. And his family has nothing to eat. That's why it's so important for farmers like Hamuli in the Democratic Republic of Congo to be able to care for their crops.

Sometimes it isn't safe for Hamuli to tend his trees—the DRC has a long history of war and conflict. Other times, the trees get sick with banana wilt disease. When the disease devastated the trees on Hamuli's farm, his income dropped from \$150 a month to only \$7. He struggled to give his three daughters even one meal per day.

Catholic Relief Services helped start a field school where farmers like Hamuli could try different ways of treating banana wilt disease and learn new ways to work together. After training at the school, members visited each other's fields and worked as a community to clean the disease off the trees. By coming together as a team, the farmers were able to help each other restore their farms and support their families.

Now Hamuli's trees are thriving. With the \$40 he earns each month, Hamuli's family is eating two to three meals a day. He is even able to send his children to school. Hamuli knows that healthy harvests mean healthy families—and this is a lesson his entire community can share.

**Objective:** Students explore how the Church and God’s love permeate all communities throughout the world.

### Materials

World map, Hamuli’s story, white board, **DRC Activity Sheet: Grades 1–3** (available at [crsricebowl.org/schools](http://crsricebowl.org/schools)) for each student, crayons, pencils, scissors

### Discussion (15 minutes)

1. Locate the Democratic Republic of Congo on a map and read Hamuli’s story.
2. Reflect on the story: How did Hamuli and the farmers help one another?
3. Ask the students to brainstorm a list of jobs that you might have on a farm. Would it take a long time for one person to do all those things? What if everyone in the community helped?

### Activity\* (20 minutes)

1. Draw a church on the white board, as depicted on the activity sheet.
2. Ask students what we do at church and write responses inside the church.
3. Ask students who they meet at church; write the responses inside the church.
4. Draw a circle around the church; explain that this represents the world.
5. Instruct students to name some problems that affect the world. Write their responses in the area inside the circle.
6. Point out that the picture of the church is inside the picture of the circle. Discuss how the Church exists within the world.

7. Draw a heart around the circle and discuss how the heart represents the love that God has for the world and that we are called to imitate his love for all people.
8. Distribute the activity sheets and give students time to complete them. Have students cut out the hearts to use in the community prayer service below.

\*Adapted from the United States Conference of Catholic Bishops

### Closing prayer (10 minutes)

Offer the following intentions. Use the response “*Lord, hear our prayer.*”

For the Church throughout the world

For the world, our nation and the local community

For the poor, the homeless and the unemployed, and for all who suffer persecution

For the intentions in our hearts (Allow students to read their intention aloud.)

**Leader:** God our Creator, hear the prayers this Church offers for your people and for the entire world. Fulfill our needs and guide our actions toward the building of your kingdom. We ask this through Christ our Lord. Amen.

- Discussion, Steps 1–3

### At home

At dinnertime, read today’s reflection and Hamuli’s story from your CRS Rice Bowl Lenten Calendar aloud with your family.



# DEMOCRATIC REPUBLIC OF CONGO

country spotlight

grades 4–6 (50 minutes)

**Objective:** Students determine the importance of contributing to and learning from the communities to which they belong.

## Materials

World map, Hamuli’s story, Bible, **DRC Activity Sheet: Grades 4–6** for each group (available at [crsricebowl.org/schools](http://crsricebowl.org/schools)), blindfold, tape

## Discussion (20 minutes)

1. Locate the Democratic Republic of Congo on a map and read Hamuli’s story.

2. Reflect on the story:

How did Hamuli and his community work together?

How do we as Christians work together to help others?

3. Read Acts of the Apostles 2:42–47 and discuss.

What does this reading tell us about how the early Christians lived?

Do the communities we belong to (family, school, church, world) look similar to or different from the community depicted in the reading? What about Hamuli’s community?

## Activity (20 minutes)

1. Divide your class into groups and distribute one activity sheet per group; hang the activity sheet on the wall.
2. Blindfold one student in each group and give each one a piece of tape. Spin them around. Tell them they have to attach their piece of tape to the circle on the activity sheet without removing their blindfold or interacting with their teammates.

3. Discuss: Why was this difficult? What would make it easier? How did the teammates feel during the activity?
4. Repeat the activity. This time, allow the team members to give verbal cues to the blindfolded students.
5. Discuss: What made it easier this time? How did the teammates feel helping the blindfolded students? Was it frustrating, rewarding or both?
6. Relate the activity to the Catholic social teaching principle Call to Community. Discuss how we are sometimes blind to things that our community can see and help with, and that we are called to contribute to our community and to turn to them for help.

## Closing prayer (10 minutes)

Distribute pieces of paper and allow students to write a prayer for a community they belong to (family, school, neighborhood, world). Then, share it with the class.

- Discussion, Steps 1–3

## At home

Read today’s reflection from the **CRS Rice Bowl app** and discuss it with your family.

if you only have **10** minutes

**Objective:** Students will demonstrate the Catholic social teaching principle Call to Community by working collaboratively to plan a bake sale.

**Materials**

World map, Hamuli's story, recipe books or recipe websites, recipe materials,

**Democratic Republic of Congo Activity**

**Sheet: Grades 7–8** for each group

(available at [crsricebowl.org/schools](http://crsricebowl.org/schools))

**Discussion** (10 minutes)

1. Locate Democratic Republic of Congo on a map and read Hamuli's story.
2. Discuss Hamuli's situation before and after CRS' involvement.

**Activity** (30 minutes for initial planning exercises; additional time for execution)

1. Divide the class into teams of four.
2. Using the **DRC Activity Sheet**, ask each team to create a recipe for a school or parish bake sale that will feature bananas. Tell them that each item in the bake sale will sell for \$7, representing Hamuli's drop in income, so the items need to be on a scale to reflect that price (e.g., banana bread, protein-packed smoothies, etc.). Students may benefit from exploring some cooking websites as they are brainstorming.
3. Once the team has created the recipe, they need to assign roles to team members:

**Chef**—responsible for the recipe's creativity and flavor

**Expediter/Procurement Officer**—secures necessary permissions and materials for the sale

**Treasurer**—collects, counts and processes the money, and reports back on the sale proceeds

**Journalist**—provides informative materials to educate the bake sale customers about the situation of the DRC banana farmers

4. Regroup students into job-alike teams to discuss their responsibilities.
5. Follow through with the sale on Palm Sunday or another appropriate day.
6. Celebrate the students' success! Announce how much money they raised, and publish the recipes in a school newsletter or parish bulletin, along with a profile of Hamuli Kahati.

**Closing prayer** (5 minutes)

Remind students that besides the farmers' struggle against banana wilt disease, the people of the DRC have suffered from many years of war and conflict. In response, Bishop Theophile Kaboy of the Diocese of Goma pleaded, "In the name of God, let us live!" Ask students to repeat that mantra silently, as they call to mind the intentions of Hamuli Kahati and his fellow farmers.

- Discussion, Steps 1–2

**At home**

Read today's reflection from the **CRS Rice Bowl app** and discuss it with your family.

if  
you  
only  
have  
**10**  
minutes



# what is crs rice bowl?

**Celebrating our 40th year,** CRS Rice Bowl is Catholic Relief Services' Lenten faith-in-action program for families and faith communities. Through CRS Rice Bowl, we hear stories from our brothers and sisters in need worldwide, and devote our Lenten prayers, fasting and gifts to change the lives of the poor.



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[crsricebowl.org/schools](http://crsricebowl.org/schools)

**THANK YOU** to the teachers who prepared lesson plans in this Educator's Guide:  
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