

2015 Educator's Guide



Schoolgirl from the village of Tourbey, Niger

Download the
CRS Rice Bowl app!



crsricebowl.org/app

This Guide Includes:

Preparing for Lent: A 10-Minute Prayer Service
Prayer Service to End Lent

Lesson Plans on the Following Countries for
Grades 1-3, 4-6 and 7-8:

- Tanzania
- Democratic Republic of Congo ([online only](#))
- Nicaragua
- Niger
- Lebanon

Activity Sheets for Grades 1-8, Our Catholic Identity: Lives of the Saints, Stations of the Cross, and More ([online only](#))



Find this resource and everything you need to bring Lent into your classroom at 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 Tanious' 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

TANZANIA

country spotlight

Catholic social teaching focus: Sacredness and Dignity of the Human Person

When God created us, he made us in his image and likeness. That means that every human being has a special value and purpose. We need to care for each other so that we can be the people God calls us to be.

For downloadable photos, visit csrcricebowl.org/photos



Gertruda, with her granddaughter and namesake Gertruda, harvests soybeans in her fields in Nakahegwa, Tanzania. Since joining the CRS project in her village, Gertruda has doubled her soybean harvest and has earned six times more profit from her sales.

Photo by Sara A. Fajardo/CRS

Facts to consider

- More than 70 percent of farmers in Tanzania work on plots of land smaller than 3 acres. In the United States, the average farm size is 441 acres.
- Soybeans are used to make poultry feed, which is in high demand in Tanzania, where the poultry industry is growing rapidly.
- A domestic soybean industry is attractive to poultry feed manufacturers who, by buying from groups like Gertruda's, are able to produce a higher quality product for less money than they would be able to with imported soybeans or feed made from fish.
- CRS works with 11,250 soybean farmers in Tanzania through *Soya ni Pesa*, increasing their harvest and connecting them with marketing groups.

Gertruda's story

Like many farmers in Tanzania, Gertruda Domayo used to struggle to provide for her three grandchildren. Now she is a member of *Soya ni Pesa*, a Catholic Relief Services project that means "soybeans are money."

Through the project, Gertruda has learned that a few small changes can make a big difference. Crop spacing and fertilizer have doubled her harvests. The soybeans themselves add nutrients to the soil, fueling future harvests.

Gertruda also has learned a new way to sell her soybeans. She combines her crops with those of other soybean farmers. Together, they sell their soybeans in bulk. The farmers' customers also benefit. They save time and money by purchasing large amounts of soybeans all at once. Gertruda's new way of selling increased her income sixfold over last year, when she sold her beans on her own. She can now afford to buy healthier food for her family.

Gertruda wants everyone in her rural village of Nakahegwa to have the same success she's had. "I encourage my neighbors to join the project," Gertruda says. "It will help them move from poverty by increasing their income and ... change their lives for the better."



Objective: Students recognize the benefits of teamwork.

Materials

Bible, world map, Gertruda’s story, strips of colored paper, tape or glue

Discussion (20 minutes)

1. Read Ecclesiastes 4:9–10.
2. Reflect on the reading:
Share a time when you worked with another person to achieve a better result than you would have alone.
3. Locate Tanzania on a map and read or watch the video of Gertruda’s story.
4. Reflect on the story:
How did Gertruda and the other farmers work together?
What was the result of the farmers working as a team?
5. Relate Gertruda’s story to the Ecclesiastes reading, and the Catholic social teaching principle Sacredness and Dignity of the Human Person.

Activity (15 minutes)

1. Explain that we can work together, just like Gertruda and the farmers, by praying together. We are going to make a prayer chain for Gertruda and the farmers.
2. Give each student a strip of colored paper and ask them to write a short prayer for Gertruda and the farmers in her village.
3. Help students attach their chains together to make one chain, and hang it across your classroom.

Closing prayer (10 minutes)

1. Read Matthew 5:3–12.
2. Ask students to silently pray for Gertruda and the farmers of Nakahegwa. Invite them to ask God to help them work cooperatively with others.
3. Lead the students in a blessing of their prayer chain.
4. Pray the Our Father together.

- Read or watch the video of Gertruda’s story
- Closing prayer, Steps 1, 2 and 4

At home

Read or watch the video of Gertruda’s story with your family. At dinnertime, read today’s reflection from your CRS Rice Bowl Lenten Calendar aloud with your family.

Complete the **Tanzania Activity Sheet: Grades 1–3** (available at crsricebowl.org/schools).



TANZANIA

country spotlight

grades 4–6 (45 minutes)

Objective: Students understand the role of cause and effect, in the lives of their own community and those throughout the world.

Materials

World map, Gertruda’s story,
Tanzania Activity Sheet: Grades 4–6 for each student (available at crsricebowl.org/schools)

Discussion (20 minutes)

1. Locate Tanzania on a map and read or watch the video of Gertruda’s story.
2. Reflect on the story:
What changes did Gertruda make to help her family and her community?
What changes have you made in your life to help your family and community?
3. Relate Gertruda’s story to the Catholic social teaching principle Sacredness and Dignity of the Human Person.

Activity (20 minutes)

1. Write the words “cause” and “effect” on the board. Explain to students that a cause explains why something happens, and that an effect is a consequence of a cause. Ask students to share some causes and effects from their day so far.
2. Tell students that they will now talk about causes and effects in Gertruda’s life. Distribute the **Tanzania Activity Sheet** and ask students to complete it.
3. Ask students which effects seem good and which effects seem

bad. How could they tell? What changed to make the bad effects good?

4. Ask students to reflect on the effects CRS’ work had on Gertruda’s life.

Closing prayer (5 minutes)

Father in heaven, thank you for providing us food and drink so that we may live. Open our hearts so we remember that every person deserves to be treated with dignity and respect, because all people have been created in your likeness and image. Amen

- Read or watch the video of Gertruda’s story
- Discussion, Step 2
- Closing Prayer

At home

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



Objective: Students examine the advantages of a market system that benefits both parties by enacting an exchange between buyers and sellers.

Materials

World map or globe, Gertruda’s story, loose-leaf paper, index cards

Discussion (20 minutes)

1. Locate Tanzania on a map and read or watch the video of Gertruda’s story.
2. Reflect on the story:
What are some challenges Gertruda faced as a farmer and grandmother?
How did Gertruda work with others to overcome these challenges?

Activity (20 minutes)

1. Have students fold a sheet of paper in half to make two columns, labeled “farmers” and “buyers.”
2. Reread Gertruda’s story while students make notes in the proper column on the advantages for each side.
3. Students should select a partner and decide who will role-play the farmer and the buyer. Working as a pair, they should draft a short dialogue between the farmer trying to sell soybeans and the buyer seeking the best price.
4. Invite students to share their dialogues with the class.

Closing prayer (15 minutes)

1. Remind students that Gertruda imagines her rural village transformed by soybean production. Ask students to write on the index card a challenge in their local community and to imagine a transformation, which they should write on the opposite side of the index card.
2. Call students to a prayer circle and invite them to share their challenges and transformations. After each reflection, pray the following call and response:

Leader: *Lord, in you I am transformed.*

Group: *And I am transformed still again.*

Leader: *Keep me close to you.*

Group: *As you transform the world.*

3. Gather the cards to place in a prayer corner or post on a bulletin board. Include a picture of Gertruda in the prayer space or on the bulletin board.



- Read or watch the video of Gertruda’s story
- Discussion, Step 2

At home

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

Complete the **Tanzania Activity Sheet: Grades 7–8** (available at crsricebowl.org/schools).

NICARAGUA

country spotlight

Catholic social teaching focus: Care for God's Creation

God created every plant, every mountaintop, every animal—everything. And God said that these things are good. We find God in these good things he made, and so we must take care of creation—both for ourselves and for all of our human family.

For downloadable photos, visit crsricebowl.org/photos



Melvin, his wife and young son are working with CRS to learn new ways to take care of their coffee fields and grow new crops to sell and to eat.
Photo by Silverlight for CRS

Facts to consider

- In 2007, more than 45 percent of the Nicaraguan population was living on less than \$1 per day.
- The highest

concentration of the Nicaraguan poor live in the coffee-producing rural Central-North region, where 74 percent of the population is poor and where children are much more likely to be chronically malnourished.

- In Nicaragua, many farmers depend on coffee for more than 80 percent of their household income.
- CRS is working with 2,714 small-scale coffee farm families living in Nicaragua, Guatemala, El Salvador and Honduras.
- The CRS Fair Trade Network provides technical and financial assistance to help farmers improve farming, harvesting and processing techniques so they can meet the demands of the market.

Melvin's story

Melvin Sánchez Ramírez makes his living as a coffee farmer in one of the poorest regions of Nicaragua. For him, his wife and his son, it has always been a challenge, but they've managed to get by. Then came coffee leaf rust. The fungus killed so many of Melvin's plants, he had no coffee to sell. His family struggled to put food on the table.

Catholic Relief Services is helping farmers like Melvin learn how to protect their plants from leaf rust. We're also teaching them to grow other crops, like plantains and sweet potatoes. Some farmers in the area are even learning to keep bees for honey and raise hens for eggs. Not only do these crops add nutritious variety to family meals, they bring vital diversity to plantings so the family isn't relying on one crop for their livelihood.

With the money he earns by selling these new crops, Melvin is able to put food on his family's table. And he invests some of that money in a CRS-supported savings group. Together, the group members are able to save their money and offer loans to help one another prepare for the future.

By planning ahead and working together, families like Melvin's are making sure they have bountiful farms and better futures.



Objective: Students consider their role in caring for God’s creation by creating a model.

Materials

Bible, white board, **Nicaragua Activity Sheet: Grades 1–3** for each student (available at crsricebowl.org/schools), coloring supplies, world map, Melvin’s story, ball of clay or play dough for each student

Discussion (20 minutes)

1. Read Genesis 2:4–7.
2. On the board, draw a sun with rays and hills below, as depicted on **Nicaragua Activity Sheet**. Ask students to name things God created. Write their answers on the hills.
3. Ask students to name ways they can care for God’s creation. Write their ideas on the sun rays.
4. Distribute activity sheets and coloring supplies. Allow time for students to share their answers and drawings, and discuss the idea of stewardship.
5. Locate Nicaragua on a map and read or watch the video of Melvin’s story.
6. Invite students to share examples of how farmers care for God’s creation. Write these ideas on the sun diagram on the board.

Activity (20 minutes)

1. Give each child a ball of clay or play dough to make a model of something God created. Allow students time to share their creation with the class.

2. Discuss with students:

How does it feel to make something?

How would you like other people to treat the thing that you made?

3. Relate the discussion to the Catholic social teaching principle: Care for God’s Creation.

Closing prayer (5 minutes)

Lead the students in the following prayer:

Good and gracious God, we pray for Melvin and his family. Help us to take care of and nourish your garden. You have made our beautiful world. Help us to keep it beautiful. Help us take care of the animals, the plants and each other. We do this for ourselves. We do this for our neighbors. We do this for Melvin and his family. We do this for you, God. Amen

- Discussion, Steps 4–5
- Closing prayer

At home

Read or watch the video of Melvin’s story with your family. At dinnertime, read today’s reflection from your CRS Rice Bowl Lenten Calendar aloud.



NICARAGUA

country spotlight

grades 4–6 (45 minutes)

Objective: Students examine how crop diversification benefits farmers in Nicaragua by analyzing Melvin’s story.

Materials

World map or globe, Melvin’s story, white board, **Nicaragua Activity Sheet: Grades 4–6** for each student (available at crsricebowl.org/schools), image of coffee leaf rust (Google), coloring supplies, Bible

Discussion (20 minutes)

1. Locate Nicaragua on a map and read or watch the video of Melvin’s story.
2. Ask students to call out the different crops that are mentioned in Melvin’s story. Write these in one column on the white board. In a second column, ask students to call out the different things that these crops need (water, soil, sunlight, human care, etc.) Point out that each crop or animal needs different kinds and amounts of each of these resources.
3. Reading aloud each crop or animal product listed, ask students to share if their families have ever purchased any of these items. Make a third column with a tally to show answers. Explain that Melvin’s farm is reaching more people with his new crops.

Activity (20 minutes)

1. Distribute a **Nicaragua Activity Sheet** to each student.
2. Follow the instructions on the activity sheet. During Part 2, show an image of coffee leaf

rust and explain a little bit about the disease.

3. Ask them to fill in Part 3 of the activity sheet and share their answers with the class.

Closing prayer (5 minutes)

Choose a song or suitable verse from the Psalms to pray in solidarity with the farmers in Nicaragua. (Psalms 65:10; 67:7; 85:13; 107:37)

- Read or watch the video of Melvin’s story
- Closing prayer

At home

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

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minutes

Objective: Students comprehend issues of food insecurity in Nicaragua by analyzing informational graphics and designing their own.

Materials

World map, Melvin’s story, images of coffee leaf rust (from a Google search), **Nicaragua Activity Sheet: Grades 7–8** (available on crsricebowl.org/schools), poster paper, coloring supplies

Discussion (10 minutes)

1. Locate Nicaragua on a map or globe and read or watch the video of Melvin’s story.
2. Project images of coffee leaf rust to help students understand the nature of the disease.

Activity (30 minutes)

1. Distribute the **Nicaragua Activity Sheet** and allow students to complete the activity.
2. Challenge students to design an original chart or other graphic image to explain to a kindergarten student the situation of the coffee farmers in Nicaragua. It could be as simple as a before/after image or as complex as the students imagine.

Closing prayer (5 minutes)

Choose a song or suitable verse from the Psalms to pray in solidarity with the farmers in Nicaragua. (Psalms 65:10; 67:7; 85:13; 107:37)

- Read or watch the video of Melvin’s story
- Closing prayer

At home

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



NIGER

country spotlight

Catholic social teaching focus: Dignity of Work and Rights of the Worker

Jesus spent years working as a carpenter. Work is important to help people live good lives, so people must be paid a fair wage to provide for themselves and their families.

For downloadable photos, visit crsricebowl.org/photos



Habibou Alassane, his wife, and nine children are farmers in Tourbey, a remote village in Niger. Nearly half of the population in this West African country struggles to get enough food. Photo by Francois Therrien for CRS

Facts to consider

- Niger was ranked last out of 187 countries in the latest Human Development Index, with 71.3 percent of the population living below the poverty line.
- Niger is home to 16 million people. Due to extreme weather patterns in 2013, the Nigerien government projected that nearly half of the population (7.5 million people) would suffer food insecurity by April 2014.
- The majority of Niger's people (90 percent) depend on rain-fed, traditional crop production and processing for their livelihoods. However, farmers are regularly unable to support their families this way. Habibou's village, Tourbey, is located in a region that has experienced agricultural deficits each year for the past 13 years.
- Last year, CRS' Bonbatu project distributed seeds to 4,176 households, provided income-generating projects and grants to 2,400 individuals, and distributed small livestock to 2,000 women.

Habibou's story

Life in Niger is ruled by the seasons. There's the dry season, the hot season, the rainy season—and the hungry season. The hungry season comes every year, when food supplies run out and prices rise. Poor families face the difficult choice between feeding their children and meeting other basic needs.

Habibou Alassane, his wife and nine children are farmers in Tourbey, a remote village in Niger. Usually during the hungry season, Habibou had to leave his family and travel—sometimes very far away—in order to find work. If he didn't work, his family went hungry. But this year, for the first time in 15 years, Habibou does not have to leave Tourbey. A Catholic Relief Services project called Bonbatu hired Habibou and other farmers to dig reservoirs. The work provides farmers with income, and the reservoir will provide water for crops and livestock and prepare the fields for planting.

Bonbatu means "I become stronger." Habibou's family is stronger. His children are well-fed. And his fields are ready for the planting season.



Objective: Students relate Scripture passages to the Catholic social teaching principle Dignity of Work and Rights of the Worker.

Materials

Bible, world map, Habibou's story

Discussion (25 minutes)

1. Read the following scripture passages and relate them to the topic of work: Genesis 2:7-9, 15; Luke 19:10; Colossians 3:23; Matthew 22:39.
2. Ask the class to call out names of jobs they do as students. Discuss how they expect to get paid fairly for their work.
3. Locate Niger on a map and read or watch the video of Habibou's story.
4. Relate Habibou's story to the Catholic social teaching principle Dignity of Work and Rights of the Worker.

Activity (10 minutes)

Read the following list of statements. Explain to the children that some are true and some are false. Ask the children to respond to each statement by standing up if they believe it is true, or sitting with arms crossed if false.

Some jobs are not important to God.

Building houses can glorify God.

God wants everyone to work hard.

Jobs that make less money are less important.

People are most happy when they work hard and help others.

Closing prayer (10 minutes)

Invite students to fold their hands in front of them as you lead them through the Five-Finger Prayer.

Thumb: This is the closest finger to you. Pray for all those who are close to you.

Index: Pray for those who teach you, instruct you and heal you. They need support and wisdom to show direction to others.

Middle: This is your tallest finger. It reminds us of our leaders, those who have authority. They need God's guidance.

Ring: This is our weakest finger. It reminds us to pray for the weakest, the sick or those in difficult situations.

Pinky: This reminds us to pray for ourselves. When you pray for the four other groups, you will be able to see your own needs in a new way.

- Read or watch the video of Habibou's story
- Discussion, Steps 3-4

At home

Complete **Niger Activity Sheet: Grades 1-3**, (available at crsricebowl.org/schools).

Read or watch the video of Habibou's story with your family. At dinnertime, read today's reflection from your CRS Rice Bowl Lenten Calendar aloud with your family.



NIGER

country spotlight

grades 4–6 (45 minutes)

Objective: Students identify ways they can help their own community become stronger.

Materials

World map, ball of yarn, Habibou’s story, **Niger Activity Sheet: Grades 4–6** for each group (available at crsricebowl.org/schools)

Discussion (15 minutes)

1. Locate Niger on a map and read or watch the video of Habibou’s story.
2. Reflect on the story:

How is the Bonbatu project helping the people of Niger become stronger?

What are some ways you can help those around you (family, friends, neighbors) become stronger?

Activity (20 minutes)

1. Divide the class into five groups. Distribute a **Niger Activity Sheet** to each group. Following along with the activity sheet, each group should brainstorm how they can help those in their community “become stronger” and write an action plan.
2. Allow each group to present its plan to the rest of the class.

Closing prayer (10 minutes)

Have students stand in a circle and begin a prayer web. Hold the ball of yarn and explain that you will begin the web by saying a prayer

intention and then throw the ball of yarn to another person who will do likewise until everyone in the circle has a turn.

Once everyone has said their intention, have students look around the room and realize how they are connected to one another and that this connection makes them stronger because they are supported by their friends and classmates.

Close with a prayer for the Bonbatu project and those who are becoming stronger together.

- Closing prayer

At home

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

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minutes

Objective: Students examine how seasonal weather patterns in rural Niger impact livelihoods.

Materials

World map, Habibou’s story, white board, **Niger Activity Sheet: Grades 7–8** for each student (available at crsricebowl.org/schools), Bible

Discussion (20 minutes)

1. Locate Niger on a map and read or watch the video of Habibou’s story.
2. On white board, make three columns:

In the first column, write the 12 months of the year.

In the second column, identify the season in your country in each of those months.

In the third column, identify the season in the village of Tourbey.

3. Discuss the similarities and differences in the seasons in the respective communities:

How do the seasons impact what people eat?

How do the seasons impact the jobs they do?

How do the seasons impact the land and farms?

Activity (25 minutes)

1. Divide students in 12 pairs or teams and designate a month for each one to focus on.
2. Use the **Niger Activity Sheet** (available at crsricebowl.org/schools) to guide the group work. Allow each group to present their calendar to the class.
3. The completed calendars can be the focal point of a prayer corner or bulletin board for the rest of the year.

Closing prayer (5 minutes)

1. Read Ecclesiastes 3:1–8.
2. Offer a prayer for Habibou and his family.

- Discussion, Steps 2–3

At home

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



LEBANON

country spotlight

Catholic social teaching focus: Option for the Poor

Jesus tells us to care for those who are most in need in the world. He reminds us of our Christian duty to give a voice to those who are voiceless and to help those who can't help themselves.

For downloadable photos, visit crsricebowl.org/photos



Five-year-old Tanious Issa and his parents are three of the 2 million people that have fled their homes in Syria due to violence caused by the civil war. They now live in Lebanon, but Tanious' father cannot find work to support his family.

Photo by Sam Tarling for CRS

Facts to consider

- The civil war in Syria has killed more than 100,000 people since the violence began in March 2011.
- Nearly 3 million Syrians have fled their country since the civil war began. Half of these refugees are children.
- It is estimated that 4.5 million Syrians have fled their homes and are displaced within Syria.
- An estimated 1 million Syrian refugees are currently living in Lebanon.
- In coordination with Church partners, CRS is providing lifesaving assistance to 150,000 Syrian refugees across the Middle East.

Tanious' story

Before civil war broke out, 5-year-old Tanious Issa and his parents lived a good life in Syria. But in 2011, the family's house burned down and they lost everything. Like so many of their neighbors, they made the difficult choice to leave all they had ever known and move to Lebanon.

Tanious loves living in Lebanon. All he remembers about Syria is the sound of constant gunfire. But refugee life is tough. Tanious' father can't find a job, and the family struggles to pay for food and rent.

Catholic Relief Services is working hard to help children like Tanious enjoy childhood. That means we support schools where they can learn and play—and where there are counselors who help them work through their trauma. Most important, refugee children find friends with whom to grow and share.

This is a difficult time for the Issa family—and many others like them. That's why we continue providing food vouchers to help meet the family's immediate needs. Tanious and his family are grateful for the food, but are still praying for lasting peace.



Objective: Students identify the difference between wants and needs by exploring the challenges families face when fleeing their homes.

Materials

World map, Tanious' story, white board, lunch boxes or snack bags (one per student)

Discussion (20 minutes)

1. Locate Lebanon and Syria on a map and read Tanious' story.
2. Reflect on the story. (List answers to questions in two columns on the board.)

If you had to leave your home like Tanious did, what would you bring with you?

What would you have to leave behind?

3. Discuss the difference between wants and needs. Ask students to identify which things listed on the board are wants and which are needs.

Activity (20 minutes)

1. Divide class in half and ask students to get their lunch boxes. Explain that we are leaving our homes, and food is one thing we need to take with us.
2. Each team member must carry all of his teammates' lunches to the other side of the room, where he hands them off to another teammate. The relay continues until each team member has carried the lunches.
3. Ask students if it was difficult to carry the lunches and relate the activity to Tanious' story.

Closing prayer (5 minutes)

Lead the students in the Prayer for the Poor by Blessed Teresa of Calcutta

Make us worthy, Lord, to serve those people throughout the world who live and die in poverty and hunger. Give them through our hands, this day, their daily bread, and by our understanding love, give them peace and joy. Amen

- Read or watch the video of Tanious' story
- Closing prayer

At home

Complete **Lebanon Activity Sheet: Grades 1-3** (available at csrricebowl.org/schools).

Read Tanious' story in your Lenten Calendar with your family. At dinnertime, read today's reflection from your CRS Rice Bowl Lenten Calendar aloud with your family.

if
you
only
have
10
minutes

LEBANON

country spotlight

grades 4–6 (50 minutes)

Objective: Students reflect on the choices families need to make when fleeing their homes by examining their own wants and needs.

Materials

World map, Tanious' story, **Lebanon Activity Sheet: Grades 4–6** for each student (available at crsricebowl.org/schools), small strips of red and green paper, poster paper, tape, Lebanese flag (for reference), Bible

Discussion (15 minutes)

1. Locate Lebanon and Syria on the map and read Tanious' story.
2. Reflect on the story. (List answers to questions in two columns on the board.)

If you had to leave your home like Tanious did, what would you bring with you?

What would you have to leave behind?

3. Discuss the difference between wants and needs. Ask students to identify which things listed on the board are wants and which are needs.

Activity (20 minutes)

1. Distribute the **Lebanon Activity Sheet** and give students time to fill it in.
2. Partner the students and have them share the answers.
3. Distribute one red and one green strip of paper to each student. Ask students to write the most important item they would take with them on the green strip of paper and the most difficult thing to leave behind on the red strip of paper.

4. Invite students to come to the poster paper and tape their green strips in the center of the poster paper and the red strips on the top and bottom, creating an artistic replica of the Lebanese flag. Add red and green papers to represent the choices that Tanious' family had to make. Hang the flag replica in your classroom.

Closing prayer (15 minutes)

Read Matthew 2:13–23.

Ask students to close their eyes and imagine the Holy Family in modern times fleeing danger. Offer a guided meditation with probing questions like: How would they travel in 2015? What would they bring with them? Who would accompany them? Who would offer them assistance?

Pray through the intercession of the Holy Family for protection of all families, especially those in crisis.

- Read or watch the video of Tanious' story
- Discussion, Step 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

Objective: Students reflect on the choices families need to make when fleeing their homes by examining their own wants and needs.

Materials

World map, Tanious' story, **Lebanon**

Activity Sheet: Grades 7–8 for each student (available at crsricebowl.org/schools), small strips of red and green paper, Lebanese flag (for reference), Bible

Discussion (15 minutes)

1. Locate both Lebanon and Syria on the map and read Tanious' story.
2. Reflect on the story:

What are some challenges the Issa family is facing being away from their home?

Activity (20 minutes)

1. Have students pull out the activity sheet (they should have completed it for homework the night before). Partner the students and have them share the answers.
2. Distribute one red and one green strip of paper to each student. Ask students to write the most important item they would take with them on the green strip of paper and the most difficult thing they would leave behind on the red strip of paper.
3. Invite students to come to the poster paper and tape their green strips in the center of the poster paper and the red strips on the top and bottom, creating an artistic replica of the Lebanese flag. Add red and green papers to represent the choices that

Tanious' family had to make. Hang the flag replica in your classroom.

Closing prayer (15 minutes)

Read Matthew 2: 13–23.

Ask students to close their eyes and imagine the Holy Family in modern times fleeing danger. Offer a guided meditation with probing questions like: How would they travel in 2015? What would they bring with them? Who would accompany them? Who would offer them assistance?

Pray through the intercession of the Holy Family for protection of all families, especially those in crisis.

- Read or watch the video of Tanious' story
- Discussion, Step 2

At home

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





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