

2015 Youth in Solidarity Reflections



This Guide Includes:

- **NEW!** Print-digital resource for parishes, schools, outreach and catechesis
- Content touches on the following Curriculum Truths:
 - Who Is Jesus Christ?
 - Life in Jesus Christ
 - The Mission of Jesus Christ
 - Christ's Mission Continues in the Church
- Modules introduce Curriculum Truths and Catholic social teaching through five Stories of Hope from:
 - Tanzania
 - Lebanon
 - Nicaragua
 - Democratic Republic of Congo
 - Niger
- Eucharistic Adoration: Food for All

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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 crsricebowl.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 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. And the soybeans add nutrients to the soil.

Gertruda has also 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 benefit too. 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. 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, therefore, change their lives for the better."

The module on the following page addresses these Curriculum Truths:

- Who Is Jesus Christ?: IV, A, 1–3
- Life in Jesus Christ: I, A, 2, a–b
- The Mission of Jesus Christ: I, A, 4, a, 3

Purpose

Relate the Catholic social teaching principle Sacredness and Dignity of the Human Person to a CRS soybean project in Tanzania. Help young people discern what they can do to recognize and affirm the dignity and contributions of all people.

Welcome (5 minutes)

Explain that we are going to explore the importance and value of each person, and how each one “counts” in bringing positive change to the world.

Opening Prayer (5 minutes)

Made and Known by God, Psalm 139: 1–18

Game (10 minutes)

Contribution Scavenger Hunt

By adding up things that belong to each person in the group, participants see that each person’s contribution is integral to the group’s outcome.

Opening Activity (15 minutes)

Buying and Selling Beans

By simulating a buyer—and farmers trying to sell their beans—participants learn that both parties can benefit by working together.

Story of Hope: Tanzania (10–15 minutes)

After joining a CRS-organized farmers’ group, Gertruda has doubled her harvest and earns six times more for her crops at market.

- Watch the video of Gertruda’s Story.
- Read Gertruda’s Story of Hope and show a photo slideshow with captions.

Discussion (15 minutes)

- Divide the large group into four smaller groups and hang the prepared poster board with the discussion questions listed.
- Tell the groups they will have 10 minutes to discuss the following questions. Ask them to report back to the larger group.

Scan here or go to crsricebowl.org/HS to find the components of this module.



1. What is one specific thing you can do to recognize and affirm the value and dignity of another person?
2. Stereotypes, labeling and bullying diminish the dignity of others. What can you do personally or as a group to stop this in your school or community?
3. Gertruda and the people of Nakahegwa worked together to make a better life. What groups or organizations can you work with in your school, community or church to make a difference?
4. Gertruda says she sees her rural village transformed by soybean production. How can your community be transformed for the better? How do your suggestions uphold the dignity of all people?

Application (15 minutes)

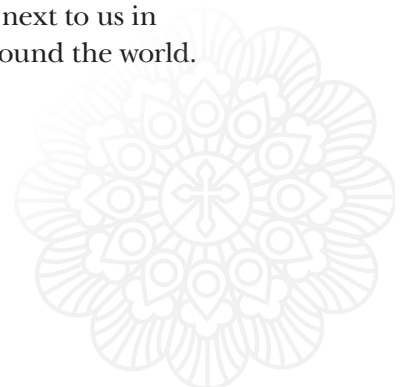
Challenge each group to make a list of ways they can affirm the value of each person or support efforts like Gertruda’s *Soya ni Pesa* project. Allow them to present their lists to the larger group.

Summary (1 minute)

Remind the group that each of us has dignity and worth, and all of us are called to uphold and affirm the dignity and worth of others—whether they are in the desk next to us in chemistry class or halfway around the world.

Closing Prayer (5 minutes)

All of Us Can Do Something



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 eat.

Photo by Silverlight for CRS

Facts to Consider

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

of the Nicaraguan poor live in the coffee-producing rural central-north region. Seventy-four percent of the population is poor, and 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-growing farm families 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. These crops add nutritious variety to family meals—and bring vital diversity to plantings so families don't have to rely on one crop for their livelihoods.

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, 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.

The module on the following page addresses these Curriculum Truths:

- Who Is Jesus Christ?: IV, A, 4
- Who Is Jesus Christ?: V, A, 2, c

Purpose

Relate the Catholic social teaching principle Care for God’s Creation to Melvin’s story. Help young people recognize that how we interact with creation impacts how we care for it, and that small changes in attitude can lead to big changes in our lives and the lives of others.

Welcome (5 minutes)

Explain that we are going to explore the need to care for God’s creation and how better stewardship of the earth is beneficial to everyone.

Opening Prayer (5 minutes)

Echo Prayer of Daniel, Daniel 3:74–81

Game (5 minutes)

What does this sentence say?

By trying to read a sentence wrongly typed due to misplaced hands on a keyboard, participants see that small misalignments in our way of living can result in major problems, and that small improvements can make a big difference.

Opening Activity (15 minutes)

Ball Pass

By working together to more effectively achieve the same goal, participants recognize the impact of making a paradigm shift and are challenged to relate it to changing from an attitude of “dominion over the earth” to “stewardship of the earth.”

Story of Hope: Nicaragua (10 minutes)

Melvin Sánchez Ramírez and more than 2,000 coffee farmers in Nicaragua found a variety of ways to work with the earth to support their families and replenish their farms.

- Watch the video of Melvin’s story.
- Read Melvin’s Story of Hope and show a photo slideshow.

Discussion (15 minutes)

- Divide the large group into four smaller

Scan here or go to crsricebowl.org/HS to find the components of this module.



groups and hang the prepared poster board, with the discussion questions.

- Tell the groups they will have 10 minutes to discuss the following questions. Ask them to report back to the larger group.
 1. Melvin and the coffee farmers learned to work with the land to produce different crops and to replenish their soil. What are some of the environmental challenges facing your community?
 2. Do some of our country’s domestic and foreign policies protect specific natural resources? Do they ignore other natural resources or place less value on protecting them? Can you give examples?
 3. How does shifting from an attitude of dominion to one of stewardship affect how you treat what God has created? How would it affect how communities and businesses use creation? How would it affect how national policies are formed?

Application (15 minutes)

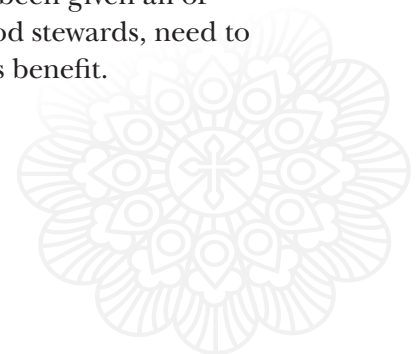
Challenge each group to list ways they can work to change how their community cares for creation. Allow them to present their lists to the larger group.

Summary (1 minute)

Challenge participants to make a commitment to act on one of their suggestions this Lent. Remind them that we have been given all of creation in trust and, as good stewards, need to take care of it for everyone’s benefit.

Closing Prayer (5 minutes)

God in All Places



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 they must be paid a fair wage to provide for themselves and their families.



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

For downloadable photos, visit crsricebowl.org/photos

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. Because of 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.
- Ninety percent of Niger’s people 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 distributed seeds to 4,176 households, provided income-generating projects and grants to 2,400 individuals, and distributed small livestock to 2,000 women through the Bonbatu project.

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 CRS 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.

The module on the following page addresses these Curriculum Truths:

- Life in Jesus Christ: III, B, 1, a–b
- The Mission of Jesus Christ: I, A, 5
- Life in Jesus Christ: II, B, 1, a, 7, a–e

Purpose

Relate the Catholic social teaching principle Dignity of Work and Rights of the Worker to Habibou's story. Help young people discern what they can do to recognize and affirm the value and dignity of all work.

Welcome (5 minutes)

Explain that we are going to explore the value and dignity of work, how the importance of work goes beyond making money and why it is important to give everyone the opportunity to work.

Opening Prayer (5 minutes)

Called to Work

Game (5 minutes)

By drawing a cartoon of their future careers and job plans, participants begin to see that everyone has hopes and dreams around work.

Opening Activity (15 minutes)

Why Work?

By brainstorming the reasons people work, participants discern the various values associated with work, and begin to recognize its importance to the person and the community.

Story of Hope: Niger (10 minutes)

After joining the CRS Bonbatu cash-for-work project, Habibou was able to earn money to provide for his family—without having to leave home during the hungry season.

- Watch the video of Habibou's story.
- Read Habibou's Story of Hope and show a photo slideshow.

Discussion (15 minutes)

- Divide the large group into four smaller groups and hang the prepared poster board with the discussion questions listed.
- Tell the groups they will have 10 minutes to discuss the following questions. Ask them to report back to the larger group.

Scan here or go to crsricebowl.org/HS to find the components of this module.



1. When thinking of your future hopes for work, what reasons do you have for wanting that career or job? In looking over the reasons why people work, which ones resonate with you the most?
2. In looking over the reasons why people work, which ones do you think are hardest to lose when someone doesn't have work?
3. In reflecting on the story of Habibou and his fellow workers, which of the values of work did that project provide for them?
4. Are there occupations or jobs that our American culture devalues or looks down on? How would our community function without that work? Can that work still provide people with some of the values of work?

Application (15 minutes)

- Challenge each group to list ways they can appreciate and affirm the value of work in their community.
- Challenge them to consider how they, as high school students and future leaders, can help provide more opportunities for meaningful employment. Allow them to present their lists to the larger group.

Summary (1 minute)

Challenge participants to make a commitment to act on one of their suggestions this Lent. Remind them that all work has importance, value and dignity, and that all of us are called to affirm the dignity of work.

Closing Prayer (5 minutes)

Christ, Be the Worker

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 among the 2 million people that have fled their homes in Syria because of 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're 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.

The module on the following page addresses these Curriculum Truths:

- Who Is Jesus Christ?: III, A, 3, a–b
- Life in Jesus Christ: I, B, 1–2
- The Mission of Jesus Christ: I, A, 5
- Life in Jesus Christ: V, E, 1–2

Purpose

Explore the Catholic social teaching principle Option for the Poor by helping participants deepen their understanding of poverty and distinguish fairness and justice.

Welcome (5 minutes)

Explain that we are going to explore the concepts of poverty, equality and justice, and discover the meaning of a preferential option for the poor by learning the story of the Issa family.

Opening Prayer (5 minutes)

The Fast God Chooses, Isaiah 58:6–11

Game (5 minutes)

Bag of Similes: What Is Poverty?

By using simple objects to create similes, participants will share some of their attitudes about poverty.

Opening Activity (15 minutes)

Difference Between Fairness and Justice

By using equal means to compete for resources (candy), participants will discover the difference between equality and justice, and gain a basic understanding of the morality of a preferential option for the poor.

Story of Hope: Lebanon (10 minutes)

CRS is providing education and counseling for children, food vouchers and medical assistance, among other help, to families that have fled the violence in Syria.

- Read Tanious' story.
- Show a photo slideshow.

Discussion (15 minutes)

- Divide the large group into four smaller groups and hang the prepared poster board with the discussion questions listed.
- Tell the groups they will have 10 minutes to discuss the following questions. Ask them to report back to the larger group.

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1. Have you ever felt at a disadvantage in a group or activity because you didn't start with the same knowledge, skills, circumstances or resources as others in the group? How did that make you feel?
2. What are some basic human needs? In the story of the Issa family, what were some of the needs that CRS helped to fill?
3. There is a saying: "If it were just a matter of working hard, the women of Africa would all be millionaires." Why do you think the poor have difficulty meeting their basic needs? Which barriers to achieving basic needs are the result of circumstances beyond their control?
4. Can you name church, community, or government programs that work for justice for the poor?

Application (15 minutes)

Challenge each group to make a list of ways they can work individually or together to promote a preferential option for the poor, be a "voice for the voiceless" and/or support organizations like CRS that assist the poor. Allow them to present their lists to the larger group.

Summary (1 minute)

Challenge participants to make a commitment to act on one of their suggestions this Lent. Review our call for preferential care for the poor and our moral obligation to make a difference. Remind them that there is poverty (in a variety of forms) in their school and community, as well as in developing nations.

Closing Prayer (5 minutes)

You Cry With Us

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 crsricebowl.org/photos



Hamuli works with other banana farmers to remove the banana wilt disease from his plantation in the DRC. CRS is helping farmers work together to keep their plantations healthy and disease resistant.
Photo by Silverlight for CRS

Facts to Consider

- The Democratic Republic of Congo has seen nearly 20 years of internal violence. The government reports over 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 up to 80 percent of the banana plants in some parts of the country.
- The banana wilt disease causes wilted leaves on the affected plant and the rotting of the male bud, which leads to the death of the plant.
- CRS works with 380,000 vulnerable banana and cassava farmers in DRC to introduce food-production and disease-mitigation activities.

Hamuli's Story

Hamuli Kahati is a banana farmer who lives with his three daughters in the DRC. One day, Hamuli noticed that the leaves on his banana trees were beginning to wilt; he knew this meant that the banana wilt disease had reached his plantation. His trees were infected, and Hamuli's plantation was devastated. With no bananas to sell, Hamuli's income dropped from \$150 per month to only \$7. He struggled to give his three daughters even one meal per day.

Catholic Relief Services came to Hamuli's village and helped organize a group of farmers whose plantations were affected by the banana wilt disease. CRS set up a field school where the farmers could practice different methods of dealing with the disease. Then, the group visited each member's field and worked together to clean the disease off the trees. By working together as a team, the farmers in Hamuli's village saved their banana trees and helped one another support their families.

Now, Hamuli's banana plantation is healthy and his family is eating two to three meals per day. And he is able to send his daughters to school.

The module on the following page addresses these Curriculum Truths:

- Life in Jesus Christ: V, E, 1-2
- Christ's Mission Continues in the Church: V, D, 1, a-c
- Christ's Mission Continues in the Church: III, A, 1-3

Purpose

Help young people recognize how each person's actions affect others, and how we can accomplish more by working together than by working alone.

Welcome (5 minutes)

Explain that we are going to experience how our actions affect others and discuss the importance of community.

Opening Prayer (5 minutes)

Prayer for Community

Game (5 minutes)

Cooperative Balloon Bop

In this energetic game, participants are challenged to keep a balloon in the air while holding hands.

Opening Activity (15 minutes)

Getting Bananas to Market

With this energetic simulation activity, participants demonstrate how cooperating and working as a community enables them to grow and harvest their bananas, and get them to market.

Story of Hope:

Democratic Republic of Congo (10 minutes)

Hamuli and the other farmers in his community were able to learn techniques to combat a devastating banana disease. By cooperating and working together on each other's farms, they were able to increase productivity, and provide a better living for their families.

- Read Hamuli's Story of Hope.
- Show a photo slideshow.

Discussion (15 minutes)

- Divide the large group into four smaller groups and hang up the prepared poster board, with the discussion questions listed.
- Tell the groups they will have 10 minutes to discuss the following questions. Ask them to

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report back to the larger group.

1. What are some of the groups, teams and organizations that you belong to? Which ones function as communities (that is, members recognize how their actions impact one another and work for the common good)?
2. The mainstream American culture often promotes individualism rather than the value of community. Can you think of an example from media, advertising or popular slogans that promotes individualism?
3. Communities have a synergy that is greater than the sum of the individual parts. Can you think of some examples where a community was able to accomplish more together than individual members would have been able to do separately? Name one or two examples.
4. What organizations, policies or people promote the value of community?

Application (15 minutes)

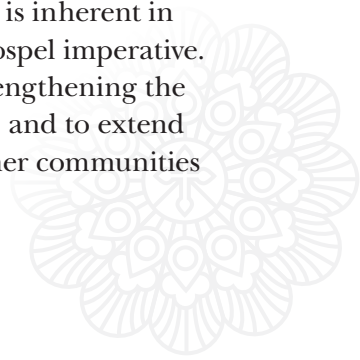
Challenge each group to list ways they can work individually or together to promote the call to community. Allow them to present their lists to the larger group.

Summary (1 minute)

Remind the group that we are all social beings, and that the call to community is inherent in our genetic makeup—and a Gospel imperative. Challenge them to work on strengthening the communities they are a part of, and to extend their perspective to include other communities and the world.

Closing Prayer (5 minutes)

A Prayer For Peace



EUCCHARISTIC ADORATION: FOOD FOR ALL

Use this Eucharistic Adoration* to pray for an end to hunger around the world and an increased solidarity, in our hearts and communities, with those who hunger. This adoration, in conjunction with Pope Francis' Food for All campaign with Caritas Internationalis, asks us to find, in the words of Pope Francis, "*a way ... to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table.*"

Procession

After all have assembled, a priest or deacon, wearing cope and humeral veil, brings the Blessed Sacrament to the Altar in a monstrance (a song may be sung). He may be accompanied by altar servers with candles.

The Blessed Sacrament is placed on the altar. The presiding celebrant then kneels before the altar and incenses the Blessed Sacrament. The opening song is concluded and a period of silent prayer follows.

Opening Prayer

The presiding celebrant then goes to the chair, where he prays the following Collect:

Almighty Father, whose only Son, Jesus, makes you known by embodying for us Love and Truth, help us to recognize the face of Jesus in the poor, and to live out our vocation to bring love and justice to your people.

Through the Holy Spirit, you inspire us to transform our world, and empower us to seek the common good for all persons; Fill us with a spirit of solidarity to make us one human family. Through our Lord Jesus Christ, your Son, who lives and reigns with you in the unity of the Holy Spirit, one God for ever and ever.

Amen

Download at
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or scan here



Liturgy of the Word

First Reading: *Isaiah 58:5–12*

A reading from the Book of the Prophet Isaiah

The word of the Lord.

All: Thanks be to God.

Responsorial Psalm

Psalm 72:1–2, 7–8, 12–13, 17

R. (cf. 7) **Justice shall flourish in his time, and fullness of peace forever.**

O God, with your judgment endow the king, and with your justice, the king's son; he shall govern your people with justice and your afflicted ones with judgment.

R. **Justice shall flourish in his time, and fullness of peace forever.**

Justice shall flower in his days, and profound peace, till the moon be no more.

May he rule from sea to sea, and from the river to the ends of the earth.

R. **Justice shall flourish in his time, and fullness of peace forever.**

For he shall rescue the poor when he cries out, and the afflicted when he



has no one to help him.
He shall have pity for
the lowly and the poor;
the lives of the poor he shall save.

**R. Justice shall flourish in his time, and
fullness of peace forever.**
May his name be blessed forever;
as long as the sun his name shall remain.
In him shall all the tribes
of the earth be blessed;
all the nations shall proclaim his happiness.

**R. Justice shall flourish in his time, and
fullness of peace forever.**

Gospel

Mark 6:34–44

A reading from the holy Gospel according
to Mark.

Presiding celebrant: The Gospel of the Lord.

All: Thanks be to God.

Homily

At the conclusion of the last reading, a priest
or a deacon preaches the homily, followed by a
period of silent prayer.

Intercessions

*Standing at the chair, the presiding minister invites
the people to pray:*

Presiding celebrant: God is the Father of all
peoples and wills all to be gathered into one
family free from division and strife. Trusting in
his providence, we place our petition for peace
before him as we pray:

Reader: For all people of good will, that they
may never lose hope in creating a more just
world, we pray to the Lord ...

All: Lord, hear our prayer.

Reader: For our own faith community, that we
strive to imitate Jesus' love for the world through
feeding the hungry, giving drink to the thirsty,
and supporting those in our own community and

around the world who are most in need, we pray to the Lord ...

All: Lord, hear our prayer.

Reader: For all throughout the world who struggle with physical hunger and spiritual hunger, may they find nourishment for their bodies and souls, we pray to the Lord ...

All: Lord, hear our prayer.

Reader: For the Church, that the Blood of Christ poured out for the world may be the cleansing grace which unites all God's people in his Church and for the Kingdom, we pray to the Lord ...

All: Lord, hear our prayer.

Reader: Let us enter into a period of silent prayer for those intentions we hold in our hearts:

A period of silent prayer follows ...
We pray to the Lord ...

All: Lord, hear our prayer.

Presiding celebrant: Trusting, O Lord, in your loving mercy and gracious bounty, we offer these prayers with confidence in the name of Jesus, your Son, who lives and reigns forever and ever.

All: Amen

Benediction

The presiding celebrant goes to the altar, genuflects and then kneels. As he kneels, "Tantum Ergo" or another suitable Eucharistic song is sung and he incenses the Blessed Sacrament. After the hymn is finished, he rises and continues:

Presiding celebrant: Let us pray.

After a brief period of silence, the presiding celebrant continues:

Lord our God, you have given us

the true bread from heaven.
In the strength of this food
may we live always by your life
and rise in glory on the last day.
We ask this through Christ our Lord.

All: Amen

After the prayer, the presiding celebrant puts on the humeral veil, genuflects and takes the monstrance. He makes the sign of the cross with the monstrance over those gathered, in silence.

Reposition

After the blessing, the Blessed Sacrament is removed from the monstrance and brought to the place of reservation. Meanwhile, the presiding celebrant may lead those assembled in the Divine Praises. Each acclamation is repeated by all together.

Blessed be God.

Blessed be His Holy Name.

Blessed be Jesus Christ,
true God and true man.

Blessed be the name of Jesus.

Blessed be His Most Sacred Heart.

Blessed be His Most Precious Blood.

Blessed be Jesus in the Most
Holy Sacrament of the Altar.

Blessed be the Holy Spirit, the Paraclete.

Blessed be the great Mother of God,
Mary most holy.

Blessed be her holy
and Immaculate Conception.

Blessed be her glorious Assumption.

Blessed be the name of Mary,
Virgin and Mother

Blessed be Saint Joseph,
her most chaste spouse.

Blessed be God in His angels
and in His Saints.

After the Divine Praises are finished, the hymn is sung, and the presiding celebrant and the servers bow to the altar and leave.

* The Eucharistic Adoration program was developed in conjunction with the USCCB's Office of Divine Worship.



Thank you for bringing Lent to life for young people!

Find this entire resource online at crsricebowl.org/HS.

Thank you to Chris Semmel for contributing to this resource.

what is CRS rice bowl?

Why get involved?

Forty years ago, Catholics in the United States wanted to respond to famine in Africa. Could we feed the hungry through Lenten prayers, fasting and almsgiving? The answer was yes—and it came in the form of a small cardboard box. Forty years later, it still does. And now, there's an app for that too.

There are 40 days between Ash Wednesday and Easter Sunday, and CRS Rice Bowl has resources for each one of them. With the activities and reflections found in this book and at crsricebowl.org/HS, your high school and youth ministry students will discover that CRS Rice Bowl is so much more than a way to save loose change—it's our way, as U.S. Catholics, to live in solidarity with our brothers and sisters around the world through prayer, fasting and almsgiving. Don't just give up soda this Lent; bring Lent to life!



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