

LENT 2018 EDUCATOR'S GUIDE

For Catholic school teachers
and parish religious educators

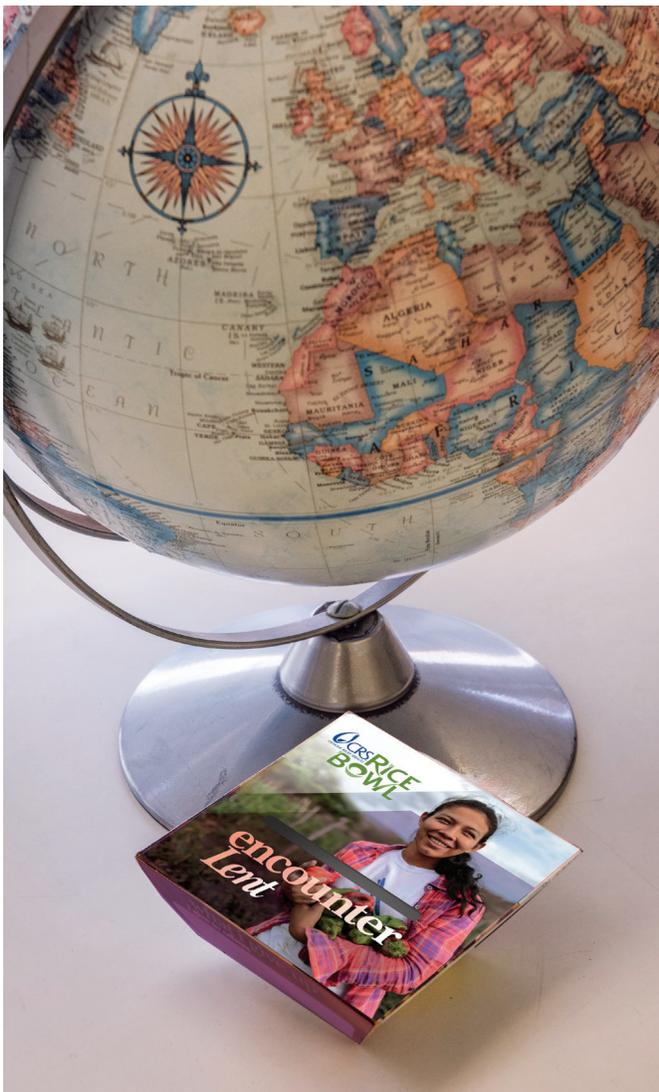


Photo by Karen Kasmauski for CRS

Inside you will find:

- Preparing for Lent:
A 10-Minute Prayerful Introduction
- Prayer Service to End Lent
- Lesson plans on the following countries for grades 1-3, 4-6 and 7-8:
 - Iraq
 - Nicaragua
 - Burkina Faso
 - Haiti
 - Malawi

Watch CRS Rice Bowl videos
to enhance lessons about
Catholic social teaching!





PREPARING FOR LENT: A 10-MINUTE PRAYERFUL INTRODUCTION

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

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

The CRS Rice Bowl and Lenten calendar will be our guides this Lent, as we reflect on our role to care for the most vulnerable—those experiencing hunger, lack of economic opportunity or violence that forces them to migrate.

READER 1

The first pillar of Lent is PRAYER.

We pray to grow in our relationship with God, and ask God for guidance on how to live our lives. In our prayer, we also thank God for the gifts we have been given, and we pray for those who have less than we do. During Lent, we can make an extra effort to pray each day to become the person God calls us to be.

Invite students to find the Lenten prayer on the side of their CRS Rice Bowls and read it aloud together. Ask them to look at the daily reflections on their Lenten calendars and encourage them to read them at home with their families.

READER 2

The second pillar of Lent is FASTING.

Fasting means we give something up to make more space for what's truly important—our relationship with God and our neighbor. 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 their Lenten calendars and encourage them to try some of these at home with their families. Encourage students to help others by putting the money they save by eating simply into their CRS Rice Bowls.

READER 3

The third pillar of Lent is ALMSGIVING.

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 received. This Lent, we will encounter people from other countries who we can help through our Lenten sacrifices 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 encounter our brothers and sisters around the world, and, in doing so, 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 walk with us throughout this holy time of encounter.

Amen



PRAYER SERVICE TO END LENT

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

LEADER

During Holy Week, we walk with Jesus and remember that he endured the suffering and pain of Good Friday to give us eternal life with God. During Lent, we have mirrored Christ's love for us by encountering our brothers and sisters most in need around the world, by giving up what 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 we asked for guidance to use these gifts to help our brothers and sisters throughout the world.

READER 2

WE FASTED, or gave up something, to help us remember what is really important: our relationship with God. And we fasted in solidarity with our brothers and sisters who do not have enough to eat.

READER 3

WE GAVE ALMS to our CRS Rice Bowls to help the poor around the world and in our local community.

LEADER

During Lent, we encountered God in our neighbors through their Stories of Hope and learned how we help them through CRS Rice Bowl. We now send our prayers to the people we met and to all people in need. The response will be, "*Lord, hear our prayer.*"

READER 1

For Majd and his family in Iraq, all displaced people, and all refugees fleeing violence and hardship in search of safety and security. We pray to the Lord ...

READER 2

For Cesia, and all young people in Nicaragua struggling to find meaningful work, that their God-given gifts be used for the common good. We pray to the Lord ...

READER 3

For Alefa and her family in Malawi, that the seeds she plants today may be seeds of hope that grow into new opportunity tomorrow. We pray to the Lord ...

Invite students to place their CRS Rice Bowls in the collection basket.

LEADER

As we end our Lenten journey of encounter, we pray that these, our Lenten sacrifices, may be an offering of solidarity and a promise to continue to serve the poor and vulnerable. As good stewards of your many gifts, may we always remember that when we encounter those who thirst and hunger, those forced to flee their homes because of violence or lack of opportunity, and anyone who needs comfort, we are encountering the risen Christ.

We ask this through Christ our Lord.

Amen



JOURNEY TO IRAQ

■ CATHOLIC SOCIAL TEACHING FOCUS

LIFE AND DIGNITY OF THE HUMAN PERSON

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

ENCOUNTER MAJD

Eight-year-old Majd thought his family was going on a picnic. His mother, Lamya, said they would be back home in a week. But when ISIS attacked their home in northern Iraq, the family fled for good.

"What worried me the most were the kids," Lamya says. "Our life was stable and we were doing well; we had a very big house. Our children had everything they needed. But when we fled, I was not able to bring anything for them—not even food."

Fortunately, the family found an apartment to rent with other displaced families. It is much smaller than the home they had, but it's safer. The children enrolled in a CRS-sponsored school, where the routine provides hope, stability and a sense of belonging. "Education is very important," says Lamya, especially in Iraqi culture.

Lamya received training from CRS and became a teacher at the school. Now she has hope for the future. "I really love children, so when I go to class I feel like I am with my family," she says.

Her son, Majd, also loves going to school. "Majd is so motivated to go to school. He just wants it to be morning so he can go," Lamya says. "He is relaxed, having fun and more confident." For Majd, school means a normal life—now and in the future.



Photo by Phillip Laubner/CRS

SHARE THE JOURNEY

Safety and security are essential to living a dignified life—what migrant families are seeking.

FACTS TO CONSIDER

Population: 37,056,169

Size: 438,317 square miles; about three times the size of New York state

- Since January 2014, an estimated 3 million Iraqis have been forced from their homes. Many families describe leaving at a moment's notice.
- Besides displaced Iraqis, the country is hosting about 235,000 refugees from Syria. And families in desperate need continue to arrive.
- CRS provides household items and helps people get food, safe shelter, water and sanitation. CRS also provides child support centers that offer education, recreation and counseling.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Majd at crsricebowl.org/stories.



LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Majd in Iraq, students will explore a Catholic social teaching principle, Life and Dignity of the Human Person, and how they can uphold the dignity of others.

MATERIALS

Map, Majd's story or video (available at csrcicebowl.org/stories), copies of Iraq Activity Sheet: Grades 1-3 (p. 24)

DISCUSSION (15 MINUTES)

1. Find Iraq on the map. Where is it?
2. Read or watch Majd's story.
3. Reflect:
 - Who did we meet in the story?
 - What challenges did they face?
 - What help did Majd and his family need when they arrived in their new community?

ACTIVITY (25 MINUTES)

1. Explain Life and Dignity of the Human Person: that we were made in God's image and likeness. That means that every human being has special value and a purpose. We need to care for each other so we can be the people God calls us to be.
2. Explain that there are many people in Iraq and around the world who have had to leave their communities because they are not safe. We should pray for them.
3. Distribute the Iraq Activity Sheet: Grades 1-3 and give students time to complete it.
4. Ask for volunteers to share with the class their hope for Majd and his family, or their Lenten promise.

CLOSING PRAYER (5 MINUTES)

God of love,

Thank you for the gift of caring families and communities.

Be with us as we seek to love each person we meet, and help us to support people around the world who are suffering.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar daily reflection.

IF YOU ONLY HAVE



1. Read or watch Majd's story.
2. Lead Discussion step 3.

IRAQ



LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Majd in Iraq, students will explore a Catholic social teaching principle, Life and Dignity of the Human Person, and how they can uphold the dignity of others.

MATERIALS

Map, Majd's story or video (available at crsricebowl.org/stories), copies of the Iraq Activity Sheet: Grades 4-6 (p. 25)

DISCUSSION (15 MINUTES)

1. Locate Iraq on the map. Where is it?
2. Read or watch Majd's story.
3. Explain Life and Dignity of the Human Person.
4. Reflect:
 - What stood out to you in this story?
 - What was the experience of Majd's family before and after they were forced to move?
 - How was the Life and Dignity of the Human Person demonstrated in the story?

ACTIVITY (25 MINUTES)

1. Explain that people around the world—like Majd and his family—are on the move searching for a better life. We can pray for them during Lent.
2. Have students complete the Iraq Activity Sheet: Grades 4-6.
3. Ask them to share their answers with a partner.

CLOSING PRAYER (5 MINUTES)

God of dignity and love,

We encounter you in our brothers and sisters. Help us to spread your love and uphold the dignity of all people around the world who need support because of violence, poverty and hunger.

Amen

AT HOME

1. Read and discuss the Lenten calendar daily reflection with your family at dinner.

IF YOU ONLY HAVE



1. Read or watch Majd's story.
2. Lead Discussion steps 3 and 4.



LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Majd in Iraq, students will explore a Catholic social teaching principle, Life and Dignity of the Human Person, and how they can uphold the dignity of others.

MATERIALS

Map, Facts to Consider: Iraq, Majd's story or video (available at crsricebowl.org/stories), copies of the Iraq Activity Sheet: Grades 7-8 (p. 26)

DISCUSSION (15 MINUTES)

1. Locate Iraq on the map.
2. Ask two students to read the Facts to Consider aloud.
3. Read or watch Majd's story.
4. Explain what Life and Dignity of the Human Person means.
5. Reflect:
 - What stood out to you in this story?
 - What was the experience of Majd's family before and after they were forced to move?
 - How does Catholic Relief Services' work uphold the Life and Dignity of the Human Person?

ACTIVITY (25 MINUTES)

1. Explain that there are millions of people on the move around the world who are seeking jobs so they can take care of their families, or—like Majd and his family in Iraq—are fleeing violence.
2. Have students complete the Iraq Activity Sheet: Grades 7-8.
3. Discuss the activity as a class.

CLOSING PRAYER (5 MINUTES)

God of all people,
 You are present in all our brothers and sisters, and in our neighbors most in need.
 May we come to understand our role as a member of the body of Christ and enable others to do the same.
 Amen

AT HOME

1. Read the **Pope Francis Reflects** section of the Lenten calendar and write your thoughts about it in a short paragraph.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Majd's story.
2. Lead Discussion step 5.



JOURNEY TO NICARAGUA

■ CATHOLIC SOCIAL TEACHING FOCUS

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

Jesus spent years working as a carpenter. Work is important to help people fulfill their potential. And everyone must receive a fair wage to provide for themselves and their families.

ENCOUNTER CESIA

Cesia Lea Gomez is from the rural town of Somoto, Nicaragua, close to the Honduran border. Although it is a beautiful farming community, there are few job opportunities for young people, especially women. Many leave their communities to find work, but Cesia wanted to stay home with her parents and youngest sibling. With her mother's encouragement, Cesia decided to pursue her dream of starting a business.

The CRS YouthBuild program helped her achieve that dream. YouthBuild's core values—family, service, opportunity and leadership—guide what participants learn, and the kinds of relationships they build with one another. The program helps them build the confidence to pursue their goals.

Once very shy, Cesia is now a leader in her community. With what she learned in YouthBuild, she has built a thriving business making and selling cattle feed. She dreams of expanding her business throughout Nicaragua, and leads workshops in her community to help other young people.



Photo by Oscar Leiva/Silverlight for CRS

SHARE THE JOURNEY

Access to dignified work that pays a fair wage allows people to remain with their families and build up their communities.

FACTS TO CONSIDER

Population: 5,907,881

Size: 49,998 square miles; slightly larger than the state of Pennsylvania

- The largest Central American country, Nicaragua includes lakes, volcanoes, rainforests, farmland and other natural resources.
- Unfortunately, its turbulent history—including corruption, foreign intervention, economic exploitation and natural disasters like earthquakes and hurricanes—has kept Nicaragua's poverty rate among the highest in Latin America.
- Since 2007, CRS Nicaragua has worked with YouthBuild to help young people in need learn leadership, job and business development skills.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Cesia at crsricebowl.org/stories.



THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Cesia in Nicaragua, students will explore a Catholic social teaching principle, The Dignity of Work and the Rights of Workers, and how they can uphold the dignity of others.

MATERIALS

Map, Cesia's story or video (available at crsricebowl.org/stories), Nicaragua Activity Sheet: Grades 1-3 (p. 27)

DISCUSSION (15 MINUTES)

1. Locate Nicaragua on the map. Where is it?
2. Read or watch Cesia's story.
3. Reflect:
 - Who did we meet in the story?
 - What challenges did they face?
 - How was Cesia helped, and how is she helping others in her community?

ACTIVITY (25 MINUTES)

1. Explain what The Dignity of Work and the Rights of Workers means. Discuss how Jesus spent years working as a carpenter. Work is important to help people use their talents and interests, help others and take care of you. And everyone must be paid fairly to support themselves and their families.
2. Have students complete the Nicaragua Activity Sheet: Grades 1-3.
3. When they are finished, have them share their drawing and list with a partner.

CLOSING PRAYER (5 MINUTES)

Loving God,

We ask you to be with all those who are searching for work and a better future.

May they find dignified work, and may we always support the dignity of all workers.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar daily reflection.

IF YOU ONLY HAVE



1. Read or watch Cesia's story.
2. Lead Discussion step 3.

NICARAGUA



THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Cesia in Nicaragua, students will explore a Catholic social teaching principle, The Dignity of Work and the Rights of Workers, and how they can uphold the dignity of others.

MATERIALS

Map, Cesia's story or video (available at csrricebowl.org/stories), Nicaragua Activity Sheet: Grades 4-6 (p. 28)

DISCUSSION (15 MINUTES)

1. Locate Nicaragua on the map. Where is it?
2. Read or watch Cesia's story.
3. Reflect:
 - What stood out to you in this story?
 - How do you see the Dignity of Work and the Rights of Workers upheld?

ACTIVITY (25 MINUTES)

1. Explain The Dignity of Work and the Rights of Workers. Discuss how Jesus spent years working as a carpenter. Work is important for people. And everyone must receive a fair wage to support themselves and their families.
2. Share that access to dignified work at a living wage allows people to remain with their families and build up their communities. When people can't find jobs in their communities, they may search for work far from their homes and families, or even outside of their countries.
3. Have students complete the Nicaragua Activity Sheet: Grades 4-6.
4. If time permits, ask students to share their reflections.

CLOSING PRAYER (5 MINUTES)

Compassionate God,

We pray that each person discovers their passion and true calling.

May all people have the opportunity to pursue their dreams, have safe work and be paid fairly.

Amen

AT HOME

1. Read and discuss the Lenten calendar daily reflection with your family at dinner.

IF YOU ONLY HAVE



1. Read or watch Cesia's story.
2. Lead Discussion step 3.



THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Cesia in Nicaragua, students will explore a Catholic social teaching principle, The Dignity of Work and the Rights of Workers, and how they can uphold the dignity of others.

MATERIALS

Map, Facts to Consider: Nicaragua, Cesia's story or video (available at csricebowl.org/stories), Nicaragua Activity Sheet: Grades 7-8 (p. 29)

DISCUSSION (15 MINUTES)

1. Locate Nicaragua on the map.
2. Ask two students to read the Facts to Consider aloud.
3. Read or watch Cesia's story.
4. Reflect:
 - What stood out to you in the story?
 - How does it illustrate the dignity of work?
 - What are some ways you can respect the rights of workers and promote the dignity of work?

ACTIVITY (25 MINUTES)

1. Explain The Dignity of Work and the Rights of Workers. Share how work is important to help people fulfill their potential, and that everyone must be paid fairly to provide for themselves and their families.
2. Discuss how access to dignified work at a living wage allows people to remain with their families and build up their communities.
3. Distribute the Nicaragua Activity Sheet: Grades 7-8, which students will use to reflect on vocation, and on how creating opportunities for people to explore their vocation supports The Dignity of Work and the Rights of Workers.

CLOSING PRAYER (5 MINUTES)

Loving God,
 We experience you in all things and all people.
 Help us to recognize your presence in the people we encounter—and help us to uphold and respect the dignity of work for all.
 Amen

AT HOME

1. Read the **Pope Francis Reflects** section of the Lenten calendar and write your thoughts about it in a short paragraph.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Cesia's story.
2. Lead Discussion step 4.



JOURNEY TO BURKINA FASO

■ 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, and so we must take care of creation—for ourselves and for our entire human family.

ENCOUNTER SAFIATA

The dry and dusty climate of Burkina Faso means farming can be difficult. It means water can be hard to come by. And it means Safiata and her family often face hunger. Even though she had two plots of land to farm, the many months each year without rain made feeding her 9 children and 16 grandchildren a real challenge.

That's why Catholic Relief Services is providing farmers like Safiata with more land to grow crops—like onions—that thrive in dry climates. And thanks to a CRS-sponsored irrigation system, she knows she'll have access to water year-round. That means her crops will grow, and she'll be able to sell some at the market. "I pay school fees thanks to selling the vegetables. The vegetables help solve the problems my family faces," Safiata says.

Moreover, she can prepare for the future. Together with others, Safiata is putting a little of the income she earns from selling her crops at the market into a community savings pool. "If you face difficulties, the community will help you," she says. Those who contribute can borrow money from the fund for emergencies, school fees for their children, or to build businesses.



Photo by Michael Sturman/CRS

SHARE THE JOURNEY

A polluted river, poor soil, rising waters—these are some environmental reasons that force families to migrate. They remind us to care for creation.

FACTS TO CONSIDER

Population: 18,931,686

Size: 105,869 square miles, slightly larger than the state of Colorado

- About 80 percent of workers rely on agriculture and livestock. Most are subsistence farmers, vulnerable to flooding and drought.
- CRS works with the government, churches and other community members in Burkina Faso to improve agriculture, livelihoods, nutrition, water and sanitation, and education.
- The CRS Helping Hands program provides an opportunity for Catholics in the United States to help the poor and vulnerable in Burkina Faso all year. Learn more at helpinghands.crs.org.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Safiata at crsricebowl.org/stories.



CARE FOR GOD'S CREATION

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Safiata in Burkina Faso, students will explore a Catholic social teaching principle, Care for God's Creation, and how they can care for creation.

MATERIALS

Map, Safiata's story or video (available at crsricebowl.org/stories), Burkina Faso Activity Sheet: Grades 1-3 (p. 30)

DISCUSSION (15 MINUTES)

1. Locate Burkina Faso on the map. Where is it?
2. Read or watch Safiata's story.
3. Reflect:
 - Who did we meet or encounter in the story and what do they do?
 - How is Safiata dependent on the environment?
 - How does God ask us to care for creation?

ACTIVITY (25 MINUTES)

1. Explain Care for God's Creation. Talk about how God created every plant, every mountaintop, every animal—everything. And God said that these things are good. We find God in these good things, and so we must take care of creation, for ourselves and for our entire human family.
2. Have students complete the Burkina Faso Activity Sheet: Grades 1-3.
3. If time permits, have students share their activity sheets with a partner.

CLOSING PRAYER (5 MINUTES)

God of all creation,

We are grateful for the beauty we encounter around us.

May we always care for all that you have created—every person, plant, mountaintop and animal.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar daily reflection.

IF YOU ONLY HAVE



1. Read or watch Safiata's story.
2. Lead Discussion step 3.

BURKINA FASO



CARE FOR GOD'S CREATION

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Safiata in Burkina Faso, students will explore a Catholic social teaching principle, Care for God's Creation, and how they can care for creation.

MATERIALS

Map, Safiata's story or video (available at crsricebowl.org/stories), Burkina Faso Activity Sheet: Grades 4-6 (p. 31)

DISCUSSION (15 MINUTES)

1. Locate Burkina Faso on the map. Where is it?
2. Read or watch Safiata's story.
3. Reflect:
 - What stood out to you in the story?
 - What did Safiata need to support her family?
 - Why is protecting and caring for the Earth so important?

ACTIVITY (25 MINUTES)

1. Explain Care for God's Creation. Discuss how God created every plant, every mountaintop, every animal—everything. And God said that these things are good. We find God in these good things, and so we must take care of creation—for ourselves and for our entire human family.
2. Share that there are environmental reasons—a polluted river, poor soil or rising waters, for example, that force families to migrate.
3. Have students complete the Burkina Faso Activity Sheet: Grades 4-6.
4. If time permits, ask students to share in small groups.

CLOSING PRAYER (5 MINUTES)

Creator God,
We encounter you in all you have made.
Help us to always remember to see its beauty and protect it as a precious gift.
Amen

AT HOME

1. Share the Burkina Faso Activity Sheet: Grades 4-6 at home with family.
2. Read and discuss the Lenten calendar daily reflection with your family at dinner.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Safiata's story.
2. Lead Discussion step 3.



CARE FOR GOD'S CREATION

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Safiata in Burkina Faso, students will explore a Catholic social teaching principle, Care for God's Creation, and how they can uphold it.

MATERIALS

Map, Facts to Consider: Burkina Faso, Safiata's story or video (available at [crsricebowl.org/stories](https://www.crsricebowl.org/stories)), Burkina Faso Activity Sheet: Grades 7-8 (p. 32)

DISCUSSION (15 MINUTES)

1. Locate Burkina Faso on the map.
2. Ask two students to read the Facts to Consider aloud.
3. Explain Care for God's Creation.
4. Read or watch Safiata's story.
5. Reflect:
 - What stood out to you in the story?
 - How do you see the Catholic social teaching principle illustrated in Safiata's story?
 - Give some examples of how you care for God's creation. What is the impact—locally and globally—when we do not care for creation?

ACTIVITY (25 MINUTES)

1. Share that there are environmental factors—a polluted river, poor soil or rising waters, for example—that force families to migrate.
2. Have students complete the Burkina Faso Activity Sheet: Grades 7-8, which will help them reflect on how those living in poverty suffer disproportionately when we do not care for the environment.

CLOSING PRAYER (5 MINUTES)

God of Creation,

You have called us to be stewards of all you have created. We pray that we, and our communities and leaders, will seek to protect the Earth and to care for those who are suffering.

Amen

AT HOME

1. Read the **Pope Francis Reflects** section of the Lenten calendar and write your thoughts about it in a short paragraph.

IF YOU ONLY HAVE

10**MINUTES**

1. Read or watch Safiata's story.
2. Lead Discussion steps 3 and 5.



JOURNEY TO HAITI

■ CATHOLIC SOCIAL TEACHING FOCUS

CALL TO FAMILY, COMMUNITY AND PARTICIPATION

Humans are social by nature. We need each other. Like the early disciples, we are called to come together and grow as a community—in our classrooms, church and families.

ENCOUNTER ANDRISE

“Education is the foundation of everything,” says Andrise, who’s been a first-grade teacher at a small Catholic school for 11 years. It’s the same school she attended from first through sixth grade, in the community she calls home in northern Haiti.

Andrise says the opportunities at Notre Dame set the course for her life. But a lot has changed since she was a student. New teaching techniques and resources are changing how students learn—and how teachers teach. “We use poems, dances, songs—all sorts of activities to help the students improve their literacy,” she says.

And Catholic Relief Services—working with the Catholic Education Commission in Haiti—is leading the way. Every student receives a new workbook to practice their reading and writing. This is a big change from before, when students had to copy notes from the board. “Now, all the students are able to learn at the same time,” Andrise says. And she benefits too—from ongoing teacher training. Last year, the parish priest named her Teacher of the Year.

The new techniques are working: Andrise’s classroom is a high-energy place, and the students love school—and her. “They call me ‘my mother,’ and I call them ‘my son, my daughter,’” she says. “They’ve already promised that next year, when they’re in second grade, they’ll take time out of their recess to come and visit me.” For a teacher like Andrise, seeing the children grow not just as students, but as people, is the reason she goes to work each day.



Photo by Oscar Leiva/Silverlight for CRS

SHARE THE JOURNEY

A good education doesn’t just benefit the student—it benefits the community, making home a safer, more inclusive place.

FACTS TO CONSIDER

Population: 10,110,019

Size: 10,714 square miles; slightly larger than Massachusetts

- Haiti is the poorest country in the Western Hemisphere. Eighty percent of Haitians live on less than \$2 a day.
- High population density, deforestation and decaying infrastructure make Haiti particularly vulnerable to the effects of natural disasters like hurricanes, earthquakes and floods.
- In Haiti, CRS responds to emergencies, provides agriculture assistance, supports education and works to enhance health care.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Andrise at crsricebowl.org/stories.



CALL TO FAMILY, COMMUNITY AND PARTICIPATION

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Andrise in Haiti, students will explore a Catholic social teaching principle, Call to Family, Community and Participation, and consider how they can care for others.

MATERIALS

Map, Andrise's story or video (available at csrcicebowl.org/stories), Haiti Activity Sheet: Grades 1-3 (p. 33)

DISCUSSION (15 MINUTES)

1. Locate Haiti on the map. Where is it?
2. Read or watch Andrise's story.
3. Reflect:
 - Who did we meet and encounter in the story?
 - What challenges do they face?
 - How is Andrise supporting her community?

ACTIVITY (25 MINUTES)

1. Explain Call to Family, Community and Participation. Discuss how humans are social by nature. We need each other. Like the early disciples, we are called to come together and grow as a community—in our classroom, church and family.
2. Have students complete the Haiti Activity Sheet: Grades 1-3.
3. Ask them to pair up and share what they wrote.

CLOSING PRAYER (5 MINUTES)

God of love and community,

We thank you for the many people who make up our community.

May we always care for all members of our one human family.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar daily reflection.

IF YOU ONLY HAVE



1. Read or watch Andrise's story.
2. Lead Discussion step 3.

HAITI



CALL TO FAMILY, COMMUNITY AND PARTICIPATION

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Andrise in Haiti, students will explore a Catholic social teaching principle, Call to Family, Community and Participation, and consider how they can care for others.

MATERIALS

Map, Andrise's story or video (available at crsricebowl.org/stories), Haiti Activity Sheet: Grades 4-6 (p. 34)

DISCUSSION (15 MINUTES)

1. Locate Haiti on the map. Where is it?
2. Read or watch Andrise's story.
3. Reflect:
 - What stood out to you in the story?
 - Who is a part of Andrise's community, and how do they support one another?
 - Why is community important?

ACTIVITY (25 MINUTES)

1. Explain Call to Family, Community and Participation. Discuss how people are social by nature. We need each other. Like the early disciples, we are called to come together and grow as a community—in our classroom, church and family.
2. Have students complete the Haiti Activity Sheet: Grades 4-6.
3. If time permits, have them share their poems.

CLOSING PRAYER (5 MINUTES)

Loving God,

Be with us as we form communities and support them.

May we always be open to your presence in every member of our community—those nearby and around the world.

Amen

AT HOME

1. Share the Haiti Activity Sheet: Grades 4-6 with your family.
2. Read and discuss the Lenten calendar daily reflection with your family at dinner.

IF YOU ONLY HAVE



1. Read or watch Andrise's story.
2. Lead Discussion step 3.



CALL TO FAMILY, COMMUNITY AND PARTICIPATION

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Andrise in Haiti, students will explore a Catholic social teaching principle, Call to Family, Community and Participation, and consider how they can care for others.

MATERIALS

Map, Facts to Consider: Haiti, Andrise's story or video (available at csrricebowl.org/stories), Haiti Activity Sheet: Grades 7-8 (p. 35)

DISCUSSION (15 MINUTES)

1. Locate Haiti on the map.
2. Have two students read the Facts to Consider aloud.
3. Read or watch Andrise's story.
4. Explain Call to Family, Community and Participation.
5. Reflect:
 - What stood out to you in the story?
 - How do you see the Catholic social teaching principle illustrated in Andrise's story?
 - Why is community so important, and what are the challenges to building community in our world today, both locally and globally?

ACTIVITY (25 MINUTES)

1. Discuss how a good education benefits students and communities by making them safer and more inclusive places.
2. Have students complete the Haiti Activity Sheet: Grades 7-8, which asks them to reflect on how they can serve their communities.

CLOSING PRAYER (5 MINUTES)

Loving God,
 May building community always be a part of our work and life, and may we always seek you—in those we care for and those who accompany us.
 Amen

AT HOME

1. Read the **Pope Francis Reflects** section of the Lenten calendar and write your thoughts about it in a short paragraph.

IF YOU ONLY HAVE



1. Read or watch Andrise's story.
2. Lead Discussion step 5.



JOURNEY TO MALAWI

■ CATHOLIC SOCIAL TEACHING FOCUS

OPTION FOR THE POOR AND VULNERABLE

Jesus tells us to give special care to those who are most in need. He reminds us of our Christian duty to give a voice to those who are unheard and to help those most vulnerable.

ENCOUNTER ALEFA

Alefa is a mother, grandmother and farmer. She provides for her three children, three grandchildren and husband by selling her crops. If they fail during one of Malawi's rainy seasons—or in a drought—her family goes hungry. One particularly difficult year, Alefa was forced to sell some of her land to make ends meet.

She knew she had to start planting crops that could withstand Malawi's changing climate. So, she attended a CRS-sponsored seed fair, where farmers learn the best crops to plant for the upcoming year, and receive vouchers so they can choose the seeds and supplies they need. Besides rice, Alefa bought corn, cabbage and tomato seeds. This way, she can continue farming rice but also feel confident that, even if her rice fails, she will have other crops to sell.

"This harvest will provide food, shelter and education for my family," she says. In a few short months, Alefa will be growing corn and harvesting hope.



Photo by Georgina Goodwin for CRS

SHARE THE JOURNEY

Nutritious food is vital to a dignified life. If none is available, families may be forced to migrate.

FACTS TO CONSIDER

Population: 17,964,697

Size: 45,747 square miles, slightly smaller than the state of Pennsylvania

- Malawi is among the world's most densely populated and least developed countries. More than half of the country lives below the poverty line.
- Malawi's economy is mainly agricultural, with 85 percent of the population living in rural areas.
- CRS Malawi works to help people improve their lives by increasing food production, and improving health, income, and access to water and sanitation.



For downloadable photos, visit crsricebowl.org/photos.



OPTION FOR THE POOR AND VULNERABLE

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Alefa in Malawi, students will explore a Catholic social teaching principle, Option for the Poor and Vulnerable, and how they can care for others.

MATERIALS

Map, Alefa's story, Malawi Activity Sheet: Grades 1-3 (p. 36)

DISCUSSION (15 MINUTES)

1. Locate Malawi on the map. Where is it?
2. Read Alefa's story.
3. Reflect:
 - Who did we meet in the story, and what do they do?
 - What challenges are Alefa and others in Malawi facing?
 - What is Alefa doing to overcome these challenges and provide for her family?

ACTIVITY (25 MINUTES)

1. Explain Option for the Poor and Vulnerable. Remind students that Jesus tells us to give special care to those who are most in need. It is our Christian duty to stand up for those who are unheard and to help the poorest people.
2. Have students complete the Malawi Activity Sheet: Grades 1-3.
3. Invite them to share what they wrote.

CLOSING PRAYER (5 MINUTES)

Loving Creator of all things,

Thank you for the gift of our human family.

When we encounter our neighbor in need, fill us with your love for them.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar daily reflection.

IF YOU ONLY HAVE

10

MINUTES

1. Read Alefa's story.
2. Lead Discussion step 3.

MALAWI



OPTION FOR THE POOR AND VULNERABLE

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Alefa in Malawi, students will explore a Catholic social teaching principle, Option for the Poor and Vulnerable, and how they can care for others.

MATERIALS

Map, Alefa's story, Malawi Activity Sheet: Grades 4-6 (p. 37)

DISCUSSION (15 MINUTES)

1. Locate Malawi on the map. Where is it?
2. Read Alefa's story.
3. Reflect:
 - What stood out to you in the story?
 - What challenges was Alefa experiencing?
 - Where do you see the Option for the Poor and Vulnerable illustrated in her story?

ACTIVITY (25 MINUTES)

1. Explain that Jesus tells us to give special care to those who are most in need. He reminds us of our Christian duty to stand up for others and help the poorest people.
2. Pass out Malawi Activity Sheet: Grades 4-6, which asks students to make a prayer chain of intentions from the Lenten season.

CLOSING PRAYER (5 MINUTES)

God of the journey,

Help us to walk as companions on the journey with our neighbors in need—seeking to see you in all we do.

Amen

AT HOME

1. Share your prayer chain with your family and hang it up to remind you of your Lenten journey.
2. Read and discuss the Lenten calendar daily reflection with your family at dinner.

IF YOU ONLY HAVE



1. Read Alefa's story.
2. Lead Discussion step 3.



OPTION FOR THE POOR AND VULNERABLE

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Alefa in Malawi, students will explore a Catholic social teaching principle, Option for the Poor and Vulnerable, and how they can care for others.

MATERIALS

Map, Facts to Consider: Malawi, Alefa's story, Malawi Activity Sheet: Grades 7-8 (p. 38)

DISCUSSION (15 MINUTES)

1. Locate Malawi on the map.
2. Ask two students to read the Facts to Consider aloud.
2. Read Alefa's story.
3. Reflect:
 - What stood out to you in the story?
 - How is the Option for the Poor and Vulnerable upheld in the story?

ACTIVITY (25 MINUTES)

1. Explain that often the most vulnerable people in our communities suffer the greatest consequences when we don't care for the Earth. They may have to migrate for survival.
2. Have students complete the Malawi Activity Sheet: Grades 7-8.
3. If time permits have them share their responses in small groups.

CLOSING PRAYER (5 MINUTES)

God of all people,

We are asked to walk with our neighbors, the members of our human family.

Let us journey as companions, growing in our relationship with one another and in you.

Amen

AT HOME

1. Read the **Pope Francis Reflects** section of the Lenten calendar and write your thoughts about it in a short paragraph.

IF YOU ONLY HAVE



1. Read Alefa's story.
2. Lead Discussion step 3.



IRAQ

LIFE AND DIGNITY OF THE HUMAN PERSON

Today we met Majd and his family from Iraq. Majd's family had to leave home for their safety. They take care of one another just like your family does.

Complete the sentences below.

My hope for Majd and his family is that they _____

This Lent, I will care for those in need, like Majd's family and others who have had to leave their homes, by _____



Draw and color a picture of how your family members care for each other.

FAMILIES CARE FOR ONE ANOTHER



IRAQ

LIFE AND DIGNITY OF THE HUMAN PERSON

We are made in God's image and likeness. That means every human being has special value and a purpose. We need to care for each other so we can be the people God calls us to be.

Reflect on each of your communities—the people, the activities you share and how you support one another. For each community, write how you live the Catholic social teaching principle Life and Dignity of the Human Person. Draw and color a symbol in the box to represent your reflection about each community.

FAMILY

SCHOOL

NEIGHBORHOOD

WORLD



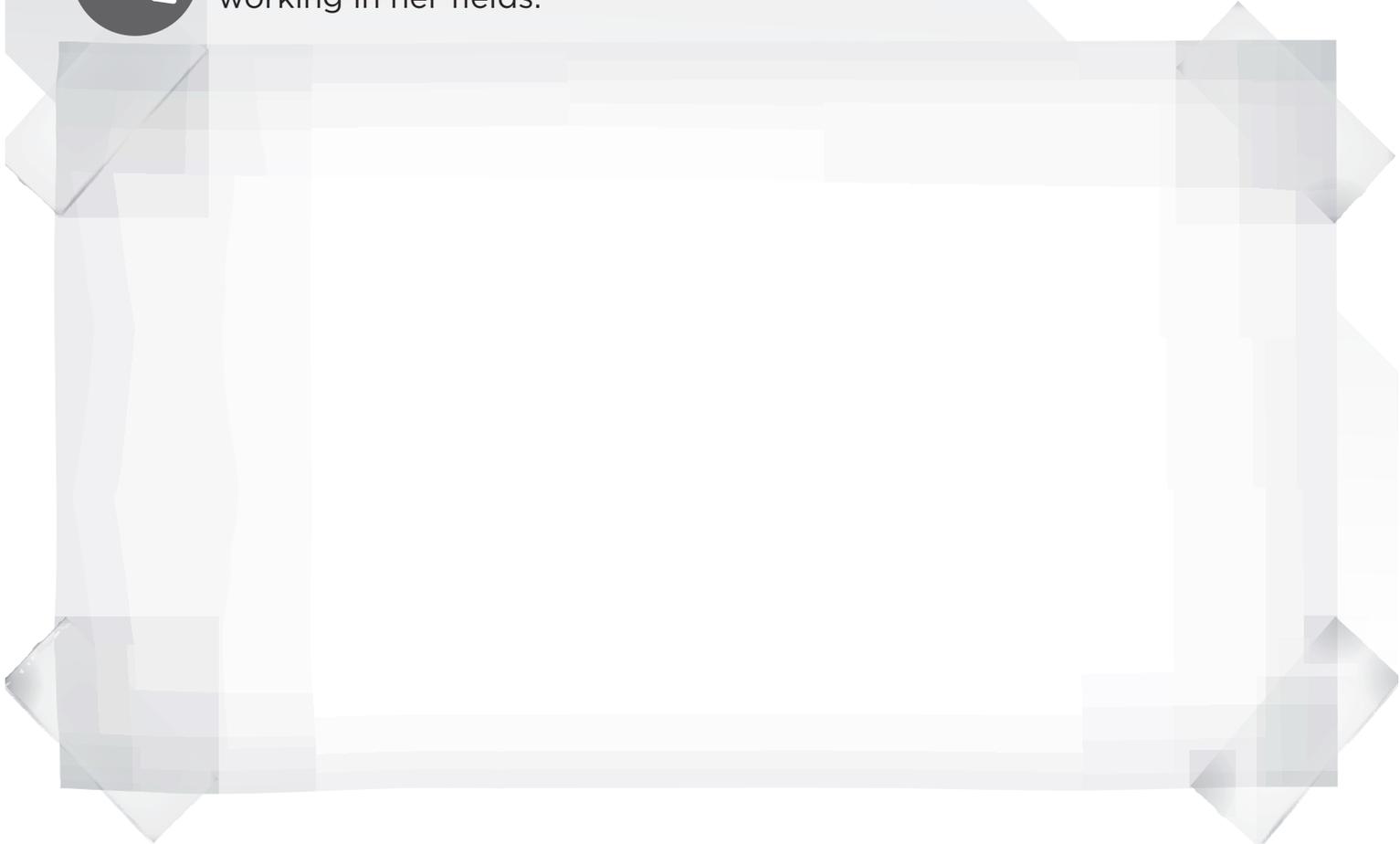
NICARAGUA

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

Jesus spent years working as a carpenter. Work is important for people. Each person should have the right to work in a safe place and earn enough money so they can take care of their families.



Draw and color a picture of Cesia, our neighbor in Nicaragua, working in her fields.



List three reasons why work is important:

1. _____
2. _____
3. _____



NICARAGUA

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

Find the 12 words related to dignified work.

HOPE	F K U A A A S E E Q C G G D S O Y D F U
OPPORTUNITY	H D N Z O C Z E G F O O D G H K T V Y A
FOOD	B E N E F I T S C A Z L E E E L I U J G
BENEFITS	N X P K L G Z Q E U W O W P L E N L E B
SHELTER	B O D H L Y W C C S R G C F T D U V T T
SECURITY	H O F W Y W X A A B O I N F E I M U U Z
ADVANCEMENT	G N I G A S Q Z B G F P T I R R M U E J
RESPECT	W T N E M E C N A V D A R Y V P O I L H
PRIDE	O P P O R T U N I T Y Y P U M I C V Q Z
COMMUNITY	T C E P S E R A K T H M C L P Y L H L N
LIVING WAGE	
PURPOSE	



Write a paragraph reflecting on the value of dignified work using at least four of the words you found.



BURKINA FASO

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, and so we must take care of creation—for ourselves and for our entire human family.

Answer the questions below.

What are some of your favorite things in God's creation?

- _____
- _____
- _____
- _____

Think about how you can care for God's creation. Write a prayer promising to care for God's creation.

_____ Amen

A stylized illustration of a hand holding a bowl. The hand is white with black outlines, and the bowl is a light gray color. The background behind the hand and bowl is a darker gray.

BURKINA FASO

CARE FOR GOD'S CREATION



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

List some of your favorite things in God's creation:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

What are some ways you can care for creation during Lent?

- _____
- _____
- _____
- _____
- _____
- _____

How will you get others involved in being good stewards, or caretakers, of God's creation?

BURKINA FASO

CARE FOR GOD'S CREATION



Many members of our human family carry crosses because we have not cared properly for God's creation. Farmers lose their crops due to erratic rainfall or warmer temperatures. Families struggle to protect their homes from flooding. In fact, people living in poverty are often those most affected by a polluted river or other water source, poor soil, rising waters and other changes in the environment.

Reflect on the story of Safiata and others we have encountered on our Lenten journey with CRS Rice Bowl. Under the crosses, list some environmental factors that might force families to migrate.





How can you use this Lenten season to care for our common home, and our brothers and sisters experiencing the challenges you listed?



HAITI
CALL TO FAMILY, COMMUNITY
AND PARTICIPATION

Listed inside the circles are some of the communities that you belong to. In each ring, write what you can do to support that community.





HAITI
CALL TO FAMILY, COMMUNITY
AND PARTICIPATION

Write an acrostic poem about why community is important for our lives and world.





















HAITI

CALL TO FAMILY, COMMUNITY AND PARTICIPATION

Humans are social by nature. We need each other. Like the early disciples, we are called to come together and grow as a community—in our classroom, church, neighborhood and family. We are called to ensure that each member of our community can fully participate in a way that respects each one’s inherent dignity.

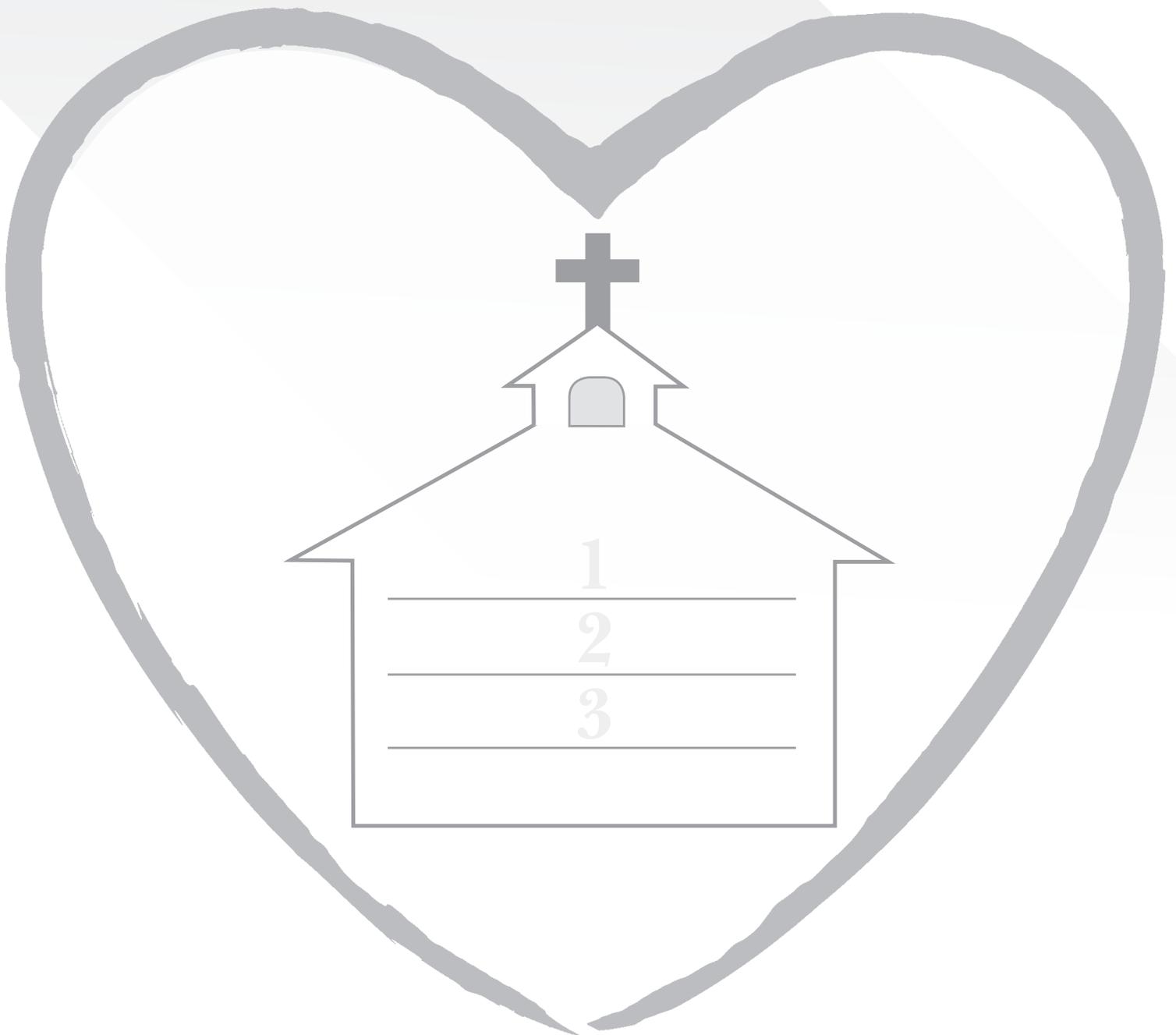
How can you create community and serve those who belong to your communities?

How can we ensure that all people who make up our human family can participate fully in our society and in their communities?



MALAWI
OPTION FOR THE POOR
AND VULNERABLE

In the church, write three reasons why we should always care for others.
Color the heart to represent God's love.



MALAWI

OPTION FOR THE POOR AND VULNERABLE



Write a prayer intention in each space below.
Cut them out, to make a paper chain.

This Lent, I am praying for _____

because _____



This Lent, I am praying for _____

because _____



This Lent, I am praying for _____

because _____



This Lent, I am praying for _____

because _____





MALAWI

OPTION FOR THE POOR AND VULNERABLE

1 What does the Catholic social teaching principle Option for the Poor and Vulnerable mean?

2 What is challenging about living out this principle personally and as a larger global community?

3 Write one action you will take during Lent to remind you of the importance of this Church teaching.



WHAT IS CRS RICE BOWL?

CRS Rice Bowl is Catholic Relief Services' Lenten faith-in-action program for families and faith communities. Through CRS Rice Bowl, we deepen our personal experience of Lent, and hear stories from our brothers and sisters in need worldwide. We devote our Lenten prayers, fasting and gifts to transform our relationship with God and neighbor.

crsricebowl.org/schools
crsricebowl.org/parishes