



# 2006 Educator's Guide



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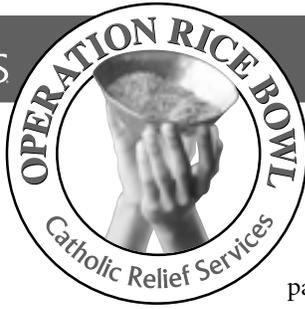
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## What is Operation Rice Bowl?

Operation Rice Bowl is Catholic Relief Services' Lenten solidarity program that calls all participants to:

- **PRAY** with their families and faith communities,
- **FAST** in solidarity with those who are hungry,
- **LEARN** about the joys and challenges in the lives of our brothers and sisters around the world, and
- **GIVE** sacrificial contributions to those in need around the world.

75% of your contributions to Operation Rice Bowl come to Catholic Relief Services and support development projects that help families and communities improve their lives by increasing crop production, expanding their businesses to increase their income, and improving sanitation and access to clean water. 25% of Operation Rice Bowl contributions remain in your diocese to fund local poverty and hunger alleviation efforts.

## What is the Operation Rice Bowl Educator's Guide?

The Operation Rice Bowl *Educator's Guide* incorporates the traditional themes of Lent and the themes of Catholic Social Teaching, and introduces your students to the realities of our worldwide community. The Educator's Guide contains personal stories from people around the world who participate in and benefit from Catholic Relief Services programs, lesson plans and activities to assist you to bring an awareness of our global community and of the principles Catholic Social Teaching into your classroom, and prayer suggestions to help you and your students reach out in solidarity with communities at home and abroad.

**Operation Rice Bowl thanks the following educators who prepared the lesson plans for this Educator's Guide:**

Margaret McIntyre,  
Archdiocese of  
Washington, Grades 1-3;  
Eileen Emerson,  
Diocese of Wilmington,  
Grades 4-6;  
Pamela Font-Gabel,  
Archdiocese of Denver,  
Grades 7-8; and,  
Tinnah dela Rosa,  
Archdiocese of Agana,  
Guam, Grades 9-12.

*Their time, talents, and effort made this resource possible!*

## Where can you use this Educator's Guide?

The Operation Rice Bowl *Educator's Guide* is designed for use in religious education programs, Catholic schools, and youth ministry programs.

## How can you use this Educator's Guide?

The lesson plans contain age appropriate activities divided into four different grade level groupings: Grades 1-3, 4-6, 7-8, and 9-12. Read through this *Educator's Guide* and adapt the lesson plans for your class. We understand that you must cover a breadth of information in your regular curriculum, and hope that you will find these lesson plans and suggestions to be useful additions to your class activities. Additional resources contained in this *Educator's Guide* include **Prayer Ideas**, the **World Awareness Quiz**, and **Hunger Banquet Instructions**.

Each lesson plan also contains a special section entitled "**If you only have 10 minutes....**", designed for educators who have limited class time to incorporate Operation Rice Bowl resources.

## What other resources are available for use in the classroom?

Visit the Operation Rice Bowl website at [www.crs.org/orb](http://www.crs.org/orb) to find virtual tours of the countries profiled in this *Educator's Guide*, Stations of the Cross, and other resources.

The Catholic Relief Services *Kids' Website*, which can be found at [www.catholicrelief.org](http://www.catholicrelief.org), is another resource for your classroom. It includes interactive and educational activities and games for students aged 8-13, as well as lesson plans and ideas for educators.

At the end of Lent, please be sure to fill out the evaluation form in the back of the *Educator's Guide* and send it to Catholic Relief Services. You may also complete the evaluation on-line at [www.catholicrelief.org/orb](http://www.catholicrelief.org/orb). Your input and suggestions will help us produce future editions of the *Educator's Guide*.



# Kenya



My name is Anna Akinyi and I live in Homa Bay town in western Kenya. My husband and I have a small farm, but we can only grow enough to feed our family. We don't produce enough extra crops to sell at the market, so we can't earn money for our other household expenses through our farm.

When I learned that Catholic Relief Services (CRS) was working to help people in our town provide better livelihoods for their families, I decided to see if they could help our family. CRS supports the Umoja Bengi Investment Group (BIG), which is a community bank that gives people small loans and training so that they can start their own businesses.

I joined BIG and learned about business management, credit, and savings. With my loan I opened a small shop at the Ogwedhi Market Center near our home. My shop is successful. I paid back my loan, and now we are able to provide for our family's basic needs. We have enough money to pay the tuition to send our children to school, and we are even able to put some money into savings for the future. I hope that many other people will be able to join BIG and start successful businesses. I tell other women in our village to go after their dreams, and BIG will help make them real.

*\*This version of the story was written for younger students.*

Homa Bay, Kenya is in western Africa. It is a small village on the shores of Lake Victoria. My name is Anna Akinyi, and my family and I have a farm in Homa Bay. Our farm is small, so we can only grow enough crops for our family to eat.

Catholic Relief Services (CRS) supports a community bank in Homa Bay. The bank gives people small loans and special training so they can start their own businesses. When I joined the bank, I learned about credit and savings and received a loan. Then I opened a small shop in the market near our home. I sold vegetables and snacks. Many people visited my shop and I made money. The money from the shop really helps my family. I was able to quickly pay back my loan to the community bank. I also paid my children's school tuition and even have some money left over to put into a savings account.

The community bank is such a great idea to help people start businesses. It has especially helped women earn money for their families. I am thankful to CRS and the community bank for teaching me about earning and saving money.

## Facts about Kenya:

|  |              |
|--|--------------|
| Population . . . . .                                     | 32.4 million |
| % population below age 15. . . . .                       | 41%          |
| % population with access to safe drinking water. . . . . | 57%          |
| Infant mortality rate (per 1,000 live births). . . . .   | 78           |
| Adult literacy rate (age 15 and above). . . . .          | 84.3%        |
| Male/Female literacy rate . . . . .                      | 90% /78.5%   |
| GNP per capita (U.S. \$). . . . .                        | \$360        |
| % population living in poverty . . . . .                 | 52%          |

## Objectives

- To gain basic knowledge of how a small business works and to understand the meaning of profit.
- To demonstrate the idea of a bank giving a loan and having it paid back.
- To understand how the Catholic Relief Services community bank project connects to the Catholic Social Teaching principle of Community and Participation.

**Materials Needed:** *play money, cookies, chalkboard, chalk*

## Discussion 1 (10 minutes)

1. Read the story of Anna Akinyi aloud.
2. Ask the students what a bank is and how it is used in a community. Explain to the students that banks give loans to people. These loans allow people to borrow money, and in return the person promises to pay the money back within a certain amount of time.
3. Explain that Catholic Relief Services opened a community bank called Umoja Bengi Investment Group (BIG) that made it easier for Anna Akinyi to take out a loan and start a small shop so that she could earn money to help her family.

## Activity (20 minutes)

1. Set up a role-play situation, including a banker and a baker. The rest of the students will be consumers. The baker wants to start a small business by making cookies and selling them. Pass out the play money for students to buy cookies.
2. Ask the students what the baker will need to make the cookies. As you list the ingredients on the board, write a cost for each item (example: flour \$.20, butter \$.05, chocolate chips \$.10, etc...).
3. Add the cost of the items together to determine the loan amount needed for the baker to start his or her business.
4. Through a role-playing situation, the baker should visit the bank in hopes of receiving a loan.
5. Once the baker receives the loan and “makes” the cookies, decide on the price of the cookies.
6. The baker then “sells” the cookies to the consumers (other students) and then counts the amount of money that was collected from the sales. He or she then uses this money to pay the banker back for the loan.
7. As a class, calculate the money that is left over to find the profit made by the baker.

## Discussion 2 (10 minutes)

1. Discuss the following questions with students.
  - What can the baker do with the money that is left over?
  - How did the customers participate to help the baker succeed in the business?
  - How did the community members participate to help Anna succeed in business?
  - How does a community bank help people to earn a better living?
  - Why is it helpful that Catholic Relief Services has community banks in countries like Kenya?

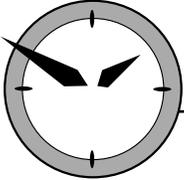
## Closing Prayer/Reflection (5 minutes)

Pray aloud: *Lord, you give us talents that we can share with others. Help all people use their talents to provide a happy life for themselves and others around them. Help us to always be willing to help others in need. Amen.*

## Links to Other Subjects

**Social Studies:** Have students work in small groups to develop a plan and a budget to “start their own businesses”.

**Math:** Change the cost of the ingredients to have students find different cost/profit ratios.



## If you only have 10 minutes . . .

- Read the story of Anna Akinyi aloud.
- Ask students how Anna Akinyi was able to help her family. What business did she begin? Ask students what type of business they would start and how would they make a profit.
- Pray the Closing Prayer.

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Kenya

## Objectives

- To explore how dreams can become reality.
- To discuss how human dignity animates life in spite of differences.

**Materials Needed:** *chart paper, markers, construction paper*

## Activity (20 minutes)

1. Read the story of Anna Akinyi. Locate Kenya on a map or globe. Name Kenya’s neighbors in East Africa.
2. Divide chart paper into two columns marked “Before” and “After”. Ask students to identify what Anna’s dreams were before she joined BIG (e.g. to start a business). List these in the “Before” column. Then, ask students to relate each item to something Anna achieved by joining BIG. List these in the “After” column.
3. Ask students to identify a dream or goal that they have achieved in their lifetime. Distribute construction paper and ask students to fold their papers in half.
4. At the top of the paper, students should describe the dream or goal they achieved. Have students mark the two halves “Before” and “After”. They should write how they felt before they achieved the dream and how they felt after they achieved the dream.

### Discussion (15 minutes)

1. Ask students to identify what made Anna's dreams become reality (e.g. joining BIG, saving money, working with other women).
2. In similar fashion, ask students to identify the elements that made their dreams become reality.
3. Discuss the Catholic Social Teaching principle of Human Dignity. Are the hopes and dreams of all people similar despite their differences of race, gender, or nationality?

### Closing Prayer/Reflection (10 minutes)

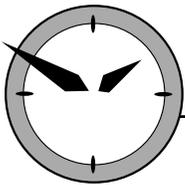
1. Read Matthew 5:14-16.
2. Ask students to reflect on how Anna lives out the command of Jesus to let her light shine.
3. Have students voice prayers that they can let their light shine and bring hope to the world.

### Links to Other Subjects

**Math:** Pretend that your class has to deliver the BIG training on business management, credit, and savings. What would need to be included? If a class parent owns a small business, invite him or her to join the class and lead this discussion.

**Religion:** Examine the stories of famous "dreamers" in the Bible—Joseph of the Old Testament (Genesis 37: 5-11) and Joseph of the New Testament (Matthew 1:18-21).

**Social Studies/Language Arts:** Ask students to examine Martin Luther King's "I Have a Dream" speech, and then develop an "I Have a Dream" speech for Anna Akinyi.



### If you only have 10 minutes . . .

- Read the story of Anna Akinyi. Locate Kenya on a map or globe.
- Read Matthew 5:14-16. Ask students to reflect on how Anna lives out the command of Jesus to let her light shine when she tells other women to go after their dreams.
- Have students voice prayers that they can let their light shine and bring hope to the world.

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Kenya

### Objectives

- To be able to understand the concept of microfinance and teach it to others.
- To realize how the Catholic Social Teaching principle of Participation is universal.

**Materials Needed:** poster board, props for a play

## Before the Lesson

Research Catholic Relief Services' microfinance work at [http://www.catholicrelief.org/our\\_work/what\\_we\\_do/programming\\_areas/microfinance/index.cfm](http://www.catholicrelief.org/our_work/what_we_do/programming_areas/microfinance/index.cfm).

## Activity 1 (5 minutes)

1. Read the story of Anna Akinyi aloud.

## Discussion 1 (10 minutes)

1. Explain the concepts of microfinance, community banks, and credit to students, based on the information you found at the Catholic Relief Services website.
2. Introduce the Catholic Social Teaching principle of Participation.
3. Discuss the following questions with students.
  - How does the community banking program in Anna's village support participation?
  - How does our school support participation?
  - Do we have a responsibility to participate in our community?
  - Why or why not?

## Activity 2 (25 minutes)

1. Students will create a presentation on community banking and microfinance.
2. Invite younger grades to come watch the presentation.
3. For the presentation, ask students to reenact the story of Anna Akinyi. Characters in a play can include: Anna, her family, community bankers, other farmers.
4. Have students identify props they will need for the reenactment and bring them to school on the day of the presentation.
5. Have students create posters explaining what microfinance is and hang the posters around the room for the presentation.
6. The play can be enhanced with a song or rap created by students, or simple narration to explain Catholic Relief Services' role in developing countries.
7. After the presentation, students should be prepared to answer questions from their audience.

## Closing Prayer/Reflection (5 minutes)

1. Offer a group prayer for Anna Akinyi and the Catholic Relief Services microfinance project.
2. Sing together, *He's Got the Whole World in His Hands*, in celebration of solidarity with our brothers and sisters in Kenya.

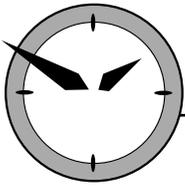
## Links to Other Subjects

**Social Studies:** Research information on Kenyan Wangari Maathai (2004 Nobel Peace Prize Winner). What similarities do she and Anna Akinyi share?

**English:** Using the Catholic Relief Services website, research microfinance programs in other countries. Compare some of these programs to the Kenyan program.

**Math:** Using statistics from Jubilee USA, create graphs to compare the debt of various countries.

([http://www.jubileeusa.org/jubilee.cgi?path=/resources&page=country\\_sheets.html](http://www.jubileeusa.org/jubilee.cgi?path=/resources&page=country_sheets.html))



## If you only have 10 minutes . . .

- Read the story of Anna Akinyi aloud. Locate Kenya on a map or globe.
- Briefly explain Catholic Relief Services' microfinance programs. Ask students how these programs benefit others.
- Pray the Closing Prayer.

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Kenya

## Objective

- To understand the Catholic Social Teaching principles of Community and Participation and the Option for the Poor.

**Materials Needed:** copies for each student of notable quotations on the Catholic Social Teaching principles listed below (available at [www.osjspm.org/cst/themes.htm](http://www.osjspm.org/cst/themes.htm))

## Before the Lesson

1. Research Catholic Relief Services' microfinance work at [http://www.catholicrelief.org/our\\_work/what\\_we\\_do/programming\\_areas/microfinance/index.cfm](http://www.catholicrelief.org/our_work/what_we_do/programming_areas/microfinance/index.cfm).
2. Research the themes of Community and Participation and the Option for the Poor and choose some notable quotations on these themes from Catholic Social Teaching documents available at [www.osjspm.org/cst/themes.htm](http://www.osjspm.org/cst/themes.htm).

## Discussion 1 (5 minutes)

1. Have students identify an idea for a business.
2. Discuss:
  - What would they need to get started?
  - Where and how would they get resources?
  - What would they do if they were denied resources?

## Activity 1 (15 minutes)

1. Invite a student to read the story of Anna Akinyi aloud.
2. Discuss the following questions with the students.
  - What prevented Anna Akinyi from providing for her household needs?
  - How does this relate to the discussion we had earlier about starting a business?

3. Divide the class into small groups. Ask students to pretend to be bankers. In the small groups, they should consider how they would respond to a loan request from someone like Anna Akinyi. Consider the risks and potential benefits associated with this loan.
4. Reconvene the entire class and discuss the following questions as a large group.
  - Why would conventional banks find loaning money to someone like Anna to be risky?
  - How do community banks like the Umoja Bengi Investment Group address these risks?

### Discussion 2 (15 minutes)

1. Distribute the copies of the notable quotations on the Catholic Social Teaching to students and give them a few minutes to read the excerpts.
2. Divide the class into small groups and ask them to summarize the principles of Participation and Option for the Poor. Have groups discuss the following questions.
  - How is Catholic Relief Services' support of the Umoja Bengi Investment Group (BIG) an example of the Option for the Poor?
  - How does participation in BIG allow people like Anna to participate in family and community development?

### Closing Prayer/Reflection (10 minutes)

1. Ask students to reflect on the following: *What "bridges" can you build in your home, school or community to help show a preferential Option for the Poor?*
2. Pray together: *Lord of compassion, you built the perfect bridge to us through your Son, Jesus. You always hear the cry of the poor, help us to hear and respond to the cry of our brothers and sisters in poverty. Amen.*
3. Sing: *A Place at the Table* by Lori True.

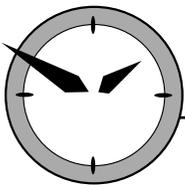
### Links to Other Subjects

**Business:** Research Catholic Relief Services' microfinance principles and programs using the Catholic Relief Services website. Discuss the many possible businesses microfinance could support and how the success of those businesses would be a benefit to the community.

**Math:** Compare statistics of the gross domestic product of Kenya and the United States.

**Language Arts:** Write an essay on the topic: How does microfinance help people participate in family and community development?

**Religion:** Discuss or give a journal assignment on the topic: Who are the "poor and vulnerable" God calls you to love in your life?



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

- Read Anna Akinyi's story aloud.
- Briefly summarize the Catholic Social Teaching principles of Participation and Option for the Poor discuss how Anna's story reflects these principles.
- Pray together: *Lord of compassion, you built the perfect bridge to us through your Son, Jesus. You always hear the cry of the poor, help us to hear and respond to the cry of our brothers and sisters in poverty. Amen.*

*See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.*



# Vietnam



My name is Nguyen Thi Minh and I live in Uong Bi, a town in north-east Vietnam. My son Trong is eleven years old and has Down's Syndrome. Trong has many difficulties, but I live with hope that he will develop his skills and join in activities with the other children in the community. In the past, many local schools would not accept children with disabilities because they were unable to provide the extra care these children need.

Catholic Relief Services is working in Uong Bi with the National Institute for Education Strategies and Curriculum (NIESaC) to provide quality education for children with disabilities in the region. At Trong's school, the teachers and principal received training and resources to make it possible to include children with disabilities in the classroom and school activities. The other children joined a program called "The Circle of Friends" and learned how they could help Trong with his homework and social activities. Trong and I also work together on his lessons at home.

The first days at school were difficult for Trong. His teachers, classmates, and I worked hard to help him adjust to the classroom. I was very proud when Trong graduated to the next grade level with the other children in his class. Trong has a kind heart. With the devotion and efforts of our family, the teachers, and the school, I believe Trong will continue to develop his skills and will be a valuable member of our community.

*\*This version of the story was written for younger students.*

My name is Nguyen Thi Minh and I am Vietnamese. My family has lived in the village of Uong Bi, in northeastern Vietnam, for many years. My son, Trong, was born with a disability called Down's Syndrome. This means he is missing some important cells in his body and his learning is slower than other children's. In Vietnam, many children with disabilities cannot go to school because the teachers can't give them the extra help they need.

Catholic Relief Services has a special program in Uong Bi for kids like Trong. CRS works with another organization to provide schooling and activities for disabled children. At Trong's school, the teachers have special training. They have learned techniques and skills to help kids with disabilities. The kids in Trong's class joined a program called "Circle of Friends". They learned how to help Trong with his homework and help each other with class work. They also play games together.

The new schooling is difficult for Trong, but he enjoys it, too. The teachers, other students, and I all work hard to help him. This year, Trong did so well that he passed to the next grade level. Next year, Trong will continue to work hard and develop his skills. I am sure that he will grow and be a giving, working member of our community.

## Facts about Vietnam

|   |              |
|---|--------------|
| Population . . . . .                                      | 81.5 million |
| % population below age 15. . . . .                        | 30%          |
| % population with access to safe drinking water . . . . . | 77%          |
| Infant mortality rate (per 1,000 live births). . . . .    | 30           |
| Adult literacy rate (age 15 and above). . . . .           | 90.3%        |
| Male/Female literacy rate . . . . .                       | 94% /86.9%   |
| GNP per capita (U.S. \$). . . . .                         | \$430        |
| % population living in poverty . . . . .                  | 50.9%        |

# Vietnam

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## Objectives

- The students will recognize that all people have different strengths and weaknesses, including themselves.
- The students will identify how it feels to help others, and be helped by others.
- The students will connect learning to the Catholic Social Teaching principle of the Dignity of the Human Person.

**Materials Needed:** *blindfolds, coloring sheet, crayons, St. Francis of Assisi Peace Prayer*

## Discussion 1 (10 minutes)

1. Discuss with students how each of us has different strengths and weaknesses.
  - Give examples of your own strengths and weaknesses and encourage students to do the same for themselves.
  - Promote the idea that our strengths enable us to help others, while our weaknesses allow us to be helped by others.
  - Explain to students that we need to work together with others to be successful.
2. Read the story of Nguyen Thi Minh and Trong aloud.
3. Explain Down's syndrome and discuss what some of Trong's strengths and weaknesses may be.

## Activity 1 (20 minutes)

1. Pair students and blindfold one student in each pair.
2. Explain that the blindfolded student will need to complete a task, such as getting a drink of water from the water fountain. His or her partner will assist him or her in completing the task.
3. Switch jobs so that each student has experience in each role. Give the students a different task to complete, such as coloring a picture.

## Discussion 2 (10 minutes)

1. Discuss feelings the students had as both the blindfolded student and the assistant.
2. Ask the students if the tasks were possible for the blindfolded student to complete. Discuss with students what was needed in order to help the blindfolded student be successful. If necessary, lead them to answers such as patience, creativity, extra time, etc.
3. Discuss what things were needed to help Trong to be successful in school.
4. Ask students why it is important for Trong to go to school and how Catholic Relief Services helped make this possible.
5. Ask students if it would be fair if Trong was not allowed to go to school because of his needs. Connect this to the Catholic Social Teaching principle of the Dignity of the Human Person.

## Closing Prayer/Reflection (5 minutes)

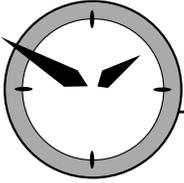
1. Have students stand in a circle and offer petitions.
2. Together pray the St. Francis of Assisi Peace Prayer.  
(Available at <http://www.prayerguide.org.uk/stfrancis.htm>)

## Links to Other Subjects

**Social Studies:** Investigate the formation of early communities, focusing on simple trade situations (e.g. a carpenter trading finished goods to a farmer for milk and eggs).

**Language Arts:** Have students compare and contrast their own experiences at school with Trong's experience.

**Creative Writing:** Have students write a letter to a friend from Trong's perspective about what it is like to go to school.



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

- Briefly do Discussion 1 above.
- Do Discussion 2, items 3, 4, and 5.
- Pray the St. Francis of Assisi Peace Prayer.

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Vietnam

## Objectives

- To identify various gifts that members contribute to a community.
- To demonstrate how a preferential Option for the Poor and Marginalized animates the work of Catholic Relief Services.

**Materials Needed:** *an outline of the human body drawn on poster board or chart paper, index cards of two different colors, paper hearts (one per student)*

## Activity (15 minutes)

1. Read the story of Nguyen Thi Minh and her son Trong. Locate Vietnam on a map or globe.
2. Write Trong's name on an index card and place it over the heart area on the human body poster.
3. Ask the students to name members of Trong's community (his mother, his classmates, etc.), and write each member on an index card of a different color than Trong's card.
4. Ask students to determine what parts of the body could be attributed to these community members (e.g. his mother could be the brain because she works with him on his lessons at home; his classmates could be the hands because they care for Trong in the Circle of Friends).
5. Place the appropriate index cards over the body parts identified.

### Discussion (15 minutes)

1. Use the story of Trong to begin a discussion on participation and sharing of people's gifts in a community, whether in a classroom or society at large.
2. Ask the students to give reasons why all the gifts present in a community are necessary.
3. Point out that Catholic Relief Services has identified people with disabilities as among the most marginalized in Vietnam and has focused its efforts on them, especially through the "Circle of Friends".
4. Discuss how your own community provides a "Circle of Friends" for those in need.

### Closing Prayer/Reflection (15 minutes)

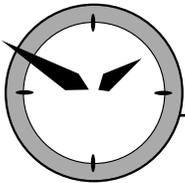
1. Read 1 Corinthians 12:12-26. Discuss how all parts are necessary in the Body of Christ. Ask students to relate this passage to the story of Nguyen Thi Minh and Trong.
2. Distribute small hearts. On one side, have students write a prayer for Trong's community; on the other side, a prayer for their own community.
3. Display these hearts in a circle in your prayer corner or on a bulletin board.

### Links to Other Subjects:

**Language Arts:** Integrate your discussion of Nguyen Thi Minh with an age-appropriate story of a child with a disability.

**Technology:** Discuss innovative technologies that have been developed for people with disabilities.

**Community/Parish Outreach & Parent-Teacher Association:** Invite a speaker to address a meeting on the topic of inclusive education. Work in small groups to discuss how your school and parish community can be more welcoming to people with disabilities. Use the story of Nguyen Thi Minh as part of your opening or closing prayer.



### If you only have 10 minutes . . .

- Read the story of Nguyen Thi Minh. Locate Vietnam on a map or globe.
- Do the Closing Prayer, item 1.

*See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.*



# Vietnam

### Objectives

- To recognize the challenges of living with a disability.
- To gain awareness of disabled persons in your own community.
- To understand the Catholic Social Teaching principle of the Dignity of the Human Person.

**Materials Needed:** *several bandanas to use as blindfolds, a few pairs of adult mittens, textbooks, pens, bible*

### **Activity 1 (15 minutes)**

1. Divide students into groups of three or four.
2. Write the following list of activities on the board.
  - Write your name on paper while you are blindfolded.
  - Open a textbook to page 95 while you are wearing mittens.
  - Cover your ears tightly with your hands. Another group member should give you a simple direction to follow.
  - Put your dominant hand behind your back. Take the caps off of three pens and put them back on again.
3. Provide each group with materials to complete the tasks. Allow ample time for each group to complete the activities.

### **Discussion 1 (10 minutes)**

1. Ask students to reflect on the following questions.
  - Were you able to complete the tasks?
  - Share some of your feelings about your success or failure in the tasks.
  - In what ways do disabled persons contribute to society?
  - Why does our society often marginalize them?
2. Reinforce that all of humanity was created in the image of God. We all possess an inherent dignity and equality.

### **Activity 2 (5 minutes)**

1. Ask a student to read the story of Nguyen Thi Minh and her son Trong aloud.

### **Discussion 2 (10 minutes)**

1. Ask for general student feedback on the story.
2. Specifically, reflect on the following ideas.
  - The tasks that students completed: Did they feel “disabled”?
  - The idea of the “Circle of Friends”: How do students think classroom activities should be modified for children with disabilities?
  - The value of the work of Catholic Relief Services: Why is it important?
3. Brainstorm some ideas about what you can do to assist disabled children in your own school. Invite the school counselor for your discussion.

### **Closing Prayer/Reflection (5 minutes)**

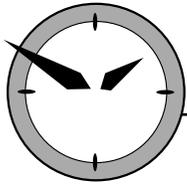
1. Read aloud Philippians 4:10-13.
2. Share petitions aloud for those who are disabled physically, emotionally, or spiritually.

### **Links to Other Subjects**

**Social Studies:** Research programs available in your state for children with disabilities.

**Art:** In small groups, create posters about inclusiveness and post them around your school.

**English:** Write a letter to students in the “Circle of Friends” group in Vietnam. Share your experiences about this lesson with them.



## If you only have 10 minutes . . .

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- Read the story of Nguyen Thi Minh and Trong aloud.
  - Ask students to share any experiences they have had with people who have Down's Syndrome.
  - Pray aloud: *God, thank you for blessing each one of us in a special way. Guide us to do your will and to love each other as you love us. Amen.*
- 

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Vietnam

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## Objectives

- To understand the Catholic Social Teaching principles of the Dignity of the Human Person, Participation, and Option for the Poor.
- To brainstorm ways to be more inclusive of others.

**Materials Needed:** *paper, pens*

## Before the Lesson

1. Pre-assign a homework project asking the students to research what Down's Syndrome is and what effect it has on people.
2. Research the themes of the Dignity of the Human Person, Participation, and Option for the Poor and choose some notable quotations on these themes from Catholic Social Teaching documents available at [www.osjspm.org/cst/themes.htm](http://www.osjspm.org/cst/themes.htm).

## Discussion 1 (10 minutes)

1. Ask students to recall a time when they experienced being excluded from a group.
2. Ask students to identify people who are often excluded or left on the margins of society.
3. Discuss the following questions.
  - How does exclusion affect people?
  - What are some reasons why people are excluded from participating fully in activities and communities?

### Activity 1 (10 minutes)

1. Invite a student to read the story of Trong from Vietnam aloud.
2. Have students share some key findings from their research on what a person with Down's Syndrome experiences.
3. Discuss the following questions.
  - Why is it difficult for people with Down's Syndrome to participate in the community?
  - What prevents people with Down's Syndrome from integrating fully into society?

### Discussion 2 (15 minutes)

1. Summarize the Catholic Social Teaching principles of the Dignity of the Human Person, Participation, and Option for the Poor using the notable quotations you researched before class.
2. Have students discuss which of these principles of Catholic Social Teaching they recognize in the story about Trong.

### Activity 2 (5 minutes)

1. Have students write down the following 2 phrases and complete these phrases on their papers.
  - The one thing I can do to be more respectful of the dignity of others is...
  - Something I can do to be more inclusive of others at home and in school is...
2. Ask each student to share his or her responses with the class.

### Closing Prayer/Reflection (5 minutes)

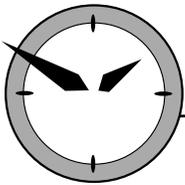
1. Pray together: *God of love, you embrace us with your all-encompassing compassion. Grant us the grace to follow your example by reaching out with love to our brothers and sisters who are poor and marginalized. Amen.*
2. Close by singing *A Place at the Table* by Lori True (GIA Publications) together as a class.

### Links to Other Subjects

**Science or Health:** Research Down's Syndrome. Include an exploration on the gifts and talents that people with Down's Syndrome bring to their communities.

**English:** Write an essay about ways in which we can be more inclusive to others at home, in school, and in our communities.

**Geography:** Discuss the difference of a developed and a developing country. Locate Vietnam on the world map and research why Vietnam is classified as a developing country.



### If you only have 10 minutes . . .

- Invite a student to read the story of Trong aloud.
- Reflect on the story's connections with the Catholic Social Teaching principles of the Dignity of the Human Person and the Option for the Poor and Vulnerable.
- Pray together: *God, our Creator, let us remember that you have created all of us in your image. Inspire us to perform acts of solidarity with those who are marginalized in society. Amen.*

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Nicaragua



My name is María Antonia Blandón Guillen and my family has grown coffee in Las Nubes, Nicaragua for 30 years. I am a widow and manage our family farm with the help of my daughter. Although coffee is a popular drink around the world, it is difficult for small-scale coffee farmers like me to get a fair price for our harvests. A few years ago, our coffee sold for 8¢ per pound. With this price, we were unable to cover the expenses of growing the crops and did not have enough money for food or to send my grandchildren to school.

Catholic Relief Services came to our community and began a Coffee Project to help small-scale farmers who could not support their families on the money they received for their harvests. Through the CRS Coffee Project, we received training on how to improve the quality of our coffee and diversify our sources of income. CRS also helped the farmers in our community form the “Faith of Las Nubes” Cooperative. By working together through the Cooperative, we are able to negotiate fair prices for our crops.

In 2005, I sold my coffee through the Cooperative for \$1.25 per pound. This is a fair price. We covered our expenses and also made a profit. Now my family has enough money for our household needs. By working together in the Cooperative, my fellow farmers and I will no longer be forced to sell our coffee for less than what it is worth.

*\*This version of the story was written for younger students.*

My name is María Antonia and I am a farmer in Las Nubes, Nicaragua. Our village sits in the mountains near Lake Nicaragua. I grow coffee on my farm. Since my land is not very big, my harvest is small. When I brought my coffee to the market, it sold for only 8¢ a pound. This gave me very little money for my farming expenses. It was hard to buy food for my family and save money for our other expenses.

Catholic Relief Services came to our community and began a Coffee Project. We call it “Faith of Las Nubes”. The project helps small farmers like me, who struggle to support their families. We learned how to grow better coffee plants. We also how to advertise our coffee for better prices on the market. When farmers in the Project work together, we can share resources and harvest a better crop.

Through the Coffee Project, I was able to sell my coffee at a higher price --\$1.25 a pound. This is a fair price for the hard work of a farmer. With the money I now make, our family is more secure. We have enough money for food, school for the children, and clothing too. I am grateful that the Coffee Project began in our community. It supports farmers and helps us grow delicious coffee too.

## Facts about Nicaragua

|  |              |
|--|--------------|
| Population . . . . .                                     | 5.6 million  |
| % population below age 15. . . . .                       | 41%          |
| % population with access to safe drinking water. . . . . | 77%          |
| Infant mortality rate (per 1,000 live births). . . . .   | 32           |
| Adult literacy rate (age 15 and above). . . . .          | 76.7%        |
| Male/Female literacy rate . . . . .                      | 76.8% /76.6% |
| GNP per capita (U.S. \$). . . . .                        | \$710        |
| % population living in poverty . . . . .                 | 47.9%        |

# Nicaragua

## Objectives

- To gain basic understanding of how a small business works and makes a profit.
- To gain understanding of a cooperative and connect it to the Catholic Social Teaching principles of Rights and Responsibilities.

**Materials Needed:** beads, string, index cards, marker, jar full of pennies

## Discussion 1 (10 minutes)

1. Discuss with students the basic operation of a business. Include information on the product, cost to make product, sale of product, and profit.
2. Read the story of María Antonia aloud.

## Activity 1 (20 minutes)

1. Display materials to make a necklace (string and beads).
2. Organize a role-play situation in which a student makes jewelry to sell in order to make money for his or her family. Roles include the jeweler, a customer, and numerous other jewelers.
3. Explain that for each necklace the beads cost 10¢ and the string costs 5¢. Display an index card with the cost with each item. Ask the students to decide on a fair price to sell the necklace so the jeweler will make a profit.
4. Display the price on an index card with a finished necklace. Have the customer “buy” the necklace with pennies. The customer should insist on paying only 10¢.
5. Discuss why this is not a fair price. Explain that the jeweler has to sell at the unfair price because he or she relies on the customer’s business and is afraid the customer will leave and find jewelry at another business for less money.
6. Have the other jewelers get together with the first jeweler and create the Necklace Cooperative. Together, they decide on a fair price to sell their jewelry and each promise to sell at that price. They will work together to receive a fair profit and will not fear that customers will leave to find a cheaper price from another jeweler.
7. Repeat the situation above, using more customers “buying” at the Necklace Cooperative.

## Discussion 2 (10 minutes)

1. Discuss how the Necklace Cooperative helped the jeweler, his or her family, the business, the other jewelers, and the community.
2. Relate the Necklace Cooperative to the Coffee Cooperative and discuss how “Faith of Las Nubes” helped the coffee farmers.
3. Discuss how working with the Coffee Cooperative directly affects María Antonia and her family.
4. Discuss how Catholic Relief Services helped make the Cooperative possible. Connect this to the Catholic Social Teaching principle of Rights and Responsibilities.

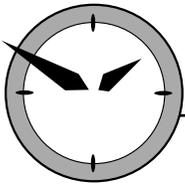
## Closing Prayer/Reflection (5 minutes)

1. Pray the Beatitudes together. Highlight a line for each child to read, then stand in a circle and hold hands.
2. Close with the following prayer: *Dear Lord, You taught us to treat others as we want to be treated. Help us to remember this in all we do. Help us to remember all the work that went into the food that we eat, the clothes that we wear, and the goods that we use. We pray that all people are treated fairly throughout the world. Amen.*

## Links to Other Subjects

**Math:** Have students figure out the loss and profit made in the role-play situations above.

**Social Studies:** Investigate countries in which coffee is a natural resource and create maps that demonstrate this. Discuss the significance of a natural resource in a particular region.



### If you only have 10 minutes . . .

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- Read the story of María Antonia aloud and discuss the basic operation of a small business.
  - Do Discussion 2, Items 3 and 4.
- 

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Nicaragua

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## Objectives

- To illustrate the challenge of decision-making when income does not match expenses.
- To determine how joining together in a cooperative can improve conditions for workers.

**Materials Needed:** coffee cups (2 for each student), markers or crayons, pennies (8 for each student), chalk and chalkboard, small strips of paper

## Activity (25 minutes)

1. Read the story of María Antonia. Locate Nicaragua on a map or globe.
2. Distribute two coffee cups to each student. Ask students to mark the cups “income” and “expenses”.
3. Give each student 8 pennies to place in the “income” cup, representing the 8¢ per pound which María Antonia received for her coffee a few years ago.
4. On the board, create a chart listing the typical family expenses for a coffee farming family (e.g. buying seeds, buying fertilizer, buying food and clothing, paying school fees for the children, etc.).
  - Mark the “price” of each expense as 6¢.
  - Ask each student to choose which expense would be their top priority if they were forced to choose just one.
5. Ask students to move 6 pennies from their income cups to their expense cups and write which expense was their top priority directly on the cup.
6. Distribute small slips of paper and ask students to write WHY they chose this priority. Ask them to place their slips of paper in their expense cups.

7. Divide students into small groups, with those choosing the same top priority joining in the same group.
8. Ask students to determine how, acting as coffee farmers, they can benefit from working cooperatively rather than individually.

### **Discussion (10 minutes)**

1. Facilitate a conversation with the students.
2. Discuss the following questions.
  - How did you decide which expense was your top priority?
  - How would your decisions change if you had received \$1.25 instead of 8¢?
  - How did the decisions of the group differ from individuals' decisions?
  - Why?
  - How can conditions improve for farmers who are members of a cooperative?

### **Closing Prayer/Reflection (10 minutes)**

1. Read Acts 4:32-37.
2. Ask students to reflect on how the faith of the early church is alive today in the Nicaraguan farming cooperative.
3. Close with a simple prayer circle sharing personal petitions.

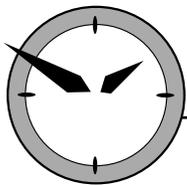
### **Links to Other Subjects:**

**Language Arts:** Use the steps of coffee production as a way to teach sequence (planting, harvesting, etc).

**Science:** Discuss the conditions that make the mountainous regions of Nicaragua ideal for coffee production.

**Social Studies:** Discuss the historical and economic conditions that led to the Coffee Crisis that began in 1999.

**Community/Parish Outreach:** Hold a fair trade coffee sale. Ask students to take the lead on educating buyers about Nicaraguan coffee farmers.



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

- Read the story about María Antonia aloud. Locate Nicaragua on a map or globe.
- Tell the students that they are going to role-play being Nicaraguan coffee farmers. They must decide among three expenses: growing crops, buying food, or paying school fees for their children.
- Designate three areas of the room and ask each student to stand in the area that represents the decision he or she made.
- Encourage students to discuss their choices.

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*See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.*

# Nicaragua

## Objectives

- To recognize the presence of fair trade products in the local community.
- To realize the benefits of a cooperative.
- To understand how simple daily choices (such as drinking a cup of coffee) affect global issues such as economic justice.

**Materials Needed:** *computer/internet access, Dixie cups, one pot of brewed coffee, a few spoons, milk and sugar (optional), yellow pages phone book, a book of stamps, copies of the worksheet on page 21, construction paper, markers or crayons, pens, paper, envelopes*

## Before the Lesson

1. Research the meaning of “cooperative” and “fair trade” at [www.crsfairtrade.org](http://www.crsfairtrade.org).
2. Research the Catholic Social Teaching theme of Economic Justice at [www.osjspm.org/cst/themes.htm](http://www.osjspm.org/cst/themes.htm).

## Activity 1 (15 minutes)

1. Brew a pot of coffee. Pass out Dixie cups and allow students to taste and smell the coffee during this activity.
2. Take the Catholic Relief Services Virtual Coffee Tour. ([http://www.crsfairtrade.org/coffee\\_project/index.htm](http://www.crsfairtrade.org/coffee_project/index.htm))
3. Ask a student to read the story of María Antonia aloud.

## Discussion 1 (5 minutes)

1. Discuss the benefits of a cooperative.
2. Briefly introduce the Catholic Social Teaching principle of Economic Justice.
3. Discuss how fair trade products support this principle. How can consumers also support this principle?

## Activity 2 (20 minutes)

*This activity can be spread out over two class periods.*

1. Using the worksheet on page 21, students will gather information and contact local coffee shops regarding fair trade coffee. The Collectors and Researchers will gather background information. Then the Letter Writers and Artists will write letters and attach artwork to send to the shops to explain why they think fair trade coffee is important to sell. Hopefully, some of the shop managers will respond.
2. Divide students into groups:
  - Group One – Collectors: This group will use the yellow pages or internet to collect information about local coffee shops.
  - Group Two – Researchers: This group will collect data on fair trade coffee (e.g. what makes a product “fair trade” certified, where the coffee is grown, how small farmers benefit from fair trade, etc.).
  - Group Three - Letter Writers: This group will actually compose and write the letters. This should be done in collaboration with the findings of the Researchers and include the conclusions to the above discussion as well.
  - Group Four – Artists: This group will create small drawings to send with the letters.

3. Compile the letters and artwork, address and stamp the envelopes, and mail the correspondence to the local coffee shops.

### **Discussion 2 (5 minutes)**

1. Discuss with students the following questions.
  - What did you learn about the local coffee shops in our community?
  - What did you learn about fair trade coffee?
  - How do you think the owners of the local shops will respond to our letters and drawings?

### **Closing Prayer/Reflection (10 minutes)**

1. Ask students to reflect in their journals on how they and their families can support fair trade. Why is supporting fair trade important?
2. Close by praying together: *God, through You, we are able to work for justice and live with grace. Help us to recognize the worth in each person and the gifts they share with us. O God, we are grateful for your presence and love. Bless our families and neighbors throughout the world. Amen.*

### **Links to Other Subjects**

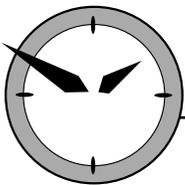
**Social Studies:** Research current events in Nicaragua.

**Art:** Create your own coffee label, advertising fair trade coffee.

**Physical Education:** As a class, sponsor a Jump Rope-A-Thon to raise money for coffee farmers in Nicaragua. Invite different classes to the gym to support your cause. Donate the money you raise to Catholic Relief Services.

**Language Arts:** Make a word collage on the board, listing reasons why coffee is such a popular drink worldwide.

**Science:** Gather numerous samples of coffee. Research how the beans were grown. Study how the bean is actually made into a coffee drink. Perform taste tests and compare your tasting results with statistical results.



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

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- Take the Catholic Relief Services Virtual Coffee Tour.
  - Ask a student to read the story of María Antonia aloud.
  - Pray together: *God, through You, we are able to work for justice and live with grace. Help us to recognize the worth in each person and the gifts they share with us. O God, we are grateful for your presence and love. Bless our families and neighbors throughout the world. Amen.*
- 

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Nicaragua

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## Objectives

- To understand the Catholic Social Teaching principles of the Dignity of the Human Person and the Dignity of Work.
- To understand fair trade and cooperatives.
- To creatively develop ways to respect people's dignity and work.

**Materials Needed:** *copies for each student of notable quotations on the Catholic Social Teaching principles listed below (available at [www.osjspm.org/cst/themes.htm](http://www.osjspm.org/cst/themes.htm))*

## Before the Lesson

1. Research the meaning of “cooperative” and “fair trade” at [www.crsfairtrade.org](http://www.crsfairtrade.org).
2. Research the themes of the Dignity of the Human Person and the Dignity of Work (Economic Justice) and choose some notable quotations on these themes from Catholic Social Teaching documents available at [www.osjspm.org/cst/themes.htm](http://www.osjspm.org/cst/themes.htm).

## Discussion 1 (10 minutes)

1. Share with students that all people have intrinsic dignity as persons created in God's image (Genesis 1:27).
2. Ask students to discuss the following questions in pairs.
  - Share a time when you felt undervalued or unappreciated for who you are.
  - How did you feel?
  - What gives us worth as individuals?
  - How can we show others that we appreciate their worth?

## Activity 1 (10 minutes)

1. Read the story of María Antonia from Nicaragua.
2. Ask students to research the concept of fair trade at [www.crsfairtrade.org](http://www.crsfairtrade.org).
3. Invite the students to discuss the following questions.
  - What prevented María Antonia from being able to cover crop expenses and provide for her family?
  - How do cooperatives benefit participants and respect the dignity of work?
  - What is fair trade?
  - How does Catholic Relief Services' Coffee Project promote fair trade?

## Discussion 2 (15 minutes)

1. Summarize the Catholic Social Teaching principles of the Dignity of the Human Person and the Dignity of Work (Economic Justice) using the notable quotations you researched before class.
2. Discuss how the approach of the “Faith of Las Nubes” cooperative respects human dignity and the dignity of people's work.

### Activity 2 (5 minutes)

1. Assign a homework project, asking the students to consider how we can practice respect for the Dignity of the Human Person and the Dignity of Work in our choices of what we buy and consume.
2. Have each student create a collage depicting ways of respecting the dignity of people and their work.

### Closing Prayer/Reflection (5 minutes)

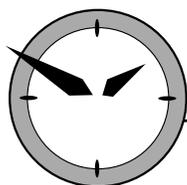
1. Pray together: *Lord, help us to be bearers of justice in our world as we honor the dignity of each person's work. Bless us with the ability to be fair and guide us to support companies that promote fairness in their business. Amen.*
2. Close by singing *Fingerprints of God* by Steven Curtis Chapman (Speechless CD, Sparrow/EMD Records) or *Lover of Us All* by Daniel Schutte, SJ (OCP Publications) together as a class.

### Links to Other Subjects

**Business:** Research and report on various coffee brands, identifying companies practicing fair trade. Sell fair trade coffee in your community as a class project.

**English:** Write an essay identifying ways we disrespect people's work and dignity and give suggestions for overcoming these actions. Or, write a letter to a non-fair trade company encouraging them to change their practices by citing the benefits of fair trade.

**Religion:** Write a list of "10 commandments of Human Dignity", offering rules to help people respect human dignity and the dignity of others' work.



### If you only have 10 minutes . . .

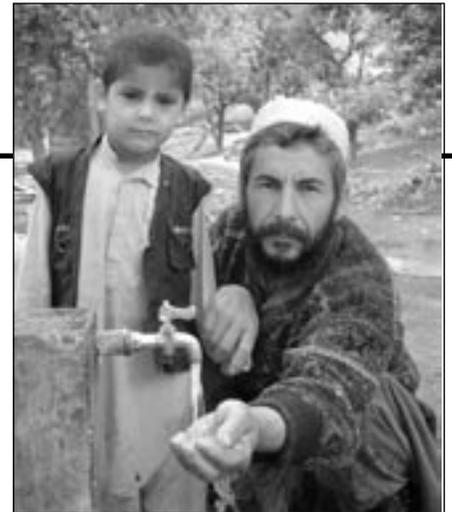
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- Have a student read the story of María Antonia out loud.
  - Summarize the Catholic Social Teaching principles of the Dignity of the Human Person and the Dignity of Work. Reflect on the story's connection to these principles.
  - Pray: *Lord, help us to be bearers of justice and to honor the dignity of each person's work. Guide us to support companies promoting fairness.*
- 

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Afghanistan



The village of Rabatak is tucked away at the end of an unpaved track that winds for miles through the mountains of central Afghanistan. My name is Ghul Ahmad and I have lived in Rabatak all of my life. Our lives and fortunes are entwined with the small mountain stream that runs down the center of our village. Without this water, there would be no almond or apricot trees in the orchards I tend for a living, and the village would be lifeless and grey. Without this water, there would be no Rabatak.

But the water that gives life to Rabatak also has a dark side. Farm animals waded in the stream, and in summer months it becomes a muddy trickle. We have always known that drinking the dirty stream water causes illness among the people in our village, but there was no other water source and we could not afford the materials needed to protect the water.

Catholic Relief Services provided our village with cement, pipes, and tools so that we could build a protected drinking water system. The whole village worked together on the project. Every man in Rabatak dug twenty meters of trench for pipes, and we connected the pipes to the spring that is the source of the stream. We now have four public taps and get clean drinking water straight from the spring. There is enough water for everyone, and our health has improved because we now have clean water for cooking, washing, and drinking.

*\*This version of the story was written for younger students.*

My name is Ghul Ahmad and I live in the mountainous village of Rabatak, Afghanistan. In the middle of our village, there is a stream. The stream is very important to the people and animals of Rabatak. It provides water for our fruit trees, water to feed our livestock and water for people to drink, bathe, and cook with. The life of the village depends on our stream.

There are some problems with our stream, too. Sometimes farm animals waded in it and in bad weather, it turns muddy. We have no other source for water, so we use the dirty water anyway and sometimes become sick.

Catholic Relief Services wanted to help us with this problem. They gave our village cement, pipes, and tools so we could build a new water system. With the cooperation of everyone, we built ditches to bury the pipes and then connected the pipes to the spring where the water begins to flow. We also built four public water pumps where people can collect fresh water. Now, clean water flows through the pipes directly to our village. There is plenty of water for all the villagers. We are healthier and happier now that our water is safe.

## Facts about Afghanistan

|  |              |
|--|--------------|
| Population . . . . .                                     | 28.5 million |
| % population below age 15. . . . .                       | 43%          |
| % population with access to safe drinking water. . . . . | 13%          |
| Infant mortality rate (per 1,000 live births). . . . .   | 165          |
| Adult literacy rate (age 15 and above). . . . .          | 36%          |
| Male/Female literacy rate . . . . .                      | 51% /21%     |
| GNP per capita (U.S. \$). . . . .                        | \$250        |
| % population living in poverty . . . . .                 | unavailable  |

# Afghanistan

## Objectives

- To understand the role clean water plays in healthy living.
- To understand how Catholic Relief Services helped bring clean water to Rabatak, Afghanistan and connect that to the principle of being called to family, community, and participation around the world.

**Materials Needed:** *paint, paintbrushes, paper, water, a bucket, one toothbrush and toothpaste, a dirty dish, one drinking glass, small bottle of holy water*

## Activity 1 (15 minutes)

1. Place a bucket of water in the front of the classroom.
2. Pass out painting supplies to each student.
3. Ask students to paint a picture of water in any form (lake, waterfall, etc.).
4. When students are finished painting, have them to clean their paintbrushes in the bucket of water.

## Discussion 1 (10 minutes)

1. Write “water” on the board. Make a word web of how water is used in our world.
2. Ask students to name some everyday uses of water.
3. Read the story of Ghul Ahmad aloud.

## Activity 2 (10 minutes)

1. Ask students to imagine that the bucket of water was the only water they had to use for the day.
2. Hold up the toothbrush and toothpaste. Ask for a volunteer to come up to brush his or her teeth using this water.
3. Clean the dirty dish in the water and then fill the drinking glass with the same water. Ask for a volunteer to drink the water.

## Discussion 2 (10 minutes)

1. Discuss reasons why the students did not want to use the water and why it would be harmful to a person’s health.
2. Discuss how a protected drinking water system helped the people in Rabatak and why this was an important project for Catholic Relief Services.
3. Discuss the aspect of the story in which every man in Rabatak dug twenty meters for trench pipes.
4. Discuss how the community’s participation in the project helped them feel a greater sense of accomplishment when they completed the drinking water system.

## Closing Prayer/Reflection

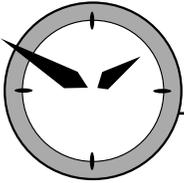
1. Pray aloud: *Lord, thank you for giving us access to clean water because it is so important in our daily living. By supporting Catholic Relief Services, may we help others have access to clean water, too. Help us to always value the contributions of each member of our class, so that by working together we produce a greater good. Amen.*
2. After the prayer, encourage students to anoint themselves with holy water.

## Links to Other Subjects

**Science:** Research and study water filtration systems. Track the course water takes from its natural source to your home in a typical water treatment plant.

**Social Studies:** Discuss reasons why water conservation is important. Have students track the amount of water they use in one day and the different things they use water for. Then discuss ways they can reduce their water usage.

**Writing:** Have students write letters to their Senator or Congressperson asking for help to support efforts like this one in Rabatak.



### If you only have 10 minutes . . .

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- Show a bucket of dirty water in front of the classroom.
  - Read the story of Ghul Ahmad.
  - Ask the students to imagine using the dirty water in daily activities.
  - Use Discussion 2, items 1 and 2
  - Pray the Closing Prayer.
- 

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.



# Afghanistan

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## Objectives

- To learn about the influence of water on a rural community in a developing country.
- To demonstrate solidarity by working in groups towards a common purpose.

**Materials Needed:** chart paper, construction paper, markers or crayons, large box of straws, bowl of holy water, bowl of almonds and/or apricots

## Before the Lesson

Designate an area or bulletin board in your classroom to become a learning center focused on the impact of water in Rabatak. The area should be blank as you begin the lesson. You may want to make the lesson last throughout the week, so each day something new can be added to the wall space.

### **Activity (45 minutes, could be extended or shortened over several class periods)**

1. Read the story of Ghul Ahmad. Locate Afghanistan on a map or globe. Name Afghanistan's neighbors in South Asia.
2. Read the bible story of Noah (Genesis 6-9), noting how water can be a source of life or a source of death.
3. Through interactive discussion, create a representation of Rabatak in your learning center.
  - Use blue construction paper to create the mountain stream down the middle of the bulletin board.
  - On the right side, add representations for the almond and apricot trees.
  - Discuss how these bring life to the village.
  - On the left side, add representations of farm animals in the stream and people drinking the water.
  - Discuss how this is harmful to the village.
4. Distribute 20 inches of straw to each student, representing the 20 meters of trench for pipe dug by each of the men in Rabatak.
5. Divide class into four groups and have each group gather in a corner of the classroom. These four corners will represent the public water taps in the village of Rabatak.
6. Pass out chart paper and markers or crayons and ask each team to create a poster about their public water tap with messages about the benefits of clean drinking water.
7. Finally, have the students connect the taps to the spring in your bulletin board using the "pipes".

### **Discussion (10 minutes)**

1. Review the story of Noah and how water can become either a source of life or a source of death for a community.
2. Discuss how the materials and support provided by Catholic Relief Services became a source of life in the village of Rabatak.
3. Ask students to discuss how working together as a group to complete the water project demonstrated the spirit of solidarity so present in the village of Rabatak.

### **Closing Prayer/Reflection (10 minutes)**

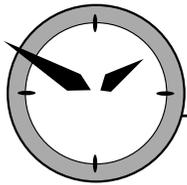
1. Place a bowl of water at the base of your learning center.
2. Play or sing *Water of Life* and have students approach the bowl, blessing themselves with water.
3. Bless the bowl of apricots and almonds with a short sprinkling rite.
4. Distribute the almonds and apricots to the students as a sign of life.
5. Ask students to share their almond or apricots with a friend or family member, telling the story of Ghul Ahmad as they do so.

### **Links to Other Subjects**

**Science:** Research the engineering involved in building a protected drinking system.

**Social Studies:** Create a timeline of historic events that have taken place in Afghanistan during your students' lifetime.

**Math:** Monitor water usage in your class or school for a designated period of time.



## If you only have 10 minutes . . .

- Read the story of Ghul Ahmad. Locate Afghanistan on a map or globe.
- Prepare the materials for your bulletin board or learning center in advance, including the mountain stream, almond and apricot trees, farm animals, and people drinking the water.
- Discuss how water can be a source of life or death for a rural community.

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.

# GRADES 7-8 LESSON PLANS

# Afghanistan

## Objectives

- To reflect on the Catholic Social Teaching principle of Community.
- Students recognize the value of community.

**Materials Needed:** numerous decks of playing cards

## Activity 1 (10 minutes)

In this activity, students will perform simple tasks. Before each task, remind students that each of them should play a part in each task.

1. Task One.
  - Pass out a few playing cards to each student.
  - Ask students to close their eyes and arrange the cards in numerical order.
2. Task Two.
  - Divide the class into pairs and ask the pairs to join their cards together.
  - In each pair, one student should close his or her eyes and one student can have his or her eyes open.
  - Ask pairs to arrange the cards in numerical order.
3. Task Three.
  - Join pairs into small groups and ask the students in each group to join their cards together.
  - In each group, half of the students should have closed eyes, while the other half can keep their eyes open.
  - Ask the groups to arrange the cards in numerical order.

## Discussion 1 (5 minutes)

1. Ask students to reflect on their feelings during each task.
2. Discuss the following questions with students.
  - Did you prefer working alone or with a group?
  - How did it feel to not be able to use your sight?
  - What were some advantages and disadvantages of working with others?

## Activity 2 (10 minutes)

1. Ask students to close their eyes.
2. Read the story of Ghul Ahmad aloud.

## Discussion 2 (10 minutes)

1. Ask students to summarize the key points of the story. Could they imagine the story scene in their mind as it was read aloud?
2. Introduce the Catholic Social Teaching principle of Community.
3. Discuss the following questions with students.
  - How did Ghul's community benefit from working together?
  - How do individuals in your class contribute to the common good of the class community?
  - Why does Catholic Relief Services work in areas such as Afghanistan?
4. Discuss what were some other benefits besides bringing clean drinking water to the community that the clean water project had for the people in Ghul's village.

## Closing Prayer/Reflection (10 minutes)

1. Stress the idea that people can contribute to their community in different ways.
2. Read the following passage from a U2 song aloud.

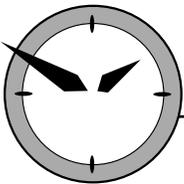
*One love, one blood, one life, you got to do what you should.  
One life with each other: sisters, brothers.  
One life, but we're not the same.  
We get to carry each other, carry each other.  
One, one. All.*
3. Ask students to share a brief reflection of their feelings about this song.
4. Explain to students that all royalties from this song were donated to charity.

## Links to Other Subjects

**Science:** Invite a speaker to your class from a local water conservation or environmental organization.

**Math:** Calculate how much water is used in the home, classroom, and school each week (assuming the national average of 100 gallons/person/day).

**Religion:** Journal about how you contribute to your community now, and about new ways that you can contribute in the future.



## If you only have 10 minutes . . .

- Ask students to close their eyes while the story of Ghul Ahmad is read aloud.
- Ask students to summarize the key points of the story.
- Introduce the Catholic Social Teaching principle of Community.
- Discuss the following questions.
  - How did Ghul's community benefit from working together?
  - How do individuals in your class contribute to the common good of the class community?

See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.

# Afghanistan

## Objectives

- To recognize that access to safe water is a universal right and that all people must use water responsibly.
- To understand the Catholic Social Teaching principles of Rights and Responsibilities and Solidarity.

**Materials Needed:** chalkboard or chart paper, chalk, markers

## Before the Lesson

1. Pre-assign a homework project asking the students to list the basic needs people require to survive and why these things are necessary for survival.
2. Research the themes of Rights and Responsibilities and Solidarity and choose some notable quotations on these themes from Catholic Social Teaching documents available at [www.osjspm.org/cst/themes.htm](http://www.osjspm.org/cst/themes.htm).

## Discussion 1 (10 minutes)

1. Ask students to share the items they identified as needs in their pre-assigned homework project.
2. List these items on the chalkboard or chart paper.
3. Invite students to rank the basic needs from the most important to the least important.
4. Discuss the following questions.
  - How important is clean water to sustain life?
  - Who has the right to enjoy clean water?
  - What are the effects of not having clean water or having no water at all?

## Activity 1 (10 minutes)

1. Ask for a student volunteer to read the story of Rabatak aloud and for several other student volunteers to perform a mime while the story is being read.
2. Discuss the following questions with students.
  - What were the consequences of having unclean water in Rabatak?
  - Do the people of Rabatak have a right to access clean water?

## Discussion 2 (15 minutes)

1. Summarize the Catholic Social Teaching principles of Rights and Responsibilities and Solidarity using the notable quotations you researched before class.
2. Discuss the following questions with students.
  - How did the villagers of Rabatak exercise their rights and responsibilities to make clean water accessible to everyone?
  - How important is solidarity among the villagers of Rabatak in making clean water accessible to people?

## Activity 2 (5 minutes)

1. Have students reflect on how they can be in solidarity with the people of Rabatak in the way they live, particularly in the way they use the resource of water.
2. Ask students to write these reflections in their journals or as a brief essay.

### **Closing Prayer/Reflection (5 minutes)**

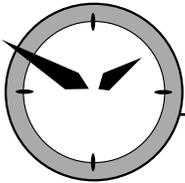
1. Pray together: *God, our Living Water, inspire us to perform acts of solidarity with those who do not have access to clean water. Amen.*
2. Close by singing *Flow River Flow* by Bob Hurd (OCP Publications), *Rain Down* by Jaime Cortez (OCP Publications), *We Are Called* by David Haas (GIA Publications), or *Come to the Water* by John Foley, SJ (OCP Publications) together as a class.

### **Links to Other Subjects**

**Science:** Discuss the water cycle and how water conservation is key to being a good steward of the earth.

**Health:** Research what diseases are water-borne. Research and discuss the effects on a person's health if he or she drinks unclean water.

**English:** Create print, radio, or video advertisements promoting the importance of solidarity with others through water conservation.



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

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- Have a student read the story of Rabatak aloud.
  - Reflect on the story's connections with the Catholic Social Teaching principles of Rights and Responsibilities and Solidarity.
  - Pray together: *God, our Living Water, inspire us to perform acts of solidarity with those who do not have access to clean water. Amen.*
- 

*See page 32 for a list of Lesson Plan Resources that may be useful as you prepare for this lesson.*



# Lesson Plan Resources

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## Songs

- *A Place at the Table* by Lori True (GIA Publications).
- *Be Not Afraid* by Bob Dufford, SJ (OCP Publications).
- *Circle of Friends* by Douglas McKelvey and Steve Siler (Life Love and Other Mysteries CD, Word Entertainment, Inc.).
- *Come to the Water* by John Foley, SJ (OCP Publications).
- *Fingerprints of God* by Steven Curtis Chapman (Speechless CD, Sparrow/EMD Records).
- *Flow River Flow* by Bob Hurd (OCP Publications).
- *Lover of Us All* by Daniel Schutte, SJ (OCP Publications).
- *Rain Down* by Jaime Cortez (OCP Publications).
- *Water of Life* by Stephen Dean or Jaime Cortez (Oregon Catholic Press).
- *We Are Called* by David Haas (GIA Publications).
- *We are Many Parts* by Marty Haugen (GIA Publications).
- *You Are Called to Tell the Story* by Ruth Duck (GIA Publications).

## Websites

- <http://www.bwtp.org/> - Banking with the Poor website.
- [http://www.crsfairtrade.org/coffee\\_project/index.htm](http://www.crsfairtrade.org/coffee_project/index.htm) - Catholic Relief Services Virtual Coffee Tour.
- [http://www.catholicrelief.org/kids/portal/index\\_flash.cfm](http://www.catholicrelief.org/kids/portal/index_flash.cfm) - Catholic Relief Services Teacher Resources.
- [http://www.catholicrelief.org/our\\_work/where\\_we\\_work/overseas/](http://www.catholicrelief.org/our_work/where_we_work/overseas/) - Catholic Relief Services Country and Program Information.
- <http://www.osjspm.org/> - Catholic Social Teaching documents.
- [www.projectwet.org/](http://www.projectwet.org/) - Educational resource on water.
- [www.globalexchange.org/campaigns/fairtrade/coffee/cooperatives.html](http://www.globalexchange.org/campaigns/fairtrade/coffee/cooperatives.html) - Global Exchange Fair Trade Coffee Cooperatives website.
- <http://www.stcdio.org/homabay/harvestforhope.htm> - Homa Bay-St. Cloud Global Solidarity Partnership.
- [http://www.catholicrelief.org/kids/debt\\_relief\\_index.htm](http://www.catholicrelief.org/kids/debt_relief_index.htm) - International debt relief game.
- <http://www.joycerupp.com/lent2001.html> - Sr. Joyce Rupp, poet.
- [www.nationalgeographic.com/landincrisis/education.html](http://www.nationalgeographic.com/landincrisis/education.html) - Lesson plans and educator resources on Afghanistan.
- <http://www.proteacher.com/090041.shtml> - Lessons plans and ideas for using community banks in the classroom.
- <http://www.motagifts.com/> - Ministry of the Arts spiritual gift shop.
- <http://www.nichcy.org/> - The National Dissemination Center for Children with Disabilities website.

- <http://www.eenet.org.uk/newsletters/news8/page23.shtml> - The National Institute for Education Strategies and Curriculum website (Vietnamese CRS program partner).
- <http://www.nicanet.org/> - The Nicaragua Network website.
- [http://www.usccb.org/cchd/povertyusa/portait\\_hunger.htm](http://www.usccb.org/cchd/povertyusa/portait_hunger.htm) - Catholic Campaign for Human Development website, “Portraits of Hope”, success stories of people fighting poverty in the United States.
- <http://www.prayerguide.org.uk/stfrancis.htm> - St. Francis of Assisi Peace Prayer.
- <http://cooperative.n4h.org/home.asp> - USDA Rural Business-Cooperative website.
- <http://www.food-force.com/> - United Nations World Food Programme interactive game on hunger.
- [http://www.catholicrelief.org/about\\_us/who\\_we\\_are/global\\_partners/nccw.cfm](http://www.catholicrelief.org/about_us/who_we_are/global_partners/nccw.cfm) - Catholic Relief Services’ and the National Council of Catholic Women’s “Water for Life” project.
- <http://www.geocities.com/Heartland/Ridge/9672/holland.html> - “Welcome to Holland”, a poem about children with disabilities.
- <http://www.odci.gov/cia/publications/factbook/index.html> - The World Factbook, general facts and maps of countries.
- [www.worldwatermonitoringday.org](http://www.worldwatermonitoringday.org) - World Water Monitoring Day website.

### **Printed Material**

Building Connections: Circles, MAPS & PATHS. Forest, M., Falvey, M., Pearpoint, J., & Rosenberg, R. In J. Thousand, R. Villa, & A. Nevin, 2002.

The Church: One Body, 790-791. Catechism of the Catholic Church. Libreria Editrice Vaticana, 1994.

Creativity & Collaborative Learning: The Practical Guide to Empowering Students, Teachers, & Families. Paul H. Brookes Publishing Co.

Earth Prayers from Around the World by Elizabeth Roberts, 1991.

If...a big word with the poor by Donald Bakely, 1976.

Leaven for the Modern World: Catholic Social Teaching and Catholic Education by Ronald Kreitemeyer, National Catholic Educational Association, 2000.

The Poverty Project by Linda Hanson, Good Ground Press.

The Storm by Marc Harshman, 1995.

### **Other Resources**

- Investigate the diversity of your local economy by contacting your local Chamber of Commerce.
- The Beatitudes (Matthew 5:3-11).
- The Golden Rule (Matthew 7:12 and Luke 6:31).



# Prayer Ideas

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You can integrate these prayer ideas into your classroom activities throughout Lent or during the rest of the year. You may use them on their own or in conjunction with the lesson plans contained in this Educator's Guide. These prayer ideas can be used with various age groups, and may be adapted to fit the particular age group of your class.

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## Prayer Flags

**Materials Needed:** numerous pieces of construction paper or 8x11 pieces of white cotton cloth, markers, long strands of twine or string

In Tibet, brightly colored prayer flags are strung almost everywhere. Blessings written on these flags are believed to be carried through the wind to anyone passing by. Prayer flags also offer a reminder of God, as people go about their daily lives.

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*For all children*

Create your own strands of prayer flags to hang in public areas of your school. Students can decorate cloth or paper flags with their own messages of blessing for others. Encourage students to use ideas of community, peace, solidarity, and Catholic Social Teaching.

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## Praying the Rosary

**Materials Needed:** rosaries (for online assistance on praying the rosary, refer to: <http://www.rosary-center.org/howto.htm>)

In solidarity with millions of Catholics worldwide, praying the rosary is a testimony of our faith. Through Operation Rice Bowl, we are asked to pray, fast, learn, and give in solidarity with others. With this rosary dedication, we especially pray for our neighbors in Kenya, Vietnam, Nicaragua, Afghanistan, and the United States.

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*For younger children*

Use a modified version of the rosary prayer (for the decades only):

1. Pray the first meditation for Kenya. [*We pray for Anna Akinyi in Kenya. Please bless her and keep her family safe, happy, and healthy. We pray for opportunities for families worldwide—may their dreams become their realities.*] Instead of a full decade, say three “Hail Marys” and one “Glory Be” prayer.
2. Pray the second meditation for Vietnam. [*We pray for Nguyen Thi Minh and her son Trong in Vietnam. Please bless them and keep them safe, happy, and healthy. Help us to be loving friends to each other.*] Say three “Hail Marys” and one “Glory Be” prayer.
3. Pray the third meditation for Nicaragua. [*We pray for María Antonia in Nicaragua. Please bless her and keep her family safe, happy, and healthy. We ask for bountiful harvests and fair prices for hardworking farmers all around the world.*] Say three “Hail Marys” and one “Glory Be” prayer.

4. Pray the fourth meditation for Afghanistan. [*We pray for Ghul Ahmad in Afghanistan. Please bless him and keep his family safe, happy, and healthy. We especially pray for the villagers of Rabatak. Thank you for providing them clean water and hope for a better life.*] Say three “Hail Marys” and one “Glory Be” prayer.
5. Pray the fifth meditation for people in the United States. [*We pray for our brothers and sisters in our own communities and schools. Please bless us and keep our families safe, happy, and healthy. May we love our neighbors and help others in need without question.*] Say three “Hail Marys” and one “Glory Be” prayer.

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Pray the standard rosary and use the five petitions above instead of the Mysteries.

*For older children*

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## Secret Pals

**Materials Needed:** *paper, markers or crayons, small slips of paper*

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*For younger children*

Write each student’s name on a slip of paper, fold it, and place in a jar. Then ask each child to pick a name from the jar. The person picked will be his/her “Secret Pal”. For a couple of days, the students should pray for and do good deeds for their Secret Pals. On the third day, ask each student to create a drawing for his/her Secret Pal. Have students begin by folding a piece of paper in half. Read a few of the Catholic Relief Services country stories aloud (pages 1,8,15,24). On one half of their papers, ask students to draw interpretations of Catholic Relief Services helping the person in the story. On the other half of the paper, ask students to draw a picture of their Secret Pals helping someone else. Ask students to share their drawings with the class and the Secret Pals will be revealed.

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*For older children*

Students should pray for their Secret Pals daily. At the end of a week, ask students to write letters of kindness and appreciation to their Secret Pals. To reveal the Secret Pals, ask each student to share a prayer petition for his/her Secret Pal and present the letter to him/her.

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## Small Faith Groups

**Materials Needed:** *bible, paper, markers or crayons*

In your classroom this Lenten season, form students into small faith groups. Set aside a few times each week to allow students to focus on being in solidarity with our international neighbors.

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*For younger children*

Read one of the country stories (page 1,8,15,24) aloud before each small group reflection time. In their small groups, students can create a “drawing of hope” depicting the story and Catholic Relief Services’ involvement in the project. Students can also write a prayer for each person depicted in the stories. These can be posted and shared with others.

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*For older children*

Read each country story together with the connected bible passage aloud.

- Kenya (Ecclesiastes 3:1-7)
- Vietnam (Matthew 13:31-32)
- Nicaragua (James 2:14-17)
- Afghanistan (Ephesians 4:2-3)

In their small groups, students can discuss the realities of the situations of each person depicted in the stories and their thoughts on how to relate the bible passages to the stories. Journaling, prayer petitions, or a minor fundraising project can be focuses for each small group.

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## **Stations of the Cross**

**Materials Needed:** *a copy of the Operation Rice Bowl Stations of the Cross (available at [www.crs.org/orb](http://www.crs.org/orb)), a representation for each Station of the Cross (younger children can create drawings to use during the prayer; older students can create collages using newspapers and magazines to depict the Stations)*

The Stations of the Cross are a powerful witness to the life of Jesus. Gather the younger and older students, and using the Operation Rice Bowl version, pray the Stations together.



# Hunger Banquet Instructions

The Hunger Banquet can be very effective with groups of adults or children to simulate the imbalanced distribution of food in our world. Participants represent various countries around the globe and receive a meal that corresponds to that country's economic status. The Hunger Banquet is an opportunity for your community to actively express solidarity with the poor around the world. Below are the instructions to carry out this activity in your parish or school, and we hope you will adapt it as necessary to meet your needs.

## What you need

- Volunteers to prepare and serve food
- Tables and chairs
- China dishes, glassware, silverware, linen napkins
- Paper plates, plastic cups, plastic utensils, paper napkins
- Small paper or plastic bowls
- White paper, scissors
- Name tags in three colors
- Markers, pencils, and pens

## Preparation

- Food and Table Settings (see chart below).
- Have volunteers prepare the food for the banquet.
- Include at least one meat dish, vegetables, potatoes, breads, desserts and a variety of drinks for the people assigned to the Developed World – (Levels 1 and 2, see below) and rice and water for the people assigned to the Developing World.
- Prepare table settings as indicated on the chart below.

## Dividing the Participants

- Each participant will represent a country from the Developed World-Level 1, the Developed World-Level 2, or the Developing World. Participants should be divided according to the proportions indicated on the chart below.
- Prepare slips of paper with the name of a country and its development category listed on each. See page 38 for information on which countries belong to each category.
- You may want to include a statistic or fact about each country on the slip of paper. See page 38 for sources of country statistics.
- Prepare name tags in three colors (or with dots of 3 different colored stickers) with each color representing a development category.

| Development Category                               | Table Setting  | Food   |
|--|--|--|
| <b>Developed World Level One</b><br>(10% of group) | Linen tablecloth, flowers in the center of table, china plate, linen napkin, silverware, glass                                   | Access to multiple servings of all food available  |
| <b>Developed World Level Two</b><br>(30% of group) | Paper plate, paper napkin, plastic silverware, plastic cup   | Access to one small serving of meat and vegetables |
| <b>Developing World</b><br>(60% of group)          | No table, no eating utensils, sit on the floor for the meal (Be sure that there is enough floor space available for this group.) | Access to one small serving of rice and water      |

## Procedure

- As participants enter the room, have each of them choose a slip of paper with a country listed.
- Fill out a nametag for each participant on the appropriate color based on the country chosen.
- Instruct all participants to be seated at the appropriate tables or on the floor, based on their country assignments.

- Give a brief presentation explaining the purpose and symbolism of the Hunger Banquet. Explain how the group has been divided, and discuss the answers to the quiz.
- Begin the meal.
  - Participants assigned to the Developed World – Level 1: Others serve them meals of meat, potatoes, vegetables, bread and dessert while they remain seated at their elaborately set tables. Invite them to ask for second helpings of food at any time.
  - Participants assigned to the Developed World – Level 2: Help themselves to one small serving each from a buffet of meat and vegetables and be seated at their modestly set tables.
  - Participants in the Developing World: Stand in line and be served a small helping of rice and a small cup of water. Sit on the floor.
- If you are hosting a special speaker at your banquet, it is recommended that he/she speaks during the meal. It is most effective for participants to hear about the realities of hunger while they are sharing the meal.
- After the meal, hold a brief reflection to gather the thoughts and feelings of each group.

### Discussion/Reflection

- Invite a speaker to your Hunger Banquet who can bring the realities of world hunger to life for the group. Former Peace Corps volunteers, missionaries, or refugees that may be residing in your community (contact your diocese's Migration and Refugee Services office) would be good sources to speak to your group.
- Break into small groups for a brief reflection, and consider the following questions:
  - How did you feel when you realized which country you had been assigned?
  - How did you feel about those assigned to countries different from yours?
  - What did you learn about the Developed World, the Developing World?
  - By participating in this exercise, we have reached out in solidarity to the poor around the world. In what ways can we continue to reach out to our neighbors around the world, even after we leave here tonight?

### Optional Activities

- Hold a **Work of Human Hands** sale after the Hunger Banquet. This alternative crafts bazaar promotes social justice by allowing participants to purchase crafts made by men and women in the developing world. Please call 1-800-685-7572 for more information, or visit: [www.crsfairtrade.org](http://www.crsfairtrade.org).
- Serve **Fair Trade Coffee** after the Hunger Banquet. This provides a tangible way for members of your community to learn about the CRS Coffee Project and act to make a positive difference in the lives of coffee farmers and their families. For more information visit: [www.crsfairtrade.org](http://www.crsfairtrade.org).
- Ask children in the parish community to create posters illustrating their thoughts about world hunger and their ideas about how we can make a difference. The posters can be hung around the room during the Hunger Banquet.
- Encourage high school students to use the Hunger Banquet to kick off their participation in **Food Fast**, CRS' 24-hour hunger awareness program. For more information, visit: [www.foodfast.org](http://www.foodfast.org).

### Development Categories and Corresponding Countries

**Developed World – Level 1:** (industrialized nations): Countries in which most people have a high economic standard of living. United States, England, Spain, Italy, France, Norway, Australia, etc.

**Developed World – Level 2:** Countries in which most people have an adequate standard of living. Russia, Poland, Hungary, Ukraine, etc.

**Developing World:** Countries in which most people have a low economic standard of living. Bolivia, Cameroon, El Salvador, Ethiopia, Ghana, Guatemala, Haiti, India, Kenya, Liberia, Nigeria, Peru, Philippines, Rwanda, Senegal, Sudan, Thailand, Uganda, Vietnam, etc.

### Suggested Sources for Country Statistics

- World Fact Books- [www.odci.gov/cia/publications/factbook](http://www.odci.gov/cia/publications/factbook)
- Nutrition Information; UNICEF- [www.unicef.org](http://www.unicef.org)
- Basic Hunger Information; Bread for the World- [www.bread.org/basic](http://www.bread.org/basic)
- Catholic Relief Services- [www.crs.org](http://www.crs.org)
- United Nations- [www.un.org](http://www.un.org)



# World Awareness Quiz

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1. How many people in the world live on less than \$1 per day?  
A. 500 million                      B. 1.2 billion                      C. 875 million
2. How many people in the United States live in a state of poverty, hunger, and hardship?  
A. 47 million                      B. 36 million                      C. 8.5 million
3. How many people in the world suffer from hunger, unable to afford enough food - the most basic necessity of life?  
A. 852 million                      B. 427 million                      C. 1 billion
4. The amount of money that the wealthiest 1% of the world's population makes equals the amount of money that the poorest \_\_\_\_ of the world's population makes.  
A. 9%                      B. 32%                      C. 57%
5. How many people in the world are infected with HIV/AIDS?  
A. 42 million                      B. 27 million                      C. 59 million
6. How many people in the world today do not have access to clean water?  
A. 68 million                      B. 496 million                      C. 1.1 billion
7. In the United States the average water usage per person per day is \_\_\_\_\_.  
A. 56 gallons                      B. 100 gallons                      C. 235 gallons
8. Operation Rice Bowl is Catholic Relief Services' \_\_\_\_\_ program that helps Catholics in the United States build solidarity with people around the world through prayer, fasting, learning, and giving.  
A. Advent                      B. Lenten                      C. Easter
9. In how many countries does Catholic Relief Services work?  
A. 99                      B. 57                      C. 32
10. \_\_\_\_\_ of your gifts to Operation Rice Bowl supports Catholic Relief Services programs and \_\_\_\_\_ supports local hunger and poverty alleviation efforts in the United States.  
A. 100% / 0%                      B. 50% / 50%                      C. 75% / 25%

# World Awareness Quiz Answers

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1. (B) **1.2 billion people** in the developing world earn less than \$1 per day, and thus live below the international poverty line. ([www.bread.org](http://www.bread.org))
2. (B) **36 million people** in the United States, about 12.5% of the population, live in poverty. ([www.povertyusa.org](http://www.povertyusa.org))
3. (A) **852 million people** in the world suffer from hunger. ([www.bread.org](http://www.bread.org))
4. (C) The amount of money that the most wealthy 1% of the world's population makes equals the amount of money that the **poorest 57% of the world's population** makes. ([www.un.org](http://www.un.org))
5. (A) **42 million people** worldwide are infected with HIV/AIDS. ([www.crs.org](http://www.crs.org))
6. (C) **1.1 billion** people lack access to clean water; nearly 2 billion people lack safe sanitation. More than 3 million people still die every year from avoidable water-related diseases. ([www.worldbank.org](http://www.worldbank.org))
7. (B) In the United States, the average person uses about **100 gallons** of water a day. ([www.nationalgeographic.com](http://www.nationalgeographic.com))
8. (B) Operation Rice Bowl is Catholic Relief Services' **Lenten** program that helps Catholics in the United States build solidarity with people around the world through prayer, fasting, learning, and giving. ([www.crs.org/orb](http://www.crs.org/orb))
9. (A) Catholic Relief Services works to alleviate human suffering and foster charity and justice in **99 countries and territories** around the world. ([www.crs.org](http://www.crs.org))
10. (C) **75% of your gifts to Operation Rice Bowl come to Catholic Relief Services** to fund development projects overseas and Lenten education efforts in the U.S. **25% of contributions support hunger and poverty alleviation efforts in dioceses in the United States.** ([www.crs.org/orb](http://www.crs.org/orb))

## Visit these websites for more information:

- Catholic Relief Services: [www.crs.org](http://www.crs.org)
- Bread for the World: [www.bread.org](http://www.bread.org)
- Catholic Campaign for Human Development: [www.povertyusa.org](http://www.povertyusa.org)
- United Nations: [www.un.org](http://www.un.org)
- World Bank: [www.worldbank.org](http://www.worldbank.org)
- National Geographic: [www.nationalgeographic.com](http://www.nationalgeographic.com)



# Educator's Guide Evaluation

Thank you for integrating Operation Rice Bowl into your curriculum with this *Educator's Guide*. We would like your feedback to help us evaluate the effectiveness of this resource. Please answer the following questions and send the completed evaluation to Catholic Relief Services. If you would prefer, you may complete an evaluation on-line at [www.catholicrelief.org/orb](http://www.catholicrelief.org/orb).

The *Educator's Guide* is written each year by Catechists and Catholic School teachers and aims to provide appropriate and effective lesson plans for each grade level. We are always looking for teachers to assist us. Please provide contact information if you are interested in working with Catholic Relief Services in developing this resource in the future. A member of the Operation Rice Bowl staff will contact you with further information.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone Number \_\_\_\_\_  
E-mail \_\_\_\_\_

1. What grade do you teach? \_\_\_\_\_ In which (arch) diocese do you teach? \_\_\_\_\_
2. I teach in a: (circle one)  

|                                    |                            |
|------------------------------------|----------------------------|
| Parish religious education program | Catholic elementary school |
| Catholic secondary school          | Other                      |
3. How many lesson plans did you use during Lent? \_\_\_\_\_
4. Did you use the full lesson plans, or the *If You Only Have 10 Minutes* version of the plans?  

|                   |                                    |      |
|-------------------|------------------------------------|------|
| Full lesson plans | <i>If You Only Have 10 Minutes</i> | Both |
|-------------------|------------------------------------|------|
5. Which language version of the *Educator's Guide* did you use?  

|         |         |      |
|---------|---------|------|
| English | Spanish | Both |
|---------|---------|------|
6. How effective was the *Educator's Guide* in helping you introduce your students to Catholic Relief Services and the global work of the Church?  

|                |                      |               |
|----------------|----------------------|---------------|
| Very effective | Moderately effective | Not Effective |
|----------------|----------------------|---------------|
7. How effective was the *Educator's Guide* in helping you incorporate Catholic Social Teaching into your classroom?  

|                |                      |               |
|----------------|----------------------|---------------|
| Very effective | Moderately effective | Not Effective |
|----------------|----------------------|---------------|
8. Were the lesson plans and stories written appropriately for the grade levels indicated?  

|                  |                        |                 |
|------------------|------------------------|-----------------|
| Very appropriate | Moderately appropriate | Not appropriate |
|------------------|------------------------|-----------------|
9. Which of the supplemental resources provided in the *Educator's Guide* did you use?  

|                                       |                             |
|---------------------------------------|-----------------------------|
| <i>If You Only Have 10 Minutes...</i> | <i>World Awareness Quiz</i> |
| <i>Prayer Ideas</i>                   | <i>Hunger Banquet</i>       |
10. What other Operation Rice Bowl materials did you and your students use in the classroom or at home?  

|   |                  |
|---|------------------|
| <i>Home Calendar Guide</i>              | <i>Rice Bowl</i> |
| <i>Catholic Relief Services Website</i> | <i>Video</i>     |

What other resources would be helpful to be included in the *Educator's Guide* or in other Operation Rice Bowl materials?

\_\_\_\_\_  
\_\_\_\_\_

Please share any additional comments or suggestions you have about the Operation Rice Bowl *Educator's Guide*.

\_\_\_\_\_  
\_\_\_\_\_

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

FOLD HERE

PARISH/SCHOOL NAME

PARISH/SCHOOL ADDRESS

CITY STATE ZIP

PLACE  
STAMP  
HERE

**Thank you  
for your reply!**

CATHOLIC RELIEF SERVICES  
OPERATION RICE BOWL  
209 W. FAYETTE STREET  
BALTIMORE, MD 21201-3158

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